A Study of Seventh Grade Problems Compiled into a Check List

Catherine Thurston
A STUDY OF SEVENTH GRADE PROBLEMS
COMPiled INTO A CHECK LIST

BY

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CHAPTER I

INTRODUCTION

Reasons for Undertaking Study

The transition from the sixth to the seventh grade for the early adolescent has been a long recognized problem. Various schools have tried different methods to make it smooth and more pleasant since this is a critical period physically, emotionally, and socially because of the changes taking place within the individual.¹

The curriculum has been changed and shaped around the needs of the early adolescent. Sympathetic and understanding teachers and parents are needed even more at this level.

Recent courses in guidance and years of experience in teaching have pointed out the fact clearly that the early adolescence has many concealed problems with which they are wrestling, and from which they seek relief. If such problems can be brought out into the open and talked over, without being identified as their problems, much discussion takes place, acceptable decisions are made by the group, and some gain understanding about their problems.

The adjustment of a child progressing from the sixth to the seventh is a difficult one. Many children find this step in their educational life a most confusing and a frustrating experience. Some find it almost

impossible to surmount and begin to think that the eighth grade will terminate their education. Others lag, barely making their grades, with a feeling of defeat. Even the better students feel the pressure greatly when having to adjust to new rules, new courses, new home work requirements, changing clothes and showering in gym class, riding buses, new faces, new teachers every hour, managing books in the hall lockers, and carrying all the necessities needed for a half a day of classes. "All this newness seems almost overwhelming to the erstwhile, sheltered elementary pupil."  

It has been comparatively recent that the terms "orientation" and "guidance" have been heard and more recently used to help the child become adjusted sooner so that he might gain more from his seventh grade experience.

The first step is to find out what are his problems and secondly, to help him solve them.

Objectives of the Study

It is the purpose of this study to work out a problem check list that may be used in group guidance and health classes for the seventh grade, that might also be of practical value to the student and the teacher in the following ways:

To help the student improve in study habits and to make better use of his time.

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To help the child better understand the changes that take place during the adolescent period.

To help solve difficulties that become discipline problems in higher grades. Early identification and treatment of potential delinquents often results in less maladjustment in the secondary school.\(^3\)

To bring about a better understanding between the student and the teacher in the classroom, allowing more learning to take place.

To establish a closer relationship between the home, the child and the school.

To bring about a greater feeling of success for several who then would wish to attend high school.

To help him form a philosophy of life, to build toward greater self-control, to feel more secure within, and to gain a concept of self, such as who am I and what can I do.

To help him gain confidence in himself.

To discover his abilities, find out his talents and capabilities.

To help him to prepare to be a more useful, well integrated citizen.

\(^3\)John Armstrong, "The Role of the Teacher in the Guidance Program", Presented at NCEA Convention, Milwaukee, Wis., April 25, 1957.
CHAPTER II

REVIEW OF LITERATURE

Much has been written on the preadolescent and on the adolescent stages of youth. It is quite obvious that the studies overlap on these two stages and that the seventh grade is caught in the midst of the two. It would then be necessary to have a knowledge of both groups to understand many of the problems of the seventh grade youngsters. For the sake of convenience, the seventh grade students will be identified as the early adolescent group in this paper. Furfey and other writers use this term to distinguish them. "It really includes the ages from the beginning of unique social and mental characteristics which distinguish children just previous to the onset and in the early stages of puberty."

The Preadolescent Stage

This is the period when the child shows signs of giving way from early childhood and to the developing individuality with its normal desire for self-direction. The difficulties that parents, teachers and the children run into are not new. One time the child obeys, the next time he defies authority, he runs in front of elders, interrupts guests, seizes food he wants from the table, acts noisily and boisterously. He may resort to acting like a five year old and recent established habits as going to


5Ibid., pp. 7-9.
bed at a certain hour, and refusing or forgetting to come at a designated time. When he is disciplined, he feels that "he is being picked on." He enters this period with a sharp antagonism for the opposite sex, does not care to associate with them, and seeks the group of his peers, "the gang."

Growing maturity lies behind his mistakes and blunders. He, therefore, needs to make errors and not be nagged about them constantly. The child's greater interest in and growing knowledge of reality is a source of annoyance and yet is wholesome development. He sees adults in his own world, questioning their decisions, arguing back, all of which are normal reactions. He resists adult supervision and the team spirit means little to him until he is approximately twelve.  

Redl believed little was known about this age, because the preadolescent was disappointing to the parent and teacher. Zachary makes a similar statement.  

The needs concerning this age group from nine to twelve have been recognized. "It is necessary for the teacher to understand the sources and character of the imbalances and tensions or motion propelling the learner." The standards of conduct and behavior are set up for these children and they are not ready to accept them. Certain types of behavior are considered undesirable when it is quite natural and most

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7Ibid., p. 10.

8Ibid., p. 11.
necessary in developing the whole child.9

There is also a question as to what type of a curriculum fits this child in our schools today. This age child needs more consideration and understanding in both the home and in the school.

The Early Adolescent Stage (The In-between Stages)

The seventh grade usually includes children twelve and thirteen years of age. They need to understand and accept the changes which occur at the adolescent level. Changing bodies, changing interests, and rapid shifts in emotions are a few of the examples.

The rapid change in physical body causes them to be sensitive about their height, weight, clumsiness, huge appetites, acne, and other problems in development. Individual differences in rate of growth and development toward maturity are emphasized. A child in the early adolescence period hesitates to take advice about wearing glasses, braces or any type of aid that will make him different from his group. They rebel against authority from adults. The best incentive comes from their own experiences and group discipline. Case study anecdotes about story characters are typical for this age. It is through these realistic book friends that they begin to realize their responsibility in growing up and taking care of themselves.10


Early adolescents take an increasing interest in community affairs and for this reason material is presented from the view of youngsters cooperating in the community's fight against diseases. Communicable diseases are introduced at this level. Studies show a great number of mishaps involving the early adolescent occur in school at physical education time, on the playground or in mechanical shops plus a smaller number on the streets and at home. Since most of these are caused by carelessness, failure to heed safety precautions and failure to use tools properly, the subject of safety is also emphasized. It is presented in the manner of stories, discussions, cartoon strip films, first aid techniques and other devices that lend themselves to this age.

One of the fields that is perhaps the most important is mental health, for emotional conflicts are prevalent in this group. They are uneasy with their long legs, thin bodies, big hands, and new, strange feelings that come as a result of endocrine glands pouring juices into the bloodstream of the body causing maturation. Their uneasiness is also increased by more social demands as they become interested in the opposite sex. Adolescents want the privileges of the adults, yet they are not ready to assume responsibility. This leads to many family problems. This desire for independence from the home and yet the need for its security keeps the adolescent in an emotional turmoil.

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12 Shacter, op. cit., p. 19.
Methods of approach in guiding the child during this period are: current developments in research, the project method where small group discussions take place, self evaluation by quizzes and pre-tests, problem solving questions and also socio-dramas. "Another approach to the problem is to use a home made problem check list and develop the curriculum from the responses the students make on this."13 "Talking things over at home" or even forming a family council is often recommended to the children who have problems. Parents gain insight about their troubles in this manner. Parents-teacher "unplanned chats" often do much to help all three understand each other.14

One of the major problems of teachers and the child at this level focuses on the different maturity stages of members of seventh grade classes. Many boys and girls have reached the adolescent stage and others are in the early adolescent period, while a few are still in the pre-adolescent period.

Adolescence is a period of transition and does not start at any definite year. Some approach it at nine or ten and others at fifteen. Girls mature about one and a half years ahead of the boys and this causes another problem. About two years before maturity begins, changes take place that cause a slowing up of growth for about a period of six months. After this comes a period of rapid growth in height and weight for girls.

