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# An evaluative survey of a girls' guidance center

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SCHOOL OF EDUCATION

Thesis

AN EVALUATIVE SURVEY OF A GIRLS' GUIDANCE CENTER

Submitted by

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(B.S., Boston University, 1943)

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

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CHAPTER I  
INTRODUCTION

Purpose.-- A threefold purpose has been proposed in this thesis. It seeks (1) To present an overall picture of the conditions observed at the Girls' Guidance Center; (2) To establish an appreciation of the methods used and training received at the Center; (3) To attempt an evaluation of the effectiveness of the methods of this institution by studying the adjustments and achievements of the girls especially during residency at the Center, and also by indicating the permanency of principles that retain their adaptability in post-center situations.

Method.-- Visits to the Center were a fundamental prelude to the realization of the aims of this thesis. Interviews were arranged with the sisters in charge and informal chats were held with the girls themselves. Thus detailed first-hand information was obtained concerning the three specific areas of religion, recreation, and education, while general facts concerning the areas of organization, personnel, admissions, daily program, and vocational training were assembled in a less-detailed manner. These initial introductory visits were followed by other test periods during which the Progressive

Achievement Test, the Kuder Preference Record, the Mooney Problem Check List, and an Autobiographical Questionnaire were given to each girl. The tests were scored and the results analyzed. To provide a check on these and to supply additional information, questionnaires were forwarded to their various teachers soliciting information on scholastic progress as well as academic and social adjustment. Finally all available records and reports were systematically examined so as to present follow-up data on former Center residents.

Scope.-- This study has been made at a Guidance Center located in a residential section of one of our large cities. The Center is staffed by five members of a religious order universally acclaimed for its work among young girls and women. The subjects of this thesis are the twenty-four girl residents, ranging in age from twelve to twenty.

The situations include those related to school activities, recreational activities, religious and moral training, administration and personnel, and follow-up and placement facilities.

Justification.-- The need for research in guidance at an institution such as the Girls' Guidance Center whose aim is the prevention of delinquency, is entirely evident, in face of the growing crime rate among American youth.

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The following statement of Cecelia McGovern gives added incentive to those interested in guidance provided through the institution:<sup>1/</sup>

"The role of the institution will become increasingly clear as we study more intensively actual group living processes. Considerable research and experimental projects are still necessary in order to ferret out and evaluate the dynamics operating within this specialized set of relationships."

It is felt that the information obtained in this survey will aid in determining the nature of the methods used at the Guidance Center which contribute to the adjustment of the girls it serves. This information may also indicate cases of apparent maladjustment where effective remedies should be applied.

Hollingshead points out the practical value of a study such as this which perhaps will indicate to what extent the adolescent's behavior will change when exposed to a new set of social conditions.<sup>2/</sup>

May one safely conclude then that the more ideal the new conditions the more striking will be the resulting improvements? Will the sacrifices involved in the establishment and maintenance of such institutional plans be repaid by extensive and permanent progress? Observation

<sup>1/</sup> Cecelia McGovern, Services to Children in Institutions, Ransdell, Incorporated, Washington, D. C., 1948, p. 48

<sup>2/</sup> August B. Hollingshead, Elmtown's Youth, J. Wiley, New York, 1949, pp. 446-447.

alone will show whether significant changes in behavior will follow significant changes in environment. It is felt that such experimental substantiation can be supplied by the five year experiences of the institution under discussion.

Review of research.-- In his factual study, "Evaluating Guidance Procedures," Froehlich gives a review of literature based on studies which were conducted by research workers in an attempt to evaluate guidance procedures. <sup>1/</sup> After developing a classification on the basis of the methodology used by the investigators, he acknowledges the impossibility of neatly fitting every study reviewed into one of these categories. The categories, he feels, do serve, however, as examples of the major methods which have been used in the evaluation of guidance procedures.

His categories of the methods used are:

- (1) External criteria, the do-you-do-this? method.
- (2) Follow-up, the what-happened-then? method.
- (3) Client opinion, the what-do-you-think? method.
- (4) Expert opinion, the "Information Please" method.
- (5) Specific techniques, the little-by-little method.
- (6) Within-group changes, the before-and-after method.
- (7) Between-group changes, the what's-the-difference? method.

Before noting the servicable benefit of this research material, it must be stressed that the evaluation of this

1/ Clifford P. Froehlich, Evaluating Guidance Procedures, Federal Security Agency, Office of Education, Washington, D. C., January, 1949.

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center is based on the group and its adjustment. Each individual girl is studied and available evidence is presented. The ultimate decision as to the success of the work at the Center is founded on the adjustment of the majority of the group. Guidance is recommended in cases where there is an indication that the individual will benefit by assistance.

It is also felt that for a just evaluation of adjustments due to Center guidance, one must distinguish between its twenty-four hour a day total-living situation and a five hour school plan. This is one of the distinguishing features of the institution in question.

It was found after a careful study of the type of guidance procedures to be evaluated that a combination of three of Froehlich's categories of methods would be most servicable and practical. The three to be used in more or less modified forms are:

- (1) The external criteria method
- (2) The client opinion method
- (3) The expert opinion method

The external criteria method or the do-you-do-this? method is concerned with the use of some external criteria for checking on the adequacy of the provisions made for these girls. In this study the writer in surveying the various areas at the Center which are under consideration used as basic references for the matter of criteria,

(a) Cooper's Children's Institutions, which is a study <sup>1/</sup> of programs and policies in Catholic Children's Institutions in the United States; (b) McGovern's Children in Institutions; <sup>2/</sup> (c) several pamphlets and booklets published by the Child Welfare League of America, Incorporated.

This method as used in this study did not involve an item-by-item analysis of the Center but rather a descriptive evaluation of the eleven areas keeping in mind the desirable points stressed by these authorities while noting the presence or absence of these points. Special attention is given throughout the study to the areas of religion, education, and recreation.

The client opinion method evaluates procedures by finding out what the individuals themselves think of the services or helps received. This latter method has been employed in two ways. The first is the administration of the Mooney Problem Check List to the girls in an attempt to find out their problems and consequently areas of greatest concern to them. Opportunity is provided the girls to indicate their estimate of help received or any need as yet unattended.

<sup>1/</sup> John M. Cooper, Children's Institutions, Dolphin Press, Philadelphia, Pennsylvania, 1931.

<sup>2/</sup> Op. cit.

The second way of applying this method is perhaps more subjective than the Mooney Problem Check List since the answers of the girls may be influenced by the fact that they are still residing at the Center. Responses may be colored by the fear that criticism be mistaken for ingratitude or an infringement on justice, especially if they are conscious of the devotion demanded by a program dedicated solely to their betterment. However, the tone of the answers and the individuality of expression discourages such a possibility and they are, therefore, accepted as a sincere revelation of personal convictions. The girls filled out an autobiographical questionnaire which consisted of six questions. This questionnaire gave them an opportunity of stating their occupational and recreational preferences as well as their opinion of the present and probable future value of their religious training which is inherent in all their guidance given whether at the Center or, except in a few cases, at school.

The third method used, at least in part, was the expert opinion method or the "Information Please" type. Social adjustment and scholastic improvement or lack of it, were recorded on forms sent to the various schools soliciting the expert opinion of the teachers concerning Guidance Center Girls.

Information obtained from the Kuder Preference Record may also be classified as expert opinion concerning their

occupational preferences. The achievement tests, providing background information of a more or less expert nature in helping to judge the adequacy or need for more guidance in regard to their occupational and educational choices, also deserve a place under this same method.

Summary.-- In summarizing the information contained in this chapter it may be noted that the threefold purpose of studying the existing conditions, the methods employed, and the success obtained was stated and the means used in its realization were explained.

The scope of this study included the personnel and the twenty-four residents of the Center. Situations concerned school activities, recreational activities, religious and moral training, administration, and follow-up information on those who have left.

Given as justification for the study were statements by McGovern and Hollingshead. The former indicated a need for research in institutions, and the latter the practical value of a study which may indicate to what extent an adolescent's behavior will change in a new set of social conditions.

The chapter concludes with an explanation of the extent to which the categories of methodology given by Froehlich in his Evaluating Guidance Procedures are used in this thesis.

## CHAPTER II

### A DESCRIPTIVE EVALUATION OF SEVERAL AREAS CONCERNED IN THE PRESENT STUDY

Introduction.-- In this chapter an attempt is made to describe in a brief but evaluative manner the various areas considered of importance in this present study, namely, physical setting, methods of referral, personnel, daily program, religious training, education, and recreation. No attempt is made to describe any areas completely for that would require a much lengthier paper. This is rather an attempt to acquaint the reader with the more important practices in each area, so that a general overall picture is given. The facts presented in later chapters will thus have more meaning for the reader.

Physical setting.-- The Center is a three-storied colonial styled brick dwelling, situated in a residential area of a large city. It has frontage on a parkway drive, five minutes from the street cars and a local shopping area. A neatly trimmed front lawn looks out across the highway to a large pond, where in winter there is skating and in summer, boating. In the rear of the house is a spacious playground extending over a half-acre of land which encloses a basketball court. There is also a large garage for the beachwagon.

Upon entering the house the visitor is invited to step into the tiny chapel at the right of the reception room. The mahogany pews and hand-carved altar at once present a devotional atmosphere. Here daily Mass is offered and the girls have the privilege of assisting at it whenever they so desire.

One can quickly pass through the decorative and very homelike living-room with its television set around which on weekend evenings may be found a group of eager watchful girls. On the same floor is situated the girls' dining room with its white maple tables for four. This room is ideal for a dining room since its many windows adorned with gay chintz curtains admit much air and sunlight.

The meals are prepared in the adjoining all-white modernistic kitchen which is up-to-date both in appearance and equipment.

On the second floor are located the girls' semi-private bedrooms. These are a complete contrast to what one might expect to find in an institution of this kind. Each has its own fireplace, private bath or shower, and is decorated artistically in individual color schemes. These rooms, comfortable and cheerful, are well-calculated to satisfy the adolescent girl's longing for a home atmosphere.

A spacious recreation room, complete with ping-pong table, piano, and radio, covers the greater portion of the third floor. Here on the third floor is also found a

well-equipped sewing room in which the girls may learn to use sewing machines and become adept with the needle.

Methods of referral.-- Referrals are made to the Guidance Center by parish priests, psychiatrists, teachers, and in many cases social workers connected with the State or other Children's Welfare Associations. The number that can be accommodated at present is twenty-four, which means individualized attention is possible for these girls.

An essential requirement for admission is the absence of any court record or other serious delinquencies. The girls must have average mental and physical capacities. Only those who are capable of benefiting by such a Center are accepted. Preference is shown to those whose home environment and background give most evidence of being unsatisfactory, and which unless changed, leaves a possibility that the girl will become seriously delinquent. In many cases they are problem children, though the problems confronted are not as yet of a serious nature. They range in age from twelve to twenty years.

The length of the girls' stay may vary. In a few cases they remain less than a year or perhaps even six months. These are special cases in which the sisters are asked to study the girls and make a report or a recommendation to the agencies who have referred them. In most cases, even though the girl has made a good adjustment and the Center is

pleased with her progress, she will remain until the completion of her high school course because the home situation is so bad that a return to it might result in newer and greater problems. This gives the Center an opportunity to help the girls to establish definite vocational aims and in some cases to start them out in them.

Personnel.-- The staff consists of five members of a well known and highly regarded religious order. Each has consecrated her life to the service of helping young girls and women.

The positions and duties of these five are as follows:

The Prioress or Superior has full charge of all personnel and referrals. She started this Center and has brought to it many years of valuable experience in working with girls.

The Directress of Girls or the Housemother has had twelve years experience as a directress of girls and many more years of experience as classroom teacher in various institutions connected with her order. She holds a Bachelor's Degree in Physical Education. Any special problems concerning the girls must be referred to her.

The Assistant to the Directress relieves the Directress in the dining hall and study hall or wherever else she is needed. She is at present studying for her degree in Social Service at a nearby college.

The Dietitian, who has a degree in Home Economics, has

complete charge of the kitchen and instructs the girls in an informal way in the art of cooking and preparing of food.

The Portress and Sacristan answers the door and telephone besides taking full charge of the chapel. Her naturally pleasant manner and smile makes the visitor feel welcome at once.

Daily program.-- The daily program at the Center is simple in its structure and flexible in its adaptation to the needs of both the individual girl and the group as a whole.

Mass is the first thing each day for those who wish it, and it is celebrated by the Chaplain at 6:30. Breakfast follows at 7:00, after which the girls tidy up their rooms and prepare to leave for school.

High School is dismissed at 2:30, grade school at 3:30. A lunch awaits the girls when they return from their day at school and with it a chance to talk over the choice happenings of the day.

Good grooming is a very important item on the adolescent girl's list of essentials; ample time is provided for this at the Center. After lunch the girls are free to take care of their various personal needs, to shop at the local center, keep appointments with the dentist and so forth, until general recreation at 5:00.

After a half hour at some participatory recreational activity such as cards, ping-pong, or in good weather an out-door sport, the girls have supper. At 6:45 all assemble

in the chapel for the recitation of the Rosary for World Peace.

Seven o'clock finds the girls grouped around the piano practicing their Glee Club selections and "just singing" until supervised study at 7:30. By 10:00 even the most ambitious scholar has retired.

Since their weekend evenings are free from study, the girls may be found gathered around the television set.

Sundays the girls may exercise a choice as to whether they will rise early and attend Mass in their own chapel or go out to the parish church for a later Mass. There are advantages either way, for if they hear Mass at home, they have a long morning for sleep, study, reading, or whatever they desire, and if they go out, they have an opportunity to mix with the congregation and take an interest in the activities of their parish church.

Sunday afternoons vary, but the girls do enjoy them whether it is roller skating or reading, television or a little extra study, or perhaps even a visit from a relative or a friend.

Sunday evening's program is similar to that of Friday and Saturday, though the form of recreation will vary. It is not unusual to find the Superior and a group of enthusiastic girls in the kitchen on a Sunday afternoon or evening making fudge or brownies or some other delicacy that any girl delights in making and even more so in eating.

