A Clinical Study of The Consistency Between Verbal and Behavioral Expressions of Socio-Economic Attitudes

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A CLINICAL STUDY OF THE CONSISTENCY BETWEEN
VERBAL AND BEHAVIORAL EXPRESSIONS OF
SOCIO-ECONOMIC ATTITUDES

being

A Thesis presented to the Graduate Faculty of the
Fort Hays Kansas State College
in partial fulfillment of the requirements for
the degree of
Master of Science

by

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Date June 30, 1939
Approved:
Major Professor

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A CLINICAL STUDY OF THE CONSISTENCY BETWEEN VERBAL
and
BEHAVIORAL EXPRESSIONS OF SOCIO-ECONOMIC ATTITUDES

Elizabeth Lee Downs

For the promotion of socio-economic programs for relief clients which will be of mutual benefit to the individuals and to society it is necessary to determine the actual attitudes of those individuals toward socio-economic problems.

The verbal statements of attitudes toward social, economic and personal problems of relief children of relief parents are inconsistent with and non-indicative of their actual attitudes as revealed by their clinical case studies.

The purpose of this study is to discover whether or not such radical differences between verbal and actual attitudes do appear and with sufficient frequency to prevent uncritically the acceptance of verbal statements of attitudes. This particularly applies to questionnaires regarding vocations and unemployment.

Thorndike, in discussing the psychology of wants, interests and attitudes uses the terms interchangeable as expressive of whether a state of affairs is acceptable or intolerable, satisfying or annoying, sought or avoided,
welcomed or rejected, liked or disliked, desired or eschewed.

"It is natural to assume that the idea of an act plus
the ability to perform it plus the will or desire to perform
it will produce the act. Psychologists....have usually
accepted this apparent induction from the observation of
human behavior". One factor, that of external forces, may
prohibit the accomplishment of the act.

In working with a relief client, if the social agencies
working on the basis of the client's statement of ideas,
ability to perform, and his desires, arranges the external
settings or forces to be conducive to the performance of
the act such act should easily be accomplished. When the
external forces are controlled yet the act does not occur
it is reasonable to assume that the disconcerting factor
or factors lie within the individual and the disconcertion
is due to a misrepresentation (not always willful) of his
actual attitudes.

Remmers, has done considerable research in attitude
studies but his studies have been for the most part if not
wholly limited to studies of college youth--the method
being questionnaire, and attitude scales administered at
various intervals with intervening subjugation to controlled

1. Thorndike, Edward L. "The Psychology of Wants Interests
   and Attitudes". p.18.
2. Ibid., p. 81.
propaganda. Some of his studies deal with attitudes toward national and international policies, vocational aspirations of college youth, and social situation.

Chassell and others agree that the tracing of specific attitudes and experiences in the life history of a person and a study of the changes in their attitudes might account for the behavior of the individual. The writer agrees with Chassell that attitudes do change under various conditions; but contends that in case studies of relief youth or relief parents the inconsistencies of verbal and actual attitudes are not due to changes in attitudes. The writer contends that in the light of uncontrolled external forces, and of the time elapsing between the verbal statement of attitudes and actual attitudes revealed in reactions to the situation which the individual indicated as being either desirable or undesirable to himself, the attitudes are inconsistent beyond reasonableness and can not be called merely changes in attitudes.

A study of "Evaluating Youth Work-Project Results" by McNassor includes comparison of 'before and after' project work attitudes. McNassor studied such traits as 'attitude toward authority' 'proper attitudes toward fellow

3. Young, Pauline V., "Interviewing and Social Work".
workers', 'adjustment to new assignments', 'initiative', and other work traits considered desirable by prospective employers. The practicality of the method used in this study is questionable in that project supervisors participating in the study were asked to make two ratings of each worker at one time, one rating the youth as he had been at the beginning of the project and the other rating the youth at the date of both scale ratings. McNassor assumes that the supervisors could remember how the individual behaved at the beginning of the project employment—the writer would question the reliability of such scale ratings which called for the recollection of traits exhibited as much as twelve months previously. Reliability of the results of scales given by the project supervisors might also be questioned on the basis of the subjective judgment of the supervisors and also on the basis of the training of the supervisors—their being unskilled in rating and in recognizing actual attitudes.

Thurstone has been one of the outstanding leaders in the study of attitudes. He has edited attitude scales such as "The Attitude Toward War", the "Attitude Toward the Negro", the "Attitude Toward God", and "A Scale for Measuring Attitude Toward the Church". These questionnaires can be used on any selected group. On the basis of these
scales, studies in changes in attitudes have been made.

This study differs from other contemporary studies on the subject of attitudes in that it is a study of unemployed non-school youth and this study is based on their actual personal conditions rather than on abstract social conditions or on created situations.

This study is based on the hypothesis that 'The verbal attitudes toward social, economic, and personal problems of relief children of relief parents are inconsistent with and non-indicative of their actual attitudes as revealed by their clinical studies'.

Throughout this study the following words and phrases of the hypothesis shall be interpreted in the following manner:

1. **Verbal attitudes** shall be construed as those attitudes voiced by the interviewee in response to questions by an interviewer, and those attitudes recorded by the client on written questionnaire forms.

2. **Social, economic, and personal problems** shall not be differentiated from each other in any manner.

3. **Relief children of relief parents** shall limit the

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group studied to those youth who are or have been on a relief-measure payroll of the government and whose parents are or have been given food, clothing, employment or other relief assistance by one or more governmental agencies.

4. **Actual attitudes** is herein interpreted to mean those attitudes exhibited in behavioral situations by the individual and recorded and interpreted by clinicians.

5. **Clinical case study** is a survey of all recorded material concerning an individual and of the interpretations placed upon said material by trained workers, at the time the social, economic or other personal incidents of the case were recorded.

The following attitudes were studied and verbal versus actual attitudes contrasted:

1. Verbal attitudes regarding further education compared with clinical findings in regard to attitudes toward further education.

2. Verbal expression of skill and of social status contrasted with the youth's actual limitations and handicap as revealed by clinical findings.

3. Verbal expressions of personal independence in contrast with behavioral expressions of independence.

4. Verbal attitudes toward new situations and desires for new experiences versus attitudes as revealed by behavior
in new situations and personal attempts to secure new experiences.

5. Feelings of personal security in a verbal situation in contrast with feelings of personal security in an actual situation.

6. Verbal attitudes toward obtaining employment contrasted with actual attitudes as revealed by efforts to secure employment.

7. Initial verbal attitude toward employment desires in contrast with attitude in actual employment situations and reasons given for not accepting private employment.

The subjects of this study consisted entirely of youth on the regular NYA roll of Ellis County, Kansas. These subjects were selected entirely upon the basis of the writer's familiarity with the cases and the clinic contacts with the individuals.

The boys and girls used in this study are between the ages of eighteen and twenty-five years. The parents of these youth are or have at some time received assistance from government relief agencies. The majority of these youth are of German-Russian extraction, are unskilled in any trade, have been limited in travel experience to their own and the immediately surrounding counties, and have had an eighth grade education in rural parochial schools. Some
members of the group are of other than German-Russian nationality. A further distinction between some of the members of the total group is that some of them have more than an eighth grade education—as much as one year of college.

The subjects herein discussed have been assigned to a special NYA project at the Fort Hays Kansas State College Psychological Clinic at some time during the past two years. This assignment has been for the purpose of vocational guidance, prevocational training, and placement and adjustment in private employment situations; the period of the assignment has been for an indefinite period of time. Particular attention has been paid in all work with these youth, to their individual abilities, interests, and needs.

The method of procedure in this study has been the comparison of recorded questionnaire, and single interview forms material, and a clinical evaluation and interpretation of other case material. The recorded attitudes according to questionnaire forms when administered by others than clinical psychologists, first interview forms administered by members of the vocational guidance division of the clinic, government files, and other questionnaires have been the source of the verbal statements of attitudes. Clinical case studies of recorded material resulting from conferences with the indi-
individual cases, their fellow workers, employers, social workers, and other acquaintances who have professional attitudes, constitute the sources for the actual attitudes.

The special NYA project has been primarily a work project with vocational assistance as secondary. The project was unique; the method of clinical study and treatment has been entirely original within the Fort Hays State College Psychological Clinic. The time spent in the clinic by the youth has not been of uniform length. The clinical forms used in this study were frequently revised to facilitate the work with the youth; therefore, the forms, questionnaires, and other source material is not identical for all of the cases included in this study.

**Education**

In the study of verbal attitudes regarding further education compared with clinical findings in regard to attitudes toward further education the following points have been taken into consideration:

**A. Basis for determining verbal attitudes:**

1. Would like to attend training classes in various vocations? Which ones particularly?
2. Would you like to continue your education?

**B. Basis for determining actual attitudes:**
1. **Perseverance of the case in securing an education** as revealed by the grade attained when formal schooling was discontinued. A statement of reasons for discontinuing school.

2. **Initiative in securing informal education** after leaving school as revealed in (a) what the case has done for self-improvement since leaving school (b) statements of personal interests, hobbies, amusements, (c) type of reading material and amount of reading done by the case.

3. Present educational interests of the case, desire to attend training classes in the various vocations, and type of vocational training desired.

4. Statement of ideas as to what the interviewee would like to be or do ten years from date. Inconsistencies of his ideas as to occupations ten years hence and the expressions of desire, and type of vocational training.

5. Excuses for not taking training offered and problems met in compulsive vocational training.

**Case 1. Thressa**

Thressa said that she would like to continue her education. She also said that she would like to take vocational training and would particularly like to take training in business courses.

Her actual attitude toward further education is believed not to support the verbal desire for the following reasons.

She has not exhibited an attitude or perseverance in
securing an education because she discontinued schooling after completing the eighth grade. (She was sixteen years old and had repeated the fifth and the seventh grades.) She gives as her reason for not continuing in school work the lack of means of financing further education. Since she lives in the country attendance in high school would necessitate two trips to town which the family could not afford. However, social workers describe the parents as being "very interested in educating their children". The girl's father has brought three children in to attend the Junior and Senior High Schools for two years. This has required at least two trips to town, and if Thressa had been anxious to attend school her transportation would have been assured her. The girl does not contribute to family support hence she could have ridden to school with the other members of her family and attended school with them.

Thressa has shown no initiative in securing either an informal or a vocational education. The clinician found that she had done nothing to improve herself educationally in the seven years which she has been out of school. Her hobby is fancy work; for amusement she sings, and goes to dances. She reads only "True Stories".

Verbally her educational interests are vocational
courses in business, and in cooking. Case study shows that she was unwilling to take vocational courses offered in cooking which would train her for a vocation on her educational level.

She expects to be married in two years and to have a home in town. Since her scholastic achievement is at present on approximately the sixth grade level (according to a Pintner Achievement test) it is very doubtful that she could be trained or achieve any success in a business course or in employment before she expects to be married.

Since Thressa did not want to take the cooking course, offered through governmental agencies, merely for self-improvement she probably would not remain long in a business course which, for vocational training, would require diligent work for considerable time due to her lack of education. The vocational class in food preparation and maid service met four hours a day on three days of each week fourteen weeks. Thressa objected to coming to these classes for half-days because she had been working on another NYA project which required three seven hour days every two weeks. She had also been doing part time house work which did not interfere with NYA hours; but she had lost the part time work due to unsatisfactory performance.

Thressa objected to coming to the vocational class be-
cause she said that her father could not afford to come to
town for her at noon and return again in the evening for
the children who were attending school. Social workers
reported that the community standing of the father is
'rather low because he spends all of his time and money
burning up gasoline just riding around'. It is evident
that Thressa must have known that the father did consider-
able driving. Individuals in charge of the clinic project
agreed to assist the girl in obtaining part time employment
where she could work half-days and attend the training
course the other half of each working day--the case agreed
to this plan of work.

When a position was offered Thressa she turned it down
saying that she had to help at home. She continued to come
to class, though unwillingly.

The teacher of the vocational class reported much pro-
gress in social training and in personal cleanliness on the
part of Thressa and also stated that she exhibited an atti-
tude of interest in her work; but she was constantly com-
plaining to the clinician about the expense of the extra
drive, and the work to be done at home. She was asked to
bring her father to the Clinic to talk with the clinician
about continuing work on the vocational project. Thressa
did not comply with this request.
Before the conclusion of the course Thressa was transferred at her request to another NYA project which was not giving her training in a vocation in which she could maintain herself.

