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A STUDY OF THE RELATIONSHIP
BETWEEN BEHAVIOR PROBLEMS OF GIRLS AND
HOME ECONOMICS WORK
THROUGH CASE STUDIES OF TWENTY-FOUR
PROBLEM GIRLS OF JUNIOR HIGH-SCHOOL AGE

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Submitted by
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In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado Agricultural College
Fort Collins, Colorado

July, 1934

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COLORADO AGRICULTURAL COLLEGE
GRADUATE WORK

July 21, 1934 1934

I HEREBY RECOMMEND THAT THE THESIS PREPARED
UNDER MY SUPERVISION BY Annette N. Svantessen
ENTITLED "A Study of the Relationship Between Behavior
Problems of Girls and Home Economics Work Through Case
Studies of Twenty-Four Problem Girls of Junior High-School
Age"

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF Science
MAJORING IN Home Economics Education

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ACKNOWLEDGMENTS

The writer wishes to express her appreciation to Miss Ruth Lloyd, Director of the Child Guidance Clinic, at the Colorado General Hospital, Denver, Colorado, for making this study possible by opening the clinic files and giving helpful suggestions for outlining the clinic histories. She wishes to acknowledge her obligation to the many home economics teachers, girls' advisors, and school principals for the information and school records made available for this study. The writer is deeply indebted to Miss Maude Williamson, Associate Professor of Home Economics Education, Colorado Agricultural College, Fort Collins, Colorado, for her interest and constructive criticism in directing this study.

PREFACE

The author is teaching in junior high school and is interested in girls of this age. Because of this interest she has had a girl of junior high-school age in her home, who helps with home responsibilities and attends school. In order to meet the ever rising problems of this girl, and the girls at school, a course was taken at the Child Guidance Clinic of the Colorado General Hospital in "Mental Health Problems of the Child." In this class two books were read and problems of childhood discussed, which together with teaching home economics, visits to the child guidance clinic, and the entertaining of a junior high-school girl in the home, were the real inspirations for the present investigation. These books were entitled Everyday Problems of the Everyday Child, by Douglas A. Thom, dealing with a scientific analysis of the behavior of the average child, and Three Problem Children, compiled by a committee dealing with children who have presented definite aggravated behavior problems.

INTRODUCTION

It has been said that every child is a 'problem child,' but not every child is spoken of or labeled as such. There are in every school and classroom children with special problems which are not always disciplinary, but frequently involve various behaviorisms. A behavior problem child, in so far as this study is concerned, is a girl of junior high-school age who has presented a problem serious enough for the parent, guardian or advisor to seek help from a child guidance clinic in the handling of the problem and the guidance of the child. It has long been recognized by teachers and school administrators that such problems exist; and it is the desire of the classroom work in home economics to better meet the social and family needs of the home today. For this reason, it has seemed worth while to make a study of some of the problems of girls as a basis for determining how familiar the schools are with girls and their problems, and how the home economics work is related to them.

Denver has offered an opportunity to make such a study because of the well organized and directed Child Guidance Clinic from which it has been possible to secure cases of problem girls, and because of a well-developed home economics program in the Junior high-schools of the

city. The writer was prepared to make this study because of her acquaintance with the Child Guidance Clinic and because as a teacher, she was familiar with the teaching of home economics in Denver. Her acquaintance with the work of the clinic came through class work under the instruction of Doctor Franklin Ebaugh and Doctor Lawrence Wooley. With the aid of other teachers and under the direction of Mrs. Kate Kinyon, director of home economics in Denver, the author helped to build the present home economics course of study.

The study, which is presented in the following pages, has investigated some problems of girls in order to determine what subject matter already found in the course should be stressed or new matter recommended that would help these problem girls. An attempt has been made in this study to answer the following questions:

1. What are the problems of some junior high-school girls; and to what extent are they school problems?

2. How may the home economics teachers in Denver better meet the needs of these problem girls?

This study was attacked first by making a thorough search of literature for previous work done on this subject. Theses were studied, government and mental hygiene bulletins examined, and books and magazine articles studied, but little help was secured from these

sources. A great deal of material is written in book and magazine form regarding behavior problems of children. Educational magazines suggest subject matter for home economics classes. Nothing was found that dealt directly with the relation between behavior problems of girls and work in home economics. Therefore the material presented in this study is offered as individual research in this field. The books and magazine articles read dealing with behavior problems, and with home economics education which seem relative to this study or added interest to it, are listed in the bibliography with a statement concerning the contribution of each.

METHOD OF PROCEDURE

This study is divided into two parts. Part one deals with the cases of certain girls in Denver attending junior high school who are recognized as problem cases. Part two deals with the school histories of these girls from the standpoint of their scholastic ratings, and personal contacts with school advisors and home economics teachers.

The present section will deal, first, with the girls and their problems. To find some problem girls was a necessary part of this study, and it was felt necessary that their problems be interpreted and recorded by trained, scientific workers. The agencies dealing with children that might furnish desired records of problem children were the schools, juvenile courts and child guidance clinics. For the present study the schools were not considered an important primary source of information because it was known that the schools did not keep adequate records of the problems of the children. Juvenile courts deal with extreme cases and criminal types of children so this source of information was considered undesirable for the purpose in mind. A child guidance clinic, however, deals with children whose parents or school advisors had felt the need for help in interpreting and guiding them.

In such a clinic trained workers whose interests are in adjusting and guiding the child are in charge; and carefully kept records are available. For these reasons the Child Guidance Clinic of the Colorado General Hospital was decided upon as the primary source of information for this part of the study.

The clinic records of the last fifty girls enrolled in the clinic between the ages of twelve and fourteen and attending junior high school in Denver, were copied. The last fifty cases were used so as not to show partiality in the selection of the problems, and because the girls involved would probably still be in school. A large data sheet was made showing case number, name of girl, age, religion, nationality, school attended, intelligence quotient, grade, sex education, problem, causal factors, effects, recommendations, treatment, results, and remarks. The case numbers and names of the girls were recorded as a means of referring back to the cases and of tracing their school histories. The names, however, are not mentioned in this study because of the confidential nature of these histories. The outline used for copying the histories was the same as used in the clinic and was suggested by Miss Ruth Lloyd, the director of the clinic, while the histories in general were copied in the words and phrases of the clinic records. Dates, repetitions, personal notations of the clinic workers, and personal

letters on file in the histories were omitted. Data recorded under the headings recommendations, treatment and results were copied, but were not used as they did not meet with the objectives of this study.

In part two, the school histories of as many of these girls as possible were obtained by interviews with school advisors, home economics teachers and by the school records, including the grades, intelligence quotients, and in some cases citizenship marks. These records varied as to completeness with the different schools. The intelligence quotient given on grade cards were recorded but were not used in this study because different standard tests were used in the various schools and the records were therefore not comparable. In the clinic "Binet" tests were given in each case and the clinic intelligence quotient was used.

In order to secure additional information from interviews with the girls' school advisors and home economics teachers two lists of questions were prepared. The answers to these questions unfortunately gave information based entirely upon memory. The writer was surprised to find that in not a single case did the advisor or teacher refer to records for her information. The schools seemingly, keep no personal records of their pupils other than grades, intelligence quotients and in some cases citizenship.

To obtain a personal interview with the girl's home economics teacher and the school advisor during school time, or at a time when both teacher and advisor were willing to stay after school, was the more difficult part of obtaining this school information. In order to have this interview it was necessary to obtain the permission of the writer's school principal to visit these different schools. In Denver a teacher may have a day a year for visiting schools if it meets with the approval of her school principal. The principal arranged the writer's school program so that her consultation period came the last hour in the day. For one day each week this period was used to visit schools. It was necessary to obtain the cooperation of the home economics teachers in the different schools in advance of the visit in order for her to be prepared with the desired information. These teachers collected the school records and arranged with the advisors for meeting the writer. Teachers and advisors were most courteous and helpful in giving their time and information.

Out of fifty cases copied at the clinic, complete school information for this study could be obtained for only twenty-four. In some instances the girls had not been in school long enough to have a record of grades. In other cases the grade record was available but the teacher or advisor could not remember her well enough to

answer the questions.

The next step was to analyze the clinic and school records of the twenty-four girls. For this an analysis sheet of general information was prepared for tabulating both clinic and school data. The problems presented by these girls were tabulated and analyzed by listing different problems presented by the twenty-four girls as taken from their clinic records. These problems were then grouped into major problems.

The average home economics grade for all of these girls, and the average school grade of all subjects other than home economics, were computed in the same way that grades are averaged to be sent to the senior high schools as the permanent record of the girl's junior high-school standing. Student report cards contain letter ratings as A, B, C, D, and E. Other things than the grades are involved, however, in arriving at the average grade. All subjects are not given the same credit rating for high-school entrance requirement because some subjects are taken five days a week while others are taken two or three days a week, also some subjects require outside preparation and are given more credit than unprepared subjects. The Denver plan for reporting the average grade considers these points.

The questions asked of advisors and home economics teachers were listed on the analysis sheet and their

answers tabulated. Contradictions may be observed in this tabulation; for example in the case of girl numbered twenty the advisor says the girl had not been referred to her, while the home economics teacher stated she had conferred with the advisor regarding the girl. Many relatively minor contradictions of this sort may be noticed and are accounted for by the fact that the information was collected from memory rather than from written records.

This compilation sheet served as a basis for preparing tables and figures from which the findings and conclusions of this study were made.

ANALYSIS OF CLINIC AND SCHOOL HISTORIES
OF THE PROBLEM GIRLS

The first section of this study is an analysis of the clinic histories of problem girls. The second section presents the school histories of these girls as determined from their school grades, and through personal contacts with their advisors and home economics teachers.

Clinic Histories

The records of the last fifty girls enrolled at the clinic were copied from the clinic records. These girls had all been referred to the clinic within the year, were of junior high-school age, and it was hoped that most of them would still be in school. These girls were problems to some one who was seeking help in guiding them and were taken to the clinic for scientific treatment. Since the case workers at the clinic are trained in the sciences of child psychology and mental hygiene, and are experts in the diagnosing of children's problems, the histories of these girls had been carefully kept. The outline used for copying these histories will be found in the appendix.

In the tables and discussion that follow an analysis will be made of certain points brought out by the

study of cases of the twenty-four girls whose school histories were available. Table I relates to the age, religion, nationality, general intelligence and sex instruction data as taken from the clinic records.

Table I.- Clinic Data. Partial histories of the twenty-four girls studied as copied from the files of the Child Guidance Clinic of the Colorado Hospital, Denver, Colorado.

Case No.	Age	Religion*	Nationality**	Clinic intelligence quotient	Sex instruction given			
					Yes	No	Some	No record
21	13	P	A	121				-
11	12	P	A	121			x	
7	14	P	A	120	x			
24	13	P	A	118	x			
14	14	P	A	112			x	
20	14	P	A	110	x			
15	13	P	A	110				-
10	14	P	A	108		x		
9	14	P	A	108			x	
4	13	P	A	107	x			
23	13	-	-	105		x		
8	13	-	-	104				-
6	14	P	A	99	x			
16	13	CS	-	97	x			
1	13	P	A	96	x			
3	14	P	A	93			x	
17	13	P	-	93			x	
22	13	-	-	91	x			
5	12	-	-	91				-
2	13	P	SA	86			x	
13	14	P	A	86	x			
18	14	P	G	77		x		
19	12	-	GA	66				-
12	14	C	A	56		x		
Median 101.5 Total					9	4	6	5

* P Protestant
 C Catholic
 CS Christian Science
 - No data

** A American
 SA Spanish-American
 G German
 GA German-American

Table I shows that:

1. The girls range in years from twelve to fourteen with the median age being thirteen.
2. They are predominantly protestant in religion and American in nationality.
3. In intelligence the girls range from 56 to 121, the median being 101.5
4. The record of the girls' sex education shows:
 - a. Nine having complete instruction.
 - b. Six having some instruction.
 - c. Four having no instruction.
 - d. Five having no record.

The fact that more than half of these girls are in the upper intelligence range, and that the range in intelligence scores is very evenly distributed is shown in the following graph.