13Gilbert D. Moore, Letter in Appendix B, Assistant Professor of Education, State University of Iowa.

14Shecter, op. cit., p. 9.
The boys are generally smaller than the girls in the seventh grade; and they gain more slowly. They have grown taller and heavier than the girls though by the end of their senior year in high school.15

This may be called the awkward stage since they are growing "in all directions." Children may fall, trip, miss a step, stoop and slump as they try to control their growing body that is changing each day. The early adolescent should be watched so that he does not get too tired in competitive sports. Adults often accuse the adolescent of being lazy when they seem to be all worn out one moment and have plenty of energy the next moment to go places and do things. At times their energy does not keep up with their growth. Both parents and teachers need to take advantage of these periods when they are feeling ambitious and energetic.

As the hormones pour into the blood stream from the pituitary gland, sexual maturity begins. This change may also be a disturbing factor in many adolescents without proper training. An over secretion of glands causes a greasy skin and a disease called acne that is disturbing to both boys and girls of this age.

This is a period of many emotional changes and reactions. Passionate friendships, crushes and hero worship are common. Moods fluctuate so that rarely a teacher knows what atmosphere to expect in the classroom or the parent in the home. One time they are timid and insecure and the next, self confident. One time they are on top of the world, the next, crushed.

15Diehl, op. cit., p. 11.
Scoldings or pleadings do little good but gradually they will be worked out as the individual gains understanding of himself and the adult world.16

Adults can sometimes help by showing confidence in the youth so that he will talk about his anxieties and fears. They often turn to a favorite teacher for guidance.

The California Study17 lists five developmental tasks of the adolescent.

1. He must attain mastery of his physical environment so that he can take care of himself.

2. He must become competent in self management so that he can make his own living.

3. He must widen his relationships from the home and friends of the same sex so that he can choose a mate and have his own family.

4. He must come to a fuller understanding of his environment and community to develop a sense of responsibility for his share in the adult world.

5. He must attain emotional maturity, the ability to give and to adapt.

This means that the early adolescent must break away from childhood patterns and identify himself with adults. When he starts to realize there is more to the world than home and school, he begins to wonder if the parents' and the teachers' views are right all the time. This creates more problems for himself.

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The group helps the early adolescent find himself. First, it is the all boy, all girl group, and as he matures the mixed group comes into his life; still later he begins to single out special individuals he prefers to be with. The group sets the patterns in dress, actions, and language. They are apt to reject those who do not conform. Through the group they learn to feel secure, to be accepted, to follow rules and to get along with people.\textsuperscript{18}

Often this age group gets into trouble trying to become independent. They are reckless, antagonistic toward authority and even attempt to play truant from school.\textsuperscript{19} There are many causes such as too rigid adult authority, school work too difficult and repeated failure, or reaching the limits of his capacity.\textsuperscript{20}

Helen Parkhurst made a study of the fears, confusions, doubts, lies, loneliness, feelings toward parents and preference of friends through several thousand questionnaires and interviews. She put this material in a book called Exploring the Child's World.\textsuperscript{21} She states, "it is well to remember that though the adult has been a child, the child has not been an adult and cannot be expected to understand from the adult point of view."\textsuperscript{22}

\textsuperscript{18}Teagre, op. cit., p. 30.


\textsuperscript{20}Teagre, op. cit., p. 26.


\textsuperscript{22}Report No. 35, loc. cit., p. 68.
Studies point out that there is a discrepancy between the children's wants and the typical teacher action. A child may feel more secure in a more authoritarian discipline but he prefers a more democratic one.

Remmers of Purdue University made an extensive study of 15,000 high school students trying to find out what were their main problems. He put forth his findings in a booklet, Let's Listen to Youth. 23

Since delinquency appears most frequently at this age and even normal children have problems that sometimes cause teachers and parents to wonder, definite steps have been made and surveys taken to identify the possible predelinquent. Teachers have been given summaries from such articles as appear in the M.E.A. News, "Delinquency Study Offers 8 Point School Program." Such material helps the teacher to better understand both the normal and predelinquent. 24 Appendix C.

The booklet Delinquent Behavior has also been distributed by administrators to their teachers. The normal adolescent needs to be studied in contrast with the child who has intensified problems during this period. The school is a social institution and with understanding teachers can often do much for maladjusted individuals. 25

Delinquency has increased seven times the increase of the normal population and the following are a few of the reasons:

1. Delinquency meets certain needs of a large segment of our adult population.

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23 Report No. 35, loc. cit., p. 68.
24 Notice to teachers, Appendix C.
25 Kvaraceus, op. cit., p. 25.
2. We are short on facts and long on opinions.

3. We are concerned with the delinquent only after he has proved delinquency to us by repetitive acts.

4. We regard the delinquent act as though it took place in a vacuum.

5. We tend to deal with delinquents as though they were sick or emotionally disturbed.

6. We do not involve youth in the solution of their own problems.

7. The community educational and child welfare programs are very poorly co-ordinated.

8. We are not willing to pay the price, realizing youth is our most valuable resource.

"Junior high school can become an effective unit by making the child feel he is liked, teachers are interested in him and he likes them. The junior high school will become a more effective unit only when and if the school begins to spot potential delinquents and gives them a second look and a helping hand, only when the school serves as a leverage to change and improve the focal concerns of the cultural milieu in which most delinquents breed, only when and if they help solve their own problems and the community is willing to pay the price."26

Kamrin says that we might well spend the first 50% of our time studying the individual and the last 50% helping him.27

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27Armstrong, op. cit., p. 2.
The teacher is a key figure in the guidance program because it is the teacher who:

1. has the face to face, day by day relations with the pupils in the classroom and is more aware of what is happening to these youngsters.

2. is in the best position to recognize early symptoms of difficulties.

3. knows the whole range of her pupils' behavior and helps the child to make many adjustments.

4. is first to detect the child who should have the attention of a specialist.28

"Techniques for Group Guidance" gives the health and guidance teachers several ways of proceeding when various problems are presented in the class and also methods of searching out problems. Group discussion, panel discussions and forums, buzz sessions, role playing, the study of friendship patterns and the use of films are techniques that pay big dividends for this age group.29

A follow up study was made by some junior high school students. They sent a questionnaire, made up of questions they wanted to know, to high school students. Teachers found the questions were answered very similarly to what they would have answered them. The characteristics of this age group indicate they are very conscious of their peer group and feel the need of security and acceptance of their age mates. The knowledge received from the upper classmen was accepted and a better lesson

28Armstrong, op. cit., p. 2.

was learned because of the chosen method. No objective evaluation was made but both the faculty and the students felt this a worthwhile learning process.\textsuperscript{30}

A Committee on Junior High School Education of NASP made a significant statement in relation to early adolescents. "Early adolescents differ markedly in characteristics from preadolescent and later, adolescent youth." Parents, psychologists, teachers, and administrators recognize the validity of this statement. Our schools should be organized with some regard to the age characteristics of these pupils.\textsuperscript{31}

It is the purpose of junior high school to provide educational experiences and opportunities which will develop the mental, the emotional, physical, social and moral qualities of young adolescents in these grades.\textsuperscript{32} "The adolescent has all he can do to mature and adjust in his present state as an adolescent where he finds himself. Enrichment is encouraged; acceleration is doubtful."\textsuperscript{33}

The philosophy of the Junior High School is to have as few breaks in the school system as possible. It should be in these three years that

\footnotesize


\textsuperscript{33}Ibid., p. 6.
the child will explore and little by little find himself. Some of the recent studies indicate the following needs of the junior high pupil:

1. Recent research indicates the need for individual diagnosis.
2. Teacher needs a truly professional attitude: take the child as he is!
3. Lack of understanding of the child promotes insecurity in him.
4. The purpose of discipline is to build toward self discipline without a constant fear of punishment.34

In one school, a worthwhile and a unique experience is going on. A citizen's committee for guidance was set up. Children listed three people whom they liked and thought they could trust. A resource file of influential people was established. The adults were checked on by the administrator in advance. This article states that administrators know all about running a school but lack love and understanding. This administrator sensed the terrific need for a child to be able to confide in someone.35

Guidance is very similar to personnel work in business. It can reduce and prevent the number of course failures. It can help pupils develop individual goals and objectives. It can help schools determine areas for training and opportunities. Goals in guidance services ought to open horizons and point out new opportunities.