**Skills and Social Status**

The topic of "Verbal expression of skill and social status contrasted with the youth's actual limitations and handicaps as revealed by clinical findings" is based on the following items:

A. Verbal attitude

1. Statement of vocation for which the case says that he is qualified.

2. Statement of machines which the case says he is capable of operating.

3. Sources of recommendations which are furnished by the case on the basis of work done for the former employer.

4. Reply to the question 'Is there any reason that you could not hold down a job in your home town?'

5. Answer to the question 'Have you ever been in any trouble? Has any of your family ever been in any trouble causing public embarrassment?'

B. Actual attitudes

1. Educational limitations

6. For further substantiation of the contrast in this attitude see the cases described in appendix I.
2. Further training limitations due to age, ability, background, opportunity.

3. Language handicap.

4. Intelligence Quotient.

5. Personal appearance

6. Physique for desired occupation

7. Recommendations of former employers

8. Nationality handicaps

9. Family status


Case 2. Josie

This girl, Josie, said that she was qualified to do housework; that she had had experience in housework and she gave the clinic the names of four people for whom she had worked. Josie said that she could be recommended by the four former employers, for cooking, sewing, marketing, and for child care.

Josie very definitely stated that neither she nor her family had ever been in any trouble causing public embarrassment and that there was no reason that she could not be employed if positions were available.

The clinical case study of Josie reveals a deficiency in her education. She attended a rural school until she was thirteen years of age and discontinued her school work
while she was in the seventh grade. The teacher of the vocational homemaking class reported, 'I doubt if Josie could read a recipe and follow it. When I asked her to read a receipt aloud she hesitated before starting. She reads no better than a fifth grade pupil—very jerky and she doesn't recognize many simple words'. Josie has a very pronounced dialect and does not express herself well in the English language; the family uses the German language altogether in the home.

Due to Josie's age which is twenty-three years, her lack of educational background, work records, and possible opportunity revealed in the social background of both the girl and her family, it is very unlikely that any attempt of further education or training for a skilled profession would prove profitable for Josie.

Josie's personal appearance is decidedly against her as a factor of employability. The teacher of the homemaking class repeatedly reported that her personal appearance is not neat! 'It is doubtful if she is really clean!' The first interview form filled in by a clinician states in regard to Josie, 'long dirty nails, tacky looking clothes, vocal tremor'. The supervisor of the NYA sewing room says that Josie's appearance is not good, but, she believes that Josie dresses as well as she can and according to her own standards she is probably well dressed. This
supervisor believes that Josie wears her hair in styles which are too extreme and that her nails are noticeably too long and are not always clean.

The recommendations for this girl, Josie, from former employers are very good, these recommendations state that she is reliable, honest, industrious, and a good worker. (The clinic had no way of evaluating the references of the former employers.) However, the clinical study shows that at the time Josie reported that she was qualified to do cooking, sewing, marketing, and care for children she misrepresented her abilities. In the vocational class she could neither read nor interpret a recipe, she was unfamiliar with the use of a double boiler, electric mixer, measuring spoons and other kitchen utensils and that she could not qualify for work demanding meal preparation.

The teacher reported that Josie could organize her work efficiently but needed plans for her work discussed in detail. Approximately fifty percent of the food prepared in the cooking class were unfamiliar to her, or she had never prepared them before the class lesson. While knowledge of the method of preparing the following foods probably does not determine whether or not an individual is a qualified cook, yet there is an indication of great deficiencies and also of personal over-evaluation of Josie's ability as a 'qualified cook.' Foods Josie had never pre-
pared included potato salad, peanut butter cookies, muffins, corn bread, baking powder biscuits, scalloped potatoes, cream soups, vegetable soups, macaroni and cheese, angel food cake, Italian spaghetti, jelly, meat balls, baked beans, Harvard beets, breaded tomatoes, and rice pudding, and she had only plain fried or scrambled eggs previous to the class lesson on eggs.

The community status of the family is indicated by the following statements made by prospective employers when attempts were made to place the girl in private employment.

The first prospective employer said, "What family is she from? I would not consider her on account of her low morals. Have you had her take a physical examination for venereal disease? I would not have her around my children."

The second prospective employer said, "What family is she from? Is she a sister of_______?" (She is). "Has she had a blood test? I would not consider her on account of her low morals."

An acquaintance of the girl said without malicious intent, "She's been 'hustling' for clothes and things ever since she was in grade school. She has worked in several of the night clubs here and was a prostitute. She and another girl used to make lots of money rolling drunks at _________."
In the family history record the clinic found that an older sister of Josie was one of the most notorious prostitutes in the county; that a younger sister was co-habiting with a married man; and that Josie had undergone an abortion operation, at the expense of the county, several years ago.

**Personal Independence**

"Verbal expressions of personal independence in contrast with behavioral expressions of independence" were studied principally in the light of the following points.

A. **Verbal basis for determining attitudes**

1. Is there any reason that you couldn't hold down a job in your home town?

2. Answer to the question 'What is your attitude toward relief?'

3. Attitudes characterized by acquaintances.
4. Financial help at home.
5. Control by parents or others.

B. Basis for determining actual attitudes

1. Clinical findings in regard to employability factors.
2. Financial help at home and control of finances by parents.
3. Extent of dependence upon parents for employment decisions.
4. Dependence upon friends and familiar situations.
5. Dependence upon others in working situations.
6. Dependence upon relief provisions: and length of time that the case has been on NYA.

Case 3. Petronella

Petronella said that there is no reason why she could not hold down a job in her home town. She said that she did not like NYA because she would rather have a clerical position in a department store. Interview forms of social case history which list attitudes all agree in statements of Petronella's independent attitude. One interviewee's answer to the question 'What would you suggest to make the case more employable' replied that 'she is too independent
and irresponsible'. Petronella does not assist financially in her home. She exhibits attitudes of independence in her home life and takes no responsibility whatever in cooking, cleaning, or other home duties. Her frequent conflicts with her older sister, lack of conformity to her parents desires and demands in work and in type of recreation participation indicate independence. Both the mother and the sister of the case have said to the writer, "I don't know what to do with her, she will not listen to anyone, she is too independent."

Other illustrations of apparent personal independence may be observed in the following excerpts from case records. "She was assigned to an office to do clerical work. She came to work whenever she wanted to come—any day that she wanted to work. She dressed as well or better than the supervisors of her work. She wastes a great deal of time during working hours and spends part of her time in talking to the girls in a neighboring office who are sewing; she effects a superiority air when talking to these girls who were former fellow workers of Petronella."

Clinical findings reveal that Petronella is very dependent, especially in employment situations. She stated that she wanted a job in a department store; that she wanted a job where she would take orders instead of using her own initiative. Records of the first clinical interview with
the case indicate that she is very insecure and is actually afraid of responsibility.

She was given some training by clinic workers in how to make an application for a clerical position. She was then asked to apply at the department store in which she particularly desired employment and was told to report the application to the writer. On her next working day at the Clinic she reported that she was and had been afraid to go down and talk to the manager "so I made my dad go and ask for me. Dad knows them well and we do all of our trading there; my grandparents have traded there for years; so Mr.________ had better give me a job".

Petronella depends upon familiar surroundings and upon her clique of friends for security—social workers report of her friends class them as the 'roughe element' and 'undesirable'. Whenever the Clinic placed Petronella in a new situation or environment she said that she was afraid. She would almost refuse to make trips to the college library to check out books, to visit the pottery shop or to meet other situations designed to build up her security; she always asked if one of her NYA friends could accompany her. In making applications for housework she has always insisted on taking one or more of her friends with her; she has delayed making an application for work one or more days in order that a friend might go with her.
In some working situations the teachers report that Petronella is too independent about her work. Many times she exhibits attitudes of carelessness in food preparation but she does not try anything new or use her own initiative.

Replies to various requests for this girl to apply for work indicate dependence upon the parents. She has refused to apply for housework even when the Clinic recommended both the job and the girl. In refusing opportunities to work she has said on various occasions, "Mother says I don't have to work", "Mother says that I don't have to take a job where there are kids to take care of", "Mother says that I don't have to take care of kids because I've never had to take care of any of them at home and I don't have to take care of any others", "I don't have to work and if you lay me off the NYA my dad has to support me anyway. I'll make him buy my clothes and things". She was offered a good job in a home but the work necessitated her staying evenings with the children. Although she would have had to stay only one or two evenings a week she refused to consider the job on the grounds that "Mother says that I don't have to take a job where I have to stay after dark. I won't stay any place after dark. I'm afraid to stay just with kids after it gets dark". The writer is of the opinion that this case did not turn down the job solely on account of her fear of the dark because it is a known fact that she
has for some time gotten all of her exercise walking the streets after dark---at least in the early part of each evening. The streets of her home town are poorly lighted and she is usually accompanied by only one girl friend, which might be an indication that her fear of darkness is not very intense.

Petronella has been entirely dependent upon the NYA for employment since the seventh of March in 1936. She has been quite a problem to all who have worked with her. She wants to do only the type of which she finds easy, routine, and interesting. She is rather belligerent when asked to do work not to her liking. In November 1937 she was to be transferred to a homemaking course project, since she would not willingly take the course nor try to obtain private employment. She said, "I'll quit NYA before I'll take that course". She was transferred and did not again mention quitting NYA. In spite of this attitude she was not immediately dismissed from NYA because the family has long been a relief case and those in charge of the project thought that the training would be of great benefit to the girl. She was asked to report to be measured for a uniform to be worn in the cooking laboratory; but she did not report. On the day that the classes in homemaking began she reported for work but stated in the dressing room when she found that she would have to wear an extra uniform
which did not fit her, "This is going to be my first and only day at this cooking school". However, she continued to come to classes, which was a further indication of her dependence upon NYA.

When the class teacher informed the girls that they were to plan and serve a luncheon to some of the officials of the coordinating agencies which were financing the vocational class, Petronella said, "Well if that Mr._______ is going to be there I'll stay at home; he made me mad". Again, she reported for work on the day of the luncheon, indicating dependence upon NYA in preference to an attempt to secure private employment.

That she was dependent upon NYA for some degree of financial security was indicated in her reaction to the information that she was to be taken off the NYA pay roll because of her consistent refusal to accept employment offered her or to make an effort to obtain work more to her liking. Her first reaction to this information was violent swearing and cursing of the NYA official whom she considered as being directly responsible for her release. Then she began to cry and said that she did not have any way to make money to buy clothes and things that she needed. (The writer could not sympathize with her about her clothing since she is always much better dressed than the average girl attending the local college). Again she began swearing
and said, "Damn, Mr.______, he just has it in for me. Hell, he can't lay me off NYA. I'll tell my dad and he'll go up to see him. He'll give him hell; and I bet that he won't dare to lay me off". The girl was dismissed from NYA work immediately, which was in January 1938, and has not had an average of one day of work a week since that time. She has been given the names of places to apply for work several times during the interval but she says that she "is afraid to go to apply", "is afraid to work in new places", "will not go to apply for work unless I can get one of my friends to go with me", and she has indicated several times that she would like to be reassigned to an NYA project.

Other case histories described by Downs (10) further show the contrast of attitudes of personal independence.

New Situations and New Experiences

The following points are the basis for the study of 'Verbal attitudes toward new situations and desires for new experiences versus attitudes as revealed by behavior in new situations and personal attempts to secure new experiences':

A. Verbal attitude

1. Verbal preference for home or travel, routine or change, boss or take orders.
2. Verbal expression of willingness to accept employment in another locality.

3. Statements in clinical conferences regarding desires for new experiences and for new situations.

B. Clinical findings revealing actual attitudes

1. How far has the case traveled? Why?

2. Initiative shown by the case in working situations.

3. Type of case i.e. leader or follower.

4. Willingness or unwillingness of the case to be placed in employment away from the home town or county.

5. Difficulties met in placing case out of familiar environment in a working situation.

6. Reactions to new situations such as the use of telephones, new buildings, applying for work, new acquaintances, serving meals, expressions of fears, and similar circumstances.

Case 4. (Felecitus)

Felecitus is the second oldest of a family of twelve children. She said, "I would rather be away and work away from home so that I could have my own room. It would be good to be away because there are so many children at home". She also said that she likes to travel and wants to do so. She has not traveled outside the state but has been away from home on several occasions and said that she did not get homesick.
When Felecitus was asked if she would consider taking a position in a city larger than her home town and some distance away she said, "I sure would like to. This town is too small. I've always wanted to get away". She made application for the position but it had been filled. Correspondence was carried on between her sister and other persons in the city who had read the recommendations of both girls which were sent to the first employer by the clinic. The sister was employed and Felecitus was given encouragement in obtaining employment once she came to the city. She further indicated her verbal desire for the new experience by saying that she was anxious to go and that she would not only take a chance on obtaining employment in the city but would also borrow enough money to pay her bus fare to the city.