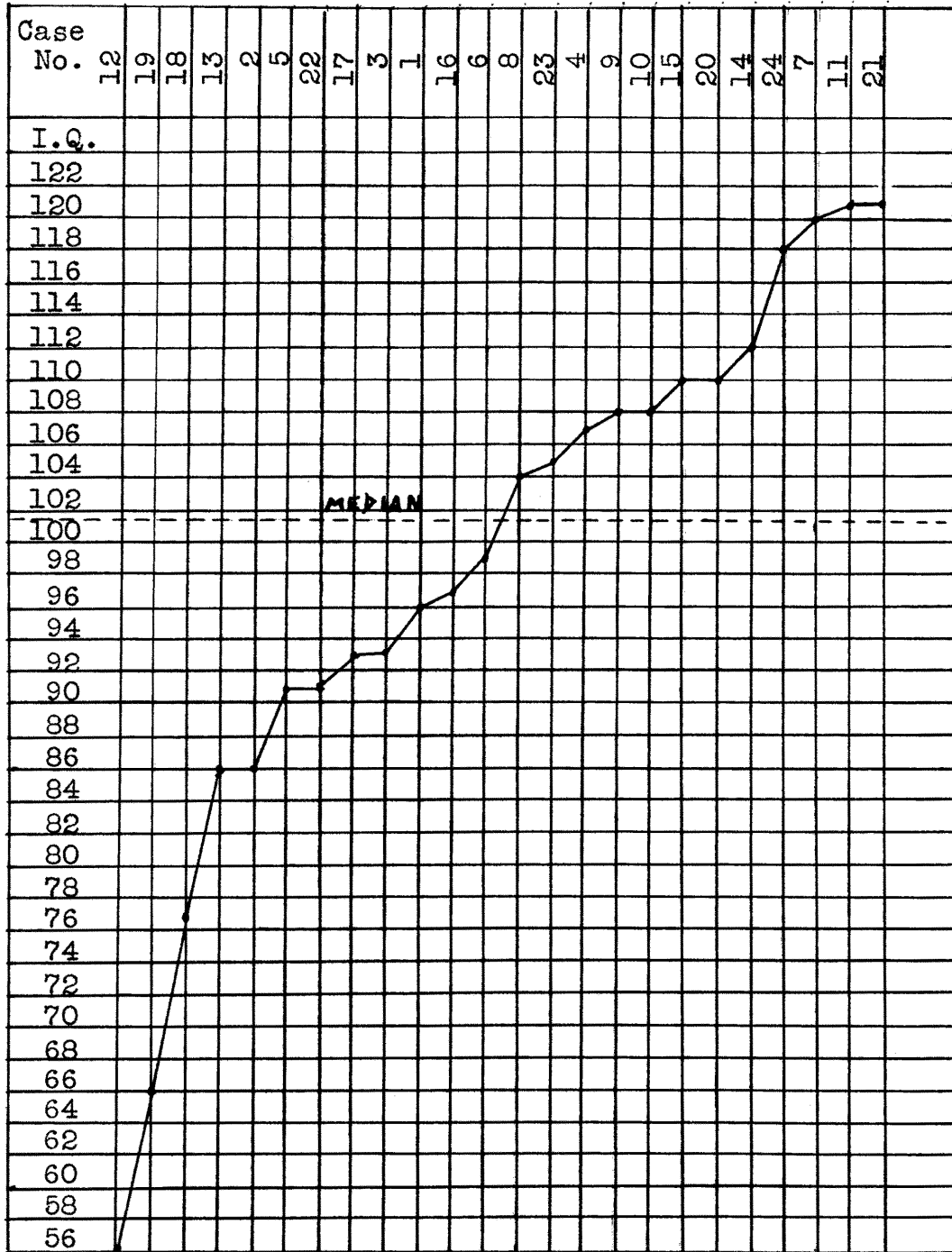


Figure 1

Distribution of Intelligence Quotients of
Twenty-Four Problem Girls

In the following table (Table II), the problems of the girls are classified under major problems, the terms of which are explained below.

1. Under the heading "home relations" are grouped such problems as broken homes, divided homes, jealousy between members of the family, financial insecurity, and various other problems directly related to the home.

2. "Physical-organic" problems deal with deficiencies of the body which would require medical attention, such as corea, epilepsy, tuberculosis and other physical handicaps which led to the onset of their particular problem.

3. "Personality traits" refers to inferiority complexes, superiority complexes, untidiness, fears and similar individual traits that were outstanding in the analysis of the problems presented.

4. By "boy and girl relations" is meant "boy crazy" or an excessive unwholesome interest in the opposite sex.

5. By "suspected sex offenders" is meant a sex problem having been presented which indicates sex contact but which has not been admitted or proved.

Table II.- Classification of Problems. Major problems of the twenty-four girls studied as taken from the Child Guidance Clinic histories.

Case Number	Home relations	Physical-organic	Personality traits	Boy and girl relations	Suspected sex offenders
1	x		x	x	
2		x			
3	x	x	x		
4	x	x	x	x	
5	x		x		
6	x		x		x
7	x	x	x		
8			x		
9	x		x	x	
10	x		x		
11		x	x		
12	x		x	x	
13		x	x		
14		x	x		
15	x	x			
16	x		x		
17	x	x			
18	x		x		x
19			x		
20	x		x	x	
21	x		x		
22	x	x	x		
23	x		x		
24	x		x		x
Totals	18	10	21	5	3

Table II shows that in order of magnitude, the nature of the problems presented in this study are:

First,- unwholesome personality traits.

Second,- unhappy home relations.

Third,- physical handicaps.

Fourth,- boy and girl relationships.

Fifth,- suspected sex offenders.

The difficulties of twenty-one of the girls were complex, or due to more than one problem. Thus in the case of the girl who was number one, there were three types of problems:

1. Unhappy or insecure home relations.
2. Personality difficulties.
3. Boy and girl relationship.

Of the three girls each presenting a single problem (as in case two, eight and nineteen), one was due to physical handicaps, and two were due to personality adjustments.

The following graph shows the distribution of types of problems presented in the twenty-four studies.

Home relations

1/8 inch = 1 problem

Physical-organic

Personality traits

Boy-Girl relations

Sex offenders

Total problems

Number of problems

8

16

24

32

40

48

56

Figure 2

Distribution of types of problems presented in twenty-four cases.

School Histories

The clinic histories did not refer to the onset of any problem as being due to school difficulties, and it could not be determined from these records whether the girls were school problems or not. How well the schools were acquainted with these girls and how familiar the school authorities were with their problems could only be determined by visiting the schools and interviewing the girls' teachers and advisors. The information concerning each case, obtained in this way, is recorded in the following pages. Following these school histories will be found an analysis of the information given in them. The questions, used for obtaining this data will be found in the appendix.

School Histories Obtained from
Advisors and Home Economics Teachers

Case I

Interview with School Advisor

The girl had been referred to the advisor but was not considered a problem in any particular class. She was a general problem throughout the school. The girl had been transferred from one junior high to another, and the advisor had been informed of her trouble before entering the second school. The girl remained at the second school only ten weeks. The advisor at the second school knew the quarrel-some situation at home but felt she could believe the girl's statements and thought her to be frank and honest, even finding her almost too frank. The mother had not visited the school but the school had given the family clothing and the attendance officer had visited the home.

Interview with Home Economics Teacher

The home economics teacher was not aware of the girl's problem. She had had no reason to confer with the advisor regarding her. The girl was headstrong in class and impudent unless she had her own way, but the teacher took into account individual differences in class and

dealt with the girl accordingly. She was aware of her presence in class and handled her with "kid gloves." The girl would hand food out of the window to boys on the playground, and when corrected replied "Why not?" One time when asked to take off her apron and sit down because of misconduct she stamped across the floor and threw the apron into her locker.

General Remarks

The girl had a little sister in school whom the advisor called in to meet the writer and inquire about the girl no longer in school. The sister reported the girl at home. She had gone to high school but was truant and the school refused to let her return. The mother was unstable but the girl had fine qualities and if left away from home, to attend school, could get along well.

School Averages from School Records.

The average of the girl's home economics grades was 1.0, and of the other grades was 1.9. The general school subjects averaged 0.9 higher than her home economics average.

Case II

Interview with School Advisor

The girl has been referred to the advisor but has presented no problem in class. Her school problem was that of attendance. She is behind in her make-up work, due to irregular attendance. She is not considered a behavior problem at school. The advisor said "She is a girl of fine qualities." Her home is unstable and the girl lives in bad environment. The father is blind and the mother is a chronic invalid. The child's statement can be relied upon by the advisor. The social service worker has visited the home, but neither parent has visited the school.

Interview with Home Economics Teacher

The teacher was aware of the girl's problem and conferred with the advisor regarding the girl only as an inquiry as to her well being. The teacher reported the girl as a dreamer and requiring more than average attention in class. The girl did not apply herself and required individual attention. She was a problem in the home economics class but not a discipline problem. Her real problem was a home problem.

General Remarks

The girl developed all diseases there were. There was always something wrong with her. She wanted to

stay home and take care of her mother instead of going to school. The advisor reported the girl recently married to a Spanish-American man eight or ten years older than herself. The girl didn't know whether she was glad or sorry she was married. The school remarked that she was at least away from the parents' home.

School Averages from School Records

The average of the girl's home economics grade is 1.0. Her school average is 0.7. The home economics grade average is 0.3 higher than the general school subjects.

Case III

Interview with School Advisor

She has been referred to the advisor for most everything. She always wanted her own way, has little judgment, and is continually getting into trouble. When corrected she was sweet about it and promised to do better but in a moment she would be in trouble again. The advisor knows the girl to be self-willed, impudent, and impetuous. She is always sorry after a correction. Her home is very quarrelsome. The mother and the girl quarrel. The home is in very moderate circumstances. The advisor believes the girl to be undependable. The mother has visited the school and the advisor has visited the home.

Interview with Home Economics Teacher

The teacher was aware of the girls problem but did not confer with the advisor regarding her. The teacher handled her carefully because she did not want her to grow to be like the older sister. She was a member of a slow group in school. The girl was a problem in some economics classes but not in the foods class. The teacher visited the home after being invited by the girl.

General Remarks

She was disrespectful to her mother and had no respect for any one. The mother was timid and allowed

the children to run over her. The father was cruel to the mother and they had thought of separating. The mother cleaned offices for doctors to pay for medical care.

School Averages from School Records

The average home economics grade is 1.7. The average grade other than home economics is 1.4. The home economics average is 0.3 higher than the school average.

Case IV

Interview with School Advisor

The girl was referred to the advisor for falling asleep in class. She would sleep for hours. The problem seemed to be a physical one. The advisor thinks the girl terribly erratic. She has no supervision at home, has no mother and would fulfill no home responsibilities. She lived with an aunt for a while but had a very poor, pathetic home. The girl's word can be relied upon. The advisor has visited the home many times but neither the aunt nor brothers have visited the school.

Interview with Home Economics Teacher

The teacher was unaware of the girl's clinic problem, and she did not confer with the advisor regarding the girl. In home economics classes she would get sleepy and need urging in her work, but the teacher was surprised to find her a problem girl. Except for being sluggish and inactive she was not a problem in the home-economics classes.

General Remarks

No data.

School Averages from School Records

Her average home economics grade is 2.0. Her average grade, other than home economics is 1.5. The home economics work averages 0.5 higher than other subjects.

Case V

Interview with School Advisor

The girl has been referred to the advisor but her problem seems to be more of a home problem than a school one. She and her brother peeked into the rest room one day, but she does not seem to be actively bad. Rather is she a personality case. She is fond of her mother but jealous of the step-father. The advisor reported regarding the girl's emotional life that she was "introspective". The home is a fairly good one, but the girl has no friends. The advisor believes the child. Neither parent has visited the school but the advisor visited the home.

Interview with Home Economics Teacher

The teacher was not aware of the girl's clinic problem. She had not conferred with the advisor regarding the girl nor had she taken into account individual differences in teaching her. She belonged in a very good group and was not a problem in home economics class, merely quiet and timid. The teacher was surprised when she found the girl's trouble. She had never visited the girl's home.

General Remarks

The teacher was not conscious of the child in class.

School Averages from School Records

The home economics grades average 2.0. The school grades other than home economics average 1.8. The home economics grades are 0.2 higher than the other school averages.

Case VI

Interview with School Advisor

The girl was not referred to the advisor nor was she considered a problem at junior high school. The advisor cannot remember the girl well enough to make a statement regarding her emotional life or the kind of a home she comes from. She does have a favorable impression of the girl. The advisor had not visited the home or the parent the school.

