

THE IMPLICATIONS OF THE RESULTS OF THE  
SRA YOUTH INVENTORY FOR A  
SEMESTER'S WORK IN ELEVENTH GRADE ENGLISH

by

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## TABLE OF CONTENTS

INTRODUCTION . . . . .	1
A Statement of Philosophy . . . . .	1
Purpose of the Report . . . . .	3
THE SRA YOUTH INVENTORY . . . . .	3
PROBLEMS REVEALED BY THE SRA YOUTH INVENTORY AS OBJECTIVES IN TEACHING 11th GRADE ENGLISH IN ASHLAND (KANSAS) HIGH SCHOOL . . . . .	17
INSTRUCTIONAL UNIT PLANS BASED ON YOUTH PROBLEMS AS TEACHING OBJECTIVES . . . . .	19
PERSONAL EVALUATIONS AND CONCLUSIONS . . . . .	32
ACKNOWLEDGMENT . . . . .	35
LITERATURE CITED . . . . .	36
APPENDIX . . . . .	37

## INTRODUCTION

### A Statement of Philosophy

Studies have shown that increasing numbers of young people are demanding admission to the secondary school. Their demands cannot be denied but heavy emphasis must be placed upon the education needed by all regardless of future vocation and upon training for dynamic and intelligent citizenship.

Acceptance of the value of education for all<sup>1</sup> as a part of the teacher's philosophy also necessitates the acceptance of the fact that "learning is a matter of both analysis and synthesis." Or to put it another way, "the human being continuously absorbs, transforms, and expends energy in terms of goals which it strives to achieve. The physical, emotional, and intellectual aspects of behavior are a unity that cannot, except for purposes of discussion, be separated."<sup>2</sup> Thus, it is seen that teachers are dealing with separate individuals as the pupils come into the classroom. One must recognize that each pupil then has value, infinite value, as a human being.<sup>3</sup>

Teachers deal with a complex dynamic individual when they deal with an adolescent. While they come to the classroom as one of a group each one is going to react physically, mentally, socially, emotionally, or in any combination of these factors to any stimulus the teacher may initiate by his effort. Thus, it is up to the teacher to strive to initiate experiences

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<sup>1</sup> Education Policies Commission, Education For All American Youth (Washington: National Education Association, 1952), p. 29.

<sup>2</sup> Harold Alberty, Reorganizing the High School Curriculum (New York: The Macmillan Company, 1950) p. 47.

<sup>3</sup> Stella Van Petten Henderson, Introduction to Philosophy of Education (Chicago: The University of Chicago Press, 1947), p. 103.

that will help the student achieve the pupil's chief end--"self-realization."<sup>1</sup> It is the teacher's responsibility to direct his teaching and the life of the school, so far as is possible, toward developing the finest possible boys and girls who will make maximal use of their potentialities for themselves and for the common good.<sup>2</sup>

This does not mean that one is to disregard the basic needs of the pupils, but rather that they be given greater emphasis. These basic needs must be utilized as selling points. The teachers must show how the particular course one is teaching does have application to these needs. While some disagreement exists concerning just what the basic needs of the adolescent are, the teacher should include in his own philosophy the areas indicated by Henderson: (1) food, shelter, clothing; (2) satisfying social relationships; (3) work and leisure; (4) freedom to manage one's own affairs in harmony with the common welfare; (5) struggle; success and failure; (6) opportunity to develop special talents; (7) intellectual and aesthetic interests; (8) religion and a philosophy of life. It is clear from this list of needs that the teacher recognizes that the absorption of factual material for re-citation should be delegated to a rather insignificant position in pupil accomplishment.

While the teacher should delegate mere rote learning of facts to a subordinate position in the classroom situation, the pedagogue must not neglect the basic skills necessary for self-realization. The realization of what these basic needs are by the instructor and how the particular

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<sup>1</sup> Stella Van Petten Henderson, Introduction to Philosophy of Education (Chicago: The University of Chicago Press, 1947), p. 61.

<sup>2</sup> Ibid., p. 67.



skills of his subject apply to the fulfilling of these needs should make for more effectual instruction.

What we know about the individual and learning suggests that optimal learning takes place when the individual acts with reference to his interests, his recognized needs, and his own pattern of values. This is not to say that the school or teacher accepts his goals as satisfactory and valid.<sup>1</sup>

The teacher must accept the pupil as he is.

### Purpose of the Report

The writer felt that inherent principles in the preceding philosophical points necessitated some pupil participation in designating what the felt needs of the school population were. Also, basic to the administration of the SRA Youth Inventory Form A was his dissatisfaction with past teaching practices. He hoped that the knowledge resulting from the use of the inventory would provide a springboard for a curricular offering in American Literature that would prove a more valuable teaching experience than mere regurgitation of subject matter.

### THE SRA YOUTH INVENTORY

In order to discover just what the felt needs of the pupils were the SRA Youth Inventory Form A, prepared by H. H. Remmers of Purdue University and Benjamin Shimberg of the U. S. Public Health Service and published by Science Research Associates was given the students of Ashland (Kansas) High School by the writer, a teacher in the Ashland High School, September 15, 1953.

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<sup>1</sup> Harold Alberty, Reorganizing The High School Curriculum (New York: The Macmillan Company, 1950) p. 47.

H. H. Remmers was instrumental in the final draft of this test. He "is Professor of Psychology and Education at Purdue University, and director of the Purdue Opinion Panel."<sup>1</sup> It was an outgrowth of the panel in an investigation of the problems of youth that the Inventory was developed.

Benjamin Shimberg is now Research Psychologist with the division of Public Health Nursing, U. S. Public Health Service. He was formerly Assistant Chief, Experimental and Evaluation Service Branch, Division of Public Health Education. He has been associated with attitude research at Purdue University, aircrew selection research in the U. S. Air Force, and with the test development program of the College Entrance Examination Board, Princeton University.

Arthur J. Drucker had major responsibility for the adaptation of the Youth Inventory for junior high school students. He is Research Psychologist with the Personnel Research Section, S.G.O., Department of Defence. He served with the Veteran's Guidance Center as counselor at Purdue University, and worked with Dr. Remmers on the Purdue Opinion Panel.<sup>2</sup>

The inventory was constructed with the cooperation of more than 100 high schools and over 15,000 teen-agers throughout the country.

The questions were developed by asking hundreds of students to state anonymously in their own words what things bothered them most. The hundreds of essays received by the Purdue Panel were carefully analyzed by trained psychologists and checked against the results of previous youth surveys.

All these ideas were sifted, and the questions were prepared, using the terminology of the young people themselves, to cover as wide a range of problems as possible. These questions were then administered to thousands of high school students in every section of the country. The statistical data upon which this inventory is based were obtained from a stratified sample of this group. The results of this study constitute the first systematic, country-wide analysis of what young people consider to be their most important problems.<sup>3</sup>

The results of other investigations, such as those made by the

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<sup>1</sup> Science Research Associates, Examiner Manual for the SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-904), p. 1.

<sup>2</sup> Loc. cit.

<sup>3</sup> Science Research Associates, Technical Supplement for the SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-968), p. 1.

American Youth Commission and the New York State Regents Inquiry, were reviewed. A survey was also made of the literature on teen-age problems to see what other educators, psychologists and guidance workers had to contribute to our understanding of youth problems.

Many hundreds of items were reviewed and edited by experts in education and psychology at Purdue University. The items finally selected were placed in eight categories which, in the opinion of the judges, were sufficiently comprehensive to encompass most of the problems.<sup>1</sup>

The resulting preliminary test was administered to approximately 15,000 high school pupils, grade 9--12, in all sections of the country.<sup>2</sup>

Table 1. Composition of stratified samples of high school students used in making analysis.

Classification	: No. of : Cases	: Percent : in Sample	: Percent : Population (approx.)
Total Sample	2500	100	100
Boys	1194	48	50
Girls	1306	52	50
9th Grade	818	33	32
10th Grade	680	27	28
11th Grade	528	21	21
12th Grade	474	19	19
East	519	21	28
Midwest	1535	62	32
South	239	10	28
Mt. Pacific	162	7	12
Rural (less than 2500 pop.)	1209	48	42
Urban (more than 2500 pop.)	1291	52	58
Protestant	1655	66	70
Catholic	544	22	20
Jewish	150	6	6
Other or none	150	6	4

The SRA Youth Inventory is supposed to provide an indication of what a student thinks are his problems. For this, there is no obvious or readily available outside criterion. The items which an individual

<sup>1</sup> Science Research Associates, Technical Supplement for the SRA Youth Inventory Form A (Chicago: Author, May 1953, N. 7-958), p. 4.

<sup>2</sup> Ibid., p. 1.

checks have validity for that individual. As long as the student thinks that certain things bother him, it makes little difference whether the problems are real or whether he is unconsciously exaggerating their importance. The measure of validity becomes, in a sense, the reliability coefficient, for no test can be any more valid than it is reliable.<sup>1</sup>

A measure of the validity of the individual items was obtained from a summary of the results of item analysis based on the senior high school sample. "In computing the biserial coefficients of correlation, each item was correlated with a total score of the category to which it had been assigned."<sup>2</sup> By this means a criterion of internal consistency was developed.<sup>3</sup>

Table 2. Distribution of biserial correlation coefficients between each item and area total score (N= 1000 9th--12th Graders)

Biserial $r$	Area							
	1	2	3	4	5	6	7	8
.95					7			
.90-.94					2			
.85-.89					4			
.80-.84	1		1		4			
.75-.79	4		0		4			1
.70-.74	2	5	1	2	6		1	5
.65-.69	4	4	5	4	7	7	3	3
.60-.64	1	6	4	3	6	8	0	6
.55-.59	4	7	5	7	3	5	5	6
.50-.54	7	6	6	11	1	2	5	9
.45-.49	4	3	7	3	6	4	6	0
.40-.44	2	4	10	7	0	0	3	2
.35-.39	2	0	1	0	1	1	1	1
.30-.34	2	0	1	2	0	1	1	1
.25-.29		1	1	0	2	3		
.20-.24		1	2	1		1		
No. of Items	33	37	44	40	63	32	25	34
Median $r$	.54	.57	.50	.53	.70	.58	.51	.58

<sup>1</sup> Science Research Associates, Technical Supplement for the SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-968), p. 6.