Religious training.-- No one will doubt the value of religion and a philosophy of life, and certainly no one will doubt the need of both in the lives of these girls. In many cases they have been deprived of or have received very little religious training in their unhappy past, and their uncertain future calls urgently for the strength which religion alone can give. To supply this need is a major aim of all religious institutions. The religious who staff the Center are bound by vow to labor zealously for the salvation of souls. In each girl committed to their care they see an individual personality, an immortal soul, each soul of priceless value in the eyes of God.

These sisters, or mothers, give the girls much freedom in the selection of and participation in religious ceremonies. Daily Mass is available but is not compulsory, and is required only on Sundays and Holydays of Obligation. This gives each girl a chance to make up her own mind, and the sisters a chance to encourage her.

All prayers, with the exception of a daily Rosary offered for World Peace, are said in private. The girls are thus taught to be responsible for their own prayer-life. Their religious practices are built upon a sense of duty and inner conviction of values rather than upon external environment.

The girls go out to the parish church for Confession and Sunday Mass whenever they choose, a definite step in the

direction of community participation. An early Mass at home in the chapel for those who wish it is available, with the opportunity of going back to bed after breakfast for an extra sleep.

Most of the formal teaching of religion and actual instruction takes place in the classroom of the schools they attend unless, as in a few cases, the girls attend a public school. In such cases special arrangements are made. Otherwise, the only religious instructions given are those similar to what would be given in any ideal Catholic home.

Religion is interwoven in every activity of their daily lives and is a vital part of each undertaking. Their activities are motivated by spiritual values implicit in the actions and attitudes of the sisters. They see the practical aspects of a living Faith, and their own lives are patterned along like lines of constancy and strength.

Education.-- The modern trend in child-caring centers is to have the children attend school outside the institution. This Center conforms to this basic trend, and the majority of the girls attend a nearby parochial school where there is both a grammar and a high school division. Two go out to a public high school where they specialize in practical arts, one attends the seventh grade of a public school, and another the seventh grade of a different parochial school.

The fact that they go out to school places the girls in a similar position to the other girls in school who leave

their homes each day to attend school. They are also living a more community-conscious life than if they attended school at the Center.

The girls take the bus or street-car, carry their lunches prepared for them by the sisters, and live a normal school life. They take whatever course seems best suited to their particular needs. All are urged to complete at least their high-school course though in a few cases it is considered advisable to permit the girls to go to work instead of attending school.

High school is not necessarily considered the end of their formal education. Those girls who have the ability are urged to continue either at schools of nursing or some school of higher education. Due to a lack of facilities at the present time however, there are no accommodations at the Center for living quarters for those who might attend college as day students. The sisters hope that new additions to the present building will enable them to provide this service for a small group of girls.

The Center encourages the girls in their school work by rewarding with an extra allowance those who make honor grades. All are expected to get at least 90 per cent in both conduct and effort. A grade of 60 per cent is required in every subject unless a high grade in effort indicates that the girl is working up to her capacity.

Supervised study with special help for those in need of

it is provided each evening, Monday through Friday. This study period begins at 7:30 and continues until their homework is completed. All must retire by 10 o'clock.

Recreation.-- A consideration of what the girls can do at the Center during free or recreation time will give us some idea of the available recreational facilities. The ideal location of the Center makes the problem of adequate facilities a minor one.

Within two minutes' walking distance of the Center is an excellently equipped Children's Museum where movies are shown and educational-recreational projects are conducted. Within five minutes of the Center is a recreational area where snow sports are available in the winter and boating in the summer. When a whole day of entertainment is to be enjoyed the beachwagon is a popular means of going to the not-too-distant beaches.

Roller skating is one of the most popular forms of entertainment with the "Center girls." A friend of the Center takes them to a skating rink on a Saturday or Sunday afternoon, makes arrangements for their admission and leaves them to enjoy a carefree afternoon.

A television set has made the weekly trips to the movies a thing of the past, for the girls delight in watching carefully selected programs on weekend evenings. Participation in all activities with the exception of outdoor activities that provide necessary exercise are purely

voluntary in nature. Any girl who wishes may stay at home, except in special cases, to read, study, sew, and so forth. This provides a certain freedom of choice so necessary in a well-rounded program.

Once a year in the spring a small group is taken to New York for a "treat weekend." They stay overnight at one of the schools in New York conducted by the sisters. Their days are spent shopping and sightseeing, with an evening schedule which includes box seats at a light opera or a musical.

The sisters try to keep in mind that each individual girl has to be taught how to use properly her leisure time, for unless she does so while at the Center she will not use it to good advantage in a community. McGovern claims,<sup>1/</sup> "A proper outlook in the realm of recreation is as necessary as good work habits are."

Subscriptions to a variety of good current periodicals plus an up-to-date well-stocked library assures the girls of something interesting and worthwhile to read when they desire it.

The sisters feel that while their recreational program to the casual observer may seem quite simple, their outlook is similar to that of Slavson when he states,<sup>2/</sup> "Recreation

<sup>1/</sup> Op. cit., p. 264

<sup>2/</sup> S. R. Slavson, Recreation and the Total Personality, Association Press, New York, 1948, p. 2.

does not consist of what one does, it is rather the motive, attitude, and the value of the doing to the individual that gives an activity a recreational significance."

### CHAPTER III

#### ANALYSIS OF THE PROBLEMS OF THE GIRLS RESIDING AT THE CENTER

Purpose.-- This chapter is concerned with the problems of the girls who reside at the Center as presented by them on the Mooney Problem Check List-Senior or Junior High Form, depending on the age of the individual completing the Check List. It was felt that a survey of these problems would give a clue as to adjustment in the various areas represented in this Check List and related to the present study.

Why the Mooney Problem Check List.-- It was decided that the Mooney Problem Check List should be given to the girls at the Guidance Center and the results reported in this paper for two reasons.

First, research has indicated that it would provide a means of appraising the major concerns of the entire group while at the same time enabling the writer to become aware of the individual problems of the girls. A knowledge of the girls' problems would help in finding out if their needs are being met and if not, to see if something can be done about it.

Second, the Check List, Senior High Form, has eleven sections or areas, four of which would seem to cover quite adequately the three areas of greatest concern in this paper.

These are the areas of Religion, Education, and Recreation. It would be possible not only to get information concerning the problems of the girls in these areas but also on those of the girls in the other sections so that comparisons might be made of the findings in the various sections.

While the sections of the Junior High Form of the Check List are not divided as conveniently as those of the Senior High Form, there is a separate division for "school," while the other items are similar in nature to those of the High School Form so that identification as to proper areas is possible.

The summary questions at the end of the Check List gives the girls an opportunity to express freely their opinions of problems including the three areas of Religion, Education, and Recreation.

Information concerning the Check List.-- The Mooney Problem Check Lists were developed during the early 1940's for the purpose of helping students to express their personal problems. The procedure for administering the form is simple. The students read through the items, in much the same manner as in an interest inventory except that the items are problems instead of interests, and underline the ones that are of concern to them, circle the ones of most concern, answer a few general questions, and then write a brief summary in their own words. The directions are very simple and there are no time limits, though 30 to 40 minutes is the maximum time

usually required. For the average student, 25 minutes is generally sufficient.

The Junior High Form used for seven girls at the Center who are seventh graders is similar in arrangement to the Senior High Form used by the high-school girls though the items are more appropriate for the age level.

The Junior High Form has seven general areas, with 30 items in each area. The Senior High Form has eleven areas with 30 items in each area.

Bedell in his review of the Check Lists states: <sup>1/</sup>

"The lists do not purport to represent some internal capacity or trait or to make categorical predictions. They do purport to give students an opportunity to express their problems and provide assistance in understanding the problems expressed. The evidence indicates that the students can and do express the problems included. The average number of problems marked by students in most groups is thirty; one fourth check forty or more. No check list can present definitively all problems, and users of this as well as other check lists should bear that fact in mind."

In reporting on the validity of the Problem Check Lists in the manual of the 1950 revision, the authors remind the users, <sup>2/</sup> "...the Check Lists are not built as tests. They are used for a variety of purposes and are so constructed that the data must be considered in the light of

<sup>1/</sup> Ralph C. Bedell, The Third Mental Measurements Yearbook, Edited by Oscar K. Buro, Rutgers University Press, New Brunswick, 1949, Number 67.

<sup>2/</sup> Ross L. Mooney and Leonard V. Gordon, Manual for The Mooney Problem Check Lists, The Psychological Corporation, New York, 1950, p. 7.

many factors. A single over-all index of validity would therefore be quite meaningless." They then give evidence from studies made on the pre-1950 editions, that are similar in general terms to the current forms, as to responsiveness, constructive attitude, coverage of problems, acceptance by educators, and usefulness in research of those who have used the Problem Check List.

Reliability is not reported in the usual fashion because the Check Lists are "...designed to reflect changing situations and experiences in the individual case. They, nevertheless, exhibit sufficient stability to warrant general program planning on the basis of survey results."<sup>1/</sup>

No tables of norms are presented since the authors feel that for purposes of comparison local norms are most valuable.

The administration of the Check Lists.-- The Mooney Problem Check List was given at the Center on a Saturday afternoon at 1 o'clock. When the writer arrived at the Center some few minutes before the appointed time, she found that the girls were already assembled in their study hall and ready to start. The Senior High School Form was to be taken by 18 girls while only 7 were to take the Junior High Form.

It was explained to the girls that the Problem Check List was not a test and that there were no right or wrong answers. They were told that they need not spend time on the construction of their sentences or the like, but were free

<sup>1/</sup> Op. cit., p. 9

to write just as the thoughts entered their heads. No names were placed on the tests. Instead, each girl received a tiny envelope in which was found a white card with a number on it. She was to put her name on the white card and her number on the test. As each girl finished, she put the envelope with the card in it in a box left for that purpose and gave her Check List to the writer.

It was felt that good rapport was established between the administrator of the Check List and the girls. This was evidenced by the frank and complete way in which they answered the summarizing questions at the end. There was no hesitation on the part of the girls to ask questions as to the meaning of a word or item.

Number and nature of problems of senior high girls.--

Table 1 shows the total number of problems reported by the 18 girls who reside at the Guidance Center and who took the Senior High Form of the Mooney Problem Check List. The number of problems indicated by the girls in each of the 11 areas of (1) Health and Physical Development; (2) Finances, Living Conditions, and Employment; (3) Social and Recreational Activities; (4) Social-Psychological Relations; (5) Personal-Psychological Relations; (6) Courtship, Sex, and Marriage; (7) Home and Family; (8) Morals and Religion; (9) Adjustment to School; (10) The Future; Vocational and Educational; (11) Curriculum and Teaching Procedure is given

together with the percentage of the whole number that each one of these numbers represents.

Table 1. Number and Percentage of Problems Reported by 18 Girls on Senior High School Form of the Mooney Problem Check List

Problem Areas	Number of Problems Reported	Percentage of Problems Reported
(1)	(2)	(3)
1. Personal-Psychological Relations	116	15
2. Social-Psychological Relations..	115	14
3. Adjustment to School Work.....	111	14
4. Social & Recreational Activities	88	10
5. Home & Family.....	73	9
6. Religion & Morals.....	60	8
7. Future-Vocational & Educational.	57	7
8. Finances, Living Conditions, & Employment.....	53	7
9. Health & Physical Condition.....	50	6
10. Curriculum & Teaching Procedure.	41	5
11. Courtship, Sex, Marriage.....	37	5
Total.....	801	100

In this table we find that the area of greatest concern to these girls, as shown on the Problem Check List, is that of Personal-Psychological Relations with a score of 116 or 15 per cent. In second place with a one point difference is Social-Psychological Relations. In third place is Adjustment to School with a difference between this latter area and Social-Psychological Relations of four. There is a considerable difference between third place and fourth. The first three categories alone represent 43 per cent of all the problems. It would thus appear that the three areas of greatest concern to the girls are those of Personal-Psychological Relations, Social-Psychological Relations,

and Adjustment to School. It would appear from the data presented in this table that the girls are concerned most with areas having to do with inter-personal relationships.

The area of Adjustment to School would appear to also be of concern to the group as a whole.

The position of Social and Recreational Activities with its 10 per cent, Religion and Morals with 8 per cent, as well as Curriculum and Teaching Procedure with 5 per cent will be treated in separate tables to show how the individual girls responded to the items within these specified areas.

Number and nature of problems of junior high girls.--

Table 2 gives the total number of problems underlined by the seven girls who took the Junior High Form of the Problem Check List at the Guidance Center.

Table 2. Number and Percentage of Problems Reported by 7 Girls on Junior High School Form of the Mooney Problem Check List

Problem Areas	Number of Problems Reported	Percentage of Problems Reported
(1)	(2)	(3)
1. School.....	52	24
2. Self-Centered Concerns.....	42	19
3. Relations to People in General...	32	15
4. Home and Family.....	27	13
5. Money, Work, the Future.....	26	12
6. Boy and Girl Relations.....	22	10
7. Health and Physical Development..	15	7
Total.....	216	100

This table also lists the seven areas of (1) Health and Physical Development; (2) School; (3) Home and Family;

(4) Money, Work, the Future; (5) Boy and Girl Relations; (6) Relations to People in General; and (7) Self-centered Concerns in rank order according to the number of checks and the percentage of the total number of checks each one of these categories received.

The area or section of greatest concern to these girls, as indicated by their selection of problems, is that of School which received 52 selections or 24 per cent of the entire 216 total selections. Ten points below that is Self-centered Concerns, and ten points below the latter follows Relations to People in General.

Health and Physical Condition is in seventh place or last in rank order with only 7 per cent of the entire 216 selections belonging to it.

Individual problems reported frequently on Senior High Form.-- Table 3 gives a rank order listing of the 33 most frequently underlined items as selected by the 18 girls who took the Mooney Problem Check List, Senior High Form.

The table includes all the items that were selected by at least one third of the 18 girls. In order, therefore, to be included on this list the item must have been underlined by at least six girls.

It is interesting to note that heading the list is the item, "Find it hard to talk about troubles," which was underlined by two thirds of the girls.