Interview with Home Economics Teacher

The teacher was not aware of the girl's clinic problem nor had she conferred with the advisor regarding her. She always tried to take into account individual differences but cannot remember this girl well enough to make a statement. She did not believe the girl a problem in the home economics class, else she would have remembered her.

General Remarks

No data.

School Averages from School Records

Her average home economics grades are 2.3. The average grades other than home economics is 2.3, which ties the school and home economics average grade.

Case VII

Interview with School Advisor

The girl has never been referred to the advisor nor has she been considered a problem at school. The advisor knew the girl to be easily excited and to cry readily. She is a lovely child and interested in doing the right thing. Her word can be relied upon absolutely. The advisor does not know about the home situation of the girl but states that the mother is irritable, fussy and cross. A brother attending school reflects the attitude of the mother, but the girl does not. The advisor has never visited the home and is not sure whether the parents have visited the school.

Interview with Home Economics Teacher

The teacher was not aware of the girl's problem nor had she ever conferred with the advisor regarding the girl. The teacher took into account the individual differences in the girl only in subject matter pertaining to her class work. She was not a problem in the home economics class but very helpful always.

General Remarks

The girl was an outstanding student and citizen.

School Averages from School Records

The average home economics grade was 3.0. The average grade other than home economics was 2.8. The home economics grade averaging 0.2 higher than other work.

Case VIII

Interview with School Advisor

The girl has been referred to the advisor for poor conduct. She gave excessive attention to boys. One boy complained of it and said she wouldn't leave him alone. The advisor knows nothing regarding the emotional life other than that she is boy crazy. The advisor knew that the child welfare society had the mother visit a birth-control clinic. The mother is not strong and the father is ill. The family have been subjects of charity. It is doubtful whether the advisor can take the girl's statements. The father and mother have both visited the school and the advisor has visited the home. The house is fair and they are trying to buy it.

Interview with Home Economics Teacher

The teacher was not aware of the girl's problem, nor had she conferred with the advisor regarding her. The teacher had to take into account the individual differences in regard to the girl's assignments and subject matter, but not regarding conduct. She presented no problem in home economics classes.

General Remarks

The state ruled the mother could have no children. The advisor helped the family by giving the girl a job in the lunch room for money. The money was to be

used for joining the Girl Reserves. When the money was earned she wanted to buy shoes instead of joining the Reserves. She bought the shoes. The advisor thinks she is getting along better. She is better able to meet children and cooperate.

School Averages from School Records

The average home economics grade is 1.6. The average other than home economics is 1.7, making the school average 0.1 higher than the home economics work.

Case IX

Interview with School Advisor

The girl had been referred to the advisor but not for any class work. She wanted affection from any one. The girl thought the affection in the home was given to a stepsister. She attached herself in a disagreeable way to a camp fire guardian. The advisor thinks the girl's emotional life upset her desire for affection. The advisor didn't know the stepmother but felt the father was in love with his second wife and new baby, and did not understand this child. The child was most truthful in her statements. The father visited the school repeatedly and tried to be cooperative. The advisor had never visited the home.

Interview with Home Economics Teacher

The teacher was not aware of the girl's problem nor had she conferred with the advisor regarding her. The teacher took into account individual differences regarding subject matter and assignments. The girl was very quiet and reserved but responded nicely when called upon.

General Remarks

She told advisor she had "crushes" and she couldn't sleep or eat. She had these crushes on both boys and girls. She couldn't think or work while her "crush" was in the room. The boy or girl was not aware of her crush.

School Averages from School Records

The average home economics grade is 2.6. The average grade other than home economics is 2.0; the home economics grade averaging 0.6 higher than other school grades.

Case X

Interview with School Advisor

The girl was never referred to the advisor for any school trouble. She was a model student. She was watched because of insanity of the mother and because of being out of the father's home. The father was unable to support her. The advisor thinks the girl's emotional life normal and stable. The advisor didn't know about the father's home but said there was no trouble in the employment home, where she worked for room and board. The advisor said the girl was very reliable. The advisor had not visited the girl's home nor the parent visited the school.

Interview with Home Economics Teacher

Entered school in ninth grade, had taken no home economics.

General Remarks

She was no problem in any class. She was liked by her teachers, bright, ambitious and a very satisfactory girl. She had the highest scholastic standing of any girl that worked in an employment home. She minded her own business and was always home at night.

School Averages from School Records

She had never taken home economics in junior high school. Her scholarship average is 2.7.

Case XI

Interview with School Advisor

The girl has not been referred to the advisor nor has she been considered a problem in class. She seems to be normal emotionally and is outstanding in athletics. There is no reason to question her actions or statements. Her sister is more capable than she is. Her home situation is not known as the advisor has not visited the home. As far as is known the parents have not visited the school.

Interview with Home Economics Teacher

The teacher was not aware of the girl's problem nor had she conferred with the advisor regarding her. Individual differences were taken into account regarding her abilities. She was very quiet, reserved, and slow to respond. She was very neat and attractive in appearance.

General Remarks

No data.

School Averages from School Records.

Her average home economics grade was 3.3. Her average grade other than home economics was 2.6. The home economics grade averaging 0.7 higher than other grades.

Case XII

Interview with School Advisor

The girl has been referred to the advisor repeatedly. She seems to be in trouble everywhere. The problem is one of low mentality. She stole often, and was considered the worst case the advisor had ever had. She is easily upset emotionally and usually places her hands before her eyes. The home is very poor but not a charity home. The whole family presents a problem; a brother was sent to Golden for stealing cars; the father is foolish and neither parent seems intelligent. The child's statement cannot be relied upon at all. The advisor has visited the girl's home and the mother comes to the Parent-Teachers meeting at school even after the girl has left.

Interview with Home Economics Teacher

The teacher was aware of the girl's problem but has no reason to confer with the advisor regarding it. She was very backward and had to have special attention. She was not a disciplinary problem in class but did not mix well with the other children or do well in her work.

General Remarks

She had no friends and was unattractive in appearance and manner. She could not be trusted, and wandered around, sneaking in and out of rooms. She stole

three hats one night but would not accept clothing. She said she did not steal, that she just "picked up" things. It seemed that she never stole money, just clothing. The advisor thought she craved pretty clothes but the girl said she had plenty. The mother had no control over her. The girl wished to return to school but the school refused because she became decidedly psychopathic.

School Averages from School Records

Her average home economics grade is 1.6, while her average grade other than home economics was 1.1, a difference of 0.5 and the home economics grade being the highest.

Case XIII

Interview with School Advisor

The girl has been referred to the advisor from her gym teacher. She thinks she has all kinds of afflictions and enjoys talking about them. She is not noticeably emotional and her statement can usually be replied upon. The advisor does not know the home situation of the girl because she has had no call to go into it. She felt there was a lack of sympathy on the part of the mother. The parent has not visited the school but the principal took the girl home from school once.

Interview with Home Economics Teacher

The teacher was not aware of the girl's problem nor did she confer with the advisor regarding her. She took into account individual differences by giving extra tasks. She was dependable and always finished her work well.

General Remarks

She took home economics teacher as her ideal and told her mother and teacher this. She felt confidential with the teacher and asked advice about program changes.

School Averages from School Records

Her average home economics grade was 2.1, while her average grade other than home economics was 1.5, a difference of 0.6, the home economics grade being the highest.

Case XIV

Interview with School Advisor

The girl has not been referred to the advisor. She has not presented a problem in school or class. She is very nervous, due to some physical condition, is inactive, blushes easily and cries easily. Her word can be replied upon absolutely. She comes from an excellent home. Her mother comes to school to the parent-teachers organization. The principal has visited the girl's home.

Interview with Home Economics Teacher

The home economics teacher is out of the city on a sabbatical leave. The advisor knows of no difficulty in home economics work.

General Remarks

She was out at the hospital because of nervousness. She was extremely nervous when her father was out of work. She is very neat and well kept and comes from an attractive home.

School Averages from School Records

Her home economics grades average 4.0. Her grades other than home economics average 2.9, making her home economics average 1.1 higher than the other subjects.

Case XV

Interview with School Advisor

The girl had not been referred to the advisor nor had she been considered a school problem. She was untidy and the family very poor. The school helped the family. She was very stolid emotionally, was never seen to cry and had little emotional expression. The child's statement could be relied upon as far as the advisor had reason to think. She came from a very poor home and background in general. The parents had never visited the school nor the advisor the home.

Interview with Home Economics Teacher

The teacher was on sabbatical leave for the year. No data could be collected.

General Remarks

No data.

School Averages from School Records

The average home economics grade was 2.5. The average grade other than home economics was 2.0. The home economics work averages 0.5 higher than other class work.

Case XVI

Interview with School Advisor

The girl has been referred to the school advisor by the hospital. She was not considered a problem in any class. The social worker said the child was worrying over the condition of her mother who is in the National Jewish Hospital. She asked the advisor to pay special attention to the child and see that she was clothed. The advisor does not know of the girl's emotional life and she has had no reason to doubt the child's statement. The home situation is not known as the child was boarding with the Children's Aid. The advisor has not visited the home nor the parent the school.

Interview with Home Economics Teacher

There is no data from the home economics teacher as she is out of town on sabbatical leave.

General Remarks

The child is no school problem. The advisor felt the social worker was severe with the girl and took the wrong approach.

School Averages from School Records

The average home economics grade is 2.5. The average grade other than home economics is 2.2. The home economics grade averages 0.3 higher than the other school work.

Case XVII

Interview with School Advisor

The girl had been referred to the advisor for some personality trouble, but not for discipline. The girl was very unhappy in the school. She was trustworthy but emotionally unhappy. The home situation was the cause of her trouble, but the advisor could not remember just the nature of it. Neither parent had visited the school and the advisor had not visited the home. The parents were working and the advisor could not get to meet them.

Interview with Home Economics Teacher

As far as the teacher remembers the girl was no problem in the home economics class.

Remarks

The girl left the school over a year ago and cannot be remembered well. Her problem here was the personality of being unhappy.

School Averages from School Records

Average home economics grade 2.7. Average grade other than home economics 2.2. The home economics grade averaged 0.5 higher than the school grade.

Case XVIII

Interview with School Advisor

The girl had been referred to the advisor. She is not a school problem except as a truant. She was very emotional and when mad stamped her feet. Her word could not be relied upon at all. She was from a very poor home, typical of German-Russian type. If a misdemeanor is reported the child is treated severely. The parents have visited the school frequently and the advisor had visited the home frequently.

Interview with Home Economics Teacher

The teacher was aware of the girl's problem but had no occasion to refer to the advisor regarding her. The teacher took into account individual differences by trying to help the girl as a friend. She took a personal interest in her as the child felt teachers were down on her. She was a problem in home economics classes because she would not stick to a job until it was finished. She was very impatient.

General Remarks

Teachers did not like her and talked about her. She would not try to get them to have a different attitude. She was very dishonest; she felt the world was against her.

School Averages from School Records

The average home economics grade was 1.7; the average grade other than home economics was 1.3. The home economics grade averaged 0.4 higher than the school grades.

Case XIX

Interview with School Advisor

The girl had not been referred to the advisor but the advisor knew she was poor in her school work. She was excellent in citizenship and conduct. She did not show any emotional reaction in particular. Her word could be relied upon. The home situation was good, probably the best in school. The advisor had visited the girl's home and the mother was an active member of the Parent-Teachers' Association.

Interview with Home Economics Teacher

The teacher was not aware of the girl's problem nor was it necessary to confer with the advisor regarding her. The teacher took into account individual differences by trying to get the girl interested in starting and finishing a garment. The girl wanted to take sewing home for the mother to cut out. She was not a problem in home economics classes. She always wanted to compete and demanded her chance to do things.

General Remarks

A brother and a sister are superior to the girl. The mother has made her conscious of the fact she was different or inferior to her brother and sister. She is very unattractive.

School Averages from School Records

Her average home economics grade is 1.7. The average school grade other than home economics is 1.8. Her school grades average 0.1 higher than her home economics grade.

Case XX

Interview with School Advisor

The girl has not been referred to the advisor, nor was she considered a problem in school. The mother is interested in psychology and probably fears that the girl is a problem. The advisor does not know whether she could take the girl's statement or not. The mother is intelligent and runs a gift shop. The grandmother is peculiar and mentally ill. The child has home responsibilities and carries them well.

Interview with Home Economics Teacher

The teacher was not aware of the girl's problem. The home economics teacher and school advisor are one and the same person, and did not consider the girl a problem. She took into account the girl's differences by knowing of her home and history of school life.