The most important function of guidance in the junior high school is to learn to understand and to know pupils as individuals. Every child needs a feeling of belonging at home and at school if growth is to be normal. He needs to be accepted by his classmates. He needs the feeling of accomplishment and of being praised for it.36

The book Youth, The Years From 10 to 16, is perhaps the most complete and scientifically written material on each of the ages mentioned. Each age is considered independently, giving in detail a complete picture of their mannerisms and behavior. Each age is also used in inter-comparisons.

The study uses a total of 165 different subjects, eighty-three boys and eighty-two girls. Of these, 115 constituted a "core group," seen and studied many times from various methods. Tables are given on the number of subjects seen at each age and each pair of ages, socio-economic distribution of parents, and intelligence tests results.

Sources of information came from developmental evaluation, subject interview, parent interview, and teacher interview.37


CHAPTER III

PROCEDURE

This is a study of the seventh grade problems put into a check list. The study began in 1957 at the end of the second six weeks period when the students had completed the chapter on Mental Health and Personality. This unit came from the Health textbook. It paved the way for such a project because the students had discussed many adolescent problems that were suggested by the text.

Each year when this chapter on mental health and personality has been studied, the following procedure has been used.

1. After discussion of the subject matter, the viewing of films and working together in project form, each class was asked what other problems they would like to hear discussed and perhaps they would like to list these problems on an unsigned sheet of paper. At this time the problem check list was explained and handed out. If any wished to talk personally with the teacher, they could indicate this on their paper.

2. The first year all papers came in and a check list was compiled from it. These classes were also given the privilege of looking it over and checking it.

3. The problems were matched item for item in each area A, B, C, D, and E. The results show this tabulation in 86% of the problems in each area.

There were several reasons for giving the students a copy to be checked.
a. The child could see his problems in relation to others' problems.
b. He could see some had more and some had similar ones.
c. A greater understanding might come from knowing the problems of his age and classmates.
d. They might find that some of their problems were solved or perhaps minimized.
e. More discussion and exposure of problems took place. They seemed to become more open about their own problems in discussion.
f. Some have asked for a copy of the check list and after a short period came to class with other questions.

Use in the Organization of Group Guidance

These problems that the children have suggested were used in planning a guidance program for the seventh grade. The next step shows the procedure in discussion with the pupils.

Five problems might be chosen from those that occurred the greatest number of times. These were written on the board and the students could go to the group where they were going to talk about the problem with which they were concerned. Sometimes all groups discussed the same problem. A chairman was chosen by each group and this individual had control of the meeting. A reporter was also chosen; his job was to tell the entire class what points of interest, agreement or disagreement, that came up during the period of small group discussion.
Ten minutes seemed to be the length best chosen but it depended on the leader, group and the subject. After this period all students took their own seats and took out a sheet of paper ready to take notes and make a master copy of what the reporters had to offer. Discussion was allowed during this period.

Sometimes it was possible to show a film on that particular subject of discussion. This seemed to be a good conclusion or a summing up period.

Often students were asked to write out their own solutions. They did not sign their names unless they wished. All who did not want their paper read were put in one pile and the others were read aloud to the class. They decided whether the individual’s solution was workable and made other suggestions.

Barriers seemed to be broken down between the students themselves, and between the students and this teacher. Students have been encouraged to come in for personal help. Many have indicated on their check lists that they would like to talk to the teacher. This type of procedure has opened the way for conferences where students otherwise would probably not have had the nerve to ask for a conference personally. Some students have come, with others, or even groups to talk over a problem common to all.
CHAPTER IV

RESULTS OF STUDY

The following tables and graphs represent the results. Eighty-six per cent of the problems are listed separately in each area according to the number of responses over a three year period. The areas are compared, showing in what areas the greatest problems exist. This is also shown graphically. A listing is also made of the greatest problems in all areas and this has been put in a bar graph to show a clearer picture. Appendix A gives the complete check problem list.

The totals of all responses in each area and the comparison between all areas is summarized following Table V, page 29.

Table I, Area A, Problems In Relation to Physical and Mental Health, lists the problems according to the number of responses for each problem in the years 1957, 1958 and 1959. They are indicated in the order of intensity of about 86% of the problems in this area. Problems of the seventh graders would appear to be fewer in the physical and mental areas.
TABLE I. AREA A, PROBLEMS IN RELATION TO PHYSICAL AND MENTAL HEALTH

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<td>I have a tendency to slump while sitting in chairs.</td>
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<td>119</td>
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<td>I am fussy about food.</td>
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<td>29</td>
<td>115</td>
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<td>I don't get enough sleep.</td>
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<td>35</td>
<td>108</td>
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<td>I am afraid of needles and shots.</td>
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<td>103</td>
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<td>I am afraid of dentists.</td>
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<td>89</td>
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<td>I don't look after my health.</td>
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<td>12</td>
<td>86</td>
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<td>I am tired much of the time.</td>
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<td>I would like to be tall.</td>
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<td>I become hurt easily.</td>
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<td>16</td>
<td>68</td>
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<td>I am afraid of accidents and of getting hurt.</td>
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<td>61</td>
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<td></td>
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<td></td>
<td></td>
<td>I hate glasses, you can't keep them clean.</td>
</tr>
<tr>
<td>12</td>
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<td>14</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I get temper tantrums when I can't have my own way.</td>
</tr>
<tr>
<td>13</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I am afraid of doctors and nurses.</td>
</tr>
<tr>
<td>14</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>I have sinus trouble.</td>
</tr>
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<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I have nightmares.</td>
</tr>
</tbody>
</table>

Table II represents 85% of the seventh grade problems in relation to their parents. Although children indicate many problems in this area, it is still next to the bottom, slightly higher than Area A, Problems in Relation to Physical and Mental Health. Note the comparison at the bottom of Table V.
## TABLE II. AREA B, PROBLEMS IN RELATION TO PARENTS

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<td>17</td>
<td>20</td>
<td>8</td>
<td>45</td>
</tr>
</tbody>
</table>

- **1.** I want to go places without my folks.
- **2.** I have a bad temper at home.
- **3.** Mom makes me work when I want to go to a friend's house.
- **4.** Dad blames me for everything.
- **5.** My mother doesn't understand me.
- **6.** Mom doesn't approve of my grades.
- **7.** I don't feel like I am able to talk to my mother.
- **8.** I get the blame for everything that goes wrong at our house.
- **9.** My parents don't understand me.
- **10.** Mom is never satisfied with my work.
- **11.** Mom scolds me a lot.
- **12.** Mom doesn't approve of my friends.
- **13.** I have a feeling of being unwanted.
- **14.** I am afraid to admit things that I have done at home.
- **15.** It is hard to come home after I have been away.
- **16.** My folks get angry with me because I get angry easily.
- **17.** Mother always makes me do routine chores.
- **18.** My parents tell me how to spend my money.
### TABLE III. AREA C, PROBLEMS CONCERNING SCHOOL AND TEACHERS