Table 3. Individual Problems Reported Most Frequently by 18 Girls on the Senior High Form of the Mooney Problem Check List

Problems (1)	Number of Times Reported (2)
Find it hard to talk about troubles.....	12
Father or mother not living.....	10
Sometimes wishing I'd never been born.....	10
Having feelings of extreme loneliness.....	9
Disliking someone.....	9
No one to tell troubles to.....	9
Not living with parents.....	9
Losing my temper.....	9
Worrying about a member of my family.....	8
Wanting to buy more of my own clothes.....	8
Wanting to be on my own.....	8
Can't forget some mistakes I've made.....	8
Getting into arguments.....	7
Wanting more pleasing personality.....	7
Feeling don't really have a home.....	7
Forgetting things.....	7
Too easily moved to tears.....	7
Too few nice clothes.....	7
So often feeling restless in class.....	7
Feeling nobody understands me.....	6
Wanting love and affection.....	6
Taking somethings too seriously.....	6
Worrying.....	6
Moodiness "having the blues".....	6
Afraid of making mistakes.....	6
Having memories of unhappy childhood.....	6
Having a certain bad habit.....	6
Afraid to speak up in class.....	6
Not getting studies done on time.....	6
Poor memory.....	6
Worrying about exams.....	6
Afraid of failing in school work.....	6
Wanting advice on what to do after high school.	6

A study of this table also reveals that the two items, "Sometimes wishing I'd never been born, and "Father or mother not living," were both selected by ten girls.

It is not, however, until we get a third of the way down on this table that we find one belonging to the categories of Religion, School, or Recreation, already decided upon as our main interests in this paper.

Underlined eight times and to be found in the section entitled Religion and Morals is "Can't forget some mistakes I've made." Next of interest with eight underlining it is "So often feeling restless in class," from the School Adjustment area. "Having a certain bad habit" was underlined by six and is classified under Religion and Morals. Also selected by at least six girls were:

"Afraid to speak up in class"  
 "Not getting studies done on time"  
 "Poor memory"  
 "Worrying about exams"  
 "Afraid of failing in school work"  
 "Wanting advice on what to do after high school."

These last six items were all from the Adjustment to School area.

Individual problems reported frequently on Junior High Form.-- Table 4 presents a rank order listing of the most frequently underlined 25 items as indicated by the seven girls at the Guidance Center who took the Junior High Form of the Mooney Problem Check List. The table includes all the items that were selected by at least 50 per cent of the girls.

This table shows that there were four items that were selected by five of the seven girls as sources of problems

for them. These items are as follows:

- "Not living with parents"
- "Wanting a more pleasing personality"
- "Missing someone very much"
- "Trying to stop a bad habit."

Table 4. Individual Problems Reported Most Frequently by 7 Girls on the Junior High Form of the Mooney Problem Check List

Problems	Number of Times Reported
(1)	(2)
Not living with parents.....	5
Wanting a more pleasing personality.....	5
Missing someone very much.....	5
Trying to stop a bad habit.....	5
Not telling parents everything.....	4
Trouble with arithmetic.....	4
Not interested in certain subjects.....	4
Thinking about heaven and hell.....	4
Wanting advice on what to do after high school	3
Afraid of tests.....	3
Being a grade behind in school.....	3
Not interested in books.....	3
Trouble with writing.....	3
Not smart enough.....	3
Don't like school.....	3
Afraid to speak up in class.....	3
Too short for my age.....	3
Losing my temper.....	3
No one to tell my troubles to.....	3
Nothing interesting to do in my spare time....	3
Keeping myself neat and looking nice.....	3
Being afraid of making mistakes.....	3
Being punished for something I didn't do.....	3
Finding it hard to talk about my troubles.....	3

In this table we can also see that, among the items selected by four of the seven girls as being of concern to them, two are concerned with school, "Trouble with Arithmetic," and "Not interested in certain subjects."

Only one of these, "Thinking about heaven and hell" is concerned with Religion.

A study of the entire table indicates that there are 11 items from the area on School on this list. There is one item that one may safely claim as being related to Religion, and one related to Recreational Activities.

It is safe to assume from the information presented in Table 4 that the area of Schools presents a field of major concern to these seven girls. Three of them frankly admit they do not like school and that they do not consider themselves smart enough. Over half of them selected "Trouble with arithmetic" and "Not interested in certain subjects," while at least three selected "Afraid of tests," "Not interested in books," "Trouble with writing," and "Afraid to speak up in class," all of which come from the area on School.

Number of problems reported by each girl on Senior High Form.-- From Table 1 it was learned that the 18 girls at the Guidance Center who took the Senior Form of the Mooney Problem Check List had a total of 801 problems checked. It was also shown what part and percentage of this total belonged to each of the 11 categories or areas of the Check List.

Table 5 goes a step further by presenting a rank order listing of the 18 girls according to the total number of problems of each. This permits us to see at a glance that

the average per girl is 44; the median is 39; and the lower and upper quartile points are at 20 and 56.

Table 5. Total Number of Problems Reported by Each of the 18 Girls on the Senior High Form

Girl (1)	Number of Problems (2)	Girl (1)	Number of Problems (2)
R.....	4	A.....	39
P.....	4	F.....	40
L.....	6	E.....	45
H.....	19	O.....	49
N.....	20	J.....	56
C.....	29	D.....	63
G.....	34	K.....	67
Q.....	36	B.....	95
M.....	39	I.....	156
Total.....			801
Median .....	39	Quartile 1..	20
Average.....	44	Quartile 3..	56

According to a study reported in the Manual accompanying the 1950 revision of the Problem Check List,<sup>1/</sup> the median number of items checked were 23. Another report given in the same Manual gives a mean number of checks on a list as 25. It is not felt that a comparison of scores is practical, however, in this particular case since the group in this study is a small and specialized one.

Problems in area of Adjustment to School.-- The section on Adjustment to School occupied third place on Table 1 with 111 items selected as possible problems. This represents

<sup>1/</sup> Op. cit., p. 7

14 per cent of the total 801 items selected by the 18 girls taking the Senior High Form of the Mooney Problem Check List. Table 6 helps one to see that, while the Adjustment to School section ranks third, the group as a whole does not find it of such great concern as its position on Table 1 seems at first to indicate.

Table 6. Number of Problems Reported by Each of the 18 Girls in the Area of Adjustment to School

Girl (1)	Number of Problems (2)	Girl (1)	Number of Problems (2)
P.....	0	J.....	6
G.....	0	O.....	7
R.....	1	D.....	7
Q.....	1	M.....	7
L.....	2	F.....	8
H.....	2	E.....	10
C.....	3	K.....	11
N.....	4	B.....	16
A.....	4	I.....	22
Total.....			111
Median.....	5	Quartile 1...	2
Average.....	6.5	Quartile 3...	8

Table 6 gives a rank order listing of the 18 girls according to the number of items selected by each individual girl in the Adjustment to School section. It also gives an average number of items per girl of seven, a median of five, an upper quartile of eight, and a lower quartile point of two.

A study of the table indicates that four girls checked or underlined more items in this category of School Adjustment than all the other girls combined.

In a later chapter Adjustment to School will be further considered in the light of the data gathered in the Achievement Tests and School Questionnaires.

Any further data regarding the reasons for the concern shown by the individuals in the upper quartile will also be considered.

Problems in area of Curriculum and Teaching Procedures.--

Curriculum and Teaching Procedures items were placed tenth on Table 1 with only 41 indications of concern with items in this area. This is only 5 per cent of the entire 801 selected items.

Table 7 gives a rank order listing of the 18 girls at the Center who took the Senior High Form of the Check List.

Table 7. Number of Problems Reported by Each of the 18 Girls in the Area of Curriculum and Teaching Procedure

Girl	Number of Problems	Girl	Number of Problems
(1)	(2)	(1)	(2)
N.....	0	G.....	1
Q.....	0	A.....	1
L.....	0	H.....	1
R.....	0	E.....	1
F.....	0	D.....	1
P.....	0	O.....	2
J.....	1	B.....	8
C.....	1	K.....	9
M.....	1	I.....	14
Total.....			41
Median .....	1	Quartile 1..	0
Average.....	2	Quartile 3..	1

This rank order listing is according to the number of problems underlined by each girl in this area.

Table 7 also gives one as the median number of problems per girl, two as the average, and zero and one as quartile points.

It is to be noted that 14 of the girls have one problem or less. It is not until one looks through the upper quartile that any significant number of problems is evident. Not even one problem has been indicated by the group in the lower quartile.

This area is concerned with school from the point of view of the efficiency and effectiveness of teachers and curriculum. It is one in which one might expect to find a high percentage of all problems selected. These girls are in many cases retarded at least one grade, and in many cases find their school work a real effort. Despite all this, they do not seem to indicate from the data provided in Tables 1 and 7 that they feel the problem is with the school itself.

In this area as well as in the others discussed a small group of three have selected over 50 per cent of all the problems that were selected.

It may be seen from this rank order presentation in Table 7 that six girls indicated no concern whatsoever with the area, eight girls showed concern with only one item, one with two items, and the remaining three with eight or more. As a group there is no evidence of lack of adjustment in this particular area of the school situation.

Problems in area of Social and Recreational Activities.--

It is the purpose of Table 8 to present a rank order listing of the 18 girls at the Guidance Center according to the number of problems indicated by each in the area of Social and Recreational Activities on the Mooney Problem Check List, Senior High Form. Table 1 enabled the reader to find the rank order position of Social and Recreational Activities in relation to the other ten areas. Table 8 enables the reader to find the rank order of each individual in the particular area of Social and Recreational Activities together with the number of problems or concerns in this particular area.

Table 8. Number of Problems Reported by Each of the 18 Girls in the Area of Social and Recreational Activities

Girl	Number of Problems	Girl	Number of Problems
(1)	(2)	(1)	(2)
N.....	0	M.....	3
L.....	0	D.....	4
C.....	1	G.....	5
Q.....	1	E.....	7
R.....	1	A.....	9
H.....	1	B.....	11
F.....	2	K.....	12
P.....	2	O.....	13
J.....	3	I.....	13
Total.....			88
Median.....	3	Quartile 1..	1
Average.....	5	Quartile 3..	9

The average number of problems per girl is five, the median number is three, with quartile points at one and nine. Those making up the fourth quartile section have a total score

of 49 while those found in the other three quartile groups only have a combined total score of 39.

Problems in area of Religion and Morals.-- It was observed in Table 1 that the area of Religion and Morals was in sixth place with 60 items selected by the 18 girls which represented 8 per cent of the entire 801 selections. Table 9 gives further information as to what number of problems each one of the 18 girls was concerned with, and gives a rank order listing according to these numbers. It shows that the average number of items indicated to be of concern to the individual girl was three, with a median of slightly less than two. The upper quartile point is four and the lower quartile point is one.

Table 9. Number of Problems Reported by Each of the 18 Girls in the Area of Religion and Morals

Girl	Number of Problems	Girl	Number of Problems
(1)	(2)	(1)	(2)
N.....	0	A.....	2
L.....	0	F.....	2
R.....	0	C.....	3
O.....	0	Q.....	3
P.....	0	E.....	4
J.....	1	B.....	6
M.....	1	K.....	9
G.....	1	D.....	12
H.....	1	I.....	15
Total.....			60
Median.....	1.5	Quartile 1.....	0
Average.....	3	Quartile 3.....	4

One should note that in this category, as in the others already discussed, that the individuals making up the upper

quartile group have shown concern with 42 items while the lower quartile group have not given evidence of concern for any.

It is to be noted from Table 9 that five girls indicated that they had no problems in the area of Religion or Morals, that four had one problem, and that five were interested in from two to five. The remaining four had a combined total of 42 concerns.

Answers to summarizing questions on Senior High Form.--

The first summarizing question given at the end of the Senior High Form of the Mooney Problem Check List was, "Do you feel that the items marked give a well-rounded picture of you?" Fifteen answered "yes" and some added a little to make the picture more complete:

"There are a few things I did not underline because there are some problems that I have gotten over since I came to 'X High School' this year."

"I live in a home so that makes me a lot different than other girls my age."

"Wanting to find out about my parents, such as, who they are and how they died. Wanting a home in which to live and be loved. Feeling backward because of my age."

The question, "How would you summarize your chief problems in your own words?" was answered by 12 girls. The answers of these girls gave evidence of a certain insight into their problems. Examples of these answers are as follows:

"One of my chief problems is wishing I had a different family background. I picked this because I often wonder when I do grow older whether it will still hinder me in any way. As of now I'm 17 and haven't

been told too much but what I do know, I wish I hadn't been told. The question, will people always think of me the same way, has always entered my mind. I try not to let it bother me, but sometimes living here at the Center makes me think about it even more."

"I would like to have a more pleasing personality, so that I could be like other girls and get along as well. Plus when someone hurts me, just by saying a very little I cry so easy. I do not want to be so sensitive. Also I do not like to see MOM and DAD fighting."

"Not being able to understand my school subjects as well as I should, and longing to know why I'm not as popular as other girls my age."

"My only problems lie on the fact that I have to depend on someone else for anything I want. Not to be able to decide things for myself is very difficult."

In answer to the question, "Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?" there were seven who answered "yes," and five who answered "no," and six who were indifferent. Nine explained how they felt and nine did not.

The following is an example of an affirmative reply that shows the value of guidance on the part of the teacher:

"Up until now I never thought a sister could be so understanding. I go to a Catholic school and my homeroom sister seems to take some interest in me and has settled quite a few of my problems. I think if a lot of girls like myself could really have the same advantage of expressing their feelings to someone they could trust, it would help them a great deal. I know from experience that the sister's advice has been of great help to me."

The five who answered "no" all showed a reluctance to discuss their problems as the following shows:

"I do not like to discuss my personal affairs with everybody, I would like to talk to someone who understands."

In answer to the question, "Would you like to talk to someone about some of the problems you have marked on the list?" fifteen answered "yes," and three answered "no."

Of those who indicated that they would like to talk to someone about some of the problems marked on the list, and that they had a particular person in mind, nine discussed it. Following are examples of the replies:

"Yes, I would. Miss X was my Social Worker and I know she could help me if I asked the question concerning me."

"I would very much like to talk to a priest but just don't know how to approach the subject. My problem may seem unimportant to him."

"Just anyone who would understand me."

"But that person is too far away."

"I have given an example above." (tells about sister in school who takes an interest in her and has helped her solve many of her problems)

"No, except for a priest I knew when I was in grammar school."