On the basis of the clinical findings in this case study the writer contends that Felecitus does not actually want to travel, leave her home, nor leave her home community. She planned to be married but broke the engagement when her fiance went to California to work; he wanted her to go with him but she did not want to go that far from home.

She is not seeking new experiences—-at least work experiences. Case workers describe Felecitus as the leader of her group; but the teachers' reports show that
she is a follower in working situations. She depended on the teacher a great deal. She did not try to learn. She did not use her own initiative in her work. She loafed on the job.

Felecitus was qualified to do housework, according to her own statements and to her recommendations from former employers. She also stated that housework was the type of work which she wanted. Felecitus and her sister were employed in a city some distance from their home. Each girl was paid at the rate of seven dollars a week and their board and room; each had a chance to obtain more money if their work proved satisfactory. (The average pay for local girls in their home community is not over two dollars and fifty cents a week and they do not receive board and room.)

These two sisters have been together a great deal and they said that they would rather go to the city together "because then we could take a little time in getting acquainted with people and choose our friends more carefully".

Felecitus did not contact the Clinic before she left her home town, when she arrived at her destination, nor when she returned to her home, as she had promised to do.

She made an application for reassignment to the
NYA and was referred to the writer for a conference before receiving her reassignment. In this conference she described the home in which she had worked in the city. "I had a room all of my own—and it was just beautiful. It had a great big thick rug on the floor, a beautiful bedroom suite, nice reading lamps, easy chairs and everything was so nice. I even had a radio in a large blue mirror in my room. It sure was a swell place". (This girl, her parents and eleven brothers and sisters had been living in a two room house and it was to this that the girl returned.)

The two girls stayed only a week in the city and left without giving their employers any notice. Felicitus said, "My sister's and my boy friends came down after us so we just came home with them. The people I was working for were not at home that night and I did not know when they would come so I got one of the neighbor girls to stay with the children. No, I didn't know the neighbor girl".

In reply to questions concerning the working situations and reasons for quitting this job, other than the 'boy friend', she said, "The work was not hard although they had a thirteen room house. Everything was very modern and I had quite a bit of time off. But, I didn't like the lady, as soon as I saw her I knew that I could
never get along with her. The lady where my sister worked said that my boss was kinda funny. And another thing, my sister and I worked so far apart that every time I wanted to see her I had to call a taxi. You know taxies cost too much". The writer asked her how often she saw her sister during the week that she worked and she said, "Either every afternoon or every evening and then we slept together two nights."

This girl, Felecitus, did not attempt to obtain any other work in the city but came back to her home with her friends. For further substantiation of the statement of contrast in this attitude see case histories described by Downs (10).

Personal security

'Feelings of personal security in a verbal situation in contrast with feelings of personal security in an actual situation' is based upon the following points:

A. Verbal security

1. Verbal response to questions concerning disabilities, education, scholarship rank, and special training taken for self-improvement since leaving school.

2. Personal appearance and clothing.

3. Willingness and desire to attend training classes.

4. Verbal statement of qualifications for work and work recommendations.
5. Idea concerning employment position in ten years.

6. Willingness to accept work in a new locality.

7. Acquaintance with modern conveniences, telephone, letter writing ability, use of ice box, electrical appliances, and similar things.

8. Travel experience.

9. Social security indicated by statements in answer to the questions 'Have you ever been in trouble?' and 'Has any of your family ever been in trouble?' and 'Is there any reason that you could not hold down a job in your home town?'

10. Statement of personal attitude toward relief.

B. Clinical evaluation of actual personal security

1. Disabilities revealed through clinic testing educational deficiencies, personal appearance, scholarship rank based on mental tests.

2. Perseverance in securing an informal or vocational education—problems in attending training classes.

3. Qualifications and recommendations for work.

4. Inconsistency of ideas of work ten years hence with present efforts and desires for training in vocations.

5. Reaction to offers of employment away from the home town of the case.

6. Proficiency in use of modern conveniences.

7. Actual social security as revealed by social workers' interviews.

8. Behavior revealing insecurity in relief employment.
Case 5. (Isadore)

Isadore said that he had no disabilities. He said that he had finished formal schooling just before completing the eighth grade. For special training since leaving school he worked one day a week for two and one-half years in a CCC machine shop.

Isadore said that he likes to wear good clothes and spends most of his check on clothing.

He said that in ten years from the present he wanted to be a Diesel engine operator.

In regard to his qualifications for work he says that he has had clerking, beet sugar industry, farming, carpentry, and auto mechanical experience. He says that he can read and follow blue prints; that he can operate most auto and carpentry tools. He said that he was head mechanic in a CCC camp and had the responsibility of supervising the work of four other men.

Isadore said that he would be willing to take work in any locality no matter how distant from his home. His travel experiences have been much broader than the average boy of this group—conversation with him reveals the fact that he obtains much security from his travel experience. In working with other members of this NYA group he talks a great deal about his experiences and he had been characterized as being 'cocky' about his travels and his
Isadore said that there is no reason that he could not hold down a job in his home town and that neither he nor any member of his family has ever been in any trouble.

Isadore said that he would like to have a better job than NYA work.

Isadore's actual insecurity is revealed in the following clinical findings.

He has no other source of income than his NYA check of ten dollars-and-fifty cents a month. He wanted to get married but did not do so because of financial insecurity. He worries about his finances. His love affair terminated because he did not have steady work.

Isadore worries about his health and has done so since he spent three months in a hospital due to a ruptured appendix.

He says that he worries about getting a better job than NYA work. (Worries are psychological symptoms of insecurity).

An incident he related concerning his school days reveals insecurity. He left school because he was selected to represent his class in a spelling contest and he was afraid that he would not win so he did not return to school, although only two weeks remained of the school
term and he would have completed the eighth grade.

Isadore knows that he has educational deficiencies. On a Henmon-Nelson test (grades 3-8) he rated an I.Q. of sixty-nine, however, he did not finish this test in the allotted time because of his reading difficulty. On a Stenquist Mechanical Test Form II he rated the 99th percentile. He is a poor oral reader. While he is very good in mathematics and can follow written and oral directions, his reading difficulty, slowness and lack of comprehension, would retard his progress in the study of Diesel engineering.

Isadore had an opportunity to work in a garage in town. The employer usually started new men on the wash rack but during the interview with this boy the employer asked him questions about motors and Isadore was able to answer these questions in such a way as to convince the employer that he did know mechanical work. Therefore he was started as a mechanic.

After a week of work the employer reported to the clinic that Isadore needed to improve his personal appearance—he needed to bathe more often and to wear clean clothes. He also said that Isadore needed to cut down on his smoking during working hours. This information was relayed to Isadore.

Isadore told of being "razzed" on the job and that
it was very hard to work when he was constantly told to hurry or when he was being teased. That he felt insecure on the job was revealed in a conference with a clinician. He did not know how to adjust brakes etc. on the late model cars. He was not familiar with many new type parts of cars and because he was frequently "razzed" by the shop force he did not like to ask any of them for an explanation of his work.

His work grew progressively worse which in part was due to the pressure under which he worked. He did not improve his personal appearance. He did not reduce his smoking and he came to work with 'hang-overs'. For these reasons he was dismissed.

Isadore obtained a part time job in a garage in a neighboring city and so far as the writer could determine he did his work well and completed the job but was not placed on the permanent shop force.

He was reassigned to NYA, worked in the clinic again but seemed to have a feeling of a loss of status because he had lost his job in the garage.

Last reports on Isadore were that he was bumming; this surely indicates complete occupations, and social insecurity. For further substantiation of the contrast between verbal and behavioral expressions of attitude toward personal security, see case studies described by Downs (10).
Employment Interests and Efforts

The following points and the case indicate the contrast in verbal attitudes toward obtaining employment and actual attitudes as revealed by efforts to secure employment:

A. Verbal attitudes of interests and work wanted.
   1. Answers to questions concerning type of work desired.
   2. Answers to questions regarding reasons for desiring permanent employment.
   3. Expressed attitude toward relief employment.

B. Actual attitudes as revealed by actual interests and effort on the part of the individuals to find employment.
   1. Have you ever applied for a job?
   2. Where have you tried to obtain work?
   3. Would you work away from your home town? Why not?
   4. What type of work do you want?
   5. Statement of wage desired for work.
   6. Inconsistencies in items four and five in regard to experience, skill, unreasonable requests in conditions, unreasonable salary etc.
   7. Length of time that the family and the case have received relief.

Case 6. (Leopold)

Leopold rated very low on mental and on skills tests
and in view of the study made of him and his work it is evident that there is little possibility that he will ever achieve a skilled trade.

Leopold has the physique to do almost any type of strenuous manual labor. He is six feet and one inch tall, weighs two hundred pounds and is very well proportioned. On a hand dynamometer he can grip one hundred and forty pounds with either hand and he can grip two hundred and sixty pounds with both hands.

Leopold said that the main reason he wanted permanent employment was so that he could have more money to spend and so that he could get married.

In regard to the type of work in which he desired employment Leopold has given indication of many different interests. If verbal willingness to accept employment in any of the occupations listed below were to be used as the criterion for judging how anxious an individual is to obtain employment, then this boy is almost desperate in his search for work.

Various interviews and questionnaire forms administered between the dates of February and November of 1937 show that Leopold listed the following types of work as those in which he was interested and which he was desirous of doing.

1. Farming
2. Filling station work--would also like to attend a vocational class in filling station training.

3. Carpentry work

4. Painting--would especially like to learn to mix paints.

5. Stone cutting and stone dressing

6. Flour mills

7. In the army

8. Outside work--would like to do barn painting

9. Barbering, and mechanics were listed by Leopold on NYA form #40 as his first and second choices of occupations if he had the training.

Clinical study shows that he has never applied for a job other than NYA work and CCC assignments. He has not tried to obtain employment yet he says that he knows a building contractor for whom he would like to work. He has known this contractor for some time, yet he has never asked him for a job.

He says that he is willing to take work in another locality yet he has made no effort to secure work elsewhere.

This boy has been a relief case since September 9, 1936. Since he has been out of school and on NYA the local area has been experiencing an oil boom; there has been a great deal of building, with a proportionate increase in carpentry and painting work. Most of the
building work has been done by contractors who employed local assistants. There has been an opportunity for this boy to locate in these types of work if he had made an effort.

There also has been ample opportunity for Leopold to make application for work in the oil fields for some phases of which he is well suited due to his extreme size and strength.

The most indicative reaction to opportunity for employment and the lack of effort on the part of Leopold is the fact that he was offered a job in local oil fields at the rate of six dollars a day and he refused to take the work. He refused the work because "it is too dangerous, I want to join the army because it ain't so tough".

This case study shows that Leopold is not interested in securing private employment. Additional cases indicating a difference between verbal and behavioral expressions of attitude toward employment interests and efforts are described by Downs (10).

**Desires and Reasons for not Accepting Employment**

"Initial verbal attitude toward employment desires in contrast with attitudes in actual employment situations and reasons for not accepting private employment" is
based on these points:

A. Verbal attitudes

1. What type of work do you want?
2. What salary do you want?
3. Would you accept a position in another locality? Why not?
4. Will you take a job which is recommended to you by the clinic?

(In the first interview with each case the clinician explains the function of the clinic in regard to the case and to NYA i.e. the clinic assists each case in every possible way to secure permanent private employment. Each case is informed that no attempt will be made to place them in employment for which they have no training, interests, or in employment where the working conditions are known to be below average. They are expected to accept employment which the supervisors of their NYA work feel they are qualified to do, have indicated an interest in, and for which the supervisors have made investigations of working conditions.)

B. Clinical findings revealing actual attitudes.

1. Not the type of work wanted.
2. Not enough pay
3. Criticism of employment requirements
4. Needed to help at home
5. Personal insecurity in ability, fears, etc.
6. Personal liberties demanded by the worker but interfered with by the occupation.
7. Length of time spent in work
8. Cooperation with employer
9. Inefficient work
10. Opportunities refused
11. Cooperation with the clinic in securing a position, dependability.