General Remarks

The girl was never a problem in any class. The mother was interested in psychology taken from mother's interest only. The girl is a superior girl.

School Averages from School Records

The average home economics grade is 3.3. The average school grade other than home economics is 2.9. The home economics average is 0.4 higher than the school average.

Case XXI

Interview with School Advisor

The girl has been referred to the advisor but the problem is a home problem past the school's help. The girl had a superiority complex when with the sister. The trouble was caused by influence with the sister. The advisor does not believe the girl to be emotionally stable and can take her statement with reservation only. The home is a divided one and much favoritism shown. This girl is the favored child. The mother has visited the school and seemed cooperative. The advisor has not visited the home but knows a lot about it because of history of the sister's case.

Interview with Home Economics Teacher

The teacher was aware of the girl's problem and conferred with the advisor regarding it. The girl was not a problem in the home economics classes but the teacher took into account the girl's home troubles in the classroom work.

General Remarks

The girl was not a problem in any particular class but was a school or administrative problem. The girl's attitude was not good at times. She would imitate a sister who was an abnormal child. The girl was upheld by her family. The sister was cruelly treated by the family. The advisor thought if the girl could grow up

normal it was by chance as the home environment was so poor. The mother's word is not considered reliable. Court action was necessary to determine what was best for the children.

School Averages from School Records

The average home economics grade is 3.0. The average grade other than home economics is 2.9, making the home economics work average 0.1 higher than the other school subjects.

Case XXII

Interview with School Advisor

The child has been referred to the advisor but not for behavior difficulties. Her school problem is that of irregular attendance. The advisor does not believe the girl to be unbalanced, but said she was complaining of being sick all the time. The home was unhappy and a separation followed shortly after the girl's trouble. The child was always very frank and trustworthy. Both parents have visited the school and were cooperative. The advisor never visited the home.

Interview with Home Economics Teacher

The home economics teacher, being also the advisor, knew of the girl's problem. The teacher took into account the home condition of the child and stated that the girl loved home economics, did good work, had a lovable disposition in class, and presented no problem whatever in that work.

General Remarks

Her only school problem was that of irregular attendance. The child would lie in bed and not try to come to school. The parents asked the advisor if she could try to get the girl up to come to school.

School Averages from School Record

The average home economics grade was 2.0. The average grade other than home economics was 1.1, making her home economics work average 0.9 higher than the general school subjects.

Case XXIII

Interview with School Advisor

The girl has been referred to the advisor. She is a general problem throughout the school. Her problem is that of a personality adjustment. She is very imaginative and dominant in her emotions and cannot be relied upon. Her home situation is very bad as she has an epileptic mother and a sick father. Neither parent has visited the school but the home has been visited by the attendance officer.

Interview with Home Economics Teacher

The teacher was aware of the girl's problem and had referred to the advisor regarding her. The teacher said the girl responded to kindness and when handled the right way would do anything asked. She was not a problem in the home economics class. She would scrub sinks, or floors, or do anything the teacher requested. She was, of course, fond of the teacher and nothing was too much to ask.

General Remarks

She is very decided in her ways and very much interested in the opposite sex. There are a good many children in the home and a good opportunity for home responsibilities.

School Averages from School Records

The average home economics grade is 3.3. The average grade other than home economics is 1.4. The home economics grade averages 1.9 higher than the general school grades.

Case XXIV

Interview with School Advisor

The girl had been referred to the advisor because of attendance and tardiness. She came from the Clifton Hughes School, and as far as the advisor remembers, the problem was a home problem. The girl took advantage of the mother who was working away from the home. The girl was left alone in the apartment and got into trouble by taking other children home. The advisor recalled the girl as being very sophisticated and felt her word could be relied upon. The mother had visited the school and been very cooperative. The attendance officer visited the home.

Interview with Home Economics Teacher

The teacher cannot remember the girl well enough to answer the questionnaire.

General Remarks

She was not sent to the office for misconduct but for tardiness. She took advantage of the mother's absence from home.

School Averages from School Record

The average home economics grade is 2.5 while the average grade other than home economics is 1.7. The home economics grades average 0.8 higher than general school subjects.

The following table presents the
results of the interviews with the girls' school
advisors

Table III.- Data Obtained from Interview with School Advisors Regarding
School Histories of Twenty-four Problem Girls

Item	Case Number																								Totals		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			
Girl referred to advisor: Yes	x	x	x	x	x			x	x			x	x			x	x	x				x	x	x	x	16	
							x	x			x	x			x	x					x	x				8	
Girl a problem in HE class?																										0	
General problem in school	x	x	x	x								x							x	x			x		x	9	
Problem same as clinic problem Other than clinic problem	x	x		x	x				x			x	x			x	x	x	x			x	x	x		14	
			x						x		x	x														4	
Emotional life:											x					x							x			3	
	x	x	x	x	x		x		x			x		x			x	x			x			x		13	
						x	x				x		x			x				x	x				x	8	
Home life:																										2	
	x	x	x	x	x			x	x	x		x			x				x		x	x	x	x		15	
						x	x				x		x			x	x								x	7	
Truthful	x	x		x	x		x		x	x	x		x	x	x	x	x			x	x	x	x		x	18	
Untruthful			x					x				x								x				x		5	
Parent visited school: Yes		x	x					-	x	x		-	x		x					x	x	x	-	x		x	11
	x			x	x	x					x			x		x	x	x							x		10
Advisor visited home: Yes	x	x	x	x	x			x					x		x					x	x		-		x	x	12
							x	x		x	x			x		x	x	x				x					11
- No record.																											

Table III presents in summary form the results of the interviews with the school advisors of the twenty-four girls studied. It shows that:

1. Two-thirds of the girls had, at some time, been referred to the advisors but not necessarily by the home economics teacher.
2. The advisors did not report a single girl as having been a problem in home economics classes.
3. The problems presented by the girls in so far as the school was concerned were not, in general, class problems, but general school problems; such as frequent absence and tardiness or problems pertaining to school regulations.
4. The school problems of fourteen of the girls were the same as the clinic problems, while four of the problems at school were entirely different from those of the clinic.
5. The majority of the girls were reported by the advisors as being unstable emotionally.
6. Fifteen of the girls' homes, in the opinion of advisors, were definitely unwholesome, while only two were reported as wholesome. The remainder had not been investigated.
7. Only five of these girls were reported as untruthful. (Several advisors smiled and said they were almost too frank and truthful).
8. In about half of the cases parents had visited the schools, and about half of the homes had been visited by the advisors or visiting teachers.

The scholastic record of each of the twenty-four problem girls was obtained from the school which she attended, and scholarship ratings were computed. (Form cards for computing scholarship ratings were obtained from one of the Denver schools, a copy of which may be found in the Appendix).

The following method was used in computing these ratings:

1. Multiply the number of like grades received by two for prepared subjects or by one for unprepared subjects.
2. Multiply this result by the number of hours taken during the week. This will equal the number of total hours.
3. Multiply the total hours by the average of the grade, using A = 4, B = 3, C = 2, D = 1, E = 0. This equals the points accredited.
4. The total points accredited divided by the total hours gives the semester rating.

Table IV.- Scholarship Ratings of Twenty-Four
Problem Girls

Case Number	Average For Home Economics	Case Number	Average for Other Than Home Economics
14	4.0	14	2.9
11	3.3	20	2.9
20	3.3	21	2.9
23	3.3	7	2.8
7	3.0	10	2.7
21	3.0	11	2.6
17	2.7	6	2.3
9	2.6	16	2.2
15	2.5	17	2.2
16	2.5	9	2.0
24	2.5	15	2.0
6	2.3	1	1.9
13	2.1	5	1.8
4	2.0	19	1.8
5	2.0	8	1.7
22	2.0	24	1.7
3	1.7	4	1.5
18	1.7	13	1.5
19	1.7	3	1.4
8	1.6	23	1.4
12	1.6	18	1.3
1	1.0	12	1.1
2	1.0	22	1.1
10	-	2	0.7

Median for home economics grade	2.3	4-A
		3-B
		2-C
Median for other subjects	1.85	1-D
		0-E

Table IV is a record of the average of home economics grades, and the average of grades other than home economics, of the twenty-four girls studied. It shows that the average home economics scholarship rating is 2.3; and the average scholarship rating of subjects other than home economics is 1.9. The median grade of home economics subjects is 2.3; and the median grade for other subjects is 1.85.

The average of the home economics grades is 0.4 higher than the average of grades other than home economics. The close similarity of average to median indicates that the distribution is such that no extreme cases are present.

Table V.- History of Twenty-Four Problem Girls in Home Economics Classes. Data Obtained Through Interviews with Home Economics Teachers.

Case No.	Teacher aware of clinic problem		Teacher conferred with advisor		Teacher recognized individual difference		Teacher considered the girl a problem in H.E. class	
	Yes	No	Yes	No	Yes	No	Yes	No
1		x		x	x		x	
2	x		x		x		x	
3	x			x	x		x	
4		x		x	x			x
5		x		x		x		x
6		x		x	x			x
7		x		x	x			x
8		x		x	x			x
9		x		x	x			x
10	x							
11		x		x	x			x
12	x			x	x		x	
13		x		x	x			x
14	No record							
15	No record							
16	No record							
17					x			x
18	x			x	x		x	
19		x		x	x			x
20		x	x		x			x
21	x		x		x			x
22	x		x		x			x
23	x		x		x			x
24								
Totals	8	11	5	13	18	1	5	14

Table V tabulates the results of the interviews with the home economics teachers of the twenty-four girls studied. This table shows that:

1. The home economics teachers were aware of the clinic problems of only eight of the girls.
2. The teacher had conferred with the advisor regarding five of these girls, but in only one case concerning a problem of the home economics class. (This is slightly at variance with the statement of the advisors given in Table III that no girl was a problem in a home economics class). Thirteen girls had no problem serious enough for teachers and advisors to confer over. For six others the data was not complete.
3. Problems of girls recognized by the home economics teachers, or difficulties growing out of class work, were cared for by considering the individual differences in the case of all but one girl.

SUMMARY AND CONCLUSIONS

From the foregoing data twenty-one of these twenty-four problem girls show some personality trait as part of their problem difficulty. In all but three cases the problems were complex. That is, if the girl's problem was one of unsatisfactory home relations it might have been also one of a personality handicap, and in some cases also boy and girl relations. Their clinic problems are not due to school and classroom as no one of the major problems presented was a school problem.

The advisors knew of no problem connected with these girls arising in the home economics classes, and the teachers of home economics did not feel that the problems arising in their classes were serious enough to be referred to the advisor. The fact that the school keeps insufficient records is indicated by the fact that out of fifty cases copied at the clinic only twenty-four could be used for this study because of insufficient school records. The only permanent record was that of scholastic standing. The scholastic standing of the girls is higher in home economics classes than in other school subjects.

Because the homes of only about half of the girls have been visited by representatives of the schools, and because the home economics teachers were aware of the

problems of only eight of the girls it seems that the schools are not well acquainted with the girls and their difficulties.

As a group they average normal in intelligence; are predominantly protestant in religion, and of American ancestry. They are generally uninformed regarding sex education, and thought to be unstable emotionally by both school and clinic workers. For the sake of clearness and brevity the foregoing statements are given below in outline form and represent the findings of this part of the present study.

1. The majority of the difficulties of these twenty-four problem girls is that of faulty personality traits and unhappy home surroundings.
2. Their problems are in most cases complex, or problems due to more than one of the major problems determined in this study.
3. The girls are not always school problems. When they are, their difficulties are general in nature and not those of home economics classes.
4. The schools keep insufficient personal records.
5. Teachers and advisors are not well informed as to their pupils' problems and home conditions.
6. The home economics grades of these problem girls average higher than the other combined school grades.
7. The school and clinic reports indicate that the girls are unstable emotionally.
8. These girls are predominately protestant in religion, and of American ancestry.
9. As a group they average normal in intelligence.
10. They are generally uninformed regarding sex education.

RECOMMENDATIONS

It would seem from the foregoing summary and conclusions that the following recommendations may be made to clinics, advisors, and home economics teachers:

1. The school advisors and home economics teachers should work closely together in handling personal problems of the girls and their homes.

2. The home economics teachers in their "home problems" classes should pay special attention to subject matter that would help the girls with difficulties of home relations and personality traits.