<sup>2</sup> Ibid., p. 7.

<sup>3</sup> Ibid., p. 6.

Upon the basis of the per cent of the total school population, 9--12th grades, checking each item in the Inventory, a numerical revision of the individual items was made in order that those items which warranted the most attention would appear at the top of the list in each of the eight areas.

The asterisk which precedes the number of the item in the second column of figures in Tables 3 through 10 indicates "problem recognition" or personality disturbances" for a given individual. The asterisk has been placed before those items of the inventory which at least six out of seven experts in the fields of guidance, clinical psychology, and education regarded as a "basic difficulty" or "problem recognition" for a given individual.<sup>1</sup> The revised listing in numerical order and the percentage of the total school population of Ashland High School checking each item of the SRA Youth Inventory was as follows:

Table 3. My School.

#1	#2		#3
1.	1.	I have difficulty keeping my mind on my studies.	55
2.	*6.	I wish I could be more calm when I recite in class.	48
3.	*16.	I have difficulty keeping my mind on what goes on in class.	48
4.	33.	I have difficulty expressing myself in words.	42
5.	2.	I wish I knew how to study better.	41
6.	4.	I have difficulty taking notes.	38
7.	*12.	I feel sleepy in class even when I've had enough sleep at night.	34
8.	20.	I have difficulty expressing myself in writing.	31
9.	19.	I would like to get some practical work experience.	27
10.	3.	I wish I knew more about using the library.	24

<sup>1</sup> Science Research Associates, Technical Supplement for the SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-968), p. 5.



Table 3. (concl.)

#1	#2		#3
11.	5.	I don't know how to prepare for tests.	21
12.	8.	I would like to take courses that are not offered in my school.	19
13.	31.	My teachers aren't interested in the things that interest me.	18
14.	14.	I doubt the value of the things I study.	15
15.	21.	I need some individual help with my courses.	15
16.	*15.	I am too restless to stay in school.	13
17.	*11.	I hate school.	8
18.	17.	My courses are too far removed from everyday life.	8
19.	30.	Class periods are not well organized.	8
20.	*29.	My teachers don't understand me.	8
21.	24.	My teachers don't make assignments clear.	7
22.	*28.	My teachers play favorites.	7
23.	7.	I spend too much time studying.	6
24.	9.	I dislike my courses.	5
25.	*13.	I wish I could quit school now.	5
26.	18.	I must select a vocation that doesn't require college.	5
27.	*32.	My teachers don't like me.	3
28.	*22.	My teachers give me no encouragement.	3
29.	23.	My teachers make fun of me.	3
30.	*27.	My teachers are too impersonal.	3
31.	25.	My teachers aren't interested in me.	2
32.	10.	I have too much homework.	1
33.	*26.	My teachers are too strict. <sup>1</sup>	1

#1 The numerical order of the items of the Inventory as checked.

#2 The number of the item as listed in the SRA Youth Inventory.

#3 The per cent of Ashland High School pupils who checked the item as a personal problem.

Table 4. After High School????

#1	#2		#3
1.	36.	For what work am I best suited?	50
2.	37.	How much ability do I actually have?	50
3.	54.	What courses will be most valuable to me later on?	40
4.	38.	I would like to know more definitely how I am doing in my school work.	37
5.	35.	What shall I do after high school?	34

<sup>1</sup> Science Research Associates, SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-901), p. 1.

Table 4. (concl.)

#1	#2		#3
6.	60.	What jobs are open to high school graduates?	33
7.	40.	Am I likely to succeed in work I do when I finish school?	32
8.	43.	How shall I select a college?	30
9.	56.	What career shall I pursue?	30
10.	49.	Do I have the ability to do college work?	29
11.	34.	What are my real interests?	27
12.	40.	I want to know more about what people do in college.	26
13.	41.	Should I go to college?	25
14.	42.	What are the requirements for college?	24
15.	57.	What training do different vocations require?	24
16.	58.	How will the draft affect me?	24
17.	65.	For what kind of job should I apply?	24
18.	61.	How do I go about finding a job?	22
19.	59.	What are the opportunities in different fields?	19
20.	62.	Where can I go for help in finding a job?	19
21.	55.	What fields are overcrowded?	19
22.	47.	What are some ways of financing a college education?	18
23.	52.	What are some careers for girls?	17
24.	48.	How do you fill out application blanks for college?	16
25.	68.	What's expected of me on a job?	15
26.	53.	I want to learn a trade.	15
27.	63.	I wish I could write good letters of application.	14
28.	44.	Can I get into the college of my choice?	13
29.	66.	How should I act during an interview?	12
30.	69.	What is proper office etiquette?	12
31.	67.	I have no work experience.	10
32.	50.	I would like to have more vocational courses.	8
33.	64.	How can I prepare for a job interview?	8
34.	39.	I need advice in choosing courses.	6
35.	45.	I wish I could afford college.	5
36.	51.	How can I get apprenticeship training?	5
37.	46.	Should I borrow money for college? <sup>1</sup>	4

- #1 The numerical order of the items of the Inventory as checked.  
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 #3 The per cent of Ashland High School pupils who checked the item as a personal problem.

<sup>1</sup> Science Research Associates, SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-901), p. 2.

Table 5. About Myself.

#1	:	#2	:	#3
1.	*	85.	I often do things I later regret.	37
2.	*	76.	I can't help daydreaming.	35
3.	*	99.	I worry about tests.	34
4.	*	93.	I feel that I'm not as smart as other people.	32
5.	*	72.	I have trouble keeping my temper.	31
6.	*	79.	I'm not popular with (boys) (girls).	28
7.	*	100.	I'm unsure of myself.	24
8.		112.	I'm afraid to speak up in class.	24
9.	*	82.	My feelings are easily hurt.	23
10.		105.	I bite my nails.	22
11.	*	74.	I'm nervous.	22
12.	*	78.	I feel guilty about things I have done.	21
13.	*	73.	I worry about little things.	20
14.		102.	I'm trying to get rid of an undesirable habit.	20
15.	*	83.	I need to learn not to let people push me around.	20
16.		96.	I must learn to "keep my head" when things go wrong.	20
17.	*	111.	I'm afraid of making mistakes.	20
18.	*	71.	I'm easily excited.	19
19.		92.	I hesitate to take responsibility.	17
20.		108.	I don't know what is expected of me.	16
21.	*	80.	I often feel lonesome.	15
22.	*	101.	I feel that I'm different from other kids.	15
23.	*	89.	I feel that I'm not wanted.	15
24.	*	94.	I must always be "on the go".	15
25.		109.	I wish I could overcome being careless.	15
26.		97.	I would like to discuss my personal problems with someone.	13
27.	*	110.	I'm always thinking up alibis.	12
28.	*	75.	I can't sleep at night.	11
29.	*	103.	I'm afraid of failure or humiliation.	11
30.	*	107.	I don't know why people get angry with me.	11
31.	*	81.	I feel "low" much of the time.	10
32.	*	98.	I wonder if I am normal in the way my mind works.	9
33.	*	106.	I can't help feeling bad when I can't get my own way.	9
34.	*	87.	I lack the drive others have.	8
35.	*	95.	I prefer to be alone.	8
36.	*	84.	I don't see much future for myself.	6
37.	*	77.	I have thoughts of suicide.	5
38.	*	113.	I can't do anything right.	5
39.	*	90.	I have a "crush" on an older person.	5
40.	*	104.	My nose is ugly.	5
41.	*	88.	People stare at me.	4
42.		91.	I'm not ready for any job when I graduate.	4



Table 5. (concl.)

#1	:	#2	:	#3
43.	*	114.	I don't want to leave home for a job or college.	2
44.		86.	People dislike my race or nationality. <sup>1</sup>	1

- #1. The numerical order of the items of the Inventory as checked.  
 #2. The number of the item as listed in the SRA Youth Inventory.  
 #3. The per cent of Ashland High School pupils who checked the item as a personal problem.

Table 6. Getting Along With Others.

#1	:	#2	:	#3
1.		115.	I want people to like me better.	48
2.	*	137.	I get stage fright when I speak before a group.	40
3.	*	119.	I wish I were more popular.	35
4.		120.	I want to make new friends.	35
5.		126.	I want to learn to dance.	32
6.		135.	There aren't enough places for wholesome recreation where I live.	30
7.		117.	I wish I could carry on a pleasant conversation.	28
8.	*	141.	I'm often left out of things other kids do.	23
9.	*	121.	I need to develop self confidence.	22
10.		131.	How much initiative should I take in getting invited to parties or dances?	22
11.		118.	I don't know how to treat people whom I don't like.	21
12.		123.	I wish I knew how to drop a person I no longer want for a friend.	20
13.		128.	I wish I had things to talk about in a group.	20
14.		132.	I need to learn to be a good listener.	20
15.		139.	I need to learn how to get along with people my own age.	19
16.		116.	I don't know how to introduce people properly.	19
17.		134.	I need to learn how to plan a party.	19
18.		124.	I don't know how to act on formal occasions.	18
19.		144.	I don't know how much of my inner feelings to reveal to my friends.	17
20.		150.	I can't find a part-time job to earn spending money.	16
21.	*	122.	I need to be more tactful.	15
22.		133.	I need to learn to be more tolerant of other people's opinions.	15
23.		148.	I'd like to know how to become a leader in my group.	15
24.		152.	I don't have a (girl) (boy) friend.	15

<sup>1</sup> Science Research Associates, SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-901), p. 4.

Table 6. (concl.)

#1	#2		#3
25.	153.	I am not attractive to the other sex.	15
26.	*125.	I'm ill at ease at social affairs.	12
27.	136.	I don't know what clothes to wear on different occasions.	12
28.	140.	I need to learn to be a "good sport" in games.	12
29.	142.	I need to learn how to select the right clothes for my figure.	12
30.	*127.	I want to feel important to society or to my own group.	11
31.	*154.	I can't seem to live up to the ideals I have set for myself.	10
32.	138.	I'd like to learn proper table manners.	9
33.	147.	I need to learn how to work for the good of the group.	9
34.	149.	I have difficulty deciding between my own standards and those of the crowd.	9
35.	145.	I need to learn to be on time for appointments.	8
36.	143.	I wish I knew how to use cosmetics properly.	7
37.	146.	I need to learn how to order food in a restaurant.	7
38.	151.	I need money for social affairs.	6
39.	129.	I can't live up to the ideals set by groups to which I belong.	5
40.	*130.	I need to learn how to keep from being too aggressive. <sup>1</sup>	5

#1 The numerical order of the items of the Inventory as checked.