Case 7. (Silverine)

Silverine said that she wanted help in obtaining work in homes or in a cafe; she had had experience in both types of work.

She originally asked for a wage of three and one-half dollars a week; later she wanted a job paying four or five dollars a week.

Silverine said that she would not accept work in any but her home town because it would cause trouble between her and her 'boy friend'. She said that she would accept a job which was recommended by the clinic and has applied and accepted several jobs so recommended. That Silverine does not actually desire private employment is revealed in her excuses for not making applications for work, refusing employment, and making no effort to retain positions which she has accepted.

Because of Silverine's family and her personal reputation it is impossible for her to secure work in many places in the local community. (She is a sister to Josie, page 22, and is the cohabiter mentioned in that study).
The clinic recommended a job in a soft drink stand to this case. The establishment was of good repute and it was one type of work (waitress) which Silverine had indicated would be desirable to her. The pay was good in comparison to the wage of other local unskilled girls. Silverine refused to apply for the job saying that her mother would not let her work in this place.

She obtained a part time job doing housework but quit because the pay was not sufficient.

She refused to apply for several positions recommended by the clinic saying that 'other girls didn’t take jobs when they had a chance'.

Since she was unwilling to apply or to accept housework it was suggested that she apply for employment in one of the local stores as a clerk but this also she refused to do. She said that her clothes were not good enough to work or even to make an application for work in a store.

(This girl dresses far beyond her means, wears clothes very well, wears clothes of the latest styles and is much better dressed than the average local clerk. She is neat and clean and her personal appearance is very good.)

Another job doing housework was turned down by Silverine because she said that her sister was also working on NYA and that she (Silverine) had to spend all her free time helping her mother. It was then suggested that her
sister might quit NYA work and do the housework so that Silverine could take private employment. This suggestion was not kindly received.

Silverine was dismissed from NYA for refusal to accept employment for which she was well qualified and for the non-acceptance of which she could not furnish satisfactory reasons.

The clinic continued to follow this case. (This is the practice for all cases.)

Since Silverine had no income she finally accepted a job of housework. She worked only one half-day and did not return in the afternoon because "my boy-friend found out where I was working. He found out that these people kept college men roomers. He made me quit".

She obtained another job of housework and quit that after about two weeks of work because "the lady worked me too hard and never helped a bit with the work even when she didn't have anything to do". She worked only a short time in another home but quit there because the employer cut her pay, and brought over a neighbor's washing on two different occasions and had Silverine wash and iron the clothing without extra pay.

The clinic had not contacted this girl for a period of three or four months but had on many occasions contacted her sister Josie who was also under clinic supervision.
In one interview with Josie inquiry was made concerning the welfare of Silverine and Josie replied, "Can't you help her get a job? She sure does need one. You know Dad was so mad when she quit her job at---(the job in the home with men roomers) that he kicked her out. She has been living with our sister but she hasn't had any work for a long time". The writer suggested to the sister that it was extremely difficult to place Silverine in private employment since her boy-friend refused to allow her to accept employment in so many places. Silverine would not take employment where there were children to care for or where she had to work in the evenings. Josie recognized these factors but begged that the clinic help Silverine who was in desperate need of work.

At a conference with the district NYA supervisor concerning this case the supervisor suggested that evidently the case really was in love with her boy friend who was insanely jealous of her but that much effort should be made to help Silverine obtain work. It was known to the writer and also to the NYA supervisor that Silverine had been dating this particular man for at least two years and that he would probably have married her if his wife would have given him a divorce. Although the divorce case came to court his wife contested it and the divorce was not granted. The man had lived in the home of Silverine's parents for
some time before Silverine was ejected. The supervisor and the writer finally agreed that probably the best way to help this girl was to attempt to obtain work which would not require the care of children, not require work in the evenings, and would eliminate all contact with men. Fortunately, one of the local hospitals called the writer wanting assistance in locating or employing one of the NYA girls who had received training in the vocational training course. The girl was wanted to work in the hospital kitchen. Her work would consist of dish washing, preparing trays, and assisting the cook. Silverine was recommended for the job and contact was made with Silverine, who seemed delighted to have an opportunity for work. She said that she 'would stick to this job'. It was just the kind of work that she wanted and she would be paid better than she would be paid if she were doing housework. Another feature of the job which she liked was that she would not be required to work after six-thirty or seven o'clock in the evening.

Silverine was employed and after the first week of work the hospital supervisor and the cook said that Silverine was doing satisfactory and very good work.

During the last week of December 1937 the writer again called the hospital supervisor to inquire about the girl's work and was informed that Silverine did not report for work on Christmas Day as she was expected to do. Silverine
had worked only two weeks but her work was entirely satisfactory and the supervisor of the hospital had had no indication that the girl was not going to return to work. Silverine did not contact the hospital after failure to report for work.

In April this girl again told the writer that she needed work, that her mother was very ill, the children needed clothing, the family was living on beans and potatoes, and that they could not get aid from county relief agencies. (It was discovered that they had not applied for assistance during the mother's illness. The writer suggested that they contact the authorities. They made the contact and immediately received medical aid).

Silverine was still living with her sister.

The writer informed Silverine that before the clinic could be of further assistance to her the clinic would have to have some explanation concerning her hospital job and the clinic would also have to have assurance of her cooperation.

Silverine said, "You know I didn't mind the work at the hospital. It was pretty hard but I got my evenings off. I just couldn't stand the people I had to work with. Whenever cookies and candy came with the grocery orders they would fill their pockets and hide cookies and candy and never offer me a bit. I didn't like that very well but it
didn't bother me as much as their talk. The cook and the other girl (who'd only been there a week longer than I) talked in whispers all the time. I felt like they were talking about me but I went ahead with my work. I always had to do the dirty and the heavy work—washing all the pots and pans and scrubbing the floors—while the other girl did the easy work of fixing the trays etc. One day they were whispering about me and laughing so I said, "Tee Hee I get off on Christmas Day and you folks have to work". Christmas Day was supposed to be my day off but those girls went right up and told the supervisor that since they had to work on Christmas Day they thought that I should have to work also. The supervisor called me in her office and told me that I could have my day off the day after Christmas instead of Christmas Day. I didn't say anything to her but I sure was mad. The girls in the kitchen laughed too. I just laughed to myself and thought 'you think you are smart but I'll fool you yet cause I'm not coming back to work Christmas day. I got paid the day before Christmas and I did not go back. Do you blame me?"

On the same date of the above contact the girl was given the names of two women who had contacted the clinic wanting girls to work. Silverine said that she would apply at both places but did not apply at either one. She has not had permanent work since December 24, 1937. She said
that she surely would like to be reassigned to the NYA.

Further substantiation of contrast between verbal and behav-
ioral expressions are described by Downs (10).

In summarizing the number of inconsistencies in the
seven foregoing topics there are:

1. Fourteen cases which were inconsistent in each
   of the seven topics.

2. Nine cases each inconsistent in six of the seven
topics.

3. Two cases each inconsistent in only five of the
seven topics.

4. In 175 individual attitudes studies, in the 25
cases, only 13 instances of fundamental consist-
ency in verbal and actual attitudes were found.

A list of the cases and their inconsistencies show
that:

Case one was inconsistent in all seven topics.
Case two was inconsistent in all seven topics.
Case three was consistent in the first topic and in-
consistent in all others.
Case four was inconsistent in all seven topics.
Case five was consistent in the third attitude and in-
consistent in all others.
Case seven was consistent in attitude number five and
inconsistent in all others.
Case eight was consistent in attitudes two and seven
and inconsistent in the other five.
Case nine was inconsistent in all attitudes.
Case ten was consistent in attitude number two and in-
consistent in the other six.
Case eleven was consistent in attitude three and in-
consistent in all others.
Case twelve and thirteen were inconsistent in all
attitudes.
Case fourteen was consistent in attitudes three and seven and inconsistent in all others.  
Case fifteen and sixteen were inconsistent in all attitudes.  
Case seventeen was consistent in attitude one and inconsistent in the remaining six attitudes.  
Case eighteen and nineteen were inconsistent in all seven attitudes.  
Case twenty was consistent only in attitude seven.  
Cases twenty-one, twenty-three and twenty-four were inconsistent in every attitude.  
Case twenty-five was consistent in attitude one but was inconsistent in every remaining attitude.

Summary

On the basis of the foregoing cases and the citations to the cases in the appendix the writer is of the opinion that the study shows that the verbal attitudes toward social, economic, and personal problems of relief children of relief parents are inconsistent with and non-indicative of their actual attitudes as revealed by their clinical case studies.

The writer agrees with contemporary writers and research workers in the belief that attitudes are not constant phenomena and that attitudes change. However, it is this writer's contention on the basis of this study that in view of the personal needs of these youth; in view of the personal and individual work done with these youth through the clinic; in view of the numerous sources of public assistance available to these youth and to the clinic for their
assistance; and in view of the period of time elapsing be-
tween the verbal statements of attitudes and actual attitudes
indicated in reaction to real situations which shows attitude
inconsistencies beyond reasonableness, the difference in
the verbal attitudes and the actual attitudes as revealed
through case studies are irrebutably indications of mis-
representations of attitudes rather than changes in attitudes.

Some observations that can be made in the light of this
study are:

1. Government questionnaires concerning unemployment
and statistics based on these questionnaires are not valid
indications of existing conditions.

2. A study of those who actually want to work and who
are unemployed when compared with a study of those who are
not working but say that they want work, would yield vastly
different figures.

3. If human behavior can not be understood unless
social attitudes are brought to the surface, actual atti-
dudes must be brought to the surface, and this can not be
done through questionnaire and single interview forms.

4. Public expenditures of money, in attempts to re-
adjust relief clients to society and to economic conditions
in anticipation of normalizing social and economic conditions,
to give vocational training for private employment, and to
carry out similar programs directed toward economic balance, are inefficient, impractical, and wasteful expenses when they are based on verbal expressions of the clients' attitudes as revealed through questionnaire and single interview forms.
BIBLIOGRAPHY


   This file was used to determine the period and the extent of relief aid given to parents of the cases of NYA youth.

2. Fort Hays Kansas State College Psychological Clinic.

   The case files of the Psychological Clinic contain records of all case contacts and information concerning the individual from any available authentic source. The number of cases studies in this thesis was thirty of which twenty-five cases were used.


   Rating by supervisors of 241 NYA project workers on all-point rating scale.

Form #40 is a questionnaire form listing occupation he would choose as his life work if he had the training. Form #50 is the registration card of NYA youth. Form #50A is filled out by the supervisor of the district when the youth is discharged from NYA.


These forms are on file in the office of the Ellis County Poor Commissioner Hays, Kansas. These forms give the assignment date of the client; they also give reassignment dates and other information concerning the youth and his parents.


These volumes were surveyed to locate available material on the study of attitudes.


Quotations were taken from this book in regard to attitudes.


These forms constitute the master files of the National Resettlement Office and are the registration cards for relief clients who receive grants and land grants.
9. Young, Pauline V. "Interviewing and Social Work".


This book was used as a background for types of treatment of relief cases and quotations were taken from this work.
APPENDIX I

Education

Case 1. Thressa

Thressa said that she would like to continue her education. She also said that she would like to take vocational training and would particularly like to take training in business courses.

Her actual attitude toward further education is believed not to support the verbal desire for the following reasons.

She has not exhibited an attitude or perseverance in securing an education because she discontinued schooling after completing the eighth grade. (She was sixteen years old and had repeated the fifth and the seventh grades.) She gives as her reason for not continuing in school work the lack of means of financing further education. Since she lives in the country attendance in high school would necessitate two trips to town which the family could not afford. However, social workers describe the parents as being "very interested in educating their children". The girl's father has brought three children in to attend the Junior and Senior High Schools for two years. This has required at least two trips to town and if Thressa had been
anxious to attend school her transportation would have been assured her. The girl does not contribute to family support hence she could have ridden to school with the other members of her family and attended school with them.

Thressa has shown no initiative in securing either an informal or a vocational education. The clinician found that she had done nothing to improve herself educationally in the seven years which she has been out of school. Her hobby is fancy work; for amusement she sings, and goes to dances. She reads only "True Stories".

Verbally her educational interests are vocational courses in business, and in cooking. Case study shows that she was unwilling to take vocational courses offered in cooking which would train her for a vocation on her educational level.

She expects to be married in two years and to have a home in town. Since her scholastic achievement is at present on approximately the sixth grade level (according to a Pintner Achievement test) it is very doubtful that she could be trained or achieve any success in a business course or in employment before she expects to be married.