3. The Denver schools should keep a permanent written record of the children's activities and behaviors along with their school grades.

4. The schools as well as the child guidance clinics should be an agency to help the parents with their children's problems before the children develop into critical problem cases. There might be trained psychologists available to whom the parents, teachers and advisors might go for help and guidance without cost or unnecessary delay.

Since the present study has been limited in its nature it is suggested that other investigations could be made to advantage in this same general field, that would attempt an answer to the following questions:

1. Are the behavior problems presented in this study common to other girls who have not been referred to a clinic for help?

2. How much preparation in mental hygiene have home economics teachers and advisors had, and how able are they to interpret and guide problem children?

3. To what extent might schools and child guidance clinics cooperate in aiding each other with their problems?

4. What are the evidences of need of a school clinic to prevent children from becoming serious problems?

5. To what extent are the recommendations made by the clinic practical and within the schools' jurisdiction to administer and carry out?

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APPENDIX

- A. CHART FOR COMPILING CLINIC HISTORIES.
- B. SCHOOL HISTORY OFFICE RECORD OF SCHOLARSHIP;
Form sheet used by writer.
- C. SCHOOL HISTORY INTERVIEWS WITH TEACHERS AND
ADVISORS; Form sheet used by writer.
- D. SCHOOL HISTORY SCHOLARSHIP RATING CARD;
Form sheet used by writer.
- E. COMPILATION SHEET FOR COMBINING CLINIC AND SCHOOL
HISTORY.
- F. CASE RECORDS - CLINIC HISTORIES FOR EACH GIRL.

A

CHART FOR COMPILING CLINIC HISTORIES

Case Number _____

Age of Girl _____

Religion of Girl _____

Nationality of Girl _____

School Attended _____

Grade and Intelligence Quotient _____

Sex Instruction Given _____

Problem _____

Causal Factors _____

Home _____

School _____

Community _____

Effects _____

Home _____

School _____

Community _____

Recommendations _____

Treatment _____

Results _____

Remarks _____

B

SCHOOL HISTORY OF PATIENT
OFFICE RECORD OF SCHOLARSHIP

Name _____ Case Number _____
School _____ Grade _____

1. Grades in All Subjects

Grade Year Period	7B			7A			8B			8A			9B			9A			Units
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
	English																		
Latin																			
French																			
Spanish																			
Mathematics																			
Algebra																			
Gen. Science																			
Soc. Science																			
Bookkeeping																			
Typewriting																			
Jr. Bus. Tr.																			
Indus. Arts																			
Art																			
Music																			
Health Program																			

2. Test and Classification Data _____

Date of Entrance _____ Entered from _____
 Age at Entrance Yrs. _____ Mos. _____ Grade at Entrance _____
 Unger Age Yrs. _____ Mos. _____ Over Age Yrs. _____ Mos. _____
 M.A. _____ I.Q. _____ E.A. _____ E.O. _____ 6A P.R. _____

Member of Groups _____
 Highest Group _____
 Pupil's Group _____

Testing Record

Name of Test	Date	Score	Inter.

Withdrawn _____ Date _____ Destination _____
 Reasons _____

C

SCHOOL HISTORY OF ^APATIENT
INTERVIEWS WITH TEACHERS AND ADVISORS

Name _____ Case Number _____
 School _____ Grade _____

1. Interview with girl's School Advisor

- a. Has the patient been referred to advisor? Yes ___ No ___
 b. In what class or classes was she a problem?
 c. Nature of problem or problems _____
 d. What does the advisor know regarding the girl's
 emotional life? _____
 e. What is the home situation of the girl? _____
 f. How much does the advisor take the child's state-
 ment? _____
 g. Has parent visited advisor or school? _____
 h. Has advisor visited girl's home? _____

2. Interview with girl's Home Economics Teacher

- a. Was teacher aware of girl's problem? Yes ___ No ___
 b. Did teacher confer with advisor? Yes ___ No ___
 c. Did teacher take into account indivi-
 dual difference? Yes ___ No ___

How _____

- d. Was girl a problem in home economics
 class Yes ___ No ___

Example _____

Remarks _____

D
SCHOLARSHIP RATING CARD

Scholarship Rating of _____

Date _____

7B Rating for Semester Ending _____
 7A Rating for Semester Ending _____
 8B Rating for Semester Ending _____
 8A Rating for Semester Ending _____
 9B Rating for Semester Ending _____
 9A Rating for Semester Ending _____

1. Semester ending					2. Semester ending				
Grade	No.	x Hrs.	÷ T.Hrs.	x Value = Points	Grade	No.	x Hrs.	÷ T.Hrs.	x Value = Points
A		5		4	A		5		4
B		5		3	B		5		3
C		5		2	C		5		2
D		5		1	D		5		1
E		5		0	E		5		0
Totals					Totals				
3. Semester ending					4. Semester ending				
Grade	No.	x Hrs.	÷ T.Hrs.	x Value = Points	Grade	No.	x Hrs.	÷ T.Hrs.	x Value = Points
A		5		4	A		5		4
B		5		3	B		5		3
C		5		2	C		5		2
D		5		1	D		5		1
E		5		0	E		5		0
Totals					Totals				
5. Semester ending					6. Semester ending				
Grade	No.	x Hrs.	÷ T.Hrs.	x Value = Points	Grade	No.	x Hrs.	÷ T.Hrs.	x Value = Points
A		5		4	A		5		4
B		5		3	B		5		3
C		5		2	C		5		2
D		5		1	D		5		1
E		5		0	E		5		0
Totals					Totals				

E

COMPILATION SHEET OF GENERAL INFORMATION

Hospital Data

Case Number of Girl _____
 Age of Girl _____
 Religion of girl _____
 Nationality of girl _____
 Clinic intelligence quotient _____
 Sex instruction given: Yes _____ No _____ Some _____
 General Analysis of Problems (Classification)
 Home relations _____
 Physical-organic _____
 Personality traits _____
 Boy and girl relations _____
 Suspected sex offenders _____

School Data

Average home economics grade _____
 Average grade, except home economics _____
 Interview with girl's school advisor _____
 Has girl been referred to advisor? Yes _____ No _____
 In what class or classes was girl a problem? _____
 Home economics class _____
 Academic class _____
 General problem throughout school _____
 What was problem for referring?
 Same problem as clinic problem _____
 Wholly different problem than clinic problem _____
 What does advisor know regarding girl's emotional
 life? Stable _____ Unstable _____ Not known _____
 What is home situation of the girl?
 Wholesome, satisfying family relations _____
 Unwholesome, insecure family relations _____
 Home situation not known _____
 Can advisor rely upon girl's statement? Yes _____ No _____
 Has parent visited advisor or school? Yes _____ No _____
 Has advisor or school visited girl's home?
 Yes _____ No _____

Interview with girl's Home Economics Teacher

Was teacher aware of girl's clinic problem?
 Yes _____ No _____
 Did teacher confer with the advisor? Yes _____ No _____
 Did teacher take into account individual differences? Yes _____ No _____
 Did teacher consider girl a problem
 in home economics class? Yes _____ No _____

CHILD GUIDANCE CLINIC HISTORIES

TAKEN FROM THE CLINIC RECORDS

Case I

Age 13
Religion Protestant
Nationality .. American, of German-French Descent
Grade 8A
I.Q. 96

Problem

Behavior.- Since the death of Mr. "A" in 1930, Mrs. "A" has had increasing difficulty in controlling the girl. She is impudent and quarrelsome at home but does not show these characteristics in school. She reacts violently to criticism on the part of her mother and is determined to do as she pleases regardless of her mother's wishes.

Causal Factors

Home.- The girl is jealous of the older sister but is generous and affectionate toward other members of the family. The mother suspects the girl of stealing and lying, and being untrustworthy but the mother has no instance to prove either. The girl would not help with the housework so she and the older sister were spanked and they ran away from home. The girl would not come back and started working in a private

home. The mother says the girl is boy-crazy and chooses the inferior boys in the neighborhood.

School.- No data.

Community.- She is impulsive and friendly, but loses her friends as rapidly as she makes them. She dislikes to be alone and leads the group she goes with. She preferred to play with younger children until recently, but is now making friends of her own age.

Effects

Home.- The girl came to the City Charities Office and announced she would not stay at home any longer. She tried to get along but the mother constantly scolded her and she would not stay where she was not wanted. She returned home with one of the workers at the Office, to try it again. The girl then ran away because the mother called in a neighbor boy to hold her while the mother punished her for not helping with the housework.

School.- The girl's advisor phoned that she (the girl) had been forced to stay with a neighbor the night before as she was locked out at home. Attitude towards school was "school is all right but I would rather work in a store because it is more interesting to me." The girl likes spelling, mathematics, gymnasium and club; she dislikes social or general science.

"I like some of my teachers but not the crabby ones. I like the kids and want to go through high school."

Community.- Her companions think she is a good "scrapper" but does not do right with her friends. "I like to play and go with boys rather than girls. Girls are all right if not too quiet."

Sex Instruction.- The girl had received sex instruction from her mother before menstruation was established.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case II

Age 13
Religion Protestant
Nationality ... Spanish American
Grade 7A
Intelligence Q. 86

Problem

Behavior.- The clinic worker feels that the girl is playing for sympathy and attention. The girl complains of "spells." During a spell her eyes are closed "like she is sleeping." She knows when these spells are coming on so she does not fall, nor froth at the mouth, nor so far as the family knows, become stiff. These spells occur near her menstrual period, followed by sleep afterward. She shows signs of nervousness and has some heart attacks.

Causal Factors

Home.- The girl is easily controlled and of a happy nature. Her mother is a chronic invalid and her father is blind. The clinic worker says: "The child has seen her mother gain a good deal over fainting and is trying the same." Her trouble is believed to be affected.

School.- The advisor says the girl never has spells at school but the girl says she has. The girl has been called to the office of the advisor because of irregularity in attendance, but not for behavior. She stays home to care for her mother who has spells. She is an average student and an excellent citizen.

Community.- No data.

Effects.

Home.- The girl likes her mother and wants to be with her instead of herself. She dreamed the mother was dead and wired her sister to come to the funeral; and that she kept the mother in the house instead of burying her. She loves her father and is sorry that he is blind. She loves him enough to be his wife, even pictures herself as her father's wife punishing the children. She wishes she could suffer for her father. She also dreamed her sister died and that she took her father to the dead girl.

School.- No data.

Community.- While sitting in the child guidance clinic office the girl fell asleep. When she awoke she fainted, but the fainting was believed to be affected. The worker feels she is trying to gain sympathy and attention.

Sex Instruction.- The sister thinks she has had instruction given. She was not frightened at the menstrual onset.

CHILD GUIDANCE CLINIC HISTORIES

TAKEN FROM THE CLINIC RECORDS

Case III

Age 14
 Religion Protestant
 Nationality .. American
 Grade 8A
 I. Q. 93

Problem

Behavior.- The girl represents a recessive behavior disorder on the basis of home conflicts, feelings of inferiority and over-solicitousness on the part of the teacher. She has always been slow in her speech, and did not begin to talk until four years of age. She has always been babyish in her talk, stuttered considerably and had difficulty with the letter "W." In school she tries to recite with some other word than one beginning with a "W".

Causal Factors

Home.- The home has never been adequately provided for. The father drinks and is out of work a good deal; the mother worries about home conditions and the girl worries too. The father and sister-in-law tease the girl for being so large and for stuttering. She has become interested in boys and an in-

feriority complex has developed along with boy interest. The girl feels inferior to all those about her. She is finnickily about her food. She is afraid of the dark, to be alone, and that people will make fun of her.

School.- She is teased by the children at school for stuttering, and also over her rapid development. She is larger than girls her age. She does not get along with her teachers and her attitude toward her work is that it is too hard and what is the use to try. Her hardest subjects are arithmetic and spelling. Physical education is her favorite subject. She has not been encouraged in her school work and states that her difficulty is mostly at school, being afraid she will not pass.

Community.- She does not get along well with other girls. Her only recreation is a picture show.

Effects

Home.- The home has always been of a poor type and the girl is dissatisfied with it. The girl seems afraid of her father, and worries about her home. She tells her mother she feels different from other children.

School.- Until starting to kingergarten the girl had a sign language which she used very satisfactorily. Upon starting to school the teacher required

her to ask for what she wanted before giving it to her. This helped her very much. She worries about her school and wants to quit and get a job.