<table>
<thead>
<tr>
<th>Prob. No.</th>
<th>1957</th>
<th>1958</th>
<th>1959</th>
<th>Total Resp.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
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<td>56</td>
<td>83</td>
<td>69</td>
<td>208</td>
<td>I hate homework.</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
<td>60</td>
<td>61</td>
<td>191</td>
<td>I don't like certain subjects.</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
<td>81</td>
<td>42</td>
<td>176</td>
<td>I get excited when I have to talk in front of a class.</td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>64</td>
<td>38</td>
<td>174</td>
<td>I want to be better in school and sports.</td>
</tr>
<tr>
<td>5</td>
<td>58</td>
<td>68</td>
<td>45</td>
<td>171</td>
<td>I daydream in class.</td>
</tr>
<tr>
<td>6</td>
<td>56</td>
<td>46</td>
<td>41</td>
<td>143</td>
<td>I keep putting things off.</td>
</tr>
<tr>
<td>7</td>
<td>48</td>
<td>40</td>
<td>55</td>
<td>143</td>
<td>I don't know what to say in front of the class.</td>
</tr>
<tr>
<td>8</td>
<td>38</td>
<td>46</td>
<td>50</td>
<td>134</td>
<td>I am afraid of not getting good grades.</td>
</tr>
<tr>
<td>9</td>
<td>36</td>
<td>45</td>
<td>46</td>
<td>127</td>
<td>I am embarrassed when I am disciplined in front of the class.</td>
</tr>
<tr>
<td>10</td>
<td>35</td>
<td>40</td>
<td>41</td>
<td>116</td>
<td>I need confidence in public speaking.</td>
</tr>
<tr>
<td>11</td>
<td>50</td>
<td>31</td>
<td>33</td>
<td>114</td>
<td>I am afraid of giving the wrong answers and being laughed at.</td>
</tr>
<tr>
<td>12</td>
<td>34</td>
<td>32</td>
<td>29</td>
<td>95</td>
<td>I feel insecure when I don't succeed in sports.</td>
</tr>
<tr>
<td>13</td>
<td>18</td>
<td>33</td>
<td>27</td>
<td>78</td>
<td>I think everything is so dull.</td>
</tr>
<tr>
<td>14</td>
<td>35</td>
<td>25</td>
<td>16</td>
<td>76</td>
<td>I am afraid of being laughed at.</td>
</tr>
<tr>
<td>15</td>
<td>30</td>
<td>25</td>
<td>20</td>
<td>75</td>
<td>I don't get along with teachers.</td>
</tr>
<tr>
<td>16</td>
<td>19</td>
<td>35</td>
<td>19</td>
<td>73</td>
<td>I dislike being called on unexpectedly.</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>33</td>
<td>13</td>
<td>64</td>
<td>I dislike being called on indirectly in class.</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>21</td>
<td>23</td>
<td>63</td>
<td>I hate to talk to teachers when I am low in a subject.</td>
</tr>
<tr>
<td>19</td>
<td>24</td>
<td>23</td>
<td>14</td>
<td>61</td>
<td>I am afraid and dislike being used as an example.</td>
</tr>
</tbody>
</table>
TABLE III CONTINUED

<table>
<thead>
<tr>
<th>Prob. No.</th>
<th>1957</th>
<th>1958</th>
<th>1959</th>
<th>Total Resp.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>20</td>
<td>24</td>
<td>16</td>
<td>60</td>
<td>I am afraid of not going along with the group.</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>20</td>
<td>15</td>
<td>57</td>
<td>I dread anything about school.</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>13</td>
<td>13</td>
<td>49</td>
<td>I am afraid of tests.</td>
</tr>
<tr>
<td>23</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>47</td>
<td>I think that school work is too difficult.</td>
</tr>
<tr>
<td>24</td>
<td>17</td>
<td>17</td>
<td>11</td>
<td>45</td>
<td>I wish to improve in acting and plays.</td>
</tr>
</tbody>
</table>

Eighty-six per cent of the problems in this area include a great number of problems. The intensity of the problems in this area would indicate that this ranks second in these five divisions or areas. Note the comparison of areas.

TABLE IV. AREA D, PROBLEMS IN RELATION TO SOCIAL LIFE

<table>
<thead>
<tr>
<th>Prob. No.</th>
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<th>1959</th>
<th>Total Resp.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>69</td>
<td>82</td>
<td>72</td>
<td>223</td>
<td>I wonder how I look to other people.</td>
</tr>
<tr>
<td>2</td>
<td>54</td>
<td>75</td>
<td>51</td>
<td>180</td>
<td>I dislike dull parties.</td>
</tr>
<tr>
<td>3</td>
<td>54</td>
<td>58</td>
<td>55</td>
<td>167</td>
<td>I want to be popular.</td>
</tr>
<tr>
<td>4</td>
<td>58</td>
<td>44</td>
<td>49</td>
<td>151</td>
<td>I would like a boy friend or a girl friend.</td>
</tr>
<tr>
<td>5</td>
<td>53</td>
<td>54</td>
<td>35</td>
<td>142</td>
<td>I want to get along better with my classmates.</td>
</tr>
<tr>
<td>6</td>
<td>42</td>
<td>53</td>
<td>43</td>
<td>138</td>
<td>I dislike gossips, especially in groups.</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>39</td>
<td>55</td>
<td>132</td>
<td>I want to choose my own friends.</td>
</tr>
<tr>
<td>8</td>
<td>33</td>
<td>49</td>
<td>35</td>
<td>117</td>
<td>I would like to be with kids of my own age more of the time.</td>
</tr>
<tr>
<td>Prob. No.</td>
<td>Year 1957</td>
<td>Year 1958</td>
<td>Year 1959</td>
<td>Total Resp.</td>
<td>Statement</td>
</tr>
<tr>
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<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>9</td>
<td>28</td>
<td>42</td>
<td>34</td>
<td>114</td>
<td>I feel left out if I am not with kids my own age all the time.</td>
</tr>
<tr>
<td>10</td>
<td>29</td>
<td>33</td>
<td>43</td>
<td>105</td>
<td>I hate to go to parties alone.</td>
</tr>
<tr>
<td>11</td>
<td>26</td>
<td>46</td>
<td>32</td>
<td>104</td>
<td>I am worried that I will lose my friends if I disagree with them.</td>
</tr>
<tr>
<td>12</td>
<td>33</td>
<td>33</td>
<td>32</td>
<td>98</td>
<td>Someone of the opposite sex likes me and I can't stand him.</td>
</tr>
<tr>
<td>13</td>
<td>23</td>
<td>32</td>
<td>40</td>
<td>95</td>
<td>I have difficulty making friends of the opposite sex.</td>
</tr>
<tr>
<td>14</td>
<td>28</td>
<td>30</td>
<td>27</td>
<td>85</td>
<td>I don't like to be alone in public.</td>
</tr>
<tr>
<td>15</td>
<td>18</td>
<td>16</td>
<td>44</td>
<td>78</td>
<td>I am uncomfortable when I am alone.</td>
</tr>
<tr>
<td>16</td>
<td>25</td>
<td>28</td>
<td>15</td>
<td>68</td>
<td>I need a special friend.</td>
</tr>
<tr>
<td>17</td>
<td>26</td>
<td>21</td>
<td>18</td>
<td>65</td>
<td>I need to be able to converse better.</td>
</tr>
<tr>
<td>18</td>
<td>24</td>
<td>22</td>
<td>18</td>
<td>64</td>
<td>I don't like all people.</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>23</td>
<td>21</td>
<td>64</td>
<td>I don't like a curfew.</td>
</tr>
<tr>
<td>20</td>
<td>29</td>
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<td>17</td>
<td>58</td>
<td>Sometimes I avoid people for no reason.</td>
</tr>
<tr>
<td>21</td>
<td>19</td>
<td>22</td>
<td>17</td>
<td>58</td>
<td>I like to be around children ages 3-9.</td>
</tr>
<tr>
<td>22</td>
<td>19</td>
<td>17</td>
<td>20</td>
<td>56</td>
<td>I am embarrassed and don't know what to do when asked for a date.</td>
</tr>
<tr>
<td>23</td>
<td>21</td>
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<td>7</td>
<td>50</td>
<td>I have difficulty making friends.</td>
</tr>
<tr>
<td>24</td>
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<td>49</td>
<td>I have trouble hanging on to my girl friends.</td>
</tr>
<tr>
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<td>16</td>
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<td>15</td>
<td>49</td>
<td>I don't treat people right.</td>
</tr>
<tr>
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<td>17</td>
<td>12</td>
<td>19</td>
<td>48</td>
<td>Everybody bosses me around.</td>
</tr>
<tr>
<td>27</td>
<td>17</td>
<td>20</td>
<td>10</td>
<td>47</td>
<td>I have trouble adjusting to older kids.</td>
</tr>
</tbody>
</table>
Problems in this area mount in number. The social life of a seventh grader indicates many adjustments to be made. This area ranks third as to the number of responses marked.