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#3 The per cent of Ashland High School pupils who checked the item as a personal problem.

Table 7. My Home and Family.

#1	#2		#3
1.	*190.	I'm afraid to tell my parents when I've done something wrong.	23
2.	171.	My parents are too strict about letting me use the family car.	20
3.	178.	My parents are too strict about my going out at night.	20
4.	*158.	I can't get along with my brothers and sisters.	18
5.	*162.	I can't discuss personal things with my parents.	17
6.	169.	My parents interfere with the spending of the money I earn.	15
7.	183.	I wish I had my own room.	12

<sup>1</sup> Science Research Associates, SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-901) p. 5.

Table 7. (cont.)

#1	#2		#3
8.	167.	I want to be accepted as a responsible person by my parents.	12
9.	*173.	My parents won't let me make my own decisions.	12
10.	*188.	I feel like leaving home.	12
11.	194.	My family is always worried about money	12
12.	157.	There is constant bickering and quarreling in my home.	11
13.	*161.	I feel there's a barrier between me and my parents.	11
14.	*168.	My family tries to hold me down.	11
15.	199.	My parents interfere in my choice of friends.	11
16.	172.	My parents are too strict about dating.	10
17.	175.	My parents don't usually respect my opinions.	10
18.	*176.	My parents don't trust me.	10
19.	195.	My parents often pry into my private affairs.	10
20.	197.	My parents continually nag about studying.	10
21.	202.	My parents hate to admit that I'm sometimes right.	10
22.	*158.	I feel that I'm a burden on my parents.	9
23.	*174.	I get no encouragement at home.	9
24.	182.	I wish I could get my parents to treat me like a grownup.	9
25.	207.	My parents avoid discussing sex with me.	9
26.	*205.	My parents criticize me too much.	9
27.	155.	I have no quiet place at home where I can study.	8
28.	160.	My allowance is too small.	8
29.	*177.	My parents expect too much of me.	8
30.	*164.	I don't like to invite people to my home.	7
31.	166.	I am seldom consulted in family discussions.	7
32.	170.	My parents are trying to decide my vocation for me.	7
33.	*186.	I wish I could gain the confidence of my parents.	7
34.	193.	My parents are too strict about permitting me to date on school nights.	6
35.	180.	I'm criticized for dating a person of whom others do not approve.	6
36.	*165.	I don't feel that I belong in the family.	5
37.	179.	I'm criticized for dating someone older than I am.	5
38.	187.	I want to get married soon.	5
39.	*192.	I feel disloyal because I don't share the views of my parents.	5
40.	196.	My parents object to my following fads.	5
41.	159.	I have to do too many chores around the house.	4
42.	181.	I have too many dates.	4
43.	*163.	My father is a tyrant.	3
44.	*168.	My parents play favorites.	3
45.	*185.	I'm ashamed of my parents dress and manners.	2
46.	191.	I must turn over my earnings to the family.	2
47.	200.	My parents disapprove of my social activities.	2
48.	201.	My parents won't let me do my own shopping.	2
49.	206.	My parents don't let me decide in which activities I can take part.	2

Table 7. (concl.)

#1	#2		#3
50.	*198.	My parents neglect me.	1
51.	203.	My parents are cold toward my friends.	1
52.	*204.	My parents aren't interested in what I accomplish.	1
53.	*184.	I'm ashamed of my father's job. <sup>1</sup>	0

#1 The numerical order of the items of the Inventory as checked.

#2 The number of the item as listed in the SRA Youth Inventory.

#3 The per cent of Ashland High School pupils who checked the item as a personal problem.

Table 8. Boy Meets Girl.

#1	#2		#3
1.	215.	How do I refuse a date politely?	32
2.	208.	I seldom have dates.	30
3.	213.	I don't know what to do on a date.	27
4.	212.	I don't know how to keep (boys) (girls) interested in me.	24
5.	223.	How can I keep (boys) (girls) from taking me for granted?	22
6.	224.	Should I go steady?	22
7.	209.	I don't know how to ask for a date.	21
8.	214.	What are good manners on a date?	20
9.	218.	I don't know how to break up with a person I have been dating without causing bad feelings.	20
10.	237.	How long should people know each other before getting married?	20
11.	219.	Is there anything wrong with going places "stag"?	19
12.	211.	I'm bashful about asking girls for dates.	18
13.	220.	Is it all right to accept "blind dates"?	18
14.	*216.	I'm bothered by dirty stories or vulgar talk.	17
15.	*217.	I wonder if I am normal in my sexual development.	15
16.	*227.	I'm embarrassed in any discussion of sex.	15
17.	228.	I wonder if high school students should pet and make love.	14
18.	239.	What things cause trouble in marriage?	14
19.	225.	Should I kiss my date the first time we go out together?	13
20.	238.	How can I prepare myself for marriage and family life?	13
21.	231.	How far should high school students go in love relations?	12
22.	235.	I want to know about venereal disease.	12
23.	236.	What things should one consider in selection of a mate?	12
24.	222.	I am dating a person of a different religion than mine.	11
25.	229.	I need an acceptable vocabulary to discuss sex.	11

<sup>1</sup> Science Research Associates, SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-901) p. 7.

Table 8. (concl.)

#1	#2		#3
26.	232.	I need more correct information about sex.	9
27.	210.	There is no place to dance in the town where I live.	6
28.	226.	Must I neck to be popular?	6
29.	*230.	I think about sex a good deal of the time.	5
30.	221.	Is drinking harmful?	3
31.	233.	I don't understand how children are born.	2
32.	234.	I have conflicting information about sexual matters. <sup>1</sup>	1

#1 The numerical order of the items of the Inventory as checked.

#2 The number of the item as listed in the SRA Youth Inventory.

#3 The per cent of Ashland High School pupils who checked the item as a personal problem.

Table 9. Health

#1	#2		#3
1.	240.	I want to gain (or lose weight.	42
2.	262.	I want to get rid of pimples.	25
3.	246.	I want to improve my posture and body build.	24
4.	245.	I'm concerned about improving my figure.	19
5.	241.	I want to learn how to select foods that will do me the most good.	15
6.	*253.	I get tired easily.	13
7.	248.	What can I do about bad breath?	11
8.	258.	I have frequent colds.	10
9.	*257.	I have frequent headaches.	9
10.	244.	I am bothered by menstrual disorders.	7
11.	*251.	I worry about my health.	7
12.	255.	I have no "pep".	7
13.	256.	My teeth need attention.	7
14.	260.	My muscles are poorly developed.	7
15.	264.	I wonder if I am normal in my energy and endurance.	7
16.	252.	I don't get enough exercise.	7
17.	249.	Is smoking harmful?	6
18.	254.	I don't get enough sleep.	5
19.	259.	I don't hear very well.	4
20.	*261.	I have no appetite.	4
21.	243.	I am crippled (or have some other handicap).	3
22.	247.	My stomach is upset easily.	3
23.	*263.	I sometimes feel faint.	3

<sup>1</sup>Science Research Associates, SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 1953, No. 7-901) p. 8.



Table 9. (concl.)

#1	#2		#3
24.	250.	What can I do about body odor?	2
25.	242.	I smoke too much. <sup>1</sup>	1

- #1 The numerical order of the items of the Inventory as checked.  
 #2 The number of the item as listed in the SRA Youth Inventory.  
 #3 The per cent of Ashland High School pupils who checked the item as a personal problem.

Table 10. Things In General.

#1	#2		#3
1.	*269.	I feel that I'm not living up to my religion.	25
2.	279.	I'm mixed up about world affairs.	24
3.	284.	How can I learn to use my leisure time wisely?	22
4.	277.	How can I help to make the world a better place in which to live?	21
5.	298.	What makes people selfish or unkind?	21
6.	286.	How can I learn to get the most for my money?	20
7.	278.	What can I do about the injustice all around us?	17
8.	280.	I'm worried about the next war.	16
9.	*265.	I'm concerned with what life is all about.	15
10.	*271.	How does one set standards of "right" and "wrong"?	12
11.	*273.	I'm having difficulty deciding what's important in life.	12
12.	275.	Can I believe the newspapers and radio?	12
13.	281.	Is there something I can do about race prejudice?	12
14.	283.	What can I do to help get better government?	12
15.	285.	I have difficulty budgeting my time.	12
16.	288.	What can I contribute to civilization?	12
17.	*296.	I wonder about the after life.	12
18.	266.	I'm confused in my religious beliefs.	11
19.	*270.	I'm searching for something to believe in.	11
20.	282.	Is there any way of eliminating slums?	10
21.	*274.	I'm confused on some moral questions.	9
22.	*267.	I'm bothered by thoughts of Heaven and Hell.	8
23.	292.	How can we get honest government?	7
24.	287.	Does one have to take advantage of people to be successful?	7
25.	293.	Can I believe in advertising?	7
26.	268.	Is there a conflict between the Bible and my school subjects?	6
27.	*289.	I'm losing faith in religion.	6

<sup>1</sup> Science Research Associates, SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-901) p. 10.

Table 10. (concl.)

#1	#2		#3
28.	291.	I can't decide whether or not money is the major thing to work for in life.	6
29.	294.	What is eternity?	5
30.	295.	Does it really pay to be honest?	5
31.	276.	How can I help get rid of intolerance?	3
32.	290.	I need to develop a satisfactory philosophy of life.	3
33.	*297.	Is it wrong to deny the existance of God?	2
34.	*272.	I'm concerned about cheating. <sup>1</sup>	2

#1 The numerical order of the items of the Inventory as checked.

#2 The number of the item as listed in the SRA Youth Inventory.

#3 The per cent of Ashland High School pupils who checked the item as a personal problem.