Answers to summarizing questions on Junior High Form.--

In answer to the question, "What problems are troubling you most?" the seven girls who took the Junior High Form of the Problem Check List responded with answers that indicated that all seven were concerned with problems about their parents or other members of their family. Typical of the responses are those of a seventh grader who listed these problems: "My father is sick. My sister is going to have an operation. My mother is on the wrong track." To emphasize her thoughts she wrote wrong track in very large letters."

Only two of the seven admitted that school presented a major problem and in both cases the girls themselves felt the problem was caused by retardation. One answered, "I feel hurt if anyone, not being mean, says are you kind of old for the seventh grade being thirteen." The other merely stated, "Being two grades behind in school."

Answers to the question, "Would you like to spend more time in school trying to do something about some of your problems?" brought two affirmative answers, two negative, and three indications of indecision.

The two negative responses suggested a more or less closed attitude on the subject. One girl answered, "No, I think if I spent more time in school it wouldn't help." The other wrote, "I don't see what school can do for you, some of my problems are school ones."

"Would you like to talk to someone about some of your problems?" This question resulted in six affirmative and one negative response. The writer of the negative answer states her feelings briefly, "I do not like to tell people my problems." All affirmative answers were very simply stated, as: "Yes, I would," or "Yes, I would if I could." One girl, however, was very frank in admitting, "Yes, I would but then I would be scared to say anything."

Summary of findings revealed by Senior High Form.--

From a study of the data collected by means of the Mooney Problem Check List, Senior High Form, we learned that

the total number of problems reported by the 18 girls was 801. This represents an average per girl of 44 problems, a median of 39, with a lower quartile point at 20 and an upper at 56. These numbers are somewhat higher than those reported by Bedell in his review of the Check List,<sup>1/</sup> but it is to be expected that these girls have a greater number of problems than the average high-school girl. They are not living in the natural surroundings of their own home where good and loving parents help them to solve or even prevent them from having problems. A glance at Table 3 will indicate that on the contrary, a goodly portion of the most frequently checked items listed there result from situations which, if not created by, at least are traceable to negligent parents. Despite the fact that they are not now living with them or subject to poor environment, their problems would seem to indicate that they still have memories of their unhappy past, worries about the uncertain future which in some few cases prevent them from being as happy in the present as they have a right to be.

This Check List was given to a group who as a whole are more conscious of their problems since they have not been shielded, but have had faults and shortcomings pointed out to them.

The highest frequency of problems was found in the areas

<sup>1/</sup> Op. cit., p. 118, Number 67

of Personal-Psychological Relations and Social-Psychological Relations. These two groups are concerned with individuals' relations with self and with others. As will be found in other places, in this type of problem the effect of their past environment influences their present.

There are several items on Table 3, Individual Problems Reported Most Frequently, from both of these areas which would indicate that at least a third of the girls and in some cases a half of them signified similar problems in the same area.

Adjustment to School was third in rank-order according to the frequency with which it was chosen by the girls as a source of problems. The total number in this area was 118, with an average of 6.5, a median of 5, and quartile points at 2 and 8.

Social and Recreational Activities was fourth with 88 indications of its items being a source of problems to the girls. With an average of 5 problems per girl, a median of 3, and quartile points at 1 and 9, it is felt that any cause for concern would be found in the upper quartile only, since the individuals comprising this group had a total of 49 problems out of the entire 88. From the information found on Table 3 we learn that not one item from this area was checked or underlined by one third or more of the girls, revealing that the problems indicated were not group problems but rather isolated problems of individuals.

While Home and Family was only in fifth rank, it is felt that the following reasons may have had some influence in causing this. The girls are not now living at home so that some of the items do not apply to the present relations between the parents and the child. Some of the problems in the Social-Psychological area and many in the Personal-Psychological area may be directly caused or traced to environmental factors resulting from poor home and family relations. There is a natural tendency of reluctance to accept the failings of parents or the family in an item, though this is somewhat overcome when the problems are expressed in the girl's own words in answering the summary questions. One item on the Check List, "Father or mother not living," 10 girls underlined. On checking with the sisters, it was found that this was not true, but that in some of the cases the parents were not living together or were unknown. Yet, the Directress on looking over a master list of all the problems underlined by the individual girls remarked upon the accuracy of the results according to her own observations.

Religion and Morals was in sixth place with a total of 60 problems, an average of 3 per girl, a median of 1.5, and first and third quartile points of 0 and 4. Two items, "Can't forget some mistakes I've made," and "Having a certain bad habit," appeared on Table 3, Individual Problems Reported Most Frequently. There does not seem to be

evidence of any serious group problems in this area. The girls are now living in an atmosphere that is perhaps more religious than any heretofore known. One might almost expect some reaction to this in the way of problems especially if one is not acquainted with the methods of the religious in charge of the Center.

Health and Physical Condition items received only 50 checks indicating that the girls feel that they are a healthy group. The sisters heartily agree with them.

It was found that the section on Future-Vocational and Educational was in seventh position. A further study of the area indicated that the median number of problems per girl was 2.5. It is felt that this number is approximately what one would expect where girls are concerned to a degree with the future, and are receiving needed help and guidance both at school and at the Center in making their decisions and plans. This subject of vocational planning will be treated further in the chapter on the appraisal of their occupational choices. It will be possible then to give added information and to draw more accurate conclusions.

Finances, Living Conditions, and Employment items were checked 53 times thus receiving 7 per cent of all the checks. It is interesting to note, however, that on Table 3, Individual Problems Most Frequently Reported, there are two items from this area: "Wanting to buy more of my own clothes," and "Too few nice clothes." The former was checked

by eight girls, the latter by seven. Both of these items are concerned with a subject dear to the heart of any adolescent girl. There is question that any normal girl of that age group ever feels that she has enough nice clothes. Many of the girls have told the sisters that their new Easter outfits (each girl was taken intown and completely outfitted) were the first complete outfits ever bought expressly for them. They are allowed to select their own clothes with the supervision of a responsible adult. All the other items in this area received sporadic attention.

Curriculum and Teaching Procedure, an area of considerable importance in this study because of its direct relationship to educational adjustment, showed by its position both on Table 1 and on Table 3 that if there is a lack of adjustment at school, the girls are not seeking to blame either teachers or school.

Courtship, Sex, and Marriage, judging from it position on Table 1, is evidently of minor concern to the girls at the Center. There is a possibility that there was an unconscious reluctance to indicate such problems to a religious although the close relations between the girls and the sisters in the home and at school should eliminate such a possibility.

It was found that the most frequently checked item was "Find it hard to talk about my troubles." It is safe to assume that these girls have good reason for this reaction.

Most of them have been obliged to repeat their troubles and listen to the well-meaning exhortations and explanations of case workers, social workers, and others interested in their welfare.

The second most frequently selected item was "Father or mother not living." Ten girls checked this. As was stated before this was not accurate since only two or three have parents not living. The remainder were either not living together or as they should.

The next highest item was "Sometimes wishing I'd never been born," checked by ten girls. This may or may not be a cause for concern. It is quite true that many people and young folks, especially adolescents have sometime in their lives, particularly when forced to face unpleasant circumstances, expressed a like wish. When one reads some of the other frequently selected items such as, "Having feelings of extreme loneliness," "Having memories of an unhappy childhood," and "Wanting love and affection," we naturally wonder whether or not their wish is more sincere.

Summary of findings revealed by Junior High Form.-- The results of the Junior High Form of the Mooney Problem Check List are summarized more briefly than those of the Senior High Form. It is felt that the small number, seven girls, makes the presentation of many statistics impractical.

However, from the data found on Table 2 we know that the area of greatest concern to these seventh graders is School

which received 24 per cent of the entire 216 checks. Table 4, Problems Reported Most Frequently on Junior High Form, confirms this. We find 11 of the entire 25 items chosen by one third or more of the girls belong to the section on School.

Chapter VI, Appraisal of Educational Activities and Adjustment, will therefore, be of great importance in deciding just what help or guidance needs to be given these girls.

## CHAPTER IV

### APPRAISAL OF VOCATIONAL CHOICES

Purpose of the chapter.-- The purpose of this chapter is to present in meaningful form data procured from the administration of the Kuder Preference Record, the Progressive Achievement Tests, a School and an Autobiographical Questionnaire, and certain other data procured from the Center records regarding the 16 senior high school girls residing at the Guidance Center. It is an attempt to see how well the attention of the girls is directed toward occupational areas which appear to be particularly promising in the light of not only their preferences but also their abilities as evidenced in the data. A profile for each of the 16 girls who took the Kuder Preference Record, the Progressive Achievement Tests, and the Autobiographical Questionnaire is presented. Two of the original 18 girls who took the Mooney Problem Check List left the Center before taking the remaining tests; they are therefore, not included in the following chapters.

Contents of the profiles.-- The profiles contain information concerning age, grade, course, and present school marks; intelligence scores, percentile rankings on the Progressive Achievement Tests, occupational preference

percentile rankings from the Kuder Preference Record, and indications of each girl's vocational desire and the occupation for which she feels best suited.

Justification for profiles.-- The writer feels justified in presenting this type of profile since it is recommended by Dresher in his chapter on "Tests" in A Basic Text for Guidance Workers.<sup>1/</sup> He presents as a model of a Vocational Profile the one in use by the Detroit Public Schools. The profile in use in Detroit is very similar to the one employed in this study with exception of a section on Aptitude Test Scores. Super also indicated the necessity of an analysis of the individual by considering certain factors in a vocational choice.<sup>2/</sup> Among the factors considered of importance to him in the analysis are those included in this study except for the added section regarding physical condition.

Information on data-gathering instruments.-- The information used in the profiles of the 16 girls was procured from school and Center records and the administration of the Kuder Preference Record and the Progressive Achievement Tests, compared with the actual desires and

<sup>1/</sup> Richard Dresher, A Basic Text for Guidance Workers, Prentice-Hall, New York, 1947, pp. 69-70.

<sup>2/</sup> Donald E. Super, Dynamics of Vocational Adjustment, Harper and Brothers, New York and London, 1942, pp. 156-157.

choices of the girls as indicated by them on the Autobiographical Questionnaire.

The Kuder Preference Record-Vocational enjoys wide spread popularity in secondary schools and colleges as an aid in the vocational counseling of individuals. It is easy to administer and the individual taking it finds it more interesting than most forms of measurement.

Its purpose is to find the "likes" and preferred activities of the students and then considering these "likes" locate the fields of occupations the individual is most likely to enjoy. They are based on the theory that interest patterns of one occupational group differ from the interest patterns of other occupational groups.

Interpretation of this test is not difficult and the classification of occupations according to major interests, found in the manual greatly aids this. One must be careful, however, in interpreting these tests or records because of other factors that may enter in such as:

- (1) The student may lack information on the activity he is marking.
- (2) The student may be motivated in his interests by such things as admiration for a close friend or a relative, or adolescent attraction to a certain occupation because of prestige rather than real interest.

Validity is based on the fact that people in different

occupations when tested obtain profiles similar or characteristic of people in those occupations. Reliability is considered satisfactory with the test-retest reliabilities for nine scales ranging from .81 to .98.

The Kuder Preference Record-Vocational was used in this study as a source of information concerning the advisability of the choices of the girls as given in their Autobiographical Questionnaire. A possible future use will be in the counseling of these girls at different periods during their high-school career.

Realizing that the emphasis in the Kuder Record is on preference rather than upon capacity it was found desirable to have added information related to capacity and achievement in order to make the profiles more meaningful, accurate, and worthwhile. Therefore, their I.Q. and present school grades were obtained, and the Progressive Achievement Tests-Advanced Battery were administered.

A review of the Progressive Achievement Tests-Advanced battery by Paul Witty found in the Mental Measurement's Yearbook, <sup>1/</sup> sums up all the information of concern to us in this present study. He writes:

"This battery continues to employ the five subject headings, but includes twenty-one subtests to reveal students' specific strengths and weaknesses at higher

1/ Paul A. Witty, The Third Mental Measurements Yearbook, Edited by Oscar K. Buro, Rutgers University Press, New Brunswick, 1949, Number 15.

levels of learning. These tests are designed to serve as a basis for remedial work and constructive educational guidance.... These tests are also of value in disclosing the range of abilities of high-school pupils and show clearly certain strengths and weaknesses in fundamental skills. Reliability coefficients are adequate; scoring keys and materials are simple and easy to use and the time limits are sufficiently long to obtain reliable diagnostic data.

These batteries are admirably constructed and well-standardized. At the present time these tests have no equal as practical survey and diagnostic instruments."

The percentile norms found in the manual of the Progressive Achievement Tests-Advanced Battery provided the writer with a means of comparing the accomplishments of the 16 high-school girls at the Center with the normal range accomplishment shown by an unselected group in the same year of school as the girl under consideration. The mid-year normal accomplishment is represented by the fiftieth percentile.

Presentation of profile facts.-- It is not the intention of the writer to attempt to predict on the basis of information contained in the profile but rather to note evidence that will indicate well-thought planning and good judgement on the part of the girls or the lack of these. Presented first is their desire, second, their own opinion as to native vocational aptitudes, and lastly data which will either tend to support their desires or show that they are in need of guidance on the subject.







Comments: (Student C)

Despite the fact that this student attends a Practical Arts High School where she is majoring in Domestic Science, she desires and feels suited to be a telephone operator. She was sent to this type of high school because it was doubtful that she would be able to successfully complete her studies at a regular high school, and because she showed interest and ability in household arts. She has been most successful in her work at school, and is highly regarded by the faculty. Her preferences indicated on the Kuder Test show a percentile ranking in the Clerical area that might be valuable in telephone work. Her low I.Q. and below average ranking in Reading and Mathematics on the Achievement tests should be a subject for further consideration.

STUDENT D      Age 17

Occupational Choice

Desires to be..... Dressmaker  
 Feels best suited to be..... Dressmaker  
 Reason: Have had sewing since seventh grade  
 and feel experienced.