**TABLE V. AREA E, PROBLEMS IN RELATION TO PERSONAL TROUBLES**

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</table>

Note: The responses are marked by numerical values representing the frequency of each problem.
**TABLE V CONTINUED**

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- It is hard to control my temper.
- I am tired of being pushed around.
- I hate to go to bed.
- I have a bad temper.
- I worry about my reputation.
- I have to wear glasses.
- I lose things too easily.
- I don't have enough money.
- I am jealous of a friend.
- I feel that people are always looking at me.
- I don't get along well with my brothers and sisters.
- I can't do things that other kids do.
- My brother picks on me.
- I wish I had less problems.
- I feel disturbed much of the time.
- It is hard for me to keep out of trouble.
- I am easily embarrassed.
- It is difficult for me to make choices.
- I think too much of myself and not enough of others.
- It is hard for me to meet disappointments.
- I don't like to stay home alone at night.
- I have trouble sticking to the truth.
### Table V Continued

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- I am shy.
- My sister picks on me.
- I can't realize the importance of music lessons.
- I show off too much.
- I have no will power.
- I don't like sisters.

The seventh graders appear to have the greatest number and the most intense problems in this area of personal troubles.

Note comparisons in the following summary of tables.

- Area A, Table I - 15 problems - 1316 responses
- Area B, Table II - 18 problems - 1384 responses
- Area C, Table III - 24 problems - 2021 responses
- Area D, Table IV - 27 problems - 1929 responses
- Area E, Table V - 45 problems - 2349 responses
Order of Area With Greatest Problems

1. Area E - Personal Troubles - 2349 Responses
2. Area C - School and Teacher - 2021 Responses
3. Area D - Social Life - 1929 Responses
4. Area B - Parental Problems - 1384 Responses
5. Area A - Mental and Physical - 1316 Responses

Figure 1. Frequency graph according to the areas on the first fifteen problems.
<table>
<thead>
<tr>
<th>Area</th>
<th>No.</th>
<th>Resp.</th>
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<tbody>
<tr>
<td>E</td>
<td>1</td>
<td>291 I get angry when I am blamed for other's mistakes.</td>
</tr>
<tr>
<td>A</td>
<td>1</td>
<td>230 I have a tendency to slump while sitting in chairs.</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>223 I wonder how I look to other people.</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>220 I want to improve myself.</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>208 I hate homework.</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>191 I want to go places without my folks.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>191 I don't like certain subjects.</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>180 I dislike dull parties.</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>176 I get excited when I have to talk in front of a class.</td>
</tr>
<tr>
<td>E</td>
<td>3</td>
<td>176 I say things that I am sorry for later.</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>174 I want to be better in school and in sports.</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>171 I daydream in class.</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>167 I want to be popular.</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>151 I would like a friend of the opposite sex.</td>
</tr>
<tr>
<td>E</td>
<td>4</td>
<td>151 I hurt other people's feelings sometimes.</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
<td>150 I get bossed around by my sister when company comes.</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>143 I keep putting things off.</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>143 I don't know what to say in front of a class.</td>
</tr>
<tr>
<td>E</td>
<td>6</td>
<td>143 It is difficult for me to talk out my problems.</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>142 I want to get along better with my classmates.</td>
</tr>
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<td>2</td>
<td>141 I have a bad temper at home.</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
<td>138 I dislike gossips, especially in groups.</td>
</tr>
<tr>
<td>E</td>
<td>7</td>
<td>137 I want more clothes.</td>
</tr>
<tr>
<td>E</td>
<td>8</td>
<td>134 I am afraid of not getting good grades.</td>
</tr>
<tr>
<td>E</td>
<td>8</td>
<td>132 I envy some people.</td>
</tr>
<tr>
<td>D</td>
<td>7</td>
<td>132 I want to choose my own friends.</td>
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<tr>
<td>E</td>
<td>9</td>
<td>132 I hate to do dishes.</td>
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<td>E</td>
<td>10</td>
<td>129 I feel like laughing in the wrong places.</td>
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<td>127 I am lazy when it comes to work.</td>
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<td>125 I want to break a bad habit.</td>
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<tr>
<td>A</td>
<td>2</td>
<td>119 I am fussy about my food.</td>
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<td>8</td>
<td>117 I would like to be with kids my own age more.</td>
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<td>116 I need confidence in public speaking.</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>115 I don't get enough sleep.</td>
</tr>
<tr>
<td>C</td>
<td>11</td>
<td>114 I am afraid of being laughed at.</td>
</tr>
<tr>
<td>D</td>
<td>9</td>
<td>114 I feel left out if I am not with kids my own age.</td>
</tr>
<tr>
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<td>13</td>
<td>113 I want more privileges on school nights.</td>
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<tr>
<td>E</td>
<td>14</td>
<td>112 My manners need improving.</td>
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<tr>
<td>E</td>
<td>15</td>
<td>111 I have a guilty conscience when I do something wrong.</td>
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<td>E</td>
<td>16</td>
<td>109 I hate to get up early.</td>
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<tr>
<td>E</td>
<td>17</td>
<td>109 I want a room alone.</td>
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<tr>
<td>A</td>
<td>4</td>
<td>108 I am afraid of needles and shots.</td>
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<tr>
<td>C</td>
<td>10</td>
<td>105 I hate to go to parties alone.</td>
</tr>
<tr>
<td>C</td>
<td>11</td>
<td>104 I am worried that I will lose friends if I disagree.</td>
</tr>
<tr>
<td>A</td>
<td>5</td>
<td>103 I am afraid of dentists.</td>
</tr>
</tbody>
</table>

Figure 2. Listing of the greatest problems in the five areas.
Note the area in which the greatest problems exist.

A - 5 - Problems in Relation to Physical and Mental Health
B - 2 - Problems in Relation to Parents
C - 11 - Problems Concerning School and Teachers
D - 11 - Problems in Social Life
E - 17 - Problems in Personal Troubles

Figure 3. Bar graph of the areas.
As a result of the problem check list students had an opportunity to write individually to the teacher. This brought various responses. Several students indicated problems that they wished to talk over with the teacher.

The following two pages are exhibits of requests for personal conferences with the teacher.
REQUESTS MADE FOR PERSONAL CONFERENCES
(taken from the problem checklist)

1. I wish you could talk to me sometime about all of these things.
I feel so dumb all of the time.
Sometimes I would like to run away.