PROBLEMS REVEALED BY THE SRA YOUTH INVENTORY  
AS OBJECTIVES IN TEACHING 11th GRADE ENGLISH  
IN ASHLAND (KANSAS) HIGH SCHOOL

When the Inventory results were used as a device for curricular organization certain needs seemed to be indicated in the area concerning school. The implication in items No. 1, 2 and 7 of Table 3 in the first column of page 7 was that for a larger number of the pupils the offering was not vital enough to hold their attention. Another implication apparent from No. 2, 4, 6 and 8 of the first column of Table 3 on page 7 implied that better emphasis upon the language arts--speaking, listening and writing--was needed in the communication of ideas.

In the area "After High School", half of the pupils in the school felt a need for vocational study as was indicated by their response to item No 1 of the first column of Table 4. Half of the pupils thought there was a need for determining their potential abilities which would

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<sup>1</sup> Science Research Associates, SRA Youth Inventory Form A (Chicago: Author, May 1953, No. 7-901) p. 10.

have been a part of any vocational study. About a third of the pupils indicated that for them high school would terminate their education and that they would like vocational material that would provide them with occupational literature concerning jobs available to high school graduates (see Table 4, page 8, No. 5, 6, 7 and 9 of column 1). A less dominant preference was indicated by the fact that approximately 30 per cent thought they needed educational guidance (see Table 4 on page 9, numbers 8, 9, 10, 12 and 14 of column 1).

In the area "About Myself", there was no predominance of preference but a third of the pupils indicated that they were having difficulty adjusting to societal demands, adjusting to the hard reality of life, performing well on tests, accepting the fact that each has a different potential capacity, and developing self control by keeping their tempers.

In the area of socialization, it was found that approximately half of the students were desirous of developing better personalities. Here again the art of speaking was felt by a sizeable majority of the group to be important. One-third of the school population thought they needed occasions of a social nature that would aid them to make new friends and learn to dance.

A big problem which concerned one-fifth of the school population was difficulties which arose in the talking over of mistakes with their parents. Difficulties over the family car and going out at night were a close second.

In the vital area of dating about one-third thought they needed some information. The item of the inventory that topped the list in the area "Boy Meets Girl" revolved around this problem.

A sizeable majority of the pupils, 42 per cent, in the area of "Health",



indicated that they were concerned about their weight. It is not at all unreasonable to assume that the bombarding of their receptive senses was influenced in this item by the advertising play that was given this fad.

The other items of significance that appeared in the area of personal health concerned the developing consciousness of disfiguring, though temporary, skin blemishes, interest in developing posture and body build, or developing a better figure.

"Things in General" that troubled the students pertained to failure to achieve their religious goal, to confusion about world affairs, to a desire to recognize the importance of the common welfare, to a concern over the selfishness and unkindness of their fellow man, to interest in getting the most for their money.

#### INSTRUCTIONAL UNIT PLANS BASED ON YOUTH PROBLEMS AS TEACHING OBJECTIVES

Although the SRA Youth Inventory was administered to the total high school population, the writer was particularly concerned with providing the 11th grade class in American Literature with a curricular offering that would better serve their needs. By relating the indicated needs of the pupils of the 11th grade to those of the school population, it was shown that the problem of holding the interest of the pupils was important.

A majority of the school population indicated that emphasis should be given to the language arts, which was also indicated as a problem by 40 per cent of the 11th grade pupils. From this the writer found definite implications concerning the curricular offering of American Literature.

Of the total school population, 41 per cent, as compared to 55 per cent of the 11th grade pupils, thought they needed direction in developing

better study habits.

The percentage of all pupils and the 11th grade pupils was the same in regards to their failing to see the value of the courses they were taking.

Insight into the development of a better personality was thought to be needed by 40 per cent of the 11th grade pupils and 40 percent of the total school population.

Half of all the high school pupils and half the 11th grade pupils indicated a need for vocational information. Because the writer was not capable of satisfying this need in the work of a semester of American Literature it was not retained as an objective for the pupils.

Even though 50 per cent of the high school pupils and 31 per cent of the 11th grade pupils indicated a need for discovering their abilities, the writer adjudged that the administration of this one device was a progressive step. For this reason, only the Youth Inventory was utilized to promote the pupil's own self-understanding. While of indicative importance, it was not retained by the writer as an objective.

While 42 per cent of all the pupils and 31 per cent of the 11th grade pupils indicated that they wanted to gain or lose weight, the writer did not feel that this had much of a bearing on class work in English, so this also was not retained as an objective.

From the foregoing discussion four objectives remained which had a definite bearing on a semester's work in English. First, the pupils indicated a need for developing skill in the language arts--reading, speaking, writing and listening. Second, the pupils needed direction for developing an understanding of personality traits was needed. Fourth,

pupils needed to recognize that the work in the classroom must be vital and valuable.

For purposes of delimitation these were the only needs given recognition in the following outlined plans. It was felt that these permitted a broad interpretation. Also, the students were accepted where they were while frequent referrals were made to the "Educational Needs of Youth"<sup>1</sup> as basic precepts with which to supplement the pupil's indicated needs. A section of the Evaluative Criteria<sup>2</sup> was used to make sure that no salient points of the pupil's needs were overlooked.

Experience Unit: Colonial Life Then and Life Today (4 weeks)

- I. Pupil needs or objectives
  - A. Opportunity for developing proper study habits must be provided
  - B. To prevent thought meandering the work must be kept vital to current situations
  - C. The value of confidence in reading, writing, speaking and listening must be emphasized
  - D. Opportunity for developing likeable personalities must be provided
  
- II. Student Activities
  - A. Introduction
    1. Oral reading by students of "The Colonial Time"
    2. Discussion of differences
    3. Discussion of similarities
  - B. Developmental (group discussion)
    1. Discuss areas of possible interest in curiosity
      - a. Family unity then and now (geographical, economic, social, and religious)
      - b. What obstacles they had to overcome
      - c. What were the characteristics of the various colonies
      - d. What problems faced today had their roots in this period
    2. Discussion and reporting activities (individual)
      - a. Class discussion of how to choose material

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<sup>1</sup> Cooperative Study of Secondary School Standards, Evaluative Criteria (Washington: Author, 1950) p. 35-46.

<sup>2</sup> Loc. Cit.

- b. Choosing of individual topics
  - c. Class time in library to find material
  - d. Group consensus for arriving at a due date for the reports.
  - e. Reports were to be given orally--high points of interest
- 3. Opportunities for written expression
    - a. Written reports on topics chosen
    - b. Skill in taking notes
  - 4. Graphic expression activities
    - a. Graph showing population growth of the early colonies
    - b. Map showing boundaries of the early colonies
    - c. Resources map of the early colonies
  - 5. Appreciative experiences
    - a. Reading selections of literature of the period (pages 411-467 in text)
    - b. Relating the problems as colonies to problems of the nation today
- C. Culminating Activities
- 1. Oral report by each member of class
  - 2. Acceptance of the written reports

### III. Evaluation

- A. Understandings: Growth in the development of desired understandings was noticed in several ways
  - 1. Class enthusiasm was relatively high
  - 2. Written reports were all acceptable
  - 3. Questions following the individual reports indicated curiosity
  - 4. Achievement was satisfactory in the pupil directed review over the material
- B. Information: To determine the extent to which subject matter information had been acquired a best answer test was given
- C. Attitudes: The extent to which growth was taking place was evaluated by noting the interest level in the work unit
- D. The extent to which abilities were developed was evaluated as the unit progressed by
  - 1. Evaluation of the oral reports (teacher)
  - 2. Evaluation of the written reports (teacher)
  - 3. Evaluation of graphic material (teacher)

### IV. General References

- Adams, R. C. Gateway to American History. Boston: Little Brown and Co., 1927.
- Bailey, C. S. Pioneer Art in America. New York: Viking Press, 1944.
- Bridenbaugh, Carl. Cities in the Wilderness. New York: Ronald Press Co., 1938.
- Calverton, V. F. The Awakening of America Vol I. New York: John Day Co., 1939.

- Chitwood, O. P. History of Colonial America. New York: Harper & Brothers, 1948.
- Coleman, The First Frontier. New York: Scribner's Sons, 1948.
- Dulles, F. R. America Learns to Play. Chicago: Appleton-Century-Crofts, 1940.
- Eaton, J. Lone Journey. New York: Harcourt, Brace & Co., 1944.
- Gould, M. E. The Early American House. New York: McBride Co., 1949.
- Gray, E. J. Penn. New York: Viking Press, 1938.
- Halsey, R. T. H., and E. Tower. Homes of Our Ancestors. New York: Garden City Books, 1937.
- Knowlton, D. C., and C. M. Gill. When We Were Colonies. New York: American Book Co., 1934.
- Langdon, W. C. Everyday Things In American Life. 2 vols. New York: Charles Scribner's Sons, 1937-1941.
- Rawson, M. N. Of The Earth Earthy. New York: E. A. Dutton and Co., 1937.
- Wertenbaker, T. J. The Golden Age of Colonial Culture. New York: New York University Press, 1942.
- Wright, L. R. Atlantic Frontier. New York: Alfred A. Knopf, 1947.