Community.- No data.

Sex Instruction.- The mother felt she could not inform the girl regarding sex matters. The sister told her about men. The mother later told her about contact with boys.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case IV

Age 13
Religion Protestant
Nationality . . . American
Grade 8A
I. Q. 107

Problem

Behavior.- A behavior-problem with possibilities of health problem as contributing factor. The girl makes her home with an aunt, being left there without the aunt's consent. The aunt appears to be a fair-minded person. The girl has spells of sleeping; she is very nervous and her hands are always in motion. Her hands tremble when carrying dishes and when reading they are always in motion. She rubs her arms and legs while reading and has a marked speech defect.

Causal Factors

Home. The aunt reports that the girl is very irresponsible, fails to get something for which she was sent to the store, cannot find her way home from town. She resents suggestions given to her by the aunt with the word "bologna." She is generally

unappreciative of what the aunt does for her and is very saucy. She has a ravenous appetite and will sleep standing up. Yet after sleeping nine or ten hours at night she is too sleepy to get up for her music lesson. She spends a good deal of her time at home reading.

School.- The girl does not like school and considers the subjects uninteresting. Her classmates consider her queer. She sleeps in classes nearly every day and sits with her mouth open and tongue between her lips.

Community.- She makes no effort to make friends. The girls in her campfire group feel sorry for her, their jokes and fun are "over her head" and she has no friends.

Effects

Home.- The aunt arranged for the girl to go back to keeping house for her brothers, but later both girl and brothers boarded in a private family. She begs her brothers to play with her. She loses consciousness and falls on the flour and seems to be more in a daze than asleep.

School.- She sleeps in school almost daily, does not seem to be able to follow directions given in the gymnasium, but is good in athletics. She does satisfactory work in home problems.

Community.- No data.

Sex Instruction.- The aunt gave her instruction.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case V

Age 12
Religion ?
Nationality ... ?
Grade 7A
I.Q. 91

Problem

Behavior.- The girl is rapidly becoming a problem girl, but the visiting teacher considers the difficulty largely of family relations.

Causal Factors

Home.- The parents feel they cannot manage the girl. The step-father says one could not get confidence and threatens to send her to her own father. Having the girl around seems to irritate him. The mother feels that the step-father expects too much of the girl. The girl cries out at night. This is due, the mother believes, to the fact that the girl's own father came to the house intoxicated one night and kidnapped her.

School.- The girl, with her brother, was seen trying to enter the school building through the fire escape window one Sunday. The parents want the

visiting teacher to scare the children. The girl is not socially adjusted to school and is known to cheat in examinations.

Community.- No data.

Effects

Home.- The girl is beginning to feel unhappy and insecure in her home. She is fond of her mother but jealous of the step-father. Likewise the father is jealous of the mother-daughter relationship. The girl is never at her best before the step-father. She shows no temper but is pouty and sulky. She enjoys helping her mother in the kitchen and does it well. When the mother punishes the child she does it by means of deprivation.

School.- She is rather difficult for the teachers to understand. They feel they cannot trust her when she is not watched. The girl never talks about her school or her friends.

Community.- She does not have many friends. When the children say "Hello" to her she will hardly answer them. When they come for her to play she will send her mother to the door.

Sex Instruction.- She is not "boy-struck." She likes her brother.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case VI

Age 14
 Religion Protestant
 Nationality American
 Grade 9B
 I.Q. 99

Problem

Behavior.- A behavior-problem girl. She withdraws from all group contacts. She refuses to go to school, makes little effort to obtain work, and has lost all ambition. She does not get along well with two younger sisters and is irritated by their getting into her things or upsetting the house after she has cleaned it.

Causal Factors

Home.- She feels abused and does not confide in her mother who feels helpless in assisting her. She says to her mother "If it were not for me you would be perfectly happy." The mother opposes her seeing a boy friend to whom the girl claims she is engaged.

School.- She liked her junior high school and was happy while there. She was working in a private family while attending junior high. She did not like

high school.

Community.-- She worked one week in a photo shop but did not like the remarks of the employer and decided it was no place for her to work.

Effects

Home.-- The girl ran away and married the boy whom the mother opposed. The mother was furious when told of the marriage and claimed she would rather bury her than let her live with the boy, who was only a minor and the mother knew what a hard life the girl would have. She felt the girl was also too young to marry and so refused the boy entrance to the house and took steps to annul the marriage. The girl did not object much but felt angry at the boy because of telling lies on the witness stand. The marriage was annulled. The girl smokes from morning till night and the mother uses such phrases as "driving nails into her coffin," etc.

School.-- She felt she was getting little out of school and wanted to go to work. She begged to take up the nurses training. She was truant at high school.

Community.-- She did not like girls and boys at school, felt they were too young for her. They drank and went on wild parties which she did not approve of. She withdrew more and more from social contacts. She

was accused of being interested in the husband of the employer's daughter.

Sex Instruction.- The girl was given sex instruction by the mother.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case VII

Age 14
Religion Protestant
Nationality American
Grade 9A
I. Q. 120

Problem

Behavior.- A behavior problem. The girl has been constipated from the time she was two weeks old. When she was an infant her mother used suppositories, enemas and cascara. As she has grown older, in addition to these remedies she has tried mineral oil, Petrol Agar, and is now using yeast. The effectiveness of all remedies wears off in time.

Causal Factors

Home.- The mother asks the girl every day if her bowels have moved. When she was a little thing the mother put her on the toilet and played games with her for an hour or until bowels moved. The worker feels that an early love affair of the mother's had its influence in the girl's welfare. At the age of seventeen the mother had a love affair with a married man. Therefore she married the first man eligible

and has not always been happy. The mother had periods of homesickness when she would go to her parent's home, leaving her husband. There has been some separation on account of finances. The father is worried over finances and is cross and irritable and walks the floor at night. He is not willing to come to the child guidance clinic because they ask too many questions. The mother is very particular about the girl's associates. She says the children always come first.

School.- The girl makes good grades at school. She never studies at home but remains always in the high division. She will not ask to be excused from her classromm to get a drink of water.

Community.- No data.

Effects

Home.- The children are not encouraged to bring friends home because it makes the father nervous. The girl has little chance for normal friendship with boys and girls because the mother wants to know what she is doing every minute of the day.

School.- No data.

Community.- No data.

Sex Instruction.- The mother had been frank about sex instruction from the time the girl was 9 or ten years old. She was prepared for menstruation. She was told never to masturbate, it would cause insanity.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case VIII

Age 13
Religion Protestant
Nationality Not given
Grade 8B
I.Q. 104

Problem

Behavior.- A problem of jealousy. The girl fights with her brother and thinks he is getting the better deal out of the home, though how, she will not admit. Also she presents a problem of masturbation.

Causal Factors

Home.- She is jealous of the brother and hates him at times. She wishes he were dead and she feels he stands in the way of her getting the things she should have. She loves her mother and wishes she could grow up like her. She never wishes her mother dead. She admires her father though she never desires to be his wife. She says when she fights with her brother he always strikes at her breasts and pinches them gently. He never has succeeded in doing anything else to her.

School.- No data.

Community.- She goes with a girl she feels sorry for because the girl's father and brother are mean to her. She thinks this girl is not the right girl for her to go with.

Effects

Home.- She likes to do things around the home to please the father. She possibly likes him better than the mother.

School.- No data.

Community.- No data.

Sex Instruction.- No data.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case IX

Age 14
Religion Protestant
Nationality American, Danish descent
Grade 8A
I. Q. 108

Problem

Behavior.- A behavior problem girl. Is reticent at home and would go a week without talking to anyone unless spoken to. She is not doing well in school because of day dreaming. She lies to cover misdemeanors but will own up when cornered. She has yellow hair, freckles and is sensitive about her appearance.

Causal Factors

Home.- When the girl was six weeks old the mother left her husband and took the girl to live with her maternal grandparents. The parents later were divorced and both remarried. The girl lived with the mother and step brothers and sisters until time of the mother's death. When the girl was nine years old the maternal aunt and grandparents placed her in the home of the father and step-mother. The

father had not seen the child since she was six weeks old. The girl has not made a good adjustment in the father's home. She is welcome in the home and a step-sister thinks she is her full sister. The father thinks the child's mind has been poisoned against him by the grandmother.

School.— Day dreams about "Buddy," a boy in her room at school who is evidently paying no attention to her but absorbs her thoughts.

Community.— She is a member of the Campfire Girls and enjoys it, but wants to visit the mother's people instead of going to camp.

Effects

Home.— The father sent the mother money and helped her through Gunnison Normal School. The mother taught school before her second marriage. The mother was religious (spiritualism). The father feels the mother was a day dreamer and when killed was day dreaming as there was no reason for the accident. The girl does not respond to affection from the father or stepmother. The father tried to help the girl with mathematics (square root). He became cross. The girl wrote him a note and said she hated herself and knew the father thought she was dumb.

School.- There have been many changes. The work has been average or a grade of "C" until lately. The principal thinks the girl capable of doing school work and recommended the parents bringing the girl to the child guidance clinic.

Community.- No data.

Sex Instruction.- At twelve years of age the girls in the neighborhood talked about sex. The step-mother gave the girl some instruction about sex. At nine years of age she had a sex experience with a boy twelve, and did not like the experience. She asked the worker why he wanted to do it and the worker explained fully and relieved her feeling of guilt.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case X

Age 14
Religion Protestant
Nationality American
Grade 9A
I. Q. 108

Problem

Behavior.- A reactive behavior disorder of an aggressive type. The employer complained that the girl steals and lies. When the girl was thirteen years old she was arrested for shop-lifting. She was taken to the Juvenile Court and placed on probation. Later she took a pen of the employer and denied knowing anything about it. It was found in her pocketbook.

Causal Factors

Home.- The mother was an epileptic and had been placed in the state hospital for the insane. When discovered by Big Sisters organization the girl, with her sister, was living with their father in a two-room shack, miserably kept.

School.- No data.

Community.— There was no social contact in the father's home. She did not play with children in the neighborhood because the mother chased them away with a butcher knife.

Effects

Home.— The girl has been placed in an employment home. She has her own room but keeps it in untidy condition. She has been in six employment homes and resents the restraint of those in authority. She is good with children and can do her housework well when she applies herself. She is usually careless about her work, untruthful and unreliable. She is exceedingly careless about clothes and her personal appearance. She helps herself to hose, silk vests, toilet articles belonging to employees. She misrepresents where she goes when off for recreation; and makes no attempt to improve when corrected.

School.— Her record at school is good. She is quick to learn and fond of books. She is well behaved at school.

Community.— She likes to play baseball at Retreat Park and this seems to be her only recreational interest. She enjoyed a Big Sister banquet.

Sex Instruction.— She has had no sex instruction. She has normal interest in opposite sex.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case XI

Age 12
Religion Protestant
Nationality American
Grade 8A
I. Q. 121

Problem

Behavior.- The girl has been always somewhat socially unadjusted and symptoms have increased lately. She is underweight and seems mentally and physically exhausted. She shows chronic invalid reactions particularly based on family fears that she might develop a breakdown. There is some insanity in the maternal family.

Causal Factors

Home.- She cries about her school work and asks her mother to make decisions on all matters. She sleeps with her sister and resents the fact she can not have her own bed, dresser and clothes closet. She is very orderly and fastidious to a fault. She and her whole family are finicky about their food. Lately she is irritable and stubborn.

School.- She is not popular at school with her group. The sister is very popular.

Community.- She has no close friends. No one ever gets close to her or knows what her ideals are. She associates with friends of her nine-year old sister.

Effects

Home.- There is no feeling of favoritisms in the family.

School.- There are no inferiority feelings. The girl and her sister have been separated in their classes at school and she is doing better in taking responsibilities and making social contacts.

Community.- No data.

Sex Instruction.- Never shown sex curiosity. The children in the neighborhood were distributing sex information so the mothers got together and decided they would tell the children what they wanted them to know.

CHILD GUIDANCE CLINIC HISTORIES

TAKEN FROM THE CLINIC RECORDS

Case XII

Age 14

Religion Catholic. Religion not taught in the
home. No church affiliation.

Nationality No data

Grade No data

I. Q. 56 (Middle grade moron)

Problem

Behavior.- The parents complain that the girl is incorrigible. She refuses to help around the house, has a violent temper, swears at brothers and sisters, and is very quarrelsome. She has no personal pride. She refuses to bathe and wear clean clothing. The girl complains of not being able to find suitable employment. She does not like housework and wants a position in a dry goods store. She intends to get a rich college boy so she can have a good time and wear pretty clothes.