Since Thressa did not want to take the cooking course, offered through governmental agencies, merely for self-improvement she probably would not remain long in a business course which, for vocational training, would require diligent
work for considerable time due to her lack of education. The vocational class in food preparation and maid service met four hours a day on three days of each week fourteen weeks. Thressa objected to coming to these classes for half-days because she had been working on another NYA project which required three seven hour days every two weeks. She had also been doing part time house work which did not interfere with NYA hours, but she had lost the part time work due to unsatisfactory performance.

Thressa objected to coming to the vocational class because she said that her father could not afford to come to town for her at noon and return again in the evening for the children who were attending school. Social workers reported that the community standing of the father is 'rather low because he spends all of his time and money burning up gasoline just riding around'. It is evident that Thressa must have known that the father did considerable driving. Individuals in charge of the clinic project agreed to assist the girl in obtaining part time employment where she could work half-days and attend the training course the other half of each working day—the case agreed to this plan of work.

When a position was offered Thressa she turned it down saying that she had to help at home. She continued to come to class, though unwillingly.
The teacher of the vocational class reported much progress in social training and in personal cleanliness on the part of Thressa and also stated that she exhibited an attitude of interest in her work; but she was constantly complaining to the clinician about the expense of the extra drive, and the work to be done at home. She was asked to bring her father to the clinic to talk with the clinician about continuing work on the vocational project. Thressa did not comply with this request.

Before the conclusion of the course Thressa was transferred at her request to another NYA project which was not giving her training in a vocation in which she could maintain herself.

Case 2. Josie

Josie said that she would be interested in continuing her education and that she would like to attend training classes in typing, but she was not interested in other vocational training.

Josie discontinued her schooling in order to assist with the work in her home, and she said that she was not financially able to attend school. Case workers report that she was in reality a victim of a large family and had to quit school.

Case study would indicate that actually Josie has never
been particularly interested in continuing her education. She has been out of school for ten years and during this time she has not taken any training for special self-improvement. She does no reading, belongs to no organizations, and dancing is her only amusement. Josie does not know how to adjust in a group, does not know how to play games, is ill at ease at a nice party (case history would indicate that she does attend parties but that they are not of a desirable type), and seems to have no trait which would encourage other individuals to seek her companionship.

If Josie had been extremely interested in securing an education she might have attended a parochial school as her brothers and sisters are doing at the present time, because of the family's financial duress they are not asked to pay tuition.

Clinical study of this case revealed that Josie was much more interested in receiving training in waiting on tables and in other phases of waitress work than she was in typing. The clinic found nothing to indicate that the girl could not be trained in waitress work, although her personal appearance would probably be a factor against her in trying to secure employment. She was given training in waiting on tables and dining-room work in the vocational homemaking class. Upon the completion of her work in this vocational course she obtained part time employment in a
small cafe. Later she obtained full time work in another establishment which also required her to wait tables.

Case 3. Petronella

This girl said that she was not interested in any type of further education either formal or vocational. Case study bears out the verbal statements of the girl in regard to her educational desires, although she did become very much interested in the vocational cooking classes. She was especially interested in the class lessons and discussions on such topics as family life, the care of the home, child care and training, beauty culture, etiquette, meal planning etc.

Case 4. Felecitus

Felecitus said that she was interested in continuing her education. She said that she would like to take training in nursing or in practical nursing. Verbal expression of her interest in further education is found in the statement of this case when she said, "I would like to have gone on to school. I keep telling mother to send the rest of the children because I realize now how much I have missed."

The clinic finds that Felecitus has been out of school for seven years and that she gave as a reason for not attending high school the lack of finances. This girl could pro-
probably have attended the parochial high school as the school is very lenient with their members in regard to tuition fees. It is probable that if the girl had exhibited any desire to continue her education in 1932 she would have been allowed to do so.

In the past seven years this girl has taken no training for self-improvement either in formal or vocational education. This girl does not have the educational background to take training for the nursing profession. It is very doubtful that she is particularly interested in securing training as a practical nurse because she had work at a local hospital which required her to cook and to assist the cooks, serve and prepare trays, and do general cleaning. This work would have given her some training in dietetics besides other things she might learn through the hospital contacts, but she quit the job because she said that it was too far to walk.

Case 5. Isadore

"Because he had no incentive to go further" this boy discontinued school before completing the eighth grade. He said that he is not interested in continuing his education. Isadore said that he would be interested in attending vocational classes in mechanics.
Clinical study reveals attitudes which are contrary to his verbal attitudes. Isadore is decidedly interested in continuing his education. Clinical study shows that the boy dropped out of school two weeks before finishing the eighth grade because he was asked to represent the school in a spelling contest; he was afraid to enter the contest so he did not return to school.

Further indication of interest in continuing his training is shown in his work in a CCC camp. He took special work in the auto mechanics shop to learn the trade. He reads for recreation, 'Popular Mechanics' and other magazines dealing with mechanics. He said that he would be willing to study any type of school work that would help him in his line of work.

Isadore rated the 99th percentile on the Stenquist Mechanical Aptitude test Form II. He rated an I.Q. score of only 69 on a Hammon-Nelson (3-8) Intelligence test; this low score was probably due to verbal difficulty and also the time element. He made a very good showing in a mathematics test and he can ably follow both written and oral directions.

Isadore hopes to be a Diesel engine operator ten years hence and in view of his aspirations he has contacted several schools in regard to working his way through a Diesel engineering school.
Case 8. Leopold

Leopold finished the seventh grade in 1932 and did not return to school the following fall. He said that he was not interested in school while he attended and would not be interested in continuing his education at the present time. He said that he would like to be trained in those things necessary for a filling station operator to know.

Leopold is not interested in school, neither is he particularly interested in studying in order to become a filling station operator; clinical study would show.

He has been out of school for six years and in this time has done nothing for self-improvement. His hobbies are dancing, cards, hunting, and an occasional movie. He belongs to no organizations.

Leopold is not aggressive in vocational work. He rated very low on intelligence tests, can not solve simple mathematical problems, can not follow directions, does not comprehend easily and can not read simple material.

Leopold has done nothing to aid him in learning filling station work and in view of his verbal interests in numerous other vocations (see page 32), it is doubtful that he would make much effort to improve his educational background in order to become a filling station operator.
Case 7. Silverine

Silverine has not attended school the past five years. She has only an eighth grade education which included some work in typing. She said that she would like to attend a vocational class in typing; this would indicate that she would like to continue in educational work. She said that she had liked school very much, quit only because she had to assist with the work in the home and because she lacked fees for tuition at the parochial school. She said that now she worries about her lack of education for she knows that she needs more in order to obtain work on a higher level than housework.

Case study would indicate that Silverine did not try to go on to high school. She has two older sisters who take the responsibility of the home work and her mother is a hard working woman. Her statement of her lack of finances as a reason for discontinuing her school work is also a poor excuse because in an interview with this girl and her sister the writer talked with them about the education of their younger brothers and sisters. These girls laughed about the amount of tuition the family owed the parochial school. They said it never would get paid and they knew it. They said that the school authorities insist that the children be sent to school even if the family is not able to pay their tuition, Silverine had the same opportunity.
Another indication of lack of educational ambition is present in the type of reading which Silverine does. She reads only 'True Stores'. She never reads books and very few newspapers. For other interests she dances and occasionally attends a movie. Her avocational interests are not of the type conducive to higher education.

Case 8. Augustus

Augustus graduated from high school in 1935. In the late fall of 1936 he did not think that he was interested in attending college. He said that he would like to attend vocational classes in mechanical engineering.

Clinical study would indicate that actually this boy was interested in attending college but this was not indicated by his verbal report because of personal nationality handicaps and financial insecurity.

Augustus rated an I. Q. score of 128 on a Hemmon-Nelson Intelligence test (7-12) in spite of some verbal difficulty. He had majored in mathematics in high school in hopes of receiving training in mechanical engineering with his mathematics as the background.

With considerable assistance and encouragement on the part of the clinic staff the boy finally borrowed enough money to enroll in college and with a part time job to supplement his limited finances he attended college during
the year 1937-1938. He made good progress in college and had indicated to the writer that he will attend college in the fall of 1938.

Case 9. Lena

Lena said that she would like to continue her education. She said that the only reason that she had not gone to high school was that she lived on a farm and could not drive to high school. She said that she would like to attend training classes in shorthand and in typewriting.

Contrary to her verbal statements the clinic finds that Lena was not particularly interested in attending high school. Lena's parents have wanted her to go to high school. Her parents moved to a town with two high schools the year following Lena's completion of the eighth grade. After moving to town Lena could have attended high school. At the present time she says that she is too old to go to school. She is nineteen years old but is physically small and appears to be much younger than she actually is. It is probable that Lena could carry high school work; she has been out of school for five years and rated a seventh grade level on a Pintner Achievement test.

Lena has done nothing for self-improvement since she has been out of school. She has taken two courses in cooking and in homemaking but she was assigned by the NYA
to the first project and her employer encouraged her to enroll for the second course. Lena received M.H.A pay while working on the first homemaking project or she would not have taken the work. When the second of these two classes opened Lena was contacted. She was employed at this time but stated that she would like very much to enroll in the class.

Arrangements were made with her employer so that Lena could attend the classes. Before the opening date of the course Lena came to the writer and said, "I would like to come to the cooking class but if Mrs.________ is going to cut my pay I won't come. Will you talk to her about it?" Investigation showed that the employer had only mentioned that she would like to reduce the girls pay fifty cents a week since the girl would spend three half-days in class. The employer was again contacted by the clinic and the pay of the girl was not reduced. She attended classes.

Case 10. Seraphine

Seraphine said that he would like to attend vocational training classes in manual training.

He has been out of school for seven years. He has taken no particular training for self-improvement. He said that the reason he quit school was the lack of financial support and that the principal obstacle in the way of
further education was also the lack of finances.

Although he has repeatedly expressed his desire to study manual training, Seraphine has exhibited little or no effort and initiative to secure such training. This boy's father has a carpentry shop on their farm and the boy does some work in it although he takes no responsibility in the work. With public libraries available and a home work shop with equipment to work with it would seem here that the boy would have the facilities for becoming skilled in carpentry work. The clinic finds that the boy does not read, not because he can't but because he has never done much reading. The writer believes the boy is actually interested in being a carpenter but he is not actually interested in training for such work.

Case II. Cyril

This case attended high school for one year. After having been out of school for several years this boy decided that he would now like very much to attend high school. He said that he would like to take vocational courses in carpentry and in mechanics.

The clinic finds that this boy did not continue in high school because "there was no financial return in going to school". Since discontinuing his schooling in 1931 he
has done nothing for self-improvement.

The clinic found that the boy did have the ability to become a good carpenter but in the training class he was not one of the steady workers.

He reads western stories, farm magazines, and newspapers. This boy is a good reader and if he was exceedingly anxious to learn he could do so. He said that he would like very much to get some books on carpentry. He had access to two fine libraries but did not get the books which were recommended to him.

Case 12. Celestine

Vocational training for work as a chef was the verbal desire of this boy.

This boy was assigned to the cooking class project as he requested. Actually he was not exceedingly interested in furthering his vocational education. He did not improve his time while in class. He exhibited no initiative in his work. He did not ask many questions in regard to chef work.

It is the writer's opinion that if he was actually interested in becoming a chef he would have applied for work in the kitchen when he went to a CCC camp. He had worked in the kitchen of a CCC camp when he was enrolled previously, but when he enrolled the second time he applied for road work.
Case 13. Alfaretta

At the age of fourteen years this girl graduated from the eighth grade. She has not indicated a special desire to continue her education.

This girl said that she was very anxious to attend a vocational course in cooking. She stated that she wanted to obtain employment in a restaurant but needed additional training in quantity cooking.

After being assigned to the vocational cooking class this girl found it difficult to make arrangements with her father to bring her to town on the class days. This case complained to the clinic about the difficulty which she had in attending classes. The writer knew that the girl could stay in town with her grandmother and attend classes. It would be necessary for this girl to work for her grandmother for her room and board. The girl was not interested enough in the training to make the effort to stay with her grandmother. She said that she did not like her grandmother. It was then suggested that she try to obtain part time employment in a home so that she could attend the classes. The girl made little effort to obtain such employment.

Case 14. George

This boy has had one year of college work. He stated
that he was very anxious to continue in his school work. He said that he would like to take a vocational course in music.