Experience Unit: Drama (2 weeks in class, 5 weeks extra class)

- I. Pupil needs or objectives
  - A. Produce a play for public presentation
  - B. Have an informal period of discussion of plays
  - C. Have pointed out characteristics of play reading
  - D. Have material provided which is interesting
  - E. Have an experience which will be valuable in life
  - F. Have an opportunity for personal growth
  
- II. Suggested Activities
  - A. Introduction
    1. Have all pupils go to play catalog and choose three plays which interest them
    2. Discuss the limitations which must be kept in mind as a group and individually
    3. Discuss the procedure of obtaining the plays
  - B. Development
    1. Provide recognition to those reading three plays
    2. Hold each responsible for summarizing a play orally
    3. Appreciative experiences
      - a. Oral dramatization of text material
      - b. Relating the experience to forthcoming production through an emphasis in understanding and the relationship to the radio and movies
  - C. Culminating Activities
    1. Evaluation of oral summaries
    2. Choosing the play for production (through group consensus by ballot)



### III. Evaluation

- A. Understandings
  1. Class enthusiasm was relatively high
  2. A satisfactory play was chosen
- B. Information: to determine the extent to which subject matter information had been acquired
  1. An objective test was given over the material in the text on Modern Drama (pages 333--404)
  2. Pupils were observed to interact in a socially acceptable manner with their peers
  3. Air of friendliness and good support was present at all rehearsals
- D. The extent to which abilities were developed was evaluated as the unit progressed by:
  1. Evaluation of the oral reports (teacher)
  2. Crediting pupils with plays that were read
  3. Recognition of degree of responsibility the members of cast took for their parts
  4. Awareness of the extra effort pupils put forth to develop their parts
  5. Observation of the crowd's reaction and acceptance of the public performance

### IV. General References (play catalogs)

- Baker's Plays (Walter H. Baker Company, 569 Boylston St., Boston, Mass).
- Catalog of Plays, 1954 (Dramatic Publishing Co., 1706 South Prairie Ave., Chicago, Ill.).
- Complete Catalog of Plays (Dramatists Play Service, Inc., 14 East 38th St., New York 16, New York).
- Denison's Plays Catalog (T. S. Denison & Company, 321 Fifth Ave., South Minneapolis, Minn.).
- Longman's Plays (Longman's Green & Company, 55 Fifth Ave., New York, New York).
- Plays (Row Peterson and Co., 1911 Ridge Ave., Evanston, Ill.).
- Samuel French Basic Catalog of Plays (Samuel French, Inc., 25 West 45th St., New York, New York).
- Select 1953 Plays (Hear Publishing Co., Dows Building, Cedar Rapids, Iowa).
- Special Scenery or Lighting Equipment (Great Western Stage and Equipment Co., 1109 Walnut, Kansas City, Mo.).

Experience Unit: Flowering of the East Then and Now--Part I (3 weeks)

#### I. Pupil Needs

- A. Opportunity for proper study habits must be provided
- B. Work must be related to current events to keep it vital and interesting
- C. The values of the contributions the language arts make to understanding life must be emphasized
- D. Emphasis on the development of personality traits must be made

## II. Suggested Activities

### A. Introduction

1. Silent reading of introductory material in relation to study questions
2. Discussion of relation of that period to present conditions

### B. Development

1. Discuss the personal attributes of the men and their work
  - a. Discuss why of the weakness of the earliest writings
  - b. Discuss aspects of writings of the authors not given in the text
  - c. Discuss social understandings of the writings of the early authors
  - d. Discuss their skill in showing strengths and weaknesses of the characters

### C. Appreciative Experience

1. Reading and discussion of the material in the text (pages 469--547)
2. Oral supplementation of the material in the text by the teacher

## III. Evaluation

### A. Understanding: Growth in the development of desired understanding was noted in several ways

1. Observation of the general interest level of the students
2. Statements indicative of an understanding of the work of the author

### B. Information: To determine the extent to which subject matter had been acquired a best answer test was given

### C. Attitudes: Growth was taking place in the area as the students indicated a higher level of interest for the work of the better authors

## IV. General References:

- Allen, Harvey. Israfel. New York: Farrar and Rinehart, 1949.
- Benet, Laura. Washington Irving, Explorer of American Legend. New York: Dodd and Mead, 1944.
- Benet, Laura. Young Edgar Allan Poe. New York: Dodd and Mead, 1941.
- Fagin, Nathan B. Histrionic Mr. Poe. Homewood: John Hopkins Press, 1949.
- Hawthorne, Hildegarde. A Romantic Rebel. (Chicago: Appleton-Century-Crofts, 1932.
- Leyda, Jay. The Melville Log. New York: Harcourt and Brace, 1951.
- Quinn, A. H. Edgar Allan Poe. Chicago: Appleton-Century-Crofts, 1941.
- Tharp, Louise Hall. The Peabody Sisters of Salem. (Boston: Little-Brown & Co., 1950.

Experience Unit: Flowering of the East Then and Now--Part II (2 weeks)

### I. Pupil needs or objectives

- A. Pupils will need to use reading, speaking, writing and listening
- B. Pupils will need to use proper study techniques
- C. Pupils must see the aspects of character that are emphasized
- D. Material must be of vital interest to the pupils

## II. Suggested Activities

- A. Introduction
  - 1. Discuss the reason for division of this period
  - 2. Discuss the relation to current problems
  - 3. Discuss the influence of the authors on the life of the period
  - 4. Discuss influence of life on the author's work
- B. Developmental (class discussion)
  - 1. Influence of men and their work in developing truly American characteristics
  - 2. Relationship of the writings to personal concepts of the student's "self"
  - 3. Conflicts of society then and now
  - 4. Group discussion of the basic needs of mankind
- C. Discussion and reporting activities
  - 1. Written reaction by the individuals toward Emerson's philosophy
  - 2. Reaction in writing to the concepts of Thoreau
- D. Appreciative experiences
  - 1. Understanding the value of non-material things
  - 2. Understanding of the qualities that made the men great
  - 3. Understanding the variety that existed in their writing

## III. Evaluation

- A. Understandings: Important aspects of growth were indicated by
  - 1. Individual reaction to the concepts of the writers in discussion
  - 2. Rejection and acceptance of the views of the authors by the pupils in written work
- B. Information: The pupil's grasp of the issues in this unit were tested by essay type questions
- C. Attitudes: Pupil growth here was indicated by inter-pupil discussion of various issues in the unit
- D. The extent to which abilities were developed was evaluated through
  - 1. The pupil's written work (teacher)
  - 2. The pupil's indicated understanding of the premises in the unit as a result of tests

## IV. General References

- Beatty, R. C. James R. Lowell. Nashville: Vanderbilt University Press, 1942.
- Canby, H. S. Thoreau. Boston: Houghton-Mifflin Company, 1943.
- Hawthorne, Hildegarde. Concord's Happy Rebel. New York: Longmans-Green, 1940.



- Hawthorne, Hildegard. The Happy Autocrat. New York: Longmans-Green, 1938.
- Hawthorne, Hildegard. Youth's Captain. New York: Longmans-Green, 1935.
- Hoeltje, H. H. The Sheltering Tree. Durham: Duke University Press, 1943.
- Kane, Henry B. Thoreau's Walden. New York: Alfred A. Knopf, 1946.
- Robbins, R. W. Discovery at Walden. Concord, RFD 1: Author, 1947.
- Thompson, L. R. Young Longfellow. New York: Macmillan Co., 1939.
- Tilton, Eleanor M. The Amiable Autocrat. New York: Henry Schuman, 1947.
- Wade, M. Francis Parkman, Heroic Historian. New York: Viking Press, 1942.
- Whicher, G. F. Walden Revisited. New York: Farrar and Rinehart, 1945.

Experience Unit: Westward Ho! (2 weeks)

- I. Pupil needs or objectives
  - A. Pupils will need to use writing, reading, speaking and listening
  - B. Pupils will need to use sound study techniques
  - C. Pupils must see the relation of the material to themselves
  - D. Pupils must have an opportunity to discover important personality traits that exist in America
  
- II. Suggested activities
  - A. Introduction
    1. Provide study questions for the prepared introduction to the unit to cover all the subject matter
    2. Discuss the qualities that are recognizable in the character of local people
    3. Show relationship between the paucity of the literature during the movement and earlier periods
  - B. Developmental
    1. Research activities
      - a. What obstacles faced the pioneers
      - b. What aided the pioneers to overcome the obstacles
      - c. How did this expanse of free land bid in developing a great nation
      - d. How did the frontier encourage immigration
    2. Discussion and reporting activities
      - a. Individual reports on topics of interest
      - b. Class discussion of the topics
    3. Opportunities for written expression
      - a. Written reports on special topics
      - b. Book reports to be given orally about this period
    4. Graphic expression activities
      - a. Graph showing population growth
      - b. Map of the explorations which opened the country to settlers

- c. Resource map of the early territory
  - d. Map showing railroad lines of this period
  - e. Map showing the important trade routes of the period.
- C. Culmination activity
- 1. Acceptance of written reports on special topics
  - 2. Review over topic as a result of student prepared questions

### III. Suggestions for evaluation

- A. Understanding: Growth in understanding was indicated by
- 1. Written reports
  - 2. Class discussions
- B. Information: To determine the grasp of the subject matter with its implications to the life of the area by giving a best answer type test
- C. Attitudes: The development of the desired attitudes was evaluated as work progressed by
- 1. Statements made in class discussion
  - 2. Statements made in written work
- D. Abilities: The extent to which the desired abilities were being developed was evaluated by
- 1. Observation of study habits
  - 2. Evaluation of the creative activities
  - 3. Evaluation of interchange of ideas in the group discussions of the material

### IV. General References

- Bowman, J. C. Pecos Bill. Racine: Whitman Publishing Co., 1937.
- Chapman, Arthur. The Pony Express. New York: A. L. Burt Co., 1936.
- Chapman, Henry. The Adventures of Johnny Applesseed. New York: Grosset and Dunlap, 1938.
- Dick, Everett. The Story of the Frontier. New York: Tudor Publishing Co., 1947.
- Dobie, J. Frank. Apache Gold and Yaqui Silver. Boston: Little Brown and Co., 1939.
- Duffus, R. L. The Santa Fe Trail. New York: Tudor Publishing Co., 1939.
- Garland, Hamlin. The Book of the American Indian. New York: Harper and Brothers, 1923.
- Hough, Emerson. The Story of the Cowboy. New York: Grosset and Dunlap, 1925.
- Hulbert, A. B. Forty-Niners. Boston: Little Brown and Co., 1949.
- La Farge, Oliver. As Long as the Grass Shall Grow. London: Alliance Press, 1940.
- Lomax, John A. Cowboy Songs. New York: Macmillan Company, 1938.
- Lomax, John A. Songs of the Cattle Trail and Cow Camps. New York: Macmillan Company, 1919.
- Lumis, C. F. Pueblo Indian Folk Stories. Chicago: Appleton-Century-Crofts, 1910.

- Paine, R. D. Ships and Sailors of Old Salem. Boston: Charles E. Lauriat Co., 1923.
- Sabin, E. L. Gold Seekers of '49. Philadelphia: J. B. Lippincott Co., 1939.
- Vestal, Stanley. Warpath. New York: Random House, 1948.