Causal Factors

Home.- The mother is very much concerned regarding the girl's problem and believes her to be mentally retarded. The father is only interested in the girl working and wants her to work where she can live. The parents quarrel. The father is away in

the mñnes and the mother is jealous. The father has a violent temper and the mother had him arrested for drinking. The mother wanted the children but the father did not.

School.- She did not like to study. She liked her teacher, however, and they tried to help her in her studies.

Community.- She has no playmates or apparent interest. She wanders off and doesn't come home until late at night. She has many jobs but holds none.

Effects

Home.- There is a new baby in the home and the worker wonders if it belongs to the girl. The father's temper and attitude toward the mother has a great influence on the girl, and she thinks the mother should leave the father.

School.- Her teacher at school states that when the girl first entered school she acted like a child who had been mistreated. When approached suddenly she would throw up her hands and arms to her face. She has no interest in her studies. When possible she wanders about the building snooping into lavatories, closets and class rooms. She was never found in the proper place, and was at one time found hiding in a locker near the swimming pool. Her

worst problem is stealing.

Community.- She was always seen alone and prefers it. The children call her lazy.

Sex Instruction.- She has been given no sex instruction. The mother never notices sex play and she appears innocent when questioned. No sex difficulty. (Note: There seems to be some contradiction here in the history).

CHILD GUIDANCE CLINIC HISTORIES

TAKEN FROM THE CLINIC RECORDS

Case XIII

Age 14
 Religion Protestant
 Nationality American
 Grade 8B
 I. Q. 86

Problem

Behavior.- The girl complains of her side bothering her. She has to go and rest at school and usually goes to sleep. She dislikes her gym work and wants to be excused from it. She keeps her fingers moving constantly.

Causal Factors

Home.- The parents are congenial but the home offers little security. Comparisons are made between the girl and her sister. She is good natured, never gets mad, but her feelings are easily hurt.

School.- Her grades are average but she failed once at school which disturbed her. She is not popular at school but usually has one girl friend, though not always the same girl. She is not liked by her teachers as she takes up too much of their

time for trivial things. She dislikes gym very much.

Community. The mother discourages the girl going out without her. She has a special friend usually a girl older.

Effects

Home.- She can go out with the "gang" only once a week because the mother says she is so nervous. She is afraid of almost anything that comes up. The home situation does not offer much in the way of security and the girl wishes to live away from home next year.

School.- She does not like her teachers and says "I'm not bright and they laugh at me and make me feel dumb." She doesn't have much ambition in school. Doing a scarf dance makes her feel foolish.

Community.- She likes to live in town because she has better social activities than on a farm, and better chances to learn. She likes to go with a gang of boys and girls. She says she gets as many "dates" as other girls do.

Sex Instruction.- The mother gave the girl complete sex instruction. She is a girl whom boys like and the mother feels she needs information for protection.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case XIV

Age 14

Religion Protestant (Lutheran)

Nationality American

Grade 9A

I. Q. 112

Problem

Behavior.- A psycho-neurotic reaction recessive in character, in reaction to mother's marked oversolicited and own psycho-neurotic symptoms. She has funny spells and at times loses consciousness. There is no warning when spells begin, but when it starts she feels a nervous sensation pass through her. Sometimes she starts to talk, a spell comes on and she can only murmur. When the spell passes, she will explain to her mother that she had a spell. These are irregular, at times only one in three weeks, at other times eight or nine a day. There is no loss of control of functions, no history of twitching, rolling of eyes or falling down. Many spells occur at school but others do not know the girl has them. They never last more than five minutes and leave no after effects. When a spell comes on at home the girl

gets a drink and feels better.

Causal Factors

Home.— The mother states "_____ is perfectly happy in being with me." After sewing or baking she wants some one to tell her how well she did, always wants appreciation and gratitude. Her room is "just so" in every detail. She is exempt from home duties because of her health and the large amount of study she does at home. She is dominated by her mother.

School.— The school says she is a fine girl. She is a "messenger" at school and does her work well.

Community.— No data.

Effects

Home.— Due to the domination by the mother the girl has developed inferior feelings. She likes to sew, embroider, cook, bake and read, but wants to do them alone.

School.— Her ambition is to be the best in her class at school. She gets along well with teachers and does well in all subjects, except Social Science, which she does not like. She has not taken gym for three years. She does not take part in school programs as she used to do because they increased the frequency of her spells.

Community.- She has only a few friends and does not mix well. She thinks girls are silly and giddy and she prefers to be serious.

Sex Instruction.- Some sex instruction was given in school in a physiology class when she was ten years old. This she discussed with the mother asking many questions which were fully explained.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case XV

Age 13
 Religion Protestant (Very religious)
 Nationality American
 Grade 7B
 I. Q. 110

Problem

Behavior.- The child fell from a street car. When she got home she complained of her shoulder and arm at the elbow hurting. She is still unable to bend the elbow. Since the accident she has been irritable with her brothers and sisters. She is startled by slight noises, is restless in her sleep and will scream out during sleep.

Causal Factors

Home.- The parents are divorced. The father used to leave home for a year at a time. He is sullen and cross at home. The mother fell off a street car and the tramway paid the doctor's bill. The girl is not pampered in ordinary activities, and did not consider the injury serious until the solicitous attitude of the family toward her after the accident, and she noticed their attention.

School.- No data.

Community.- No data.

Effects

Home.- The home has paid a good deal of attention to the girl since her accident. Indications are that the family wanted to use the hospital in the efforts to secure compensation. The girl is normal and probably the most stable member of the family.

School.- School work has fallen off since the accident. She has a good many friends and gets along well with teachers and students.

Community.- The family of the girl is trying to collect money from the tramway for injury to the girl.

Sex Instruction.- No data.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case XVI

Age 13
Religion Christian Science
Nationality ... No data
Grade 7B
I.Q. 97

Problem

Behavior.- A problem of personality difficulties. There is a tendency toward seclusion and a withdrawal. The girl is extremely timid, sensitive and unable to adjust with other children of her own age. She is overly inclined to day dreaming and preoccupied concerning her own health. She does not seem aware of her inability difficulties.

Causal Factors

Home.- The maternal grandmother has spoiled and pampered her since infancy. The child had only adult companions until she was six years old. Her mother traveled with a theatrical troupe and took the child with her until she was seven years old. She slept in a trunk at night until the show was over and then was taken to a hotel. Later the mother was entered at Sands Home for tuberculosis and the girl became

worried over insecurity for herself and mother. The mother was married twice and deserted twice.

School.- There have been many changes in her school but she is a conscientious and ambitious student.

Community.- She has been entered in a preventorium as she appeared to be tubercular. She claims to like to play with other children but usually withdraws from them. She wanted to join a campfire group but would not attend meetings or work for honors. It seems impossible to arouse the child's interests.

Effects

Home.- Formerly she was a sunny, happy disposition, but now is worried over her own and her mother's health. She has never been able to overcome the fright of being tubercular. The mother is worried over the lowering in the standard of living, which is probably a contributing factor to the child's difficulty. The mother seems intelligent in handling the child but has gone too far in shielding her. The mother is worried over the child's future in case of her death.

School.- She is easily discouraged but persistent with her school work. She is very ambitious to be thought well of. She is very imaginative and

likes to dramatize things.

Community.- She is afraid to go out alone. She dreads meeting any new situation.

Sex Instruction.- The mother has always been frank with the girl and tried to answer her questions. Her first interest was at the age of five through the birth of a pet. She was prepared for menstruation. She does not masturbate or show excessive curiosity.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case XVII

Age 13
 Religion Protestant
 Nationality ... No data
 Grade 7B
 I. Q. 93

Problem

Behavior.- While she presented no behavior at school or at home, her physical condition is not good. She is suffering from asthma and is underweight. The asthma appears to have been developed in an attempt to get attention from an unappreciative home atmosphere.

Causal Factors

Home.- The father is an arrested-tubercular man. He is very severe with the children, but this girl is his favorite child. There is no marital friction in the home. The mother has to work as the father is ill and unemployed.

School.- She likes her school and attends when she is physically unfit.

Community.- No data.

Effects

Home.- The child has been taken from the home and placed in a preventorium.

School.- She liked mathematics, cooking, and music. Sometimes she liked social science but at other times not.

Community.- No data.

Sex Instruction.- Had been given some sex instruction but had not been told menstruation.

CHILD GUIDANCE CLINIC HISTORIES

TAKEN FROM THE CLINIC RECORDS

Case XVIII

Age 14

Religion Protestant (German Congregational Church)
The children are forced to attend and
the girl sings in the choir.

Nationality German

Grade 8A

I. Q. 77 (Borderline group)-

Problem

Behavior.- The girl's behavior has become so disturbing that her parents are seeking help in understanding her. They cannot control her at home and are considering placing her in an institution such as Morrison. She is always difficult to handle and lies so much the family does not believe anything she says.

Causal Factors

Home.- The girl takes money from the mother's purse, charges articles at the stores to the parent's account, and claims to lose change when sent on errands. She attempts to borrow money from neighbors and when reprimanded by parents becomes angry and says she will kill herself. The sister tries to boss the girl and then they quarrel. She

likes her father better than her mother because he allows her more freedom.

School.- She was promoted regularly in her school excepting the year she had chorea and was absent. Her work this year is not as good as formerly. She is rude and impudent to her teacher and has been truant several times. No one could find out where she was nor what she did. The school reports the girl most unruly.

Community.- She takes little interest in group activities. Her chief companion is a girl troublesome at home and at school.

Effects

Home.- She resents authority and becomes terribly angry and runs away. She was found on a ranch near Greeley where a man was alleged to have taken her. The man with whom she disappeared tried to marry her to another man. He hired the man (the groom) for one hundred dollars to keep himself from getting in trouble with the juvenile court over his relations with her. The girl speaks freely about difficulties with her mother. She says she has plenty of clothes and food but would like spending money.

School.- Her school attitude is intolerant. She refuses to study and takes little interest in school. She is in trouble with teachers who are strict. She played truant but the parents are anxious for her to continue in school. She has been excluded from gym at school on account of her physical condition. She likes arithmetic but does not like social science.

Community.- Quarrelsome with others.

Sex Instruction.- The girl had no sex instruction. She was told it was wrong to discuss such things and never mentions sex to her older sister. She has written sex notes at school. Other girls told her about menstruation, and others told her about sex. She admits no sex activity.

CHILD GUIDANCE CLINIC HISTORIES

TAKEN FROM THE CLINIC RECORDS

Case XIX

Age 12
 Religion No data.
 Nationality German American
 Grade No data.
 I. Q. 66 (A high grade moran)

Problem

Behavior.- The child is retarded in school and failing in her grade. The mother is anxious for a report on her mental condition. The teacher states the girl is "just slow," largely because of timidity and shyness and lack of concentration.

Causal Factors

Home.- The girl has a younger sister whom she relies upon to take the initiative. The father says he was slow and the girl was like him. She is forgetful and neglectful, and it is necessary to repeat instructions to get the task done.

School.- The teacher said the child could do better, but the child said she did not do better because when she got that done she might have to do more. The children tease her and she will not recite or read aloud.

Community.- No data.

Effects

Home.- The girl is helpless in dressing, often putting her clothing on inside out. But she is obedient and easily controlled. The mother keeps her busy so she doesn't play with other children who might be a bad influence.

School.- No data.

Community.- No data.

Sex Instruction.- No data.

CHILD GUIDANCE CLINIC HISTORIES

TAKEN FROM THE CLINIC RECORDS

Case XX

Age 14
Religion Protestant
Nationality American
Grade 8
I. Q. 110

Problem

Behavior.- The girl is sensitive and cries easily. As a baby she cried for attention. The family let her alone, but relatives thought it wrong to leave the child alone, so gave her what she wanted. This made the training difficult for the mother. The mother placed a gold star on the calendar every day she did not cry. This helped the girl to try to control her crying. Criticism from her sister hurts her. She leaves her campfire group and goes by herself and cries if something hurts her feelings.

Causal Factors

Home.- Too much family interference.

School.- The child is unhappy in school. She has had little interest in school for two years but seems to be adjusting better now. Her grades are good.

Community.- When a baby she cried for what she wanted and a neighbor ran in one day and told the mother how to manage the child. The mother feels the crying would have disappeared if people had not interfered.