2. I feel so dumb.
I want to talk with you.

3. Can I talk to you some night.
4. could I talk to you about she is nice one day, if I talk to someone else she gets mad at me and won't talk to me till I call her and tell her I am sorry about it. The next day she is nice but before the day is over she is made again. I don't know what to do.

She'll tell me one thing one day and I'll think it's true, the next day I find it isn't and she starts rumors or bad things about me.

I would like to talk about dates.

When I am older - If a boy asks me and I don't want to accept him but I know someone else will ask me that I want to accept what will I do? I would also like to know about my attitude in school. How can I improve myself?

How can I talk when I don't know what to say?
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the problems of the seventh grade students by working out a problem check list so that it might be used in group guidance classes to help the twelve year olds solve some of their problems and help them adjust more easily and more quickly to the seventh grade.

The literature pertaining to an actual problem check list for the seventh grader is limited. Many articles have been written on one specific area such as a special curriculum for this group or a definite type of training for the teacher who works with this group. But, on the whole, opinions are numerous and studies producing facts on their problems are short.

This study of the seventh grader's problems began in 1957 and continued through the year of 1959. The total number of students marking the problem check list over this period was about 350.

The 1957 group of seventh graders listed their problems and from this information a check list was begun for themselves and the following two years of seventh graders. The problems were listed under five areas in order to simplify the identification of the various problems. In 1959, the problems were checked item for item and totaled. The information was then compiled and the following conclusions were formulated.
Conclusions

Problems of the students in the seventh grade overlap from pre-adolescence to early adolescence and through the adolescent stage. This would indicate the following:

1. A more specialized curriculum is necessary to meet the needs of the seventh graders than the schools are using at the present time.

2. Teachers having adequate training to understand this particular group or those who show special talents in getting along with this age child should be hired for the job.

3. The range of development in the seventh grade is difficult for any classroom teacher to cope with.

4. The homeroom teacher is the individual who is most apt to recognize a child with problems and help him solve them or report the child to the counselor who knows where to find proper help.

5. There is disagreement among administrators on whether grouping should start in the seventh grade since they already have a great adjustment to make.

6. Opportunities are necessary where more frequent informal chats with parents are possible. This creates a parent-teacher feeling that often brings about a better understanding of the child at home and at school.

7. Personal problems of the seventh grader rank highest; school and social problems, second; mental and physical, third; and parental problems, last.

Three years of experimental work with seventh graders in the class of Health and Guidance has brought forth several interesting points.

a. A period of orientation at the beginning of the year pays off. The first year when no type of guidance program existed, untold problems continued nearly the entire year through. Boys were sent out of classes, kept after school, spent time in detention and the teacher as well as the students were emotionally upset.

b. The second year a two week orientation period was introduced in the Health classes. The teacher had taken some courses in Guidance and was more capable of seeing the needs of the child
in this grade. Learning to get along with people was the essence of the first unit, note Appendix B. A better understanding seemed to come about between the teacher and the students, less discipline problems existed, no children left the room or were kept after school for disciplinary reasons. If they were asked to stay after school, it was understood the teacher wanted to talk to them to clear some matter up. At the end of the six weeks period the pupils seemed to have made a better adjustment than the previous year. The students talked more openly and the pulse of the group was easier to locate because of a closer relationship.

c. The third year it was the writer's privilege to teach a course called Group Guidance. The two week orientation period was still used in Health class and a seven week period for each division of the seventh grade in Guidance. The units taught are in Appendix B. Note that these units were made up to closely fit the problems the seventh grade had listed.

d. This type of a program is progressively leading to an organized guidance program that is badly needed in the entire junior high school.

Recommendations

In view of the facts and opinions that have been presented here of the seventh graders problems and in group guidance experimentation, the writer wishes to recommend the following:

1. An in-service training program is necessary to give all teachers the basic concepts of a guidance program.

2. A junior high school counselor is needed to organize the entire program of guidance and to keep the teachers informed as well as helping them with their problems.

3. The guidance program needs to be organized so that the aims and objectives will fit the grade and not overlap.

4. Each teacher should be recognized as a vital part of the guidance program and should be given time for conferences and encouraged to talk with the children needing help.

5. Group guidance units should be worked out carefully in all subjects where they are related to that particular subject.
6. Homeroom periods should be planned in keeping with the whole guidance setup.

7. Emphasis should be put on assembly programs in "your life work" or stress the vocational aspect by other films and speakers.
LITERATURE CITED

Armstrong, John, "The Role of the Teacher in the Guidance Program," Area Director, California Test Bureau, Presented at NCEA Convention, Milwaukee, April 25, 1957.


**Supplementary Literature**


A Problem Check List for the Seventh Grade

A. Problems in Relation to Mental and Physical Health

1. I have a tendency to slump while sitting in chairs.
2. I am fussy about food.
3. I don’t get enough sleep.
4. I am afraid of needles and shots.
5. I am afraid of dentists.
6. I don’t look after my health.
7. I am tired much of the time.
8. I would like to be tall.
9. I become hurt easily.
10. I am afraid of accidents and of getting hurt.
11. I hate glasses, you can’t keep them clean.
12. I get temper tantrums when I can’t have my own way.
13. I am afraid of doctors and nurses.
14. I have sinus trouble.
15. I have nightmares.
16. I am afraid of being ill.
17. I have allergies.
18. I want to wear lipstick, but mom says it isn’t good for me.
19. I don’t like to eat.
20. I worry too much about little things.
21. I’m so tall I have trouble with my clothes being long enough.
22. I am so heavy I can’t wear clothes right.
23. When I sleep at someone else’s house, I get sick.

B. Problems in Relation to Parents

1. I want to go places without my folks.
2. I have a bad temper at home.
3. Mom makes me work when I want to go to a friend’s home.
4. Dad blames me for everything.
5. My mother doesn’t understand me.
6. Mom doesn’t approve of my grades.
7. I don’t feel like I am able to talk to my mother.
8. I get the blame for everything that goes wrong at our house.
9. My parents don’t understand me.
10. Mom is never satisfied with my work.
11. Mom scolds me a lot.
12. Mom doesn’t approve of my friends.
13. I have a feeling of being unwanted.
14. I am afraid to admit things that I have done.
15. It is hard to come home after I have been away.
16. My folks get angry with me because I get angry easily.
B Continued

17. Mother always makes me do routine chores.
18. My parents tell me how to spend my money.
19. I am forced to take music so I won't disappoint my parents.
20. Whenever we have company, mom always find something to get angry about.
21. Mom won't let me have a rifle.
22. Mom won't let me pick out my own clothes.
23. I would like to run away from home.
24. Mom says I am bad because I am bad at home.
25. My parents are too strict.
26. My folks like my sister better than they like me.
27. I just can't get along with my parents.
28. Mom makes me practice the piano, but she won't let my brother take lessons and he is good.
29. I am always angry with my mother.
30. I blame my folks for my mistakes.
31. I am spoiled by my parents.
32. My Dad won't let me buy my own clothes.
33. My parents object to my reading at home.
34. My mom won't let me work on my car at night. I have to be home.
35. I can't get along with my stepdad.
36. My father won't let me work at my hobbies.

C. Problems Concerning School and Teachers

1. I hate homework.
2. I don't like certain subjects.
3. I get excited when I have to talk in front of a class.
4. I want to be better in school and sports.
5. I daydream in class.
6. I keep putting things off.
7. I don't know what to say in front of the class.
8. I am afraid of not getting good grades.
9. I am embarassed when I am disciplined in front of the class.
10. I need confidence in public speaking.
11. I am afraid of giving the wrong answers and being laughed at.
12. I feel insecure when I don't succeed in sports.
13. I think everything is so dull.
14. I am afraid of being laughed at.
15. I don't get along with teachers.
16. I dislike being called on unexpectedly.
17. I dislike being called on indirectly in class.
18. I hate to talk to teachers when I am low in a subject.
19. I am afraid and dislike being used as an example.
APPENDIX A CONTINUED

C Continued

20. I am afraid of not going along with the group.
21. I dread anything about school.
22. I am afraid of tests.
23. I think that school work is too difficult.
24. I wish to improve in acting and plays.
25. I feel that I am not able to succeed in anything.
26. I don't want to take advice.
27. I forget names.
28. I am in too many activities.
29. I am a poor sport.
30. I don't want to attend high school.
31. It's too hard to get to class on time.
32. I don't attend school too regularly.