This case according to clinic records is much more interested in music than he is in regular school work. He has been trying to organize an orchestra for some time. He selected some of his musician friends and conducted practice periods several times a week. The case intended to contact organizations to secure dance engagements. The boy said that he needed more training in music and the clinic advised him to contact his local high school band and orchestra director to see whether or not he could receive instruction with the classes. This boy is a musician and could probably have entered the classes as a post graduate student. He did not contact the director because he said that he did not have time to see him.

This boy stated that in ten years from now he hoped to have and be directing his own orchestra; this would lead the writer to believe that he is actually more interested in vocational training than he is in a regular college course.

Case 15. Joseph
This boy has been out of school since 1933 when he completed eighth grade work. Since then he has become interested in working in a bakery and has repeatedly expressed
his desire to take training in this vocation. He has never stated that he had any desire to continue formal education.

It is probable that this boy wants to be a baker but clinical findings would indicate that he is not anxious to take the training to become a baker. He has exerted no effort to secure vocational training in the five years that he has been out of school. He made a request to be assigned to a vocational cooking project sponsored by the clinic and the NYA. He said that he wanted to take the training so that he could obtain work in a bakery. He was assigned to this project.

The reports of the teacher of the vocational class show that the boy wasted time in class, did not try to learn, was much more capable than his work would indicate, was not anxious to learn.

He secured a job on a bakery with the opportunity to be promoted on the basis of his work. He quit the job within a very short time.

He enrolled in CCC and when he went to camp he made no effort to be assigned to kitchen work which would give him further experience in cooking and baking. He was assigned to road work although he had had experience in a CCC kitchen during a previous CCC term.

Case 16. Olinda

This girl is not interested in the pursuit of
any education expect to take the vocational training necessary for her to do clerical work in a department store.

The clinic finds that it would probably be very impractical to give this case clerical vocational training. She is an eighth grade graduate and has not attended school for the past ten years. She rated only an I. Q. score of 63 on a Henmon-Nelson intelligence test (3-8).

She has taken no special training for self-improvement since leaving school. This girl's ability in mathematics is very poor, clinic tests show. She can not follow directions, she can not read simple material, and she has only a poor command of the English language.

This girl was not seriously interested in becoming a clerk because she has taken up another entirely different line of work for which she is better fitted and is doing good work. Since obtaining employment in a hospital kitchen this girl has not again expressed a desire to become a clerk.

Case 17. Ignatius

This boy discontinued formal schooling in 1936. He said that he was not interested in returning to school. He thought that he would like to attend a vocational class but he was not sure as to the type of vocation in which he would
like to receive training.

This case has done nothing for self-improvement since leaving school. His school record is not good. He repeated grades one, two, three, and four, and repeated the fifth grade twice. He quit school while in the fifth grade because he was not making any progress.

The teacher reports that he was an occasional truant, a problem on the playground because he bullied smaller boys, and that he was a problem in the class room because he could not add and subtract fractions, could not do reasoning problems, and was a poor reader.

He said that he would like to be a painter ten years from this time so he was given vocational training in painting. That he did not progress rapidly in training would at first seem to be due to his lack of interest and unwillingness to put forth much effort. However, clinic observation would lead one to believe that his slow progress was due to a very short attention span, and hyperkinetic movements.

Case 18. Caspar

This boy said that he would like to attend high school. He said that he 'would not particularly care about attending vocational classes.'

The clinic finds that the boy has been out of school since 1932. He did not return to school in the fall because
of the lack of financial support. After several con-
ferences with this young man who is an eighth grade grad-
uate the clinic thought that it might be possible to assist
him in making arrangements to attend high school. The
boy did not have the financial backing to attend school
without the assistance of a part time job.

The boy did not locate a job so he did not attend
school. The reasons that this boy did not find work were
that he made little effort, he was not skilled in a trade,
and he seems to be afraid to talk to people.

Case 19. Martina

This girl said that she did not want to discontinue
her schooling when she was forced to on account of the
family's lack of finances. She said that she would like
to continue her education.

The above reasons for quitting school are not the
only reasons that the girl is not attending school. Clin-
ical findings would indicate a lack of desire on the part
of the case in regard to furthering her education.

This girl at one time stated that she did not return
to school after completing the ninth grade because she was
too old. At that time she was seventeen years of age and
she is so small in build as to be almost childish looking
so that the excuse of the age factor seems to be rather
poor. Another time she said that she had to quit school to help support the family. Investigation shows that the family has been supported by the county for fifteen years and that the children have been encouraged to continue in their school work—the county has never demanded that the children leave school to help with the support of the family. An older sister of this case has attended college.

This case rated an I.Q. score of 64 on a Kostner-Nelson test (3-8). She repeated several grades. The following is a copy of a letter which she wrote as a part of the skills test given by the clinic.

Dear Mrs. Smith

I have hard you won't a gail work. I am sure you will like me? I like children. I have out of work just a week.

She did not finish this letter but on the reverse side wrote the following application letter. The spelling is poor, there are many retraces in the letters and the writing is not better than an average third grade pupil.

Dear Mrs. Smith

I have hard you won't a girl for house work.

I like children & I like to play with them. I will come and see you Monday morning about the job.

Yours truly,
case name

If this girl was extremely desirous of attending school
it would be possible for her to be placed on the NYA payroll for high school students.

Case 20. Alex

This boy said that he was not particularly interested in attending any vocational class. He told the clinician during an early interview that he would like to continue his education and would attend the local high school if he could obtain employment to assist him financially. Actually he is not particularly interested in attending school. He has been out of school for five years and has never tried to secure assistance in attending school. He has done nothing for self-improvement during the five years. This boy reads very well and had the opportunity to secure books from public libraries in order to continue his education. Instead of visiting the library he has spent his reading time in reading True Stories, Western Magazines, and small town newspapers.

This boy participates in no organizations. He spends leisure time loitering on the streets.

Case 21. Scholastica

That this girl would like to continue her education is indicated in her statement that she worries about her education and about not having enough. She stated several
times that she would be interested in attending vocational classes in sewing. She said that she wanted very much to learn to sew so that she could make her own clothing and make things for the house.

This girl quit school when she was fourteen years old and was in the ninth grade. She gave as her excuse for quitting school, "I didn't like it. The teacher was mean to everybody". Other factors may have entered into her dislike for school. She rated only an I. Q. score of 51 on a Henmon-Nelson (3-8), and a fourth grade level of achievement on a Pintner Achievement test.

This case does not belong to any organizations, does not read, does not attend moving picture shows except of the 'Western' type. She says that she spends her spare time embroidering, dancing, and playing cards. The clinic finds that she spends most of her time walking streets.

In view of her verbal interest in sewing she was assigned to a sewing project with the opportunity to learn to make many types of garments which would enable her to sew for herself. The sewing room supervisor reported that the girl wasted time, did very inefficient work, and did not try to learn, deliberately wasted much material and was a problem worker. The supervisor said, "I am just exasperated with her. She is so slow, I don't think that she will ever learn."
Case 22. Alojsius

This boy is particularly interested in electrical engineering. He said that he would like to attend a training class in electricity. He said that his lack of education worries him a great deal.

The clinic finds that this boy reads a great deal and enjoys mechanical magazines. He has made no attempt to enroll in a vocational course offered through correspondence agencies. His father has a work shop at home and the boy can obtain books, and magazines on mechanics and electricity.

He had an opportunity to work as an apprentice in a radio shop for only part time but he could in this manner have learned more of the trade. He made one or two contacts for this work then did not follow it further.

Case 23. Clementine

This girl graduated from the eighth grade. She indicated that she was not particularly interested in continuing her education and in reply to the question concerning vocational training classes she said that she 'wouldn't mind taking training for a file clerk'.

She has been out of school for six years. She said that she could not afford to go to high school. During the six years which she has been out of school she has done nothing to assist her in receiving a further education.
she has taken no special training for self-improvement. She does not belong to any organization, does not read, seldom attends moving picture shows.

This girl was willing to enroll in the homemaking or cooking class sponsored by the clinic and the NYA only upon the condition that she receive credit on her NYA time for the class attendance.

It is probable that the case could have become efficient as a file clerk but she made no effort to secure such training. She would have to her credit as a file clerk the following capabilities: She is a beautiful penman, accurate speller, and rates far above the average of this group in mathematics, she also does accurate work and is an efficient and fast worker when work is more or less routine. Available positions of this type are meager in the locality, and she does not have the education to enable her to assume other responsibilities in an office.

Case 24. Fidelis

In 1937 this boy graduated from high school. He has expressed his desire to continue his education. Social workers report that he is interested in going on to school and would like to be able to make his living by his education. He said that he is interested in taking a vocational course in electricity. In an early interview the boy said that
the first year after he finished high school he was not interested in attending college but now he is very much interested in continuing his education.

Actually this boy is not extremely desirous of attending college. He does little reading to keep up with his work. He attended a Business college for a short time but returned home having hardly begun the course. This business college is of very good standing; tuition is not demanded until the course is completed and the student is working; and the college guarantees the student a position upon completion of the course. The clinic could find no factors which would require the boy to discontinue this course if he had actually been interested in continuing his education. Upon his return from the business college he was persuaded to enroll in a post graduate business course in his local high school but this also only lasted a short time.

This boy is only eighteen years old, seems to be a little above average in intellectual ability and there apparently was no reason other than financial dearth for him not attending college.

Only a few weeks after he stated to the clinician his intense desire to attend college an opportunity was offered him. A special NYA, Vocational Education Department of the state, and the Fort-Hays Kansas State College
coordinated project would have made it possible for this boy to attend college. This boy would have worked on a project at the college and would have had sufficient income to maintain himself while attending classes. He would have been required to take some vocational courses in Agriculture but would have been allowed to take as much as five college hours of regular college work. He said that he would consider attending and would contact the district NJA supervisor in regard being assigned to this project. He made no effort to contact the supervisor and reported to the writer upon his next regular work day at the clinic that he had decided not to take the course because he would not have any use for the agriculture subjects and training.

Case 25. Germaine

Germaine said that she had no desire to further her education.

The clinical study agrees with the verbal statement of the girl and also reveals that she not only lacks educational ambition but has little ability and that she has made no efforts for self-improvement.
APPENDIX II

SKILLS

Case 1. Thressa

On the NYA questionnaire form #50 Thressa said that she was qualified to do housework. She also stated that she could operate a sewing machine.

In a questionnaire she stated that there was no reason that she could not hold down a job in her home town, that she nor any member of her family had ever experienced public difficulty which might affect her employability.

That Thressa verbally indicated that she was qualified in every phase of housework was indicated in three references to former employers whom she was willing that the clinic contact in regard to her ability. She said that the employers would recommend her for cleaning, laundry work, table setting, meal serving, and in cooking.

Case study revealed that Thressa is not qualified for housework employment. Local conditions i.e. large families of the laboring class ordinarily eliminate the need of employing assistants or maids. Thressa is a member of a relief family whose standards of living do not train for employment in the type of local homes which employ helpers.
She was not recommended by her former employers as a capable worker. Thressa is educationally handicapped for housework. According to the Pintner Achievement test her grade level is about the sixth. The low score on the Pintner Achievement and also the score of 60 (I. Q. rating 69) on a Mennon-Nelson 5-8 are both partially due to verbal deficiencies. Thressa said that her best liked subjects in school were arithmetic and reading. At the beginning of the homemaking course the teacher reported that Thressa was unable to reduce, increase, or interpret a recipe from a cook book—this is another factor which discounts her verbal statement of competency in household employment. That the girl lacked skill and ability in cooking is further indicated from the teacher’s reports which give the information that Thressa had never prepared the following: cornbread, biscuits, muffins, scalloped potatoes, cream soups, macaroni and cheese, and that Thressa seemed surprised that eggs could be prepared in any other way than that of frying. While acquaintance with the preparation of the above mentioned dishes is probably not a criteria of cooking ability, it certainly indicates that her ability was not of the degree necessary to obtain work as a cook.

Clinical study shows that Thressa was not acquainted with the operation of any type of a stove except a coal or
wood range; both gas and electric stoves are used in the local community.

Although Thressa had no speech or auditory deficiencies, talking over a telephone was an ordeal which she escaped if possible.

The girls social experiences were not sufficiently creditable to enable her to serve an employer as a maid. In answer to the question 'Do you think that the pupil could hold down a job? If not, why not? the teacher stated 'She needs help with her social training—when speaking or table manners we said not to pour coffee in the saucer, blow it and then drink from the saucer, Thressa spoke up and said 'I do that myself'".