Effects

Home.- When corrected the girl sulks and won't talk for hours.

School.- When school work piles up the girl becomes upset. She fears being asked a question by a teacher, if she cannot answer. Pupils might think she is not as bright as might be. She gets along well in school.

Community.- She likes girls and has many friends. She does not like boys, they are silly and tease and play jokes. She likes to dance with boys.

Sex Instruction.- Adequate sex instruction was given at eleven years of age. The mother was carrying a child; the girl asked questions and they were fully answered. Her attitude towards sex is normal; she is indifferent to boys.

CHILD GUIDANCE CLINIC HISTORIES
TAKEN FROM THE CLINIC RECORDS

Case XXI

Age 13
Religion Protestant
Nationality American
Grade 9
I. Q. 121 (Superior Group)

Problem

Behavior.- No behavior problem. The girl was referred because of a case the father brought against the mother to remove the child and her sister from the mother's custody. The father claims the children are not properly supervised. The mother feels the father only wants the sister but the court is influencing him to take both. The girl is easily disciplined, is independent and reliable.

Causal Factors

Home.- The father is trying to get court custody of his two daughters. The parents are divorced but the girls are with their mother now. The father feels the mother married him for his money. He is afraid she will kill him. The mother has been reported to the humane society for the way she treats her family. This girl was an unwelcome

arrival in the family but seems to be loved best now. She loves her sister and is not jealous of her.

School.- She likes school, teachers, and classmates. She likes to be one of a crowd and does not want to be a leader.

Community.- There are many neighborhood fights between children while the parents seem to be more involved than the children. A neighbor thinks the sister is a queer child, but this child is more sensible and is at time ashamed of her sister. The girls do not play with children in the neighborhood.

Effects

Home.- The father does not think the home is fit for the girls because the mother uses profane language and has a bad temper. If the mother tries to correct one of the girls the other will run out of the house and threaten to go to the father.

School.- The girls grades are a little above average. She is particularly interested in music.

Community.- A next-door neighbor said the court had ordered the mother never to lay a hand on the sister. The girls know it so the mother cannot discipline them. The neighbor thinks the juvenile court is unfair and inclined to take the father's side. Neighbors call the mother names for no reason at all.

Sex Instruction.- No data.

CHILD GUIDANCE CLINIC HISTORIES

TAKEN FROM THE CLINIC RECORDS

Case XXII

Age 13
Religion No data.
Nationality No data.
Grade 8
I. Q. 91

Problem

Behavior.- A girl showing minor behavior disturbances. She limps in her right leg and feels as though something were pulling and tearing. She would rather be with her mother than with girls. She cannot get along with her older sister. She is afraid of the dark from childhood scares.

Causal Factors

Home.- The girl demands an enormous amount of time from the mother. She wants to be affectionate with her all the time. The girl has night terrors and dreams since a visitor has been sleeping in the same room. She craves quantities of sweets. The mother and father have different points of view which cause friction in the home. The mother is progressive while the father sees no value in progress.

School.- The girl comes from an excessively fat family. The school nurse called at the home to talk about a diet for the girl which made the father angry. The girl likes her school.

Community.- No data.

Effects

Home.- She presents no problem outside of the home, though in the home she is quarrelsome with the sister and the family. Her attitude toward her body suggests a pattern after her father in regard to headaches and limping. She has no feeling of inferiority. Rarely ever is she punished though she deserves to be.

School.- She does average work in school and has a normal attitude toward her school and companions. She has difficulty with arithmetic.

Community.- She gets along well with companions.

Sex Instruction.- The mother has prepared the girl for her periods. She talks with other children about sex, and there seems to be no difficulty there.

CHILD GUIDANCE CLINIC HISTORIES

TAKEN FROM THE CLINIC RECORDS

Case XXIII

Age 13
 Religion No data
 Nationality American
 Grade 8B
 I. Q. 105

Problem

Behavior.- The girl is considered a behavior problem child at home and at school. She is living with her grandmother because she cannot get along with other children at home. The mother, grandmother and aunt agree that most of the girl's trouble comes from her love of reading. If anyone interrupted her reading she was like an insane person. She looked wild and would go into regular tantrums. The girl has always had a bad temper. When she was two or three years old she would claw at her face and scream. As she grew older she would bite herself and claw other children.

Causal Factors

Home.- The girl is very unstable. She makes a fuss about any little home duties she is asked to perform. The grandmother waits on the child but the

child says she cannot get along well with the grandmother because they were born under different signs of the zodiac. The mother is antagonistic and feels the clinic is interfering.

School.- She does not adjust well at school. She replies to teachers' questions so peculiarly that the other children laugh at her. She questions all work she is requested to do. She has assumed a bravado air. The children at school do not like her.

Community.- No data.

Effects

Home.- The girl is careless in her dress and personal appearance. She cleans her teeth only occasionally and has to be made to take a bath. The girl seems anxious to relieve the family of her care and showed some signs of cooperation when suggestions to help her earn her own way were suggested. The mother was indignant with the worker who suggested the girl might be better away from home. The girl and her sister are constantly fighting. The mother and an aunt gave the girl and her sister weapons to fight it out.

School.- She wants to quit school and be a "hasher." She said the teacher misconstrued some things she said and told them to her grandmother which caused trouble between the grandmother and herself.

Community.- She likes to play alone best and doesn't want any more friends.

Sex Instruction.- The girl seems to have a fantasy along sex lines. She asked her grandmother where children came from, and the answer was that the "stork" brought them to the hospital.

CHILD GUIDANCE CLINIC HISTORIES

TAKEN FROM THE CLINIC RECORDS

Case XXIV

Age 13
Religion Protestant
Nationality American
Grade 8
I. Q. 118

Problem

Behavior.- The mother is unable to handle the child. The records at the Big Sisters organization show her to be sly, untruthful, a sex problem, and a demoralizing influence in the group. She represents an aggressive type of behavior disorder on the basis of inadequate home management, fears of inherited defects and perhaps a protest toward adoption and being used as a foil for parental emotions.

Causal Factors

Home.- She was placed in her present home on an adoptive basis when she was two years of age. All discipline has been on an emotional basis.

School.- She has been absent from school a good deal. The mother was not aware of the absence. She was unruly and failing in her school work.

Community.- She is a leader in her group. She likes to have things going on. She has one chum at a time, is very fond of her for a while, then drops her and takes a new one.

Effects

Home.- The mother placed her in Clifton Hughes School because she was afraid for the girl. The girl wanted to work so the Big Sisters found employment home for her. She took so little interest she stayed only one week. The mother is constantly reminding the girl what sacrifices she has made for her.

School.- No data.

Community.- She is an upsetting element in the neighborhood and a demoralizing leader at St. Andrew's Church.

Sex Instruction.- The mother feels she has been frank with the girl. The mother showed a book on syphilis to her. The girl never asks any questions.

ABSTRACT OF THESIS

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A STUDY OF THE RELATIONSHIP
BETWEEN BEHAVIOR PROBLEMS OF GIRLS AND
HOME ECONOMICS WORK
CASE
THROUGH/STUDIES OF TWENTY-FOUR
PROBLEM GIRLS OF JUNIOR HIGH-SCHOOL AGE

- -

Submitted by

Annette N. Svantessen

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ABSTRACT OF THESIS

By

Annette N. Svantessen

Introduction.- It has been said that every child is a 'problem child,' but not every child is spoken of or labeled as such. There are in every school and classroom children with special problems which are not always disciplinary, but frequently involve various behaviorisms. A behavior problem child, in so far as this study is concerned, is a girl of junior high-school age who has presented a problem serious enough for the parent, guardian or advisor to seek help from a child guidance clinic in the handling of the problem and the guidance of the child. It has long been recognized by teachers and school administrators that such problems exist; and it is the desire of the classroom work in home economics to better meet the social and family needs of the home today. For this reason, it has seemed worth while to make a study of some of the problems of girls as a basis for determining how familiar the schools are with girls and their problems, and how the home economics work is related to them.

Denver has offered an opportunity to make such a study because of the well organized and directed Child Guidance Clinic from which it has been possible to secure cases of problem girls, and because of a well-developed home economics program in the junior high-schools of the city.

The study has investigated some problems of girls in order to determine what subject matter already found in the course should be stressed or new matter recommended that would help these problem girls. An attempt has been made in this study to answer the following questions:

1. What are the problems of some junior high-school girls; and to what extent are they school problems?

2. How may the home economics teachers in Denver better meet the needs of these problem girls?

Method of Procedure.- This study was divided into two parts. Part one, deals with the cases of certain girls in Denver attending junior high-school who are recognized as problem cases. Part two, deals with the school histories of these girls from the standpoint of their scholastic ratings, and personal contacts with school advisors, and home economics teachers.

To find some problem girls was a necessary part of this study. It was felt necessary that their problems

be interpreted and recorded by trained, scientific workers. The agencies dealing with children that might furnish desired records of problem children were the schools, juvenile courts and child guidance clinics. For the present study the schools were not considered an important primary source of information because it was known that the schools did not keep adequate records of the problems of the children. Juvenile courts deal with extreme cases and criminal types of children so this source of information was considered undesirable for the purpose in mind. A child guidance clinic would deal with children whose parents or school advisors had felt the need for help in interpreting and guiding them with a problem girl. Trained workers whose interest was in adjusting and guiding the child were in charge. Carefully kept records were available. For these reasons the Child Guidance Clinic of the Colorado General Hospital was decided upon as the primary source of information for this part of the study.

The records of the last fifty girls enrolled in the clinic between the ages of twelve and fourteen and attending junior high school in Denver, were copied. The last fifty cases were used so as not to show partiality in the selection of the problems, and the girls would probably still be in school.

In part two, histories of as many of these girls as possible were obtained. The school records,

including the grades, intelligence quotients, and in some cases citizenship marks, were copied. These records varied as to completeness with the different schools.

Two lists of questions were prepared: One for an interview with the girls' school advisor, and the other for an interview with the home economics teacher. The answers to these give information based entirely upon memory. The writer was surprised to find that not in a single case did the advisor or teacher refer to records for her information. The schools keep no personal records of their pupils other than grades, intelligence quotients and in some cases citizenship.

It was necessary to obtain the cooperation of the home economics teachers in the different schools in advance of the visit in order for her to be prepared with the desired information. These teachers collected the school records and arranged with the advisors for meeting the writer. Teachers and advisors were most courteous and helpful in giving their time and information.

Out of fifty cases copied at the clinic, adequate school information for this study could be obtained for only twenty-four cases. In some instances the girls had not been in school long enough to have a record of grades. In other cases the grade record was available but the teacher or advisor could not remember her well enough to answer the questions.

The next step was to analyze the clinic and school records of the twenty-four girls. An analysis sheet of general information was prepared for tabulating both clinic and school data. The problems presented by these girls were analyzed and tabulated first. This was done by listing the different problems presented by the twenty-four girls as taken from their clinic records. These problems were then grouped into major problems.

The average home economics grade for all of these girls, and the average school grade of all subjects other than home economics, were computed in the way that grades are averaged to be sent to the senior high schools as the permanent record of the girl's junior high-school standing. The questions asked of advisors and home economics teachers were listed on the analysis sheet and their answers tabulated.

Summary and Conclusions.- This study determined twenty-one of these twenty-four problem girls as having some personality trait as part of their problem difficulty. In all but three cases the problems were complex. That is, if the girl's problem was one of unsatisfactory home relations it might have been also one of a personality handicap, and in some cases also boy and girl relations. Their clinic problems are not due to school and classroom as no one of the major problems presented was a school problem.

The advisors knew of no problem connected with these girls arising in the home economics classes, and the teachers of home economics did not feel that the problems arising in their classes were serious enough to be referred to the advisor. The fact that the school keeps insufficient records is indicated by the fact that out of fifty cases copied at the clinic only twenty-four could be used for this study because of insufficient school records. The only permanent record was that of scholastic standing. The scholastic standing of the girls is higher in home economics classes than in other school subjects.

Because the homes of only about half of the girls have been visited by representatives of the schools, and because the home economics teachers were aware of the problems of only eight of the girls it seems that the schools are not well acquainted with the girls and their difficulties.

As a group these girls average normal in intelligence; are predominantly protestant in religion, and of American ancestry. They are generally uninformed regarding sex education and thought to be unstable emotionally by both school and clinic workers.