D. Problems in Relation to Social Life

1. I wonder how I look to other people.
2. I dislike dull parties.
3. I want to be popular.
4. I would like a boy friend or a girl friend.
5. I want to get along better with my classmates.
6. I dislike gossips, especially in groups.
7. I want to choose my own friends.
8. I would like to be with kids my own age more of the time.
9. I feel left out if I am not with kids my own age all the time.
10. I hate to go to parties alone.
11. I am worried that I will lose my friends if I disagree with them.
12. Somebody of the opposite sex likes me and I can't stand him.
13. I have difficulty making friends of the opposite sex.
14. I don't like to be alone in public.
15. I am uncomfortable when I am alone.
16. I need a special friend.
17. I need to be able to converse better.
18. I don't like all people.
19. I don't like a curfew.
20. Sometimes I avoid people for no reason.
21. I like to be around children ages 3-9.
22. I am embarrassed and don't know what to do when asked for a date.
23. I have difficulty making friends.
24. I have trouble hanging on to my girl friends.
25. I don't treat people right.
26. Everybody bosses me around.
27. I have trouble adjusting to older kids.
D Continued

28. I always feel inferior when I am in a group.
29. I am afraid not to go on dates with the group.
30. I sock too many kids too much.
31. I have trouble adjusting to older people.
32. Nobody likes me, or accepts me.
33. I am afraid of babies, especially hurting them.
34. I don't have and don't want a boy friend.
35. I am unable to attend parties because I can’t have any back.
36. I have poor luck choosing friends.

E. Problems in Relation to Personal Troubles

1. I get angry when I am blamed for someone else's mistakes.
2. I want to improve myself.
3. I say things then I am sorry later.
4. I hurt other people's feelings sometimes.
5. I get bossed around by my sisters when company comes.
6. It is difficult for me to talk out my problems.
7. I want more clothes.
8. I envy some people.
9. I hate to do dishes.
10. I feel like laughing in the wrong places.
11. I am lazy when it comes to work.
12. I want to break a bad habit.
13. I want more privileges on school nights.
14. My manners need improving.
15. I have a guilty conscience when I do anything wrong.
16. I hate to get up early.
17. I want a room alone.
18. It is hard to control my temper.
19. I am tired of being pushed around.
20. I hate to go to bed.
21. I have a bad temper.
22. I worry about my reputation.
23. I have to wear glasses.
24. I lose things too easily.
25. I don't have enough money.
26. I am jealous of a friend.
27. I feel that people are always looking at me.
28. I don’t get along well with my brothers and sisters.
29. I can't do things that other kids do.
30. My brother picks on me.
31. I wish I had less problems.
32. I feel disturbed much of the time.
33. It is hard for me to keep out of trouble.
34. I am easily embarrassed.
35. It is difficult for me to make choices.
36. I think too much of myself and not enough of others.
37. It is hard for me to meet disappointments.
38. I don't like to stay home alone at night.
39. I have trouble sticking to the truth.
40. I am shy.
41. My sister picks on me.
42. I can't realize the importance of music lessons.
43. I show off too much.
44. I have no will power.
45. I don't like sisters.
46. I have trouble being able to sleep at night.
47. I am jealous of my brother and sister.
48. I feel inferior to other people.
49. I don't attend Sunday school.
50. I want a new hobby.
51. I get angry when I can't have my own way.
52. I have no faith in myself.
53. I am looked down on by my family.
54. I am afraid of the dark.
55. I feel superior to other people sometimes.
56. I want to run away.
57. I don't like to have closed doors behind me.
58. I tease people too much.
59. I don't like airplanes.
60. I'm no good, I hate myself as much as I hate everyone else.
61. I am afraid of animals.
62. I get picked on because I am so tall.
63. I get angry when I am baby sitting.
64. I am afraid when I am in small places.
APPENDIX B

Orientation Units For Health the First Two Weeks

I. Let's Get Acquainted

II. What It Means To Be in Junior High School

   What Is Expected Of Me?

   What I Can Expect From Junior High?

III. Rules and Regulations

IV. Student Government

V. What Do I Do When I Am Sick?

VI. Work and Study Habits

VII. What Co-curricular Activities Am I Going Out For?
APPENDIX B CONTINUED

UNIT I

LET'S GET ACQUAINTED

1. Fill out cards for Home Room or Guidance information = $\frac{1}{4}$ period. Talk over information.
2. Plan introductory talk for next day = $\frac{1}{2}$ period.
3. Give talks voluntarily, no calling on students. Have class sign names on 30 sheets of paper. Ask the students give their talk the class writes complimentary comments about each.
4. Accentuate the positive and eliminate the negative is the goal. Let class catch each other and teacher on don'ts and negative attitudes during week.

UNIT II

WHAT IT MEANS TO BE IN JUNIOR HIGH SCHOOL

1. Use the project method. Let students work in groups and decide the answer to both questions: What is expected of me and what I can expect from junior high?
2. Use units from the Guidance Plates to continue study.
   - No. 1 It's New to You
   - No. 2 Off To a Good Start
   - No. 3 New Friends and New Faces
   - No. 4 You Owe Your School Something
3. Text, Unit I can also be used, p. 6-19.
4. Relate life in the future - habits established today make for good start in adult life, responsibility to school, community, nation and world.

UNIT III

RULES AND REGULATIONS

2. Read Handbook - p. 29 - School ground
   - p. 29 - School building
   - p. 31 - Fire drill
   - p. 31 - Coming and going to and from school
3. Rules in the home, community, nation and world make for a better place to live.
4. Make a list of rules that would apply to citizens of the world. How do they compare with rules of the community and school?
APPENDIX B CONTINUED

UNIT IV

STUDENT GOVERNMENT

1. Relate this information to our democracy - future leaders.
2. What are the qualities of a good leader?
4. Guidance Plate No. 14, Mr. President.
5. Have students ask adults and upper classmen what they think makes for good leadership.

UNIT V

WHAT DO I DO WHEN I GET SICK?

1. Read material in Handbook, p. 36 - School Nurse. How to get back into classes after being out.
2. Discuss taking care of self at home and what they should do when feeling sick in the classroom.
4. Make-up work and detention might well be discussed here also.
5. Stress that the child should make appointments with teachers before expecting to see her instead of wasting time going to the teacher's room hoping she'll be there for help.

UNIT VI

WORK AND STUDY HABITS

2. Guidance Plates - 5 - Your Study Habits
   7 - Your 24 Precious Gems
3. Film - B-40 - Getting the Most Out of Your Day
4. The film might well be shown after some discussion on the need of budgeting their time since they can't seem to get everything done.
5. A budget of time for each person from the time he gets up until he goes to bed would be a good project. Try to get them to keep it and return in a week or month to talk over progress in improving and keeping it.
APPENDIX B CONTINUED

Being on Time Indicates

1. This might be a sub unit.
2. Project method - letting classes get in groups of five or six and complete the statement brings forth a realization of its importance.
3. Handbook, p. 34-35 - Class permits, make up slips, excused or unexcused absences in relation to their Cumulative Record Card, future jobs, etc.