Experience Unit: Time of Chage and Current Issues (2 weeks)

I. Objectives:

- A. Situations must be provided to necessitate use of the language arts
- B. Situations must arise necessitating good study habits
- C. Material presented must hold pupils attention
- D. Future value to the student must be emphasized
- E. Personality traits of esteem must be emphasized

II. Suggested activities

A. Introduction

1. Have the students answer study questions over introduction to the unit
2. Discuss the scope of the unit
3. Discuss the unit's relation to current trends

B. Developmental

1. Research activities

- a. Write more complete biographies of several of the authors whose work appeals to the student (minimum of three)
- b. Social influence on the lives of the people
- c. Industrial influence affecting mankind

C. Discussion activities: In the unit, the activities were limited to class discussion

D. Opportunities for written expression

1. Reports on the lives of three or more of the authors who were writing about social consciousness

E. Appreciative experiences

1. Realization of the progress man has made in human relations
2. Appreciation of right of man to cause the government to prevent exploitation by industry of the little man
3. Dramatization of the stories involved to emphasize the conflicts
4. Discussion of the rights and wrongs involved in regards to both parties

F. Culminating activities

1. Acceptance of the biographies
2. Oral reports of any points of special interest to the class
3. Review by question and answer technique by pupils on opposing teams.

III. Suggestions for evaluation

- A. Understandings: Growth in the development of the desired understandings was indicated by:

1. Class discussions (teacher)
2. Referral to their written work (teacher)
- B. Information: To determine the extent to which the material had been understood and attitudes acquired a best answer test was administered
- C. Attitudes: The extent to which the desired attitudes were being acquired
  1. The teacher observed interest of the group
  2. Observed the reaction to malpractice to fellow man as portrayed in the story
- D. Abilities: The extent to which the desired abilities were being developed were evaluated by
  1. Answers to the study questions
  2. Evaluation of written work
  3. Information tests to check reading comprehension

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Experience Unit: The Status of American Literature Now! (1 week)

- I. Pupil needs or objectives
  - A. Situations need to be provided to give pupils opportunities for using language arts
  - B. Situations must provide techniques developing good study habits
  - C. Material presented must hold pupils attention
  - D. Future value to the student must be emphasized
- II. Suggested Activities
  - A. Introduction
    1. Discuss the growth in status of American Literature
    2. Discuss the heritage that has made it great literature

3. Discuss why it is different from that of other nations
  4. Discuss contributions to the literary world
- B. Appreciative experiences
1. Dramatization of selected short stories
  2. Emphasis upon the joy of well-knit stories for leisure enjoyment
- III. Suggestions for evaluation
- A. Understandings: Growth in the development of desired understandings was evaluated by
1. Observing that members of the class asked questions about points on which they were vague
  2. Observing the eagerness with which they read ahead
- B. Information: To determine the extent to which information essential for the development of the desired understandings and attitudes have been acquired, a best-answer type test was devised.
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<sup>1</sup>Macomber, Freeman Glenn, Teaching in the Modern Secondary Schools (New York: McGraw Hill Book Company), pp. 80-107. (The foregoing lesson plans were all based upon the outline provided in this source.)



## PERSONAL EVALUATIONS AND CONCLUSIONS

It is well to point out in conclusion that the teacher was well pleased with the results obtained from this procedure. While it would be impossible to present objective data that would verify the results of the past semester's teaching, certain units of the work were more inspiring to both teacher and pupil. The author did find that, when the pupils had even a slight part in the planning of the unit, the unit usually was covered more thoroughly and, it appeared, understandingly.

The approach used was not a complete break with the traditional subject centered method of instruction. Two units--Colonial Period and Drama--approached the democratic process. These two units were very pleasant experiences.

In the first of the two units, the students in class discussion helped choose the area of the period in which they were the most interested. The pupils helped each other find their source materials which was indicative of good pupil-to-pupil behavior. The final work, which consisted of written and oral report, was of excellent quality.

The culminating activity of the drama unit, the successful public presentation, was indicative of the teacher-pupil, pupil-pupil, and pupil-group relationship that characterized the work on the whole unit. While certain aspects of play production demanded authoritarian decisions, the writer was able to keep such occasions to a minimum. Thus in these two units the work was vital to the students because they had had a part in choosing and understood the goals for which they were striving. The written reports were of a quality which indicated that they had read widely in a variety of materials, and had used good judgement in selecting the

items which were of interest to them. There was a wide variety of choices in the topics chosen and prepared. Thus individual differences of the pupils were acknowledged because each chose topics he wished to study.

Many directed and supervised opportunities were provided during the course of the semester in which proper study habits were discussed by all and emphasized. The later work of the pupils in class discussion and the quality of their written work indicated that progress had been achieved.

In keeping their interest on the subject, the writer enjoyed the most success with the units on the Colonial Period and Drama. This was in part a result of shared planning toward shared out-comes. In these units the students' work was directed toward the basic skills of reading, writing, speaking and listening. Their basic skills were evaluated by means of written and oral reports prepared by the pupil.

Brought out in class discussion were the inherent personality traits in the work of all the authors in the textbook. Much emphasis was given the necessity for developing traits which would assist the pupil make satisfactory adjustment to his daily life.

While it was felt that a better teaching job had been performed, too much dependency on covering the subject matter in the text still predominated. This was due to the predominance of the teaching in the educational background experienced. Thus the evaluation of the work was not adequate. More opportunity should have been provided for the pupils to share in the evaluation of their work. Authoritarian policy solely determined this aspect of the class proceedings.

While the procedure lacked the benefit of experience, confidence was

gained in the ability to use a better teaching method. The work of the pupils indicated that a better job of teaching had been performed.

Having used the SRA Youth Inventory, it was felt that consciousness had been developed that boys and girls were being taught and not subject matter or a special course.<sup>1</sup>

Although the SRA Youth Inventory did provide information about the needs of youth, more knowledge was needed of the general abilities of the students. Still another handicap was not having sufficient knowledge of the individual reading levels of the various pupils. Had this knowledge in all three of these areas been available, it is possible that more satisfactory teaching could have been performed. Information about pupils, when supplemented by a more intensive study of the unit method of teaching, should yield teaching that is leveled directly at the developmental growth of pupils.

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<sup>1</sup> Roy C. Billet. Fundamentals of Secondary School Teaching (Boston: Houghton Mifflin Company, 1940) p. 155.



## ACKNOWLEDGMENT

The writer of this report takes pleasure in acknowledging his indebtedness to a number of persons. He thanks especially his major advisor, Dr. H. Leigh Baker, for his patience and critical help. He also expresses appreciation to his former teachers, Dr. Finis Green, Dr. O. K. O'Fallon, and Dr. G. A. Olson. The writer hopes that they will be aware that his report shows some awareness of the vision of education they have indoctrinated into his thinking. The author is happy to acknowledge here also the extensive help that he has received from his wife who assisted materially in making possible his graduate school work.

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**APPENDIX**

Table 11. Test Section: My School (Raw data from the SRA Youth Inventory.)

	Grades				Total number of pupils checking item	Per cent of all pupils checking item
	IX	X	XI	XII		
1.	22	10	20	20	72	55
2.	10	9	17	17	53	41
3.	6	5	10	10	31	24
4.	14	8	14	14	50	38
5.	10	7	5	5	27	21
6.	15	12	18	18	63	48
7.	0	3	1	1	8	6
8.	9	3	12	12	25	19
9.	3	1	3	3	7	5
10.	1	0	0	0	1	1
11.	4	1	3	3	11	8
12.	13	7	12	12	44	34
13.	2	1	2	2	7	5
14.	6	2	6	6	20	15
15.	8	1	4	4	17	13
16.	19	13	15	15	62	48
17.	2	1	4	4	11	8
18.	2	2	1	1	6	5
19.	9	6	10	10	35	27
20.	15	8	11	6	40	31
21.	6	5	4	4	19	15
22.	2	0	1	1	4	3
23.	0	0	2	2	4	3
24.	5	0	2	2	9	7
25.	0	0	1	1	2	2
26.	1	0	0	0	1	1
27.	2	0	1	1	4	3
28.	1	0	4	4	9	7
29.	5	1	2	2	10	8
30.	2	1	4	4	11	9
31.	10	3	5	5	23	18
32.	0	0	2	2	4	3
33.	19	11	13	13	55	42

Table 12. Test Section: After High School????

	Grades				Total number of pupils checking item	Per cent of all pupils checking item
	IX	X	XI	XII		
34.	10	7	9	9	35	27
35.	9	11	12	12	44	34
36.	17	16	16	16	65	50
37.	18	19	14	14	65	50
38.	19	11	9	9	48	37
39.	4	2	1	1	8	6
40.	7	7	10	10	34	26
41.	8	7	9	9	33	25
42.	8	7	8	8	31	24
43.	8	9	11	11	39	30
44.	6	5	3	3	17	13
45.	2	2	1	1	6	5
46.	4	1	0	0	5	4
47.	7	4	6	6	23	18
48.	13	4	2	2	21	16
49.	10	4	12	12	38	29
50.	2	5	2	2	11	8
51.	3	3	0	0	6	5
52.	8	6	4	4	22	17
53.	7	4	4	4	19	15
54.	14	8	15	15	52	40
55.	8	4	6	6	24	19
56.	12	9	9	9	39	30
57.	11	8	6	6	31	24
58.	9	6	8	8	31	24
59.	3	10	6	6	25	19
60.	11	8	12	12	43	33
61.	9	5	7	7	28	22
62.	6	7	6	6	25	19
63.	3	3	6	6	18	14
64.	3	5	1	1	10	8
65.	11	8	6	6	31	24
66.	4	3	4	4	15	12
67.	4	1	4	4	13	10
68.	8	4	4	4	20	15
69.	8	3	2	2	15	12
70.	14	7	10	10	41	32