School Record

Grade: 11  
 Course: Dressmaking  
 Marks:      Average      Poor  
               Cooking            Physics  
               Art  
               English  
               History  
               Sewing  
               Millinery

Test ResultsIntelligence Tests

Terman (taken in 1950)    I.Q. 98

Achievement Tests

Progressive Achievement Tests-Advanced Battery	<u>Percentile Rank</u>
Reading	75
Mathematics	40
Language	65

Preference Test

Kuder Preference Record-Vocational, Form CH

	<u>Percentile Rank</u>
Outdoor	28
Mechanical	50
Computational	3
Scientific	20
Persuasive	37
Artistic	28
Literary	97
Musical	86
Social Service	86
Clerical	33

Comments: (Student D)

Everything taken into consideration this girl's desire to become a dressmaker seems a good one. Perhaps the only questionable point might be on the item of her percentile rank in the Artistic area of the Kuder Record. It is felt that this would be a minor item.

STUDENT E      Age 17

Occupational Choice

Desires to be ..... Teacher, lower grades  
 Feels best suited to be..... Secretary  
 Reason: I have studied typing and shorthand  
 and hope to continue studies next year.

School Record

Grade: 11  
 Course: Business  
 Marks:      Average      Poor  
                 Religion      Biology  
                 English      French  
                 Shorthand  
                 Typing

Test ResultsIntelligence Tests

Stanford-Binet (taken in 1948) I.Q. 106

Achievement Tests

Progressive Achievement Tests-Advanced Battery

	<u>Percentile Rank</u>
Reading	50
Mathematics	20
Language	30

Preference TestKuder Preference Record-Vocational, Form CH  
Percentile Rank

Outdoor	6
Mechanical	11
Computational	37
Scientific	68
Persuasive	55
Artistic	10
Literary	92
Musical	43
Social Service	92
Clerical	67

Comments: (Student E)

This girl's ambition and what she feels best suited to do differ greatly. Her school marks and achievement test percentiles, together with the course she is taking at school, would seem to indicate that she perhaps is best suited for business work. Her percentile scores on the Kuder show preferences for Social Service and Literary interests which tend to satisfy her desires.

STUDENT F      Age 17

Occupational Choice

Desires to be..... Secretary  
 Feels best suited to be..... Secretary  
 I am taking that course in school and prefer  
 it to any other type of work.

School Record

Grade:	11		
Course:	Business		
Marks:	<u>Good</u>	<u>Average</u>	<u>Poor</u>
	Religion	Typing	Mathematics
	English	History	
	Shorthand	Science	
		Languages	

Test ResultsIntelligence Tests

Terman	(taken in 1949)	I.Q. 102
Otis Quick-Scoring	(1950)	I.Q. 107

Achievement Tests

## Progressive Achievement Tests-Advanced Battery

	<u>Percentile Rank</u>
Reading	60
Mathematics	25
Language	20

Preference Test

## Kuder Preference Record-Vocational, Form CH

	<u>Percentile Rank</u>
Outdoor	32
Mechanical	50
Computational	47
Scientific	76
Persuasive	91
Artistic	5
Literary	22
Musical	90
Social Service	24
Clerical	93

Comments; (Student F)

Student F's choice to be a secretary would appear to be a wise one in the light of the information contained in her profile. The course she is taking in high school, her marks, her preference percentile rank for Clerical, and her statement that she prefers this type of work to any other seem to support her choice.

STUDENT G      Age 14

Occupational Choice

Desires to be..... Nurse  
 Feels best suited to be..... Nurse  
 Reason: Because I took care of my invalid mother for three years, and I learned quite a bit about the ways of sick people.

School Record

Grade: 10  
 Course: General  
 Marks:

<u>Average</u>	
Religion	Geometry
English	History
Latin	French

Test ResultsIntelligence Tests

Terman-McNemar (taken in February, 1951) I.Q. 119  
 Otis Self-Administering (1950) I.Q. 115

Achievement Tests

Progressive Achievement Tests-Advanced Battery  
Percentile Rank

Reading	80
Mathematics	60
Language	65

Preference Test

Kuder Preference Record-Vocational, Form CH  
Percentile Rank

Outdoor	22
Mechanical	14
Computational	12
Scientific	11
Persuasive	18
Artistic	80
Literary	22
Musical	35
Social Service	45
Clerical	98

Comments: (Student G)

This girl's I.Q. score and achievement percentile rankings indicate, it would seem, that more than just average grades should be expected from her in school. Despite her stated preference for nursing, she has scored very low in the Scientific area and below average in the Social Service area on the Kuder Preference Record. She has a high percentile ranking in the Clerical area of the same test. It would seem wise to talk with this child about her plans and her work in school.

STUDENT H      Age 14

Occupational Choice

Desires to be..... Governess  
 Feels best suited to be..... Governess  
 Reason: I have been around children most of my  
 life and think that kind of work would  
 be very interesting.

School Record

Grade: 9  
 Course: General  
 Marks: Good  
           Religion  
           Typing  
           History  
           English

Test ResultsIntelligence Tests

Terman-McNemar (taken in February, 1951) I.Q. 107

Achievement Tests

Progressive Achievement Tests-Advanced Battery

	<u>Percentile Rank</u>
Reading	85
Mathematics	95
Language	95

Preference Test

Kuder Preference Record-Vocational, Form CH

	<u>Percentile Rank</u>
Outdoor	55
Mechanical	50
Computational	12
Scientific	14
Persuasive	40
Artistic	98
Literary	66
Musical	15
Social Service	52
Clerical	15

Comments: (Student H)

This girl is in the ninth grade and perhaps just started to think in a serious way of her vocation in life. She both desires and feels suited for work as a Governess. Her attraction for children might be a valid reason for choosing any number of other types of work having to do with child training. This fact, of course, will be pointed out to her by those responsible for her vocational guidance. Her I.Q. indicates that she is capable of good work in school, though her attainments in Mathematics and Language as shown on the Achievement Tests are not equal to the expected grade. Undoubtedly her interests will become more evident as she progresses in high school.

STUDENT I      Age 17

Occupational Choice

Desires to be..... Nun  
 Feels best suited to be..... Social Worker  
 Reason: I feel suited for Social Work, working  
 among needy people and children.

School Record

Grade: 10  
 Course: General  
 Marks:      Average      Poor  
                 Religion      French  
                 English      History  
                 Latin      Geometry

Test ResultsIntelligence Tests

Terman-McNemar (taken in February, 1951) I.Q. 96

Achievement Tests

Progressive Achievement Tests-Advanced Battery

	<u>Percentile Rank</u>
Reading	75
Mathematics	20
Language	75

Preference Test

Kuder Preference Record-Vocational, Form CH

	<u>Percentile Rank</u>
Outdoor	42
Mechanical	40
Computational	12
Scientific	78
Persuasive	27
Artistic	10
Literary	71
Musical	65
Social Service	99
Clerical	24

Comments:

This student desires to be a Nun and feels best suited for Social Work among needy people and children. As for the desire to become a religious, that is for the religious order and the individual to decide. Since there is no measuring device by which an individual's vocation for religious life can be known, and since it is exclusively a

matter of divine grace, the answer to this question will be found purely in the realm of the spiritual.

Her I.Q. is just barely normal which would leave room for some question as to ability to complete the years of study necessary for Social Work. Her marks are not above average (some not even reaching the average level), though achievement percentile rankings in Reading and Language are well above average for her grade. Her Kuder Profile would tend to support her interest in Social Work.

STUDENT J      Age 17

### Occupational Choice

Desires to be..... Public Health Nurse or Missionary  
 Feels best suited to be.....Social Worker  
 Reason: I feel best suited for this work from my own experience. I feel with a little study on this subject I could be helpful to others. I would remember what my life has been and help others to have a happy life.

### School Record

Grade: 12  
 Course: College Preparatory  
 Marks:      Good      Average      Poor  
             Religion      History      French  
             English      Latin  
             Chemistry      Mathematics

### Test Results

#### Intelligence Tests

Terman-McNemar (taken in February, 1951)      I.Q. 111  
 Otis Self-Administering (1950)      I.Q. 104

#### Achievement Tests

Progressive Achievement Tests-Advanced Battery  
    Percentile Rank  
                  Reading      60  
                  Mathematics      25  
                  Language      45

#### Preference Test

Kuder Preference Record-Vocational, Form CH  
    Percentile Rank  
                  Outdoor      95  
                  Mechanical      35  
                  Computational      9

Preference Test (continued)

Kuder Preference Record-Vocational, Form CH

	<u>Percentile Rank</u>
Scientific	93
Persuasive	24
Artistic	17
Literary	55
Musical	33
Social Service	99
Clerical	9

Comments: (Student J)

Possible vocation to the religious life was considered in the case of Student I and the same holds true here. Student J also desires to be a Public Health Nurse and feels best suited for Social Work giving worthy though perhaps impractical reasons for her choice. However, this ardent ambition to seek happiness by securing the happiness of others whose lives are necessarily clouded by unfortunate circumstances must inevitably lead to discouragement unless she has the ability to inspire her subjects to rise above environment by using religious motives or even practical philosophy. The reason she gives could also be a basis for an interest in nursing. She has an above average I.Q., high percentile rankings on the Kuder Record in Social Service and Scientific, as well as Outdoor areas. Her achievement percentiles are not as high as might be expected but she should be able to do the academic work necessary for nursing school.

STUDENT K      Age 15

Occupational Choice

Desires to be ..... Nurse  
 Feels best suited to be..... Nurse  
 Reason: I feel that I am suited for nursing  
 because I feel as though I want to  
 help sick people get better and so as  
 much as possible to help them.

School Record

Grade:	9		
Course:	General		
Marks:	<u>Good</u>	<u>Average</u>	<u>Poor</u>
	Religion	Latin	Algebra
	English	History	

Test ResultsIntelligence Tests

Terman-McNemar	(taken in February, 1951)	I.Q. 97
Otis Self-Administering	(1950)	I.Q. 98

Achievement Tests

Progressive Achievement Tests-Advanced Battery	
	<u>Percentile Rank</u>

Reading	75
Mathematics	40
Language	40

Preference Test

Kuder Preference Record-Vocational, Form CH	
	<u>Percentile Rank</u>

Outdoor	65
Mechanical	70
Computational	87
Scientific	93
Persuasive	58
Artistic	32
Literary	85
Musical	50
Social Service	47
Clerical	22

Comments: Student K)

Student K desires and feels best fitted for nursing. She has an average intelligence as indicated on the profile, and an above average percentile ranking in Reading and a below average ranking in Mathematics and Language on the Achievement Tests. Her preferences as shown on the Kuder Test tend toward the Scientific, Computational, and Artistic areas. She will have three more years in which to confirm her desire to become a nurse and to prove her ability to master subjects necessary in preparation for this profession.

STUDENT L      Age 17

Occupational Choice

Desires to be	Court Stenographer
Feels best suited to be	Office Worker
Reason:	Because my best marks are in Shorthand, Typing, and Bookkeeping, and these are my favorite subjects.



STUDENT M      Age 19

Occupational Choice

Desires to be..... Nurse  
 Feels best suited to be ..... Nurse  
 Reason: I think I'm suited for nursing because  
 I've taken all the required subjects in  
 school and I like to help people who are  
 not able to help themselves.

School Record

Grade: 12  
 Course: Academic-Business  
 Marks:      Good                      Average                      Poor  
             Religion              English      Mathematics      Shorthand  
             History              Spanish      Latin  
             Bookkeeping              Typing

Test ResultsIntelligence Tests

Terman Group B (taken in 1948)      I.Q. 143

Achievement Tests

Progressive Achievement Tests-Advanced Battery  
    Percentile Rank  
                                  Reading                                      60  
                                  Mathematics                                      30  
                                  Language                                        60

Preference Test

Kuder Preference Record-Vocational, Form CH  
    Percentile Rank  
                                  Outdoor    5  
                                  Mechanical                                        55  
                                  Computational                                    87  
                                  Scientific                                        80  
                                  Persuasive                                        15  
                                  Artistic    58  
                                  Literary    29  
                                  Musical    90  
                                  Social Service                                    74  
                                  Clerical    17

Comments:

This student is older than most high-school seniors because of repeated transfers from one school to another. Her desire to be a nurse and her reasons for feeling suited to the work have taken into consideration both interest and ability, and so testify to evident thought on the matter.

Her school record indicates average and good marks, her achievement percentile scores in Reading and Language, are slightly above average while Mathematics is below the median. The Kuder Preference Record scores indicate fairly high percentile ranks in the Scientific and Social Service areas considered by the author of these tests to be of importance to nursing candidates. She has had actual work experience in a large first-class hospital as an aide in the laboratory. It is felt that this girl certainly has all the helps necessary to weigh satisfactorily her own adaptabilities and limitations.

STUDENT N      Age 15

### Occupational Choice

Desires to be..... Nurse  
 Feels best suited to be..... Nurse  
 Reason: Because I like to help all those in  
 hospitals and also because my mother  
 was a registered nurse.

### School Record

Grade: 9  
 Course: General  
 Marks:      Good                      Average  
                  Religion                  Mathematics  
                  English  
                  Latin  
                  History

### Test Results

#### Intelligence Tests

New California Test of Mental Maturity, Short Form  
 (taken in 1950)      I.Q. 96

#### Achievement Tests

Progressive Achievement Tests-Advanced Battery	<u>Percentile Rank</u>
Reading	20
Mathematics	60
Language	40

#### Preference Test

Kuder Preference Record-Vocational, Form CH	<u>Percentile Rank</u>
Outdoor	58
Mechanical	60
Computational	76
Scientific	83

Preference Test (continued)

Kuder Preference Record-Vocational, Form CH

	<u>Percentile Rank</u>
Persuasive	33
Artistic	50
Literary	47
Musical	24
Social Service	63
Clerical	35

Comments: (Student N)

Nursing, alone attracts the freshman mind of this particular student. Her profile reveals a sufficiently high percentile ranking in the Scientific and Social Service areas to indicate interests common to those in the nursing profession. Her I.Q. of just about or perhaps slightly below average shows that success in her chosen field will only follow after hard work. Her achievement percentiles with the exception of Mathematics are below average. Her school grades are good, and the maturity of three additional formative years must not be overlooked in considering the future plans of an apparently ambitious student.