UNIT VII

WHAT CO-CURRICULAR ACTIVITIES AM I GOING OUT FOR?

1. What are co-curricular activities? Why are they important to me?
2. Students could make a survey of this from upper classmen and have a panel discussion the next day.
4. Guidance Plate No. 9 - Books Aren't Everything
5. Film - E-44 - Your School Record Is Important

General Procedure For The Guidance Program of the 7th Grade 1959-60

Reference Material
The Handbook leads the way. All material in it is covered.
Related guidance films were used.
Guidance Plates gave additional information on these and similar subjects.
Text - "You're Growing Up" completes each unit of work.
Ten minutes of questions and answers at the beginning of period if it is deemed necessary.

Methods suggested in the Guidance Text are to be used.
Project, Forums, Panels, Debates, Role Playing, etc.
Talks, Current Articles, Written Papers.

Since much of this might overlap with the subject Health certain units best fitted for that subject were listed and the material was to be used in that class. Likewise those units best suited for Guidance were arranged and listed here. The material in both texts is then covered in either one or the other of the subjects.
Guidance Units for the Seventh Grade

I. The Greatest Art of Living - Getting Along with People

II. Be Yourself, Accept Yourself, Improve Yourself

III. Understanding Yourself

IV. Am I Socially Acceptable?

V. How Shall I Dress?

VI. Look Now! It is Following You

VII. How Can the Library Help Me?

VIII. Why Should I Care for my Property at School and Home?

IX. Do I Behave Like a Citizen?

X. My School Spirit Reflects

XI. Checking Up
APPENDIX B CONTINUED

I. The Greatest Art of Living - Getting Along With People

1. Who do I need to get along with? Parents, teachers, brothers, sisters, neighbors, townspeople.

2. What qualities do we need to get along with people? Break up in groups, discuss, find out. Ask adults in different walks of life.

3. Project method.

4. Films - B-39 - Do You Win Arguments and Lose Friends?
   B-38 - Getting Along With Brothers and Sisters

5. Text, p. 138-171.

6. Guidance Plates - Teachers Are Human
   18 My Parents Won't Let Me Do Anything
   23 Lights, Camera, Action
   29 Work Around Home

7. Posters - Make posters on this topic after discussion and put into practice what you have learned about getting along with others.

II. Be Yourself, Accept Yourself, Improve Yourself

1. Handbook, p. 5 - Students Creed - Social and Personal Traits

2. Film - B-43 - Are You An Interesting Person?

3. Guidance Plates - You Do Count
   16 We Don't Want You
   19 Nobody Likes Me
   22 I Dare You
   28 Be Yourself

4. Text, p. 41 - Accept Yourself

III. Understanding Yourself

1. Text, p. 50-109. Notes to be taken on text material.

2. Write an autobiography. Bring out likes and dislikes, and why I act as I do.

IV. Am I Socially Acceptable?

1. Film - B-42 - What About Dates?

2. Guidance Plates - Don't Be A Communication Hog
   11 As Good As Your Word
   27 Manners, Excuse Me Please

3. Handbook, p. 44 - Use of phone, washroom and borrowing

APPENDIX B CONTINUED

V. How Shall I Dress?

1. **Handbook** - Code of Dress
2. **Health Text** - Good Grooming
3. **Film** - What Clothes Should I Wear?
4. **Text, Unit III**, p. 119-134.
5. **Guidance Plates** - 25 A Look Into The Mirror
   26 It's Happening To You
6. Put up posters in rooms.
7. Bring pictures showing good and poor grooming.

VI. Look Now! It Is Following You

   p. 22-23 - Roll of Merit-Excellence
   p. 24 - Eligibility
   p. 24 - Third Week Report
   p. 25 - Report Cards
2. **Film - B-36** - Planning Ahead After High School
3. Show them a cumulative record file. Discuss its value.

VII. How Can The Library Help Me?

2. Visit library for occupational information.
3. **Guidance Plates** - Do You Read Comics?

VIII. Why Should I Take Care of My Property at School and Home?

1. Respect for my property gives me respect for other's property.
   p. 43 - Lockers
   p. 45 - Physical Education Clothes

IX. Do I Behave Like A Citizen?

1. **Handbook**, p. 17 - Contests, Programs
   p. 26 - School Lunch
   p. 27 - On The Way to Religious Education
   p. 27 - Parties
APPENDIX B CONTINUED

IX Continued

2. Guidance Plates - 13 The Broken Window
   20 Who Cares About the Public?
   28 Use of Texts, Library Books, Music and Guidance Books
   40 Mutilation of School Property

3. Film - B-41 - If It Isn't Yours

X. Your School Spirit Reflects

1. Let the students decide what it reflects. Put in groups and each one make a list. Reporters tell group of decision. Scribe puts lists on board as they are given if different.

2. Handbook, p. 7 - Learn Yells - Practice them in class or gym.
   p. 8 - Possible cheerleaders
   p. 19 - Bob Cat Day - homecoming
   Results, awards

3. Guidance Plates - 10 - Can You Take It?

XI. Checking Up

2. Summing up units discussed in the guidance program.
3. Have students decide how they would have done differently if they could do it over. Have one individual write them down and explain that you would like to have them for helping the coming 6th grade to the 7th grade.
To All Teachers:

Taken from NEA News, October 9, 1959, Delinquency Study Offers 8-Point School Program

"Eight general principles which should guide the schools in efforts to prevent and control juvenile delinquency are listed in Delinquent Behavior: Principles and Practices. This is the second and final report of the National Education Association's one-year study of juvenile delinquency and what it means to the school.

"The eight-point program the authors propose for the schools is:

*"The classroom teacher has the major responsibility for early identification of potential juvenile delinquents, and for referring them to an appropriate source of help.

*"The teacher should make every effort to enable each pupil, including the norm violator, to achieve his potential.

*"The school should have a curriculum that provides equality of educational opportunity for all, irrespective of varying abilities, special talents and disabilities.

*"The classroom teacher should realize that there are limits to what he can accomplish alone. The school should have a co-ordinated system of special services to help norm violators.

*"A few norm violators cannot be helped in the regular classroom. These youngsters require special facilities, both for their own benefit and for the welfare of the majority of students.

*"Few parents are wilfully negligent or have any desire to raise delinquent children. The school should work with the family in a common endeavor to achieve what is best for the child.

*"The school should co-operate with the police, courts, and state or local youth authorities when its students come to their attention as serious norm violators.

*"The school should recognize that delinquency prevention and control is a community problem and the responsibility of everybody in the community. The role of the school should be to provide leadership in a communitywide effort."

Several copies of this report were purchased this summer. Any one who would care to read this report may check out the report from the Principal's office.

L.D.H.
APPENDIX D

STATE UNIVERSITY OF IOWA, IOWA CITY
College of Education

December 3, 1959

Mrs. Catherine Thurston
1045 6th Avenue
Brookings, South Dakota

Dear Mrs. Thurston:

Your recent letter to the University High School has been referred to me for reply. I am sorry to tell you that we do not have a group guidance plan organized on a grade level basis. At the present time we do not have a group guidance program in the University High School. Much of the activity which would be done in a group guidance situation is done in the home room.

I am also sorry that we do not have any specific publications which would be of help to you. If you do not have much luck with individual school districts, you might try some of the publishing companies such as SRA and Chronical Press. Many of these publishing companies have ideas for teaching materials and also have booklets and pamphlets which would be of assistance to you in looking at the kinds of topics that are sometimes used. Another approach to the problem is to use a home made problem check list or a standardized problem check list and develop the curriculum from the responses the students make on this.

I'm sorry that we could not be of more specific help to you.

Sincerely yours,

Gilbert D. Moore
Assistant Professor of Education