Table 13. Test Section: About Myself

	Grades				Total number of pupils checking item	Per cent of all pupils checking item
	IX	X	XI	XII		
71.	6	7	6		25	19
72.	14	10	8	6	40	31
73.	9	6	7	8	26	20
74.	4	4	10	7	28	22
75.	2	2	5	10	14	11
76.	10	11	12	5	45	35
77.	4	1	1	12	7	5
78.	10	9	4	1	27	21
79.	17	7	6	4	36	28
80.	9	5	3	6	20	15
81.	4	3	3	3	13	10
82.	6	10	7	3	30	23
83.	9	4	6	7	25	20
84.	2	2	2	6	8	6
85.	15	13	10	2	48	37
86.	1	0	0	10	1	1
87.	4	2	2	0	10	8
88.	4	1	0	2	5	4
89.	6	7	3	0	19	15
90.	6	0	0	3	6	5
91.	1	0	2	0	5	4
92.	11	5	3	2	22	17
93.	15	7	10	3	42	32
94.	6	1	6	10	19	15
95.	5	1	2	6	10	8
96.	10	5	5	2	25	20
97.	4	7	3	5	17	13
98.	4	2	3	3	12	9
99.	16	10	9	3	44	34
100.	14	7	5	9	31	24
101.	9	7	2	5	20	15
102.	7	9	4	2	26	20
103.	7	3	2	4	14	11
104.	1	0	1	2	6	5
105.	10	5	7	1	29	22
106.	5	4	1	7	11	9
107.	8	0	3	1	14	11
108.	9	4	4	3	21	16
109.	11	2	3	4	19	15
110.	6	4	3	3	16	12
111.	11	8	3	3	25	20
112.	9	6	8	3	31	24
113.	4	1	1	8	7	5
114.	1	0	1	1	3	2

Table 14. Test Section: Getting Along With Others

	Grades				Total number of pupils checking item	Per cent of all pupils checking item
	IX	X	XI	XII		
115.	21	13	14	14	62	48
116.	9	3	6	6	24	19
117.	15	7	7	7	36	28
118.	8	7	6	6	27	21
119.	18	11	10	10	46	35
120.	7	12	13	13	45	35
121.	9	10	5	5	29	22
122.	5	6	4	4	19	15
123.	10	4	6	6	26	20
124.	8	7	4	4	23	18
125.	6	5	2	2	15	12
126.	13	9	10	10	42	32
127.	6	6	1	1	14	11
128.	9	5	6	6	26	20
129.	3	0	2	2	7	5
130.	1	3	1	1	6	5
131.	9	7	6	6	28	22
132.	9	5	6	6	26	20
133.	7	4	6	6	19	15
134.	10	4	5	5	24	19
135.	7	8	12	12	39	30
136.	9	6	0	0	15	12
137.	15	15	11	11	52	40
138.	8	3	0	0	11	9
139.	8	7	5	5	25	19
140.	8	1	3	3	15	12
141.	9	9	6	6	30	23
142.	4	4	4	4	16	12
143.	0	3	3	3	9	7
144.	7	7	4	4	22	17
145.	4	2	2	2	10	8
146.	8	1	0	0	9	7
147.	5	3	2	2	12	9
148.	9	4	3	3	19	15
149.	5	3	2	2	12	9
150.	9	4	4	4	21	16
151.	5	3	0	0	8	6
152.	6	8	3	3	20	15
153.	7	7	3	3	20	15
154.	3	6	2	2	13	10

Table 15. Test Section: My Home and Family

	Grades				Total number of pupils checking item	Per cent of all pupils checking item
	IX	X	XI	XII		
155.	5	0	3	3	11	8
156.	9	4	5	5	23	18
157.	6	2	3	3	14	11
158.	4	2	3	3	12	9
159.	3	0	1	1	5	4
160.	8	2	0	0	10	8
161.	5	3	3	3	14	11
162.	11	5	3	3	22	17
163.	1	1	1	1	4	3
164.	6	1	1	1	9	7
165.	2	2	1	1	6	5
166.	5	2	1	1	9	7
167.	6	3	3	3	15	12
168.	3	1	0	0	4	3
169.	9	4	3	3	19	15
170.	3	2	2	2	9	7
171.	11	6	4	4	25	20
172.	9	2	1	1	13	10
173.	6	1	4	4	15	12
174.	5	3	2	2	12	9
175.	8	1	2	2	13	10
176.	7	2	2	2	13	10
177.	3	1	3	3	10	8
178.	10	3	6	6	25	20
179.	3	0	2	2	7	5
180.	4	0	2	2	8	6
181.	1	0	2	2	5	4
182.	6	4	1	1	12	9
183.	7	1	4	4	16	12
184.	0	0	0	0	0	0
185.	3	0	0	0	3	2
186.	6	3	0	0	9	7
187.	4	1	1	1	7	5
188.	3	2	5	5	15	12
189.	6	2	3	3	14	11
190.	10	8	6	6	30	23
191.	2	1	0	0	3	2
192.	1	4	1	1	7	5
193.	5	2	1	1	9	7
194.	6	7	1	1	15	12
195.	7	4	1	1	13	10
196.	2	2	1	1	6	5
197.	5	2	3	3	13	10
198.	1	0	0	0	1	1
199.	5	3	3	3	14	11

Table 15. (concl.)

	Grades				Total number of pupils checking item	Per cent of all pupils checking item
	IX	X	XI	XII		
200.	0	1	1	1	3	2
201.	2	0	0	0	2	2
202.	6	5	1	1	13	10
203.	1	0	0	0	1	1
204.	1	0	0	0	1	1
205.	3	4	2	2	11	9
206.	1	2	0	0	3	2
207.	5	2	2	3	12	9

Table 16. Test Section: Boy Meets Girl

	Grades				Total number of pupils checking item	Per cent of all pupils checking item
	IX	X	XI	XII		
208.	13	8	9	9	39	30
209.	8	7	6	6	27	21
210.	5	1	1	1	8	6
211.	6	7	5	5	23	18
212.	9	8	7	7	31	24
213.	10	9	8	8	35	27
214.	11	6	5	5	25	20
215.	13	9	10	10	42	32
216.	4	8	5	5	22	17
217.	5	5	3	3	20	15
218.	8	3	7	7	25	20
219.	9	7	4	4	24	19
220.	11	4	4	4	23	18
221.	2	2	0	0	4	3
222.	6	4	2	2	14	11
223.	6	7	8	8	29	22
224.	8	5	8	8	29	22
225.	7	6	2	2	17	13
226.	4	2	1	1	8	6
227.	5	6	4	4	19	15
228.	6	6	3	3	18	14
229.	4	2	4	4	14	11
230.	3	4	0	0	7	5
231.	8	5	2	2	16	12
232.	5	5	1	1	12	9
233.	1	1	0	0	2	2
234.	0	1	0	0	1	1
235.	7	2	3	3	15	12
236.	7	6	1	1	15	12
237.	11	4	5	5	25	20
238.	7	6	2	2	17	13
239.	9	6	3	3	18	14



Table 17. Test Section: Health

	Grades				Total number of pupils checking item	Per cent of all pupils checking item
	IX	X	XI	XII		
240.	15	12	14	14	55	42
241.	6	6	4	4	20	15
242.	0	1	0	0	1	1
243.	2	2	0	0	4	3
244.	2	3	2	2	9	7
245.	10	4	5	5	24	19
246.	13	8	5	5	31	24
247.	3	1	0	0	4	3
248.	6	2	3	3	14	11
249.	3	3	0	0	6	5
250.	1	0	1	1	3	2
251.	2	3	2	2	9	7
252.	3	3	1	1	8	6
253.	4	3	5	5	17	13
254.	2	3	0	0	5	4
255.	3	4	1	1	9	7
256.	5	2	1	1	9	7
257.	3	4	2	2	11	9
258.	5	2	3	3	13	10
259.	2	1	1	1	5	4
260.	2	3	2	2	9	7
261.	1	2	1	1	5	5
262.	9	12	6	6	33	25
263.	1	1	1	1	4	3
264.	5	2	1	1	9	7

Table 18. Test Section: Things in General

	Grades				Total number of pupils checking item	Per cent of all pupils checking item
	IX	X	XI	XII		
265.	6	2	6	6	20	15
266.	4	2	4	4	14	11
267.	10	1	0	0	11	8
268.	5	3	0	0	8	6
269.	12	6	7	7	32	25
270.	6	2	3	3	14	11
271.	6	5	2	2	15	12
272.	0	1	0	0	2	2
273.	5	4	3	3	15	12
274.	7	0	2	2	11	9
275.	6	3	3	3	15	12
276.	3	1	0	0	4	3
277.	6	5	8	8	27	21
278.	3	5	6	6	22	17
279.	6	3	6	6	31	24
280.	6	7	9	9	21	16
281.	3	2	5	5	15	12
282.	7	3	2	2	13	10
283.	1	2	6	6	15	12
284.	8	7	7	7	29	22
285.	4	5	3	3	15	12
286.	10	5	5	5	25	20
287.	4	3	1	1	9	7
288.	5	4	3	3	15	12
289.	4	2	1	1	8	6
290.	2	0	1	1	4	3
291.	3	3	1	1	8	6
292.	5	1	2	2	10	8
293.	6	1	1	1	9	7
294.	5	0	1	1	7	5
295.	4	1	1	1	7	5
296.	5	4	3	3	15	12
297.	2	1	0	0	3	2
298.	10	5	6	6	27	21

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# SRA YOUTH INVENTORY

FORM A



57 WEST GRAND AVENUE, CHICAGO 10, ILLINOIS



# SRA YOUTH INVENTORY

## FORM A

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

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

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

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

There are two types of answer sheet for this test:

### Example A

1.
2.
3.

### Example B

1.
2.
3.

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

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

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

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

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

**NOW GO ON WITH THE QUESTIONS ON THE FOLLOWING PAGES.**

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## LIST OF WORDS AND PHRASES

Sometimes pupils find words in the *Youth Inventory* which they don't understand. If you find a strange word, the list below may help you understand it. Some of these words have several different meanings; this list will give you the meaning of the word as it is used in the *Inventory*.