STUDENT O      Age 16

Occupational Choice

Desires to be..... Cadet Nurse  
 Feels best suited to be..... Cadet Nurse

Reason: I think I'm best suited to become a nurse because I like to help people when they're suffering, and I also have a strong stomach.

School Record

Grade:	11		
Course:	Academic		
Marks:	<u>Good</u>	<u>Average</u>	<u>Poor</u>
	Religion	English	Biology
	French	Latin	Algebra

Test ResultsIntelligence Tests

California Test Mental Maturity, Intermediate (taken in 1949)	I.Q. 112
Stanford-Binet, Form L (taken in 1948)	I.Q. 137

Achievement TestsProgressive Achievement Tests-Advanced Battery

	<u>Percentile Rank</u>
Reading	--
Mathematics	--
Language	75

Preference TestKuder Preference Record-Vocational, Form CH

	<u>Percentile Rank</u>
Outdoor	17
Mechanical	40
Computational	68
Scientific	98
Persuasive	9
Artistic	19
Literary	57
Musical	11
Social Service	96
Clerical	18

Comments: (Student O)

Attraction and supposed personal fitness are the basis of Student O's desire to follow a nursing career. Her high I.Q. confirms native ability, which unfortunately does not coincide with her present high-school record. Her teachers find her an interesting and entertaining conversationalist but not always a conscientious student.

Her preference profile leaves no doubt as to her interest in Scientific and Social Service areas, both considered to be important to a nurse. However, unless her marks improve, she perhaps will not be accepted by a good Nurses' Training School.

STUDENT P      Age 18

Occupational Choice

Desires to be..... Nurse  
 Feels best suited to be..... Nurse  
 Reason: I feel best suited for this type of work because the subjects pertaining to this type are my highest averaged subjects in school.

School Record

Grade: 11  
 Course: Academic  
 Marks:      Good                      Average                      Poor  
             Religion-Algebra      French-English      Biology

Test ResultsIntelligence Tests

Terman-McNemar (taken in February, 1951)

Achievement Tests

Progressive Achievement Tests-Advanced Battery

	<u>Percentile Rank</u>
Reading	30
Mathematics	50
Language	25

Preference Test

Kuder Preference Record-Vocational, Form CH

	<u>Percentile Rank</u>
Outdoor	75
Mechanical	25
Computational	53
Scientific	97
Persuasive	57
Artistic	10
Literary	64
Musical	65
Social Service	68
Clerical	18

Comments: (Student P)

This girl's below average I.Q., together with low percentile rankings in Reading and Language, and an average ranking in Mathematics, would seem to immediately arouse the question of probable ability. Her preferences as shown on the Kuder Preference Record by high percentile rankings in the Scientific area and an above average score in the Social Service area are in keeping with her desire for nursing. Her added interest in the Outdoor area, according to the author of the test, reveals probable interest in Public Health Nursing.

Summary and Conclusions.-- It was found from the information obtained in a questionnaire given the 16 girls and presented in the profile forms that:

Eight girls desired to become nurses while six presented reasons to prove their convictions of personal ability. One of the remaining, despite her liking for nursing, mentioned

aptitude for housekeeping or domestic work, while the other felt she was best suited for business work.

The career of telephone operator appealed to two girls who also consider themselves best suited for this type of work.

One preferred to be a dressmaker and felt that her training fitted her for such an occupation.

The duties of a governess attracted another student who believed this work to be in definite accordance with her own abilities.

Two others indicated fitness for business work, court stenography interested one while secretarial work appealed to the other.

Aspirations to the religious life were indicated by two. One felt best suited for social work and the other for public health nursing.

These data from the Autobiographical Questionnaire undoubtedly reflect findings mentioned by Super when he says: <sup>1/</sup>

"When typical groups of high school students are asked to name occupations which they expect to enter when leaving school, their choices tend to fall in the middle and upper categories of the occupational scale. This is true of young people in general. They tend to choose occupations which carry the most prestige, pay the largest salaries, require the most education, and, according to the American standards of value, provide one with the greatest variety of good things of life. The girls aim at nursing, secretarial work, and teaching."

1/ Op. cit., p. 12.

It is to be noted that at least half the number of girls who took the tests used in the profiles did select nursing. All but three selected fields related to secretarial work, teaching, or nursing. One of the three desired to be a dressmaker, and the other two to be telephone operators.

It is to be seen from a study of the profiles, that in all but three cases the girls are apparently capable of their choices, according to the data presented, and that if they pursue their desires, will in all probability realize their ambitions. The three whose aptitudes and ambitions do not seem to coincide, Students I, C, and P, will, it is hoped, give more thought to their plans, and receive more guidance. It is known that in one of these cases the girl is under psychiatric treatment and so is not yet ready to consider a change of plans.

From a study of their reasons for aspiring to certain occupations one finds evidence of an earnest desire on the part of these girls to do something for others. It is felt that there is a two-fold reason for this: (1) An innate longing to assist others after years of being assisted, and so to prove their ability to render good for good, (2) To demonstrate in some material way sincere appreciation for all that is done for them.

These girls are in an excellent position to receive good objective guidance from those who know them, their background, and their capabilities. The sisters in charge realize the

the potential dangers involved in certain occupations and so do not overestimate the ideal home conditions and perfect companionship provided during undergraduate training in a hospital of high standards. Neither are they unmindful of the dangers consequent to questionable associates and undesirable home conditions, not unfrequently the downfall of promising youth. They do not hesitate to paint for the girls the ideal self-sacrificing nurse of high moral standards. They encourage all to continue some sort of advanced study if possible, and take personal responsibility in seeing to the proper and advantageous placement of each as she leaves the Center.

In conclusion then one might safely say that according to the data presented in this chapter a majority of the 16 girls at the Guidance Center are so seriously concerned about their future as to give weighty thought and careful consideration to their interests, abilities, and the possible socio-economic effects which will surround their entrance into that chosen field of labor. The few whose plans will perhaps need readjustment have the advantage of understanding and thoughtful guidance.

## CHAPTER V

### APPRAISAL OF RELIGIOUS ACTIVITIES

Basic philosophy.-- The religious activities and training of a Catholic child in a Catholic institution is based on the philosophy that "Religion is a life to be lived. It is not a one-day-a-week affair. It is a thing to be lived seven-days-a-week and twenty-four hours a day.... It guides, molds, inspires, and saturates life from dawn to dawn, from the cradle to the grave. It is the dynamic of higher life and living, the mainspring of character and moral achievement." <sup>1/</sup> Religious education includes both instructions in religious and moral truths and training in their practical application.

Voluntary participation.-- It was found that at the Guidance Center attendance at daily Mass and Communion is entirely voluntary. The nuns in charge realize that while the "mind of the Church" encourages daily Mass and Communion and points out this daily participation as the higher Catholic ideal, nevertheless, it also holds that daily Communion should be wholly voluntary especially since force may lead to unworthy and therefore sacriligious reception of Holy Eucharist.

<sup>1/</sup> John M. Cooper, op. cit., p. 1

An inquiry has been made to ascertain to what degree the girls took advantage of their daily opportunity. It was found that perfect attendance is the ordinary record. Occasionally the nuns insist that certain ones because of some passing physical indisposition remain in bed. On Saturday morning they frequently counsel the girls to take this opportunity for extra rest. Apart from these cases the girls rarely neglect the opportunity. Impregnated as they are with strong Catholic Philosophy, and perhaps struck by the contrast between this present religious atmosphere and past disorders, they possess an unique realization that divine assistance through the Mass, Sacraments, prayer, and other devotional practices not only supply a means of paying homage due their Creator, but also offer powerful aids in leading lives of justice and generosity.

All go to Confession at least once a month with their class from school (this is not compulsory though highly recommended), and the girls may go whenever else they so desire.

Place in education.-- All but two girls attend Parochial or Catholic schools where religion is regarded as a major subject and consequently receives a daily 45-minute period. However, instruction is not relegated to this formal presentation alone. Through each period religion and learning go hand in hand whether it be a passing commentary on justice during a history class, or the condemnation of

the villain in the study of literature, or a timely correction for misconduct. Almost imperceptibly the child develops a keen power of discernment so that in every situation deviations from justice are readily detected and so deliberate faults, though not eliminated, are at least definitely reduced. If, in adult life, religion is to form an integral part of all human relations, the individual must be guided in its practical application during these formative years of his life.

Place in institutional training.-- Cooper tells us that<sup>1/</sup> there is an advantage to religious training in an institution since it is carried on throughout the year on a 24-hour basis. When we realize that religious achievement both influences and is influenced by all other activities and conditions of life, we are at once aware of the value of this environmental help.

However, this does not blind one to certain definite handicaps that must be overcome or at least considered. It is not unusual to have girls come to the Center who have been provided with little or no religious training. They have come from homes perhaps where parents were lax or completely negligent in regard to any religious training. The future of such a new-comer may depend on adjustment helps of an understanding elder who patiently supplies rudimentary

<sup>1/</sup> Op. cit., p. 2.

knowledge and tactfully spans the gap between past deficiencies and present necessities. Another handicap recognized by those connected with Catholic institutions is that of routine. The staff must be alert and watchful lest that instead of forming religious habits built upon repeated acts performed out of a sense of duty and of inner conviction, exercises are faithfully and fully performed but merely because of what the schedule requires.

Pupil evaluation.-- No one needs to be reminded of the difficulty of attempting to measure the degree or effects of religion upon an individual. Religious training is essentially a spiritual development and therefore, not to be measured except in a purely natural and hence imperfect way. However, on the Autobiographical Questionnaire the girls were to indicate very briefly how they evaluated their religious training as a present help in class or at recreation, and how they estimated its possibilities for future assistance in business or marriage. These answers are brief, and unprepared, the simple expression of spontaneous thought.

Five of the answers in each group will be included to reveal the thought-trend of these girls and to provide a basis for determining the effects of their present training on their views of life.

Some of the indications of the value of their training in the business world were as follows:

"Be honest and face all problems knowing God is at my side."

"We learn to take corrections, to be neat and sociable."

"By being fair and respecting other people's rights."

"It will help me to be courteous at all times, calm, and above all will help me to make wise decisions."

"If people see you live truthfully up to your religion, they will in the long run like, trust, and respect you more."

A few of those recorded in the marriage section are:

"By bringing up my children to love God."

"I will teach my children to love and respect everything pertaining to God."

"To teach my children what I have learned here."

"I would know the value of my home and would try my hardest to make it as happy as possible."

"It will help me to be faithful and trustworthy, to believe in my husband, to obey him, and to try to understand his problems as well as mine."

At recreation, the following are some of the values that the girls feel their religious training will bring:

"To be honest in all sports; to have good sportsmanship, help one another, and to be helpful in all activities."

"It advises us what kind of books to read."

"Helps me to get along with people."

"It shows me how to have the right kind of fun, and what books to read."

"I enjoy my recreations more because I know just what is expected of me; what things are objectionable, and what ones are not."

In school the girls indicated that the following were their estimates of how their present training is helping them:

"If in school I am tempted to cheat, I could pray to God for help."

"In school before an exam I always pray to pass, if its God's will."

"Many a time I don't want to study a certain subject but my Catholic instinct tells me different. In school it is a good feeling to know I can be trusted when the sister leaves the classroom because I know even though sister isn't in the room God is watching over me."

"Helps me to study as a Catholic should--and no cheating in school. It also helps me to get along better with my schoolmates."

"It helps me to understand and respect the sisters more."

One who has taught young people and has striven to incorporate religious principles into their daily living, will easily detect thought-germs which indicate that high ideals are known, admitted, and accepted. Success attends the final step, the living of these ideals, and if their words have weight, this success can be reasonably expected.

## CHAPTER VI

### APPRAISAL OF EDUCATIONAL ACTIVITIES AND ADJUSTMENTS

Educational adjustments in senior high school.-- A study of the data reported in the questionnaire sent to the schools attended by the girls at the Guidance Center reveals period of attendance, information concerning courses followed, and progress made. The questionnaire also informs as to the good, average, or poor grades achieved in each subject. Recorded participation in extra-curricular activities and companionship with the girls provides enlightenment on social adjustment problems. Sixteen senior-high-school girls are concerned here.

It is not the purpose of this chapter, then, to present a repetitious recital of scores or grades, but rather a general overview of their social adjustment to the school and its relations to their academic work.

It was found that among the 16 girls in the two senior high schools, four represented the freshman class, three the sophomore class, six the junior class, and three the senior class. Their ages range from 14 to 18 years. All but one of these girls have spent at least one year at the school now attended, three have spent two years, four have spent three years, and one four years. All have spent the same number of years at the Guidance Center as at school.

Progress or improvement in their school work was reported for nine of these girls while seven remain about the same as far as academic standards are concerned.

One teacher reported that while she checked "no" to the question on evidence of improvement, she felt that though her marks remain the same as when she first started, this girl has made a fine adjustment to the school routine. The teacher went on to explain that the girl has attended three high schools in as many years and this is a very probable reason for the lack of improvement in her school marks.

Participation in extra-curricular activities was checked for six girls, while ten girls, according to the data received from the teachers, did not have checks for participation. All six girls checked are members of the Glee Club. In addition one also types for the yearbook and attends the weekly dances.

Teacher questionnaire answers provide a very possible explanation for this noticeable absence from non-scholastic programs. A teacher at a public high school, located a considerable distance from the Center, reported, "These girls are expected to leave promptly." Another school reported, "This girl holds an after school job as an aide in a hospital laboratory." This was the response of a third; "Yes, this girl participates insofar as her limited circumstances permit as an inmate of the X Guidance Center,"

while still another reports, "Not an active interest except in Glee Club which may be due to an after-school job as a baby-sitter."

Social adjustments in senior high school.-- Answers to the question, "As far as you have been able to observe, how does this girl mingle with her school companions," may be tabulated as follows: Three stay with companions from the Center, four mingle with other girls occasionally, nine mingle with other girls freely, four are popular with both groups, and no girl stays by herself. Five of the forms providing this information were so filled out that both the items "mingles with other girls freely," and "is popular with both groups," were checked off for five girls. This accounts for the total number of 21 checks.

These co-operative willing teachers volunteered added information which they felt would fill out the brief answers required on the questionnaire.

Reports from the public high school speak for themselves:

"C is able to adapt herself to any situation and is highly thought of by all members of the faculty."