She does not know how to serve and after special training was still awkward. She could not meet guests, lead or carry a conversation with a guest if the occasion arose.

Thressa's personal appearance is a weighty factor disqualifying her for employment. Clinicians, teachers, and employers expressed doubt that Thressa was "really clean about her person". One employer stated that Thressa was not clean about cooking, that she "licked spoons and put them back in food which she was preparing".

Case study did not reveal any factors in the family social history which would affect Thressa's employability.
Case 2. Josie

This girl, Josie, said that she was qualified to do housework; that she had had experience in housework and she gave the clinic the names of four people for whom she had worked. Josie said that she could be recommended by the four former employers, for cooking, sewing, marketing, and for child care.

Josie very definitely stated that neither she nor her family had ever been in any trouble causing public embarrassment and that there was no reason that she could not be employed if positions were available.

The clinical case study of Josie reveals a deficiency in her education. She attended a rural school until she was thirteen years of age and discontinued her school work while she was in the seventh grade. The teacher of the vocational homemaking class reported, "I doubt if Josie could read a recipe and follow it. When I asked her to read a receipt aloud she hesitated before starting. She reads no better than a fifth grade pupil—very jerky and she doesn't recognize many simple words". Josie has a very pronounced dialect and does not express herself well in the English language; the family uses the German language altogether in the home.

Due to Josie's age which is twenty-three years, her lack of educational background, work records, and possible
opportunity revealed in the social background of both the girl and her family, it is very unlikely that any attempt of further education or training for a skilled profession would prove profitable for Josie.

Josie's personal appearance is decidedly against her as a factor of employability. The teacher of the homemaking class repeatedly reported that 'her personal appearance is not neat! It is doubtful if she is really clean!' The first interview form filled in by a clinician states in regard to Josie, 'long dirty nails, tatty looking clothes, vocal tremor'. The supervisor of the USA sewing room says that Josie's appearance is not good, but, she believes that Josie dresses as well as she can and according to her own standards she is probably well dressed. This supervisor believes that Josie wears her hair in styles which are too extreme and that her nails are noticeably too long and are not always clean.

The recommendations for this girl, Josie, from former employers are very good, these recommendations state that she is reliable, honest, industrious, and a good worker. (The clinic had no way of evaluating the references of the former employers.) However, the clinical study shows that at the time Josie reported that she was qualified to do cooking, sewing, marketing, and care for children she misrepresented her abilities. In the vocational class she
could neither read nor interpret a recipe, she was unfamiliar with the use of a double boiler, electric mixer, measuring spoons and other kitchen utensils and that she could not qualify for work demanding meal preparation.

The teacher reported that Josie could organize her work efficiently but needed plans for her work discussed in detail. Approximately fifty percent of the food prepared in the cooking class were unfamiliar to her, or she had never prepared them before the class lesson. While knowledge of the method of preparing the following foods probably does not determine whether or not an individual is a qualified cook, yet there is an indication of great deficiencies and also of personal over-evaluation of Josie's ability as a 'qualified cook.' Foods Josie had never prepared included potato salad, peanut butter cookies, muffins, corn bread, baking powder biscuits, scalloped potatoes, cream soups, vegetable soups, macroni and cheese, angel food cake, Italian spaghetti, jelly, meat balls, baked beans, Harvard beets, breaded tomatoes, and rice pudding, and she had only plain fried or scrambled eggs previous to the class lesson on eggs.

The community status of the family is indicated by the following statements made by prospective employers when attempts were made to place the girl in private employment.

The first prospective employer said, "What family is
she from? I would not consider her on account of her low morals. Have you had her take a physical examination for venereal disease? I would not have her around my children."

The second prospective employer said, "That family is she from? Is she a sister of _______?" (She is). "Has she had a blood test? I would not consider her on account of her low morals."

An acquaintance of the girl said without malicious intent, "She's been 'hustling' for clothes and things ever since she was in grade school. She has worked in several of the night clubs here and was a prostitute. She and another girl used to make lots of money rolling drunks at_______:"

In the family history record the clinic found that an older sister of Josie was one of the most notorious prostitutes in the county, that a younger sister was cohabiting with a married man, and that Josie had undergone an abortion operation, at the expense of the county, several years ago.

Case 3. Petronella

This girl presents a little different type of problem than has been found in other cases of this group. She says that she is not qualified for any particular type of work. She says that she knows how to use a sewing machine. Verbally there is no reason that she could not hold down a job in her local community, and none of the family has ever
been in trouble.

Actually this girl is much better qualified to do house work than the majority of the group studied. She has had experience in house work and furnished references for the clinic. Former employees can recommend her on her ability to cook, sew, market, and general house cleaning. Repeatedly she has said 'I don't like to cook. I just like to lie in bed. I'm too lazy to do anything.' She also has said that she does not like to clean house. She likes nice clothes but does not like to sew. She does not like to read. She has worked for a sister-in-law who runs a dairy and the case helped her to care for the milk, but she does not like to do this work and does it only because it has to be done. She said that she would like to do copy work because she does like to write and in copy work she would not have to think.

Although this girl said that she had never prepared fifteen of the different types of food prepared in twenty lessons which she attended in the vocational class she does have the ability to cook. She can read and interpret recipes and the teacher of the class repeatedly reported that she could hold down a job if she wanted to do so.

Her personal appearance is neat and she is always well groomed. She is rather small and dainty in build. Her movements are quick and she does thorough work--no matter
what type cooking, cleaning, copywork, and other types of
hand work.

The teacher's report after the third class period in
the vocational class stated, "She could hold employment
if she wanted to but I doubt if she would care to". Again
she stated, "The case could hold down a job if she wanted
to--she has considerable ability when she wants to use it--
in an employment situation this would hold true and also
if she had to depend upon herself."

That this girl is qualified to do housework is further
substantiated by a recommendation of a reliable employer.
This employer has had an older sister of the case working
for her for two years. Whenever the sister was unable to
work for this lady the case worked instead and the employer
said, "does very good work. She is much more thorough
than her sister. She does not work as fast as her sister
but I like her work better. She knows how to go ahead with
the cleaning without much instruction. She irons beautifully
and is a good washer."

Case 4. Felecitus

This case says that she is qualified to do housework.
She states that she is particularly qualified in cooking.
She has had experience working in a hospital kitchen. She
furnished references for housework and for child care. One
early interview form states, "She is pretty sure that she knows all about housework, budgeting, child care, etc."
She attended an NYA camp for unemployed girls in the summer of 1937. She was a camp leader and president of the camp council. The clinic has no way of judging the efficiency and skill of this girl other than that her recommendations state that she is not dependable and that she quit a job without notifying her employer and had one of the neighbor children stay with the children of her employer who were left in her charge. (The neighbor children were unknown to the case) This incident indicates that the case is incompetent to care for children.

The family is quite resourceful and their social standing is fair. The reputation of the case while not exceedingly bad, is not good. She associates with a rather rough element. She is not particular about whom she dates nor where they go to spend their time whether it be a night club, a road house or disrepute, or to another town to spend the night.

Case 5. Isadore

This case said that he is qualified for work as an auto mechanic and that he had two-and-one-half years experience in such work in a CCC camp with four men working under him. He stated that they had forty-five trucks to keep repaired. He said that he has also had experience in a grocery store,
and in carpentry work and that he can read a blue print.

He said that his health is good and that he has no disabilities. He knows of no reason that he could not hold private employment.

The clinic finds that his appearance is not good; he is not neat. He has a decided brogue and cannot always express himself in English.

This boy is not qualified as an auto mechanic. He lost a job as an auto mechanic because he was not acquainted with late model cars and methods of caring for them.

**Case 6. Leopold**

The weight of 200 pounds and the height of over six feet are an asset to this boy in manual labor. He states that he is qualified for farm work and furnishes references of former employers in regard to his ability. He says that he can operate farm implements of any kind. He says that he has had experience as a carpenter's helper. He stated that there is no reason that he couldn't hold down a job in his home town, and that he had never been in any trouble.

This boy may be qualified for farm work but his carpentry experience and skills must have been very limited— in attempting to saw a line in a clinic test he was very awkward, did not know how to start, used the wrong kind of
a saw for the type of grain and the wood and asked a fellow worker how to hold the two-by-four.

He might experience some difficulty in obtaining even farm employment in his own community because he is recognized as a gang leader and has had fights to approximating fueding—he told the writer that he was going to take his gang and go over and get another boy with whom he had trouble on a project. He said that he would have to take his gang of friends because he thought the other boy was carrying a gun 'to get me and I'm going to get him first'.

Case 7. Silverine

This girl said that she is qualified for waitress work and also for housework. She was willing that the clinic contact former employers for recommendations in regard to her work. She has had two years of training in typing and had had some experience in office work. On a Hemmen-Nelson test (3-8) her I. Q. was 74. It is improbable that she could be trained for stenographic work due to her lack of education, having just completed the eighth grade. The interviewer's note on an EWA form #50 is "This girl is personable and self-sufficient. There is no reason why she should not be able to do good work in a restaurant, if given a chance."
while there is no clinic finding which would indicate that this girl is not qualified for housework or for waitress work there is evidence that the family and personal status of the girl is not good.

In working situations in clerical work the girl was inefficient. Clinic teachers report that, "she does neat work but is very slow." "She day dreams a great deal." "She seems to have the attitude 'makes no difference what I do, one thing is as good as another'," "Couldn't go ahead with even routine work without being told", "Fairly neat but inclined to be slow", "Haven't found anything yet that will hurry her".

The only indication that this girl was not entirely skilled in all phases of housework was her expressions of desire for special work in a cooking class. She asked for assistance and training in several types of cooking. At the completion of the course in cooking the teacher of the class states that this case is "very systematic and I believe could handle most any situation with reason. Works best alone and depends on no one. Very cooperative and strives hard to win praise from those she likes. Is clean and neat. Does not waste time. She could hold down a job if she wants to".
Case 8. Augustus

This case has had experience in farming, clerical work, having been timekeeper on a WPA project, typing, cooking, trucking, and in carpentry work.

The case was directed into college work since he has the ability to continue in higher education. He rated an I. Q. of 128 on a Henmon-Welser 7-12. He likes mathematics and made his best grades in mathematics. On a Stenquist Mechanical test he ranked in the 95th percentile.

His family is characterized as being rather proud, having good family relationship with no tensions and being well liked by their neighbors. The father is probably permanently on relief due to ill health.

The only obstacle in the way of further education for this case seems to be finances.

His social experience upon entrance to college was rather limited and he was very self-conscious of his brogue. He has in two semesters of college oriented himself rather well.

Case 9. Lena

This girl states that she is qualified for housework and furnishes references for her qualifications. She says that her recommendees could recommend her on her housework
ability and that she could serve meals. She said that there is no reason that she couldn't hold down a job in her home town.

The clinic finds that the girl could not qualify as a cook for a general home at the time of her statement above. In the vocational course in the spring of 1937 the teacher said that the girl needed more practice, and knowledge of more types of food. The girl would need much actual experience and would require a great deal of help with a dinner party. She does work rapidly, efficiently, and systematically, but shows no initiative.

In the vocational course in the fall of 1937 the teacher reported that the girl could not interpret a recipe at the beginning of the course but that she could go ahead with her work quite well.

This girl can and is now holding a fair job doing house work and is doing satisfactory work.

Case 10. Seraphine

This boy says that he is qualified in farming and in carpentry work. He can operate a tractor and a truck. He can operate a turning lathe and most other wood work instruments. There is no reason that he could not hold down a job locally and according to his report none of his family have ever been in trouble.
Work in the clinic revealed that the boy was very efficient in carpentry work but he could not qualify as a skilled carpenter. He could not read a blue print.

This boy probably could have obtained a job as a carpenter's helper if he had been skilled in applying for a position. His education has been neglected for seven years since he graduated from grade school. He does no reading.

This boy and his family are very well thought of in their community.

Case II. Cyril

This boy is qualified for farm work according to his statements, he furnished references for his ability as a farmer and also in carpentry work. He spent some time in a CCC camp and while there did scouting work, planting trees, and road work.

He says that he has never been in trouble and that the family status is such that there would be no reason that he could not hold down a job.

The clinic found that the boy did not like farm work and did not seek employment on a farm. According to his work in the shop he exhibited no special carpentry merits and could not read a blue print.