✓ ✓ ✓

**Aggressive**—bold; always pushing ahead.

**Alibis**—excuses, usually made to keep from taking the blame when something has gone wrong.

**Apprenticeship training**—learning a trade by working with someone right on the job.

**Cosmetics**—make up, like powder, lipstick and rouge.

**Draft**—the selection of people for military service.

**Eliminating slums**—getting rid of dirty, unhealthy houses in the poorest parts of town.

**Eternity**—forever; after death.

**Etiquette**—good manners; politeness.

**Fad**—a new idea that doesn't last long; something that everybody copies but only for a while.

**Humiliation**—being made to feel ashamed; being made to look like a fool in front of other people.

**Initiative**—acting on your own ideas without waiting to be told by someone else.

**Intolerance**—not wanting to listen to the other side; not being able to stand ideas or actions different from your own.

**Opportunities in different fields**—chances for work in various kinds of jobs.

**Philosophy of life**—the rules of living you go by; thoughts on the meaning of life.

**Race prejudice**—hating or disliking people who are not your own color or race.

**Tactful**—careful not to hurt other people's feelings by what you say or do.

**Tolerant**—understanding; being fair to others and listening to their side.

**Tyrant**—someone who bullies and bosses people all the time.

**Vocation**—the work a person does for his living.

**Vocational courses**—classes which prepare students for a trade.

**My courses are too far removed from everyday life.**—They don't teach me the things I need to know outside of school.

**What fields are overcrowded?**—What kinds of jobs are hard to get because too many people want them?



# MY SCHOOL

1. I have difficulty keeping my mind on my studies . . . . .
2. I wish I knew how to study better . . . . .
3. I wish I knew more about using the library . . . . .
4. I have difficulty taking notes . . . . .
5. I don't know how to prepare for tests . . . . .
6. I wish I could be more calm when I recite in class . . . . .
7. I spend too much time studying . . . . .
8. I would like to take courses that are not offered in my school . . . . .
9. I dislike my courses . . . . .
10. I have too much homework . . . . .
11. I hate school . . . . .
12. I feel sleepy in class even when I've had enough sleep at night . . . . .
13. I wish I could quit school now . . . . .
14. I doubt the value of the things I study . . . . .
15. I am too restless to stay in school . . . . .
  
16. I have difficulty keeping my mind on what goes on in class . . . . .
17. My courses are too far removed from everyday life . . . . .
18. I must select a vocation that doesn't require college . . . . .
19. I would like to get some practical work experience . . . . .
20. I have difficulty expressing myself in writing . . . . .
21. I need some individual help with my courses . . . . .
22. My teachers give me no encouragement . . . . .
23. My teachers make fun of me . . . . .
24. My teachers don't make assignments clear . . . . .
25. My teachers aren't interested in me . . . . .
26. My teachers are too strict . . . . .
27. My teachers are too impersonal . . . . .
28. My teachers play favorites . . . . .
29. My teachers don't understand me . . . . .
30. Class periods are not well organized . . . . .



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

### AFTER HIGH SCHOOL????

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



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



- 71. I'm easily excited . . . . .
- 72. I have trouble keeping my temper . . . . .
- 73. I worry about little things . . . . .
- 74. I'm nervous . . . . .
- 75. I can't sleep at night . . . . .
- 76. I can't help daydreaming . . . . .
- 77. I have thoughts of suicide . . . . .
- 78. I feel guilty about things I've done . . . . .
- 79. I'm not popular with (boys) (girls) . . . . .
- 80. I often feel lonesome . . . . .
- 81. I feel "low" much of the time . . . . .
- 82. My feelings are easily hurt . . . . .
- 83. I need to learn not to let people push me around . . . . .
- 84. I don't see much future for myself. . . . .
- 85. I often do things I later regret . . . . .
  
- 86. People dislike my race or nationality . . . . .
- 87. I lack the drive others have . . . . .
- 88. People stare at me . . . . .
- 89. I feel that I'm not wanted . . . . .
- 90. I have a "crush" on an older person . . . . .
- 91. I'm not ready for any job when I graduate . . . . .
- 92. I hesitate to take responsibility . . . . .
- 93. I feel that I'm not as smart as other people . . . . .
- 94. I must always be "on the go" . . . . .
- 95. I prefer to be alone . . . . .
- 96. I must learn to "keep my head" when things go wrong . . . . .
- 97. I would like to discuss my personal problems with someone . . . . .
- 98. I wonder if I am normal in the way my mind works . . . . .
- 99. I worry about tests . . . . .
- 100. I'm unsure of myself . . . . .



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

**GETTING ALONG WITH OTHERS**

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



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



- 35. I have no quiet place at home where I can study . . . . .
- 36. I can't get along with my brothers and sisters . . . . .
- 37. There is constant bickering and quarreling in my home . . . . .
- 38. I feel that I'm a burden on my parents . . . . .
- 39. I have to do too many chores around the house . . . . .
- 40. My allowance is too small . . . . .
- 41. I feel there's a barrier between me and my parents . . . . .
- 42. I can't discuss personal things with my parents . . . . .
- 43. My father is a tyrant . . . . .
- 44. I don't like to invite people to my home . . . . .
- 45. I don't feel that I belong in the family . . . . .
- 46. I am seldom consulted in family decisions . . . . .
- 47. I want to be accepted as a responsible person by my parents . . . . .
- 48. My parents play favorites . . . . .
- 49. My parents interfere with the spending of the money I earn . . . . .
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- 79. . . . .
- 80. I'm criticized for dating someone older than I am . . . . .
- 81. I'm criticized for dating a person of whom others do not approve . . . . .
- 82. I have too many dates . . . . .
- 83. I wish I could get my parents to treat me like a grownup . . . . .
- 84. I wish I had my own room . . . . .
- 85. I'm ashamed of my father's job . . . . .

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

### BOY MEETS GIRL

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



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

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

## THINGS IN GENERAL

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



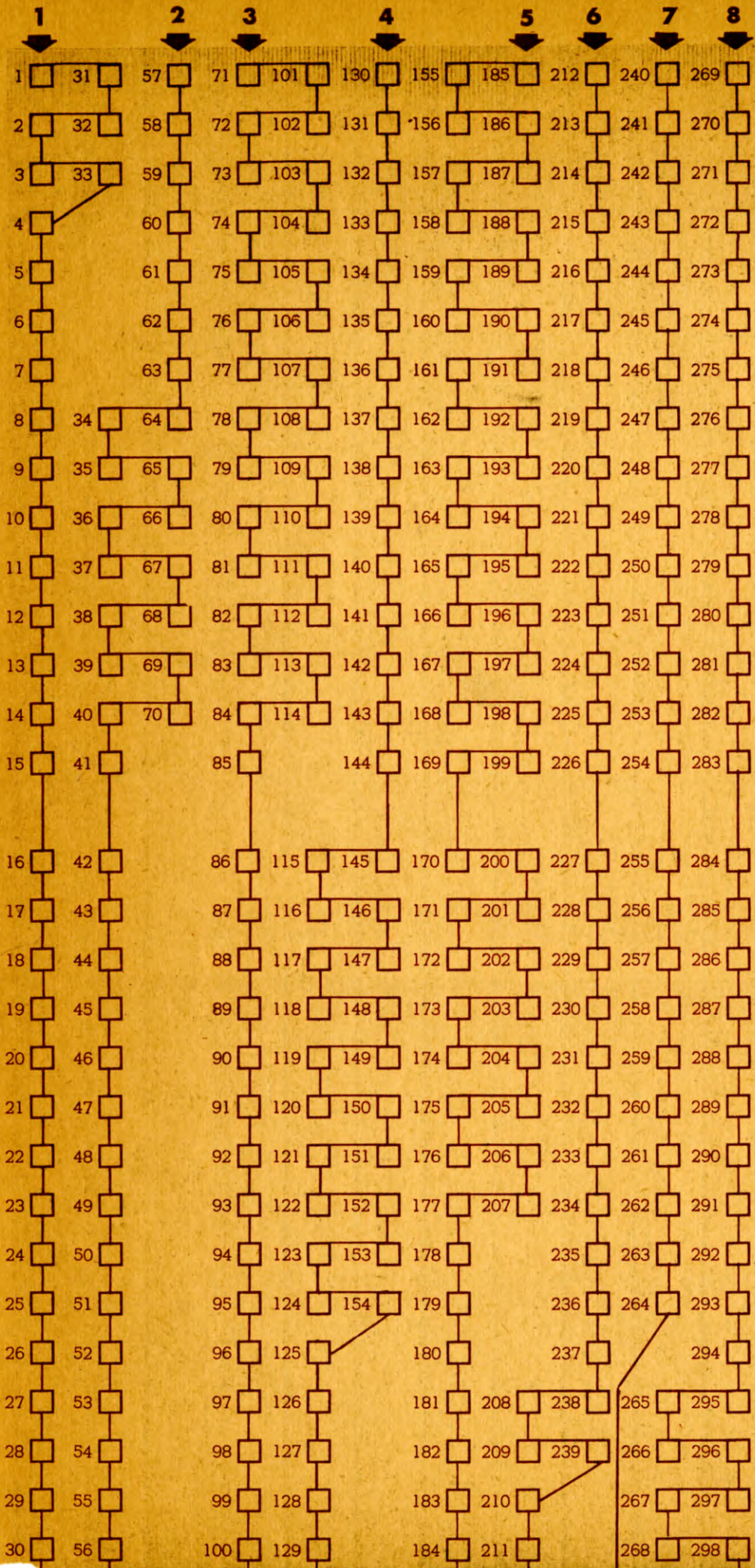
- 269. I feel that I'm not living up to my religion . . . . .
- 270. I'm searching for something to believe in . . . . .
- 271. How does one set standards of "right" and "wrong"? . . . . .
- 272. I'm concerned about cheating . . . . .
- 273. I'm having difficulty deciding what's important in life . .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

any other problems you have or any comments you wish to put your problems in the name of the









**DIRECTIONS FOR SCORING**

Find your score for area 1 by starting at the arrow next to number 1 on the left side of this page. Follow the chain of squares. Count all the squares that are marked like this . Do not count blank squares that look like this , or squares that look like this .

Write the number of s in the box at the end of the chain at the bottom of the page. This number is your score for area 1. Check your score by starting at the bottom of the chain and counting back up to the arrow.  
Find your scores for areas 2 through 8 in the same way.