"D has shown improvement in her manner of taking criticism and the assuming of responsibility. She has lost the 'chip on her shoulder' attitude."

The girl who has been at the high school less than a year received the following report from her teacher:

"H has done good work for the time she has been with us by obeying all rules, bringing in all assignments, giving her undivided attention, and taking a general interest in her school work."

According to the area checked by her teacher, this same girl mingles only occasionally with the other girls. Her recent arrival both at the school and Center presents the difficulty of a two-fold adjustment process and should answer any concern about delayed adaptations.

The social adjustment of a senior girl and four-year resident of the Center was noted as follows:

"Student M mingles freely with all the girls. Naturally she travels to and from school with 'Center Girls' but is popular with all members of her class."

The same teacher continues her report by mentioning participation in extra-curricular activities:

"M holds an after-school job and this may account for a lack of interest in school activities. However, she has been a member of the Glee Club for several years and it is her desire to enter nursing school. She was willing to enter the first year when entering our school in order to have a firmer foundation."

It might be of interest to note that as a sophomore this girl had but one obsession--to leave school and procure a job. However, aimless drifting has developed into animated living, first class evidence of the inestimable value of proper guidance and tactful approach. Sisters at the Center and at high school, by practical and well-planned vocational advice, convinced her not only of the handicap of facing life without a diploma but also of the sublimity of service in the interest of others. Escorted by a senior from the boys' division of the school, she attended the Senior Prom. Today she prepares for graduation, happy in the knowledge that she has already

been accepted in the September entrance class at a local nurses' training school. Part-time position as aide in a laboratory at a near-by first-class hospital gives further evidence of her industry. Because of her manifest interest in this work, training in test-making and other works more advanced have been provided. Her contact with the laboratory has only served to heighten her interest in the nursing profession.

When the writer chatted informally with this girl she reviewed her fall plans for nursing. Laughingly she admitted that if it were not for the patient re-planning of the Directress she wouldn't be anticipating such a bright future. A glance at the profile of this individual, Student M, as presented in the preceding chapter may be of interest.

Not quite so comforting is the information on Student O, of the preceding chapter. Her teacher writes on her report:

"I feel there is more ability in this pupil than is shown by her grades. She is not too interested in school work, as such, but seems to like school. She is very pleasant company but is not working her hardest."

Information contained on the profile of Student O, would seem to indicate the accuracy of the teacher's estimate of this girl's ability. She has a high I.Q. score. On the one achievement test taken she scored in the seventy-fifth percentile. Her grades, however, do not coincide with her mental powers. She has been at the Center three years and

while she has improved in her attitude during this time and is apparently socially well-adjusted both at school and at the Center, there is reason to feel that perhaps academic improvement should be held out as a desirable and necessary goal for one who expects to realize her ambition--nursing.

While not ignoring instances of slow adjustment, or even cases where a different set of home circumstances would eliminate reasons for this slowness, the writer feels that a certain consciousness of background differences allows for adjustment difficulties.

Educational adjustments in junior high school.--

According to information found in Chapter III and based on the Mooney Problem Check List six junior-high-school girls recorded most of their problems as school difficulties. It was also noted, that on the table listing the most frequently underlined problems (Table 4), there were eleven items from the school area. Further, three of the girls stated that they did not like school, and that they did not consider themselves smart enough.

A study of the information taken from the School Questionnaire and the Stanford Achievement Test-Advanced Form is presented here in an attempt to see why this area presents so many problems to these girls. Do the problems indicate maladjustment, or rather the existence of problems, which, because of unalterable conditions, must be tolerated for the present?

The set up of Table 10 readily enables one to see how these girls compare with the norms prepared for the Stanford Achievement Tests-Advanced Form. These norms are based on a total standardization population rather than on the modal-age group norms shown on the profile charts provided with the tests. These norms are used since they include retarded and accelerated pupils or an unselected group which, it is felt, more nearly approximates the group in the present discussion.

Table 10. Present Grade and Actual Age Compared with Grade and Age Equivalents Based on the Scores Obtained in the Stanford Achievement Tests by 6 Junior High School Girls

Girl	Present Grade	Grade Equiv.	Actual Age	Age Equiv.
(1)	(2)	(3)	(4)	(5)
1	7.6	7.9	14-6	13-7
2	7.6	7.0	14-1	12-3
3	7.6	6.1	13-2	11-3
4	7.6	5.8	13-8	11-0
5	7.6	6.6	14-8	11-10
6	7.6	8.6	12-3	14-6

Identification numbers of the six girls are recorded in column (1). Column (2) gives their present grade in school, while column (3) gives the grade equivalent to their score on the Stanford Achievement Tests. Their actual ages are listed in column (4), while column (5) lists their age equivalents according to their score on the Stanford Achievement Tests.

It may be noted that three of the six girls obtained achievement scores expected of a pupil one year behind them. Results shown on this table also indicate that one girl is a half grade lower in achievement, that another is a few months ahead, and that a third attained a score one full grade ahead of her present grade.

A glance at column (4) informs us that, judging from the Boston Public Schools' average starting age of six, Students 1, 2, and 5 have been retarded twice, Students 3 and 4 once, while Student 6 retains her proper grade.

Column (5) enables the reader to compare the achievement age of the individual with her chronological or actual age. It may be seen that Student 1 attained an achievement rank of a pupil one year younger, while the scores of Students 2, 3, 4, and 5 indicate a two-year retardation. According to these norms 12 year old Student 6 has an age equivalence of  $14\frac{1}{2}$  years. These tabulations show that all but two of these girls received an achievement score indicating a deficiency of two years.

One should not be disconcerted then to discover that these girls find school an area with problems. Neither is it amazing that three of them dislike school and label themselves as not being smart enough. Older in age but apparently inferior in ability, these girls must necessarily suffer under the embarrassment of deficiencies which they are powerless at present to remove. This can be safely set down

then as the problem-source that was mentioned in Chapter III.

Social adjustment in junior high school.-- On the School Questionnaire the teachers indicated that all six girls "Stayed with their companions from the Center." Before branding these girls as "anti-social" or "incapable of adjustment" one should consider the tardy registration and short attendance of less than one semester of three of their number. The double disadvantage of late arrival at a new school coupled with a completely new home atmosphere calls for a triple need of adjustment. To one who is mindful of these considerations, retardation in the formation of new school friendships is excusable. While scholastic programs are demanding daily and immediate attention, these girls take advantage of "Center" friendships. Thus circumstances perhaps account for the relegation of new social contacts as the final issue to be faced. The other three girls while having been at the same school for at least one year are older than their classmates. This at once presents an impediment to friendships especially during the critical period of "growing up." School problems in these cases are rather to be expected than exclaimed at. One should not ignore the facts; these youngsters must face unpleasant realities not only in the future but also in the immediate present.

Teachers report that there is improvement in the work of Students 1, 2, 4, and 6. The first three students have been

at the Center and their present school more than a year. The I.Q. score of Student 1 (99) shows average intelligence and she receives average grades. Student 2 has a below average I.Q. of 86 while her school reports show both average and poor grades. Student 6, while only at the school five months, is steadily improving. Her high I.Q. (128), and her achievement scores warrant such an advance. Despite the fact that Student 4's I.Q. of 106 is slightly above average, her achievement is two years below her age level and one year behind her grade equivalency. However, a recent report indicates a decided improvement.

Student 5 will from present indications need specialized training in a vocational-type school. When this child was asked to indicate her future vocational desires she wrote:

"Sewing, because I think it is suited for me because I am low in grades and don't think I will go through to learn about certain jobs. I think I am too old to go very high."

Future counseling, teacher conferences, and perhaps additional tests, will no doubt testify that vocational training is wisest. The Guidance Center will then see to it that she has every opportunity to be trained along these lines. If necessary they will even recommend another home situation such as foster care or the like. At all times the welfare of the individual is considered as of utmost importance.

Student 2 has, since taking these tests, been placed in a foster home where from all indications she is smoothly adjusting herself to her new environment.

The record of Student 4 reveals a need for guidance and counsel since despite her I.Q. of 106 she has been retarded one year and received an achievement percentile score of two years below her grade and age. A later conference with the Directress revealed indications of a decided improvement in her last school report.

The short time at the Center and at the present school must not be overlooked in evaluating the adjustment advances of these girls. While the individual counseling at school and the expert loving care provided for body and soul at the Center may not be able to overcome the obstacle of apparent lack of ability, they can, when given time help the individual to see that the most important thing in life is not what is done but how it is done.

CHAPTER VII

APPRAISAL OF RECREATIONAL ACTIVITIES

Source of recreational information.-- Recreational information has been obtained from the Autobiographical Questionnaire filled out by the girls at the Guidance Center. The results of the item, "List the five favorite forms of recreation that you like best," are found on Table 12, and for the item, "Select your favorite one from this list...." the results may be found on Table 11.

Favorite form of recreation of each girl.-- A survey or study of Table 11 reveals that of the 22 girls answering the

Table 11. Favorite Form of Recreation as Selected by Each of the 22 Girls with the Number of Times Selected

Favorite Form of Recreation	Number of Times Selected
(1)	(2)
Swimming.....	5
Reading.....	5
Dancing.....	4
Roller Skating.....	2
Listening to Music.....	1
Ice Skating.....	1
Baseball.....	1
Sewing.....	1
Radio.....	1
Singing.....	1

questionnaire, five selected swimming and five named reading

as their favorite form of recreation. Dancing was preferred by four, and roller skating by two. The remaining five items, listening to music, ice skating, baseball, sewing, radio, and singing, all received single votes. All these are activities in which the girls frequently engage so that their selections are guided by experience rather than wishful thinking.

Except for an occasional visit to an indoor pool some few miles from the Center, swimming for them remains a seasonable sport. In listing it as their favorite form of diversion, the girls doubtless recalled happy summer hours spent at a near-by fresh-water beach. Early afternoon finds them riding in a beach-wagon toward a near-by pond where a recreational center is located. Left on their honor, they enjoy themselves as freely as the ordinary American girls until the beach-wagon returns at a pre-arranged hour. Occasionally they are treated to an all-day excursion to the "real beach."

There is a well-stocked modern library to allure the book-lover while current worth-while periodicals fill the magazine racks. Each girl has besides access to the public library.

A glance at the reasons given by the five who selected reading as a favorite form of recreation will at once reveal

the worth-while aims and self-bettering motives which guide their choice. A few of the reasons given are:

"It gives me an extra chance to educate myself and broaden my outlook on world affairs and the lives of other people."

"Time goes by faster and you learn things you probably would not have known."

"I acquire knowledge; it appeals to me in every mood--I find out what the average person goes through in his lifetime and what I'll perhaps meet up with in everyday life."

Four of the girls mention in their answers the educational value of good reading, but that alone would not it is felt account for their liking it. One girl adds that she finds it relaxing, another that it introduces her to the life-problems and pleasures of others. There is consequently then usually a two-fold reason for this literary appeal: its educational value and its special subjective advantage.

Perhaps a glance at a few of the reasons for selecting swimming will serve to acquaint the reader with the thoughts which prompted their choice.

One girl wisely states:

"It is a source of fun as well as a means of physical development."

Another feels this brief statement sufficient:

"I just love the water."

The one who made the following statement only admits a fact that influences most people in choosing a favorite:

"Because I think I'm best at that."

Other popular forms of recreational activities.-- A study of Table 12 reveals that dancing is one of the most popular forms of recreation for 15 of the 22 girls who answered the question, "List the five forms of recreation that you like best," which appeared on the Autobiographical Questionnaire given the girls at the Center.

Table 12. Most Popular Forms of Recreational Activities at the Guidance Center as Indicated by the 5 Selections of Each of the 22 Girls

Favorite Form of Activity (1)	Times Selected (2)
Dancing.....	15
Swimming.....	15
Roller Skating.....	12
Ice Skating.....	11
Reading.....	10
Baseball.....	8
Movies.....	5
Television.....	5
Radio.....	4
Basketball.....	4
Singing.....	4
Listening to Music.....	3
Playing Cards.....	2
Sewing.....	2
Drawing.....	2
Camp.....	1
Horseback Riding.....	1
Playing Games.....	1
Tennis.....	1
Boating.....	1
Bowling.....	1
Cooking.....	1
Football (watching).....	1
Total.....	110

Sharing first position in a rank order presentation according to popularity is swimming. Roller skating and ice

skating follow, and are in turn followed by reading, in fifth place as first representative of the passive-type activity to appear on the table. Of the ten most popular activities six were active and physical in nature and four were passive or of the spectator variety. In Table 13 it will be possible to see how the entire 110 selections of popular activities are distributed according to the various types of recreation.

By consulting Table 12 one notes that the girls have many common recreational interests so that it is possible to satisfy a large proportion of them at any time by providing certain activities that are popular with all.

How the 110 selections of the most popular forms of recreation of the 22 girls at the Guidance Center may be classified according to types of activities is shown on Table 13.

Each activity fits into four classifications; that is, each activity is either physical or mental; individual or group; passive or active; competitive or non-competitive. It is possible from this table to glean the general drift of the entire group, and the average type of recreational activities which most satisfies these girls. Also to see how well balanced their choices are, and what if any special needs should be considered when providing recreational activities for these girls.

Sixty-six of the girls' choices are classified as physical activities, involving bodily skill rather than

intellectual acumen, while 44 are of the mental variety.

Almost 50 per cent of the group prefer individual to group

Table 13. Classification of Most Popular  
Forms of Recreational Activities  
Selected by the 22 Girls  
According to Types of Activities

Type of Activity (1)	Number of Times Selected (2)
Physical.....	66
Mental.....	44
Individual.....	62
Group.....	38
Passive.....	28
Active.....	82
Competitive.....	17
Non-competitive.....	65

engagements. This is not surprising when one considers the many group activities, even outside of recreation hours in which they daily engage. The value and need of social and group activities are met by the combination of their daily actions and perhaps a limited number of the recreational activities selected by them. Because of the common life these girls must necessarily share despite all efforts to eliminate institutional atmosphere, there is a definite need in a Center such as the Guidance Center to provide opportunities in which the girls may act independently.

Twenty-eight prefer passive or spectator type of diversion while 82 find active ones more to their liking. This might seem to indicate that the girls feel a need for action and participation in their recreational activities.

A certain amount of the passive type of course is necessary in any well-balanced program. The girls do enjoy them as was shown by those who indicated their liking for the excitement of a football or baseball game or even listening to recordings of their favorite orchestra.

Competitive and non-competitive divisions of the active classification show that the girls almost four to one prefer the non-competitive form.

Judging from the data shown on Table 13, it seems evident that the girls prefer the physical, individual, active and non-competitive forms of recreation.

Evidence would also seem to indicate that as a group the girls at the Guidance Center when selecting their favorite forms of recreation do so in such a way as to assure the reader that there is a balance in schedule not just on the part of those who are responsible for a well-planned adequate program, but also on the part of the girls themselves when they are permitted, either individually or as a group, to make a choice of activities.

## CHAPTER VIII

### PROGRESS OF GIRLS AFTER LEAVING GUIDANCE CENTER

Value of training.-- The real value of the training received at the Center must be considered not only in the light of present adjustments but also in the long-term range of after and lasting adjustments.

The acid test then of the genuineness of the training received at the Center is its durability when in constant contact with lower standards or when faced with an issue that demands a costly decision. The short period of its five year existence hardly warrants the drawing of hard and fast conclusions. However, a report on the twelve who have graduated from high school and completed their training at the Center proves the fact that principles acquired can be lived, and this to the advantage of the individual, for all but one graduate have made excellent post-Center adjustment.

Information on graduates.-- A brief listing of their after-graduation positions will testify to their stability in social circles and to the conscientious service they are rendering society. Of the two who are happily married, one is completing her nurses training course while the return visits of the other, who is a violinist of some note, leaves no doubt as to her happy choice of a life partner and her

enthusiastic plans for the acceptance of all the responsibilities inseparable from married life.

Among these first twelve there was one who only came to the Center to find there needed protection from the influence of a bad mother. During her residence she ever proved herself to be the grateful "model Center girl." At present she resides in a mid-western convent and is studying for her degree preparatory to teaching. Thus she prepares herself for a life of dedication to the service of others to whom she hopes to impart some of the treasures received in her Center education. The first thoughts on a possible religious vocation she attributes to her stay at the Center, where she was allowed time to form slow judgements before entering into an entirely different life.

Highly responsible positions are held by eight others who are employed by companies of high standing to do work of a secretarial or clerical nature. Typical of the concerns who use them are a public utilities office, a municipal hospital, and one of the state departments.

Perhaps the most outstanding example of fine adjustment is that of a young girl who came to the Center as a special problem. Her first year record shows a school report of "not applying herself," but her third year record shows a school report of "very good progress--shows application." During her fourth year she continued this progress and was graduated. Since leaving the Center this adjustment process

has definitely continued. She holds a fine Civil Service position; attends night classes of a collegiate level; and in her free moments continues her painting studies. She enjoys visiting the Center in the company of her friend. Just this past month she was a weekend guest at Class Day Activities at an exclusive and highly accredited girls' college.

An unbiased presentation of these facts, though limited by the small number of graduates and the short range of time, presents, it is felt, the strongest evidence of the worth and weight of Center aims and methods.

CHAPTER IX  
SUMMARY AND CONCLUSIONS

Religion summary.-- It was brought to the attention of the reader in several places throughout this paper that the most modern Catholic trends suggested for religious practices in institutions are in vogue at the Center. By way of summarizing these desirable trends they may be listed briefly as follows: voluntary participation at Mass, Communion, and other religious ceremonies; freedom to attend parish church services; and the liberty of confession at any outside church. Lack of pressure now as regards voluntary church attendance is regarded as a noteworthy preventative against future laxity. The things of God are taught carefully, intelligently, and prayerfully with the religious themselves providing an example of precept in practice.

Their brief comments or statements in regard to the value of their religious training leave the impression that the girls either have or are acquiring a series of principles by which they can live and be strengthened with, principles that can serve as norms in discerning between right and wrong, truth and error, the real and artificial, the natural and affected.

In their monthly confessions the girls find, whenever

they so desire it, expert counseling on any problem, safeguarded by absolute secrecy and encouraged by the consciousness that the one counseling has had many years of training and study in ethics and psychology. It was shown on the responses to the Mooney Problem Check List that many of the girls had availed themselves of the counseling provided by their clergy.

At no time throughout the study did the girls indicate dissatisfaction with the religious atmosphere which is part of the Center. Neither did they hint at an unhappy, uncomfortable, or ill-at-ease feeling due to this totally Catholic environment. On the contrary they gave many evidences as previously noted of a conscious appreciation of their present living conditions.

Education summary.-- It was found that except for two girls attending the public school all are enrolled in Catholic schools--schools where the integrating factor in all learning is religion with its high ideals and moral code. It follows then that education takes place not only in the school but also at the Center where opportunity is provided each girl to study and seek to discover what her special endowments are so that she may strive toward their maximum development.

With the wise counseling of the sisters who keep incentives patiently and perseveringly before them, it is

natural that these girls should push on toward their desired goals. Evidence examined in this study shows that the girls are taught to see clearly, to reason accurately, and therefore, to draw right conclusions. The stability of such an educational plan may be regarded as an uninterrupted course in life-orientation. Introduced as it is into every phase of school, home, and community living, this preparation enables each girl to realize that she does have a social responsibility, that she is not alone in the group, that others depend on her and she in turn depends on others. She receives training in one of the most important skills of all, that of living well with oneself and others.

Before estimating the adjustment achievement of the pupils in question, one must consider the numerous odds faced in the training of previously neglected youths, allowing for resentful or bitter attitudes which may exist in some cases and which must be overcome. Neither should the reader fail to measure the tremendous transition from perhaps entirely undisciplined to properly disciplined living which is continued through unbroken 24 hour periods.

Regardless of this, academic and social adjustment in the school was noted in all but a few cases in the high school area. In the grammar or junior high school area, the achievement and actual social adjustment presented a more complex problem. Despite the fact that all but one of the six girls in the seventh grade are retarded at least one

grade, reports from the school indicate that all but two, the two latest arrivals, have shown improvement. Although this improvement may not have reached the degree necessary for favorable comparison with other students in the same grade or of the same age, it is felt that these students should be judged on the basis of competition with their own record and that their progress should be measured in accordance with natural abilities and previous educational background. This presents the only fair way to decide adjustment advances.

The girls also indicated their occupational desires together with the reasons for their selections. These thought-filled answers indicated that their training was not only capable of being applied but was being applied. Good judgment in estimating their own ability as shown in the selection of professions in accordance with their native ability deserved commendation. Their responses manifested an enthusiastic willingness to accept responsibilities, especially that of making their own vocational choices. The wisdom of their choices were studied in connection with the additional information taken from the results of the Progressive Achievement Test and the Kuder Preference Record-Vocational. Three of the senior high-school girls it is felt will benefit from additional help and guidance in this matter, but the remainder of the group showed evidence of mature thought and careful consideration of requirements, aptitudes, and abilities.

Recreation summary.-- It was observed that even when left to select their favorite type or form of recreational diversions the girls displayed a wholesome and natural desire for activities that provide enjoyment and still prove valuable in their physical, moral, and intellectual growth.

Following a natural tendency, some girls admitted that they preferred those forms of recreation in which they were most skilled. This, in itself, is not to be condemned since all agree that successes are necessary stimulants in the life of every individual in order to build up a feeling of security, and supply fresh energy for new undertakings. Because of below normal or barely average intelligence, cases exist in which classroom failures often outweigh victories. Even the poorest, however, can shine in some recreational activity, and is thus supplied needed encouragement and the joy of balanced competition.

The program at the Center, it was noted, is sufficiently broad and flexible to provide for a correctly balanced activity schedule which meets the needs of the individual as well as the group. This was demonstrated by the choices of the girls in naming the most popular forms of recreation at the Center.

It was found that, contrary to popular taste for leisure-time activities, these girls appreciate and enjoy the active-type recreations rather than the available passive type such as television, radio, reading, and the theater.

These they apparently use in moderation but do not abuse by substituting for those which provide needed physical and mental exercise. They are being schooled in the priceless lesson that home recreation may transcend large scale and sometimes startling public performances by their warmth, fun, and opportunity for character growth. Leisure time spent with their substitute family group will encourage so-called "old-fashioned" home living in the future, where life's joys and sorrows center around an united family group.

Conclusions.-- It is concluded then that the Center takes the girl as she is and accepts her as she is--an individual, important not only to herself but to her Creator, to society as a whole, and to those charged with the responsibility of caring for her. Short residence soon convinces her that here she has a home where she may adjust in and not simply adjust to.

Every opportunity is provided the girl of knowing herself and realizing her potentialities both as an ordinary individual and as a contributing member of society. She learns to make the most of her powers and endeavors to correct or compensate for her weaknesses. That she does have direction in planning and preparing in whole or part for her future career cannot be denied on examination of previous tests taken and on impressions received during discussions with the mothers.

It was noted that the sisters at the Center try to make

the girls conscious from their earliest high-school days of a need for planning toward their future vocational goal. This planning, they are taught, must not consist of selfish attention to personal satisfaction alone but also to the fact that there are people to be helped and work to be done through contributions that can be offered if abilities are correctly used and vocational places properly chosen. Paycheck or prestige is then secondary to proper placement.

One might reasonably question the practicality of their reasons. However, what is branded as impractical according to a materialistic outlook may nevertheless be entirely in keeping with the solid Christian principle of self-sacrificing service. In other words the fulness of their training will enable these girls to see at an early age what many realize only after long misguided searches for happiness.

On the completion of this study the writer is in complete agreement with the Catholic social philosophy that in the life of a growing child no suitable substitute can be found for a good home. Only when home conditions are decidedly detrimental, or when parental care and direction are totally inadequate should separation from the family group be sanctioned. After studying the data collected for this thesis, one readily accepts the statement of the

Child Welfare League of America, <sup>1/</sup> "Every child who must leave his own family and live away from his family suffers a profound emotional and social disturbance which can never be altogether compensated for."

It is possible that the girls at the Center must likewise suffer from this emotional and social disturbance. Many have been referred from other institutional homes, and this unsettlement must cause them to wonder if they are unwanted and unloved. Perhaps unintentionally they imagine some personal trait as the cause for a parent's neglect. They fear perhaps being labeled as girls from an institution as evidenced by the frank statements of a few in the Mooney Problem Check List.

The Center is truly beautiful, answering in every detail the modern girls' idea of a beautiful place in which to live. The sisters are completely unselfish and self-sacrificing and in most cases have not only the respect and admiration of the girls but also their affection. Still these girls feel a certain something missing. That something is the difference between home and any substitute home.

Admitting this fact, let us likewise acknowledge the obvious differences between one substitute home and another. There is the danger of the over-institutional type where

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<sup>1/</sup> Standard for Children's Organizations Providing Foster Family Care, Child Welfare League of America, Incorporated, New York, 1947, p. 12.

**APPENDIX**

regularity and endless regulations almost destroy the individuality of the person. "Mass" treatment is another institution evil where instructions, morals, and manners are presented without discrimination. Neither should pride in present-day advances in social work blind us to existing negligences for even in the best-regulated homes individual carelessness can mar the work of a conscientious director.

The very atmosphere of the Center, where self-sacrificing sisters seek only the betterment of the individuals confided to their care, not only eliminates these evils with their negative platform but also establishes a positive program along liberal lines. Time-tried virtues of honesty, moderation, and cheerful dedication to a chosen vocation are upheld and encouraged, so that seeing the wisdom of such living it may be accepted in its purity and developed to its fulness.

## AUTOBIOGRAPHICAL QUESTIONNAIRE

1. List the five forms of recreation that you like best. Select your favorite one from this list, and give one or two reasons for your choice.
2. What type of work would you like best to do when you leave the Center?
3. What type of work do you feel best suited for? What makes you feel that you are suited for this type of work?
4. In what way do you think the religious training you are now receiving will be of value to you when you leave the Center?
  - (a) in the business world
  - (b) in marriage
  - (c) everyday contacts with people
5. How is your religious training helping you now?
  - (a) at school or work
  - (b) at recreation

(All information is confidential, no names either of schools or students will be used on Thesis)

EDUCATIONAL DATA FROM SCHOOL

NAME \_\_\_\_\_ AGE \_\_\_\_\_ GRADE \_\_\_\_\_  
COURSE \_\_\_\_\_ LENGTH OF TIME SHE HAS ATTENDED YOUR SCHOOL \_\_\_\_\_  
DATE \_\_\_\_\_

1. How is this girl progressing in her work since her arrival at your school? Indicate this by checking one of the following:
  - a. She receives good grades in all subjects \_\_\_\_\_
  - b. She receives average grades in all subjects \_\_\_\_\_
  - c. She receives poor grades in all subjects \_\_\_\_\_
  - d. She receives a combination of good and average grades \_\_\_\_\_
  - e. She receives a combination of good and poor grades \_\_\_\_\_
  - f. She receives a combination of average and poor grades \_\_\_\_\_
  - g. She receives a combination of good, average, and poor grades \_\_\_\_\_

Below please indicate for d., e., f., and g., the subjects in which good, average, or poor grades were received

good grades	average grades	poor grades
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Has there been any improvement in this girl's work? Yes \_\_\_ No \_\_\_  
(please use reverse side for any comments)
3. As far as you have been able to observe, how does this girl mingle with her school companions? Check below please.
  - a. Stays with companions from the Center \_\_\_\_\_
  - b. Mingles with other girls occasionally \_\_\_\_\_
  - c. Mingles with other girls freely \_\_\_\_\_
  - d. Is popular with both groups \_\_\_\_\_
  - e. Stays by herself \_\_\_\_\_
4. Does this girl take an active interest in extra-curricular activities at school? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, please list such activities below:  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Do you have an I.Q. score for this girl on your records? Yes \_\_\_ No \_\_\_  
If yes, would you mind giving the following information:

Name of Test \_\_\_\_\_ Date of Test \_\_\_\_\_ I.Q. Score \_\_\_\_\_

Any comments that might prove valuable in indicating an adjustment or a lack of adjustment would be very much appreciated and may be written on the reverse side of this sheet. Thank you!

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