This boy is handicapped educationally. He is a good and fluent reader but he does not comprehend what he reads.
He has a decided German brogue. This boy has had one year of high school. He says that he liked the subject of Latin best of his course. He rated an I. Q. of only 77 on a Henmon-Nelson (3-8) his-ability is probably somewhat above what this score would indicate but he has been out of school for seven years and has done nothing for self-improvement during these seven years.

This case is a brother of (Case 20.) with the same social status.

Case 12. Celestine

This boy said that he was qualified to do farm work. He has also had experience in cooking, he helps his mother with the cooking and was an assistant cook in a CCC camp.

This boy is very slow, the clinic finds. In a course in cooking he could not read nor interpret a recipe. He could not follow directions either written or oral. His movements are awkward. The teacher of this class doubted if he would ever be able to cook well enough to hold down a job as he had expressed a desire to obtain work as a chef or cooks helper. She also suggested that he be guided into a vocation for which he had more ability; his cooking experience in the CCC camp as an assistant cook consisted of peeling vegetables etc.; no actual cooking.

The clinic had no way of estimating his ability as a farmer.
Case 13. Alfaretta

This girl said that she was best qualified for housework, that she was an experienced cook, that she had had child care experience, that she knew how to sew and had a sewing machine. She was in need of employment when she contacted the clinic and thought that there was no reason that she could not hold down a job if one was available. The case also thought that she could cook well enough to work in a restaurant as a cook's helper.

Limitations in skills of this case are educational, occupational and personal—according to her own standards she may be qualified for housework but her standards are limited by her home experiences and by similar conditions in her brother's and sisters' homes. While she might qualify for work on some farm since she knows farm work and is strong, it is very improbable that she can obtain housework in town and more improbable that she could obtain restaurant work.

Her home conditions are very poor. She lives on a farm and has never had access to the use of electrical and other modern equipment such as is usually used in homes which are able to retain maids and other help. She neither can read nor interpret a recipe. She cannot follow directions, needs supervision, and depends on others.

Family and personal social stigma are factors against
this girl in obtaining employment locally. The girl does not care for her person—she is dirty and tacky.

Clinic records reveal that "The father has no word of honor" "his community standing is not good", "he is a loafer" "he is very mean to his family". The girl is the mother of an illegitimate child. The Priest says that she is an outcast in her neighborhood, and he thinks that she isn't very smart.

Case 14. George

This case definitely under estimates his skills on the NYA form #50 cards. He says that he is best qualified for janitor work and odd jobs. He furnished references for his work. He can operate a tractor and a car. There is no reason that he could not hold down a job in his home town and he has never been in public difficulty.

The clinic finds that there is evidence of racial discrimination in this individual's community and in the surrounding towns. He does find employment in many part time jobs and in janitor work but he has other abilities which are superior to his janitor work. He is a talented musician with the ability to play nearly any kind of a wind instrument. He has been interested in organizing a colored orchestra and has been directing a group of boys, training them to play as an orchestra for dances.
This boy has had one year of college and is anxious to continue his education. On a Kenmon-Nelson Intelligence test (VII-XII) he made an I.Q. score of 100.

This case has a very good appearance, no physical disabilities, is easy to converse with, and has very good manners.

Shop teachers' reports state that he is a good worker, willing to learn, agreeable, and well liked by his fellow workers.

This boy knows how to make an application for work, and wrote a creditable letter of application as a part of his skills testing by the clinic.

Recommendations from employers are exceptionally good.

Case 15. Joseph

"I feel that if this boy had a chance to work in a bakery he'd make good", is the remark of the interviewer on the NYA form $50 card of this case.

The boy says that he is best qualified for farm work but has worked only on his father's farm. He was an assistant in a CCC camp and likes to cook. He says that he helps his mother at home with the housework and does a great deal of cooking. He stated that he thought that he was talented in cooking. He asked to take a course in cooking and was permitted to do so.
This boy also stated that he is skilled in carpentry work.

Clinic findings show that the boy could neither read nor interpret a recipe. His reading is very poor and he cannot follow directions.

The boy did have a chance to work in a bakery, but worked only one night and did not report to the employer the following evening.

In the cooking course this case was unfamiliar with the majority of foods and with the methods of preparing them.

The family and the personal community standing of this case is good.

Case 18. Glinda

This girl said that she was qualified to do housework. She has had experience in housework and gave references in cooking, sewing, marketing, and child care. The girl said that she is a good seamstress and likes to sew. The girl wants to obtain employment as a clerk in a local department store and thinks that she could do the duties of a clerk. She also stated that she would like to obtain work in a hospital—cleaning and serving. She believes that the only reason that she could not be employed locally is lack of available desirable positions.
This case rated rather low on mental tests (I.Q. on
Herman-Nelson 2-8 was 63. Fintner Achievement IV-VIII she
rated only fifth grade level. On clinical skills tests she
rated below the fourth grade level in mathematics, following
instructions both written and oral, proof reading and others.
It is probable that this girl is quite aphasic.

Teachers' reports state that the case is fairly system-
atic about her work, that she is very cooperative in class
but that she shows no initiative.

In regard to the girl's personal appearance she is ex-
ceptionally neat about her person. She dresses well, is
attractive and has no annoying mannerisms—all of which
would be points of assistance in obtaining employment.

The teacher of the vocational homemaking class said
that the girl would need a great deal of help in all emp-
loymenl situations; that she would need more skill before
she could hold a job. Of fifteen types of food prepared
in cooking class this case had prepared only one—griddle
cakes.

At the time of her enrollment in the vocational course
she was not a competent cook or waitress as she had pre-
viously indicated. She was very insecure both in class
practice lessons on serving and in the actual serving situ-
ation. (After taking the vocational course she obtained
employment in a local hospital—cleaning, and serving—she
is doing good work).

Case 17. Ignatius

Although this boy admits that he is not qualified for any particular vocation there are other discrepancies in the study of this particular attitude.

He said that his health is good.

He has had experience, painting, carpentry, shingling, operating a car, as a Western Union delivery boy, and in harvesting wheat. He said that he would rather paint on a house than a barn because the work on the house would have to be better and he would have to be more particular.

He says that there is no reason that he could not hold down a job, that there has been no public family difficulty.

The clinic finds that the boy is not qualified for any vocation. He rated only the 9th percentile on a Stenquist Mechanical test. He averaged a fourth grade level on a Pintner Achievement test. He is handicapped in his education in most vocations. His appearance is careless. His health is not good and was not good at the time of his original report. Thyroid trouble is indicated. He could not do heavy work at the time that he was assigned to the clinic.

His vision is poor.

In regard to his work in the shop the clinic found
that though he said he liked to do work that had to be 'particular' he was very inefficient in all types of work. The teacher's reports states, "He made some wooden blocks and they were a terrible looking mess besides not being the least bit square", "He can not do fine, or particular work", "He is careless and not accurate in measuring." He worked entirely too fast." "He wastes time."

In the family background it is recorded that the mother is a good beggar and is very unsatisfied with her home life. The father is a fine gentleman and is a hard worker.

This boy's reputation is rather negative.

Case 18. Caspar

This boy says that he is qualified to do farm work. He has had farming experience and furnished references for his work. He says that he can operate all farm machinery. He knows how to operate an automobile and "can fix tires, and the carburetor."

According to his report there is no reason that he could not hold down a job and his family has good status.

This boy is handicapped in education. He reads well but does not comprehend the material. He rated only a fifth grade level on a Pintner Achievement test although he said that he rated in the top 25% of his graduating class. On a Stenquist Mechanical test he ranked in the 32%.
The interview note says that this case is "rather 'cockey' about his many friends, all kinds, both sexes, all ages." He gave the impression that he thought himself a good fellow.

His status is practically the same as that of cases number 20 (Alex) and 11 (Cyril), since he is their brother and exhibits similar attitudes.

Case 19. Martina

This girl said that she was qualified to do house work, work in a cafe or boarding house and was an experienced waitress. She gives references for her work in a cafe, a home, and a boarding house.

She said that neither she nor her family has ever been in any kind of public difficulty which would weigh against her in obtaining employment. She said that there is no reason that she could not hold down a job in her community.

In contrast with her verbal attitude clinical study reveals that she is handicapped through education, that she is not skilled, and that the family social status is such as would not be conducive to desirability of employing the girl.

If this case is as skilled as she said that she is it is very doubtful that she would need to seek relief employment. Her recommendations from former employees indicate
her lack of competency in the above mentioned vocations.

Recommendation One

This lady knew the case four years and the case worked for her one year and four months.

This recommendee answered yes to these questions regarding this case: Honest? Courteous? Can she get along with children? Take orders willingly? Good natured?

The recommendee answered no to these questions regarding the case: Dependable? Industrious? Level headed? Talkative? Know how to receive guests? Late hours? Lazy?

She also rates the girl as a poor cook, poor washer, fair ironer, she can not follow directions well. The employer also stated "She is honest, kind hearted, and willing as far as taking care of children but she is best suited as a companion not a nurse. While in my employ she was told what to do every morning. Her work must be laid out for her."

Recommendation two rated the girl as average in cooking, washing, ironing.

Skills tests revealed that the girl was an exceptionally poor reader and that she did not comprehend material read. (She had no foreign language difficulty because she has always spoken English.)

The family is not well thought of in the community.
They are described by case workers as "Moochers". The father was temporarily insane a few years ago. This was said to have been precipitated by the birth of an illegitimate child to one of his daughters. The father spent some time in an asylum and was paroled.

The home is spasmodically clean and filthy according to case workers.

Case 20. Alex

Although he is best qualified for farm work he does not like to work on a farm. He can operate a tractor and a car. He furnished references for farm work. He says that he has skill in some auto mechanics and can operate a tractor and do carpentry work.

He says that he would rate in the middle fifty percent in scholarship. He also says that there is no reason that he couldn't hold down a job and that he has never been in trouble.

According to a Stenquist Mechanical Test Form II this case rated only the twenty-first percentile. On other tests he rated as follows. Pintner Achievement IV-VII, sixth grade level, Herring-Binet I.Q. 83, Henmon-Nelson 8-8 I.Q. 71.

This case is a fluent reader, he reads rapidly and has
good pronunciation but he does not comprehend what he reads, he can not follow written directions of a very simple nature. In mathematics skill tests he was slow, inaccurate, and counted on his fingers.

He has listed carpentry work as a vocation in which he has experience and ability, his work in the clinic shop did not indicate that he had particular ability in this type of work.

The family status is not particularly good. The father is described as, "a good mother", "pushes his boys into DVA", "On relief because he is a poor farmer, he does not plan well, dislikes physical labor, is continually begging for help, has no self pride and will make questionable statements in order to obtain relief". Although this boy lives in a small community on a farm, when not working on DVA can usually be seen on the street loafering. He is usually alone or else with one of his brothers.

Case 21. Scholastica

This girl said that she is qualified in cooking, sewing, and in general housework. She gave references for the former work.

Case record shows that before she was assigned to the clinic a case worker 'found nothing she can do. She has a fifth
grade education and seems to want to learn to sew."

The clinic found that she can not read, and that she
had many other factors against her in an attempt to secure
employment.

Her speech is very poor. She can not express herself,
her use of English is so poor that she does not seem to talk
intelligently.

She missed all the mathematics problems in skills tests.
Teachers' reports in regard to her skill say that she is
very slow, does exceedingly poor work, wastes materials.
One report says that "she is capable of doing only those
things which require no thinking on her part. I doubt if
she could hold down much of a job". Other reports state,
"Work is not neat", "English is mostly German", "Writing is
an effort for her", "Writing is about fourth grade level,
spelling is bad, and she can't even copy work correctly",
"She tries hard in all her work but is not capable of much",
"Slow to understand instructions in cooking class", and
the phrase "slow to comprehend" was listed repeatedly on
teachers' reports. "She forgot which cereal she was to pre-
pare—when asked which kind she could identify the name on
the recipe but not pronounce it. Her cereal boiled over."
She could not cook and at the end of the period the teacher
hesitated to recommend her.

This girl's appearance is a detrimental factor. She is
rather small and could be fairly attractive but she is always dirty. One report states that she looks particularly untidy in street clothes.

The family reputation is fair. Ordinarily employers would not visit the home and so could not know that the physical condition is particularly untidy. One case worker reports that "The first time I visited the family they had pigs in the kitchen." The writer visited the home and found the mother was barefooted and very dirty as was the case upon the occasion of this particular visit.

The clinic did find that the case did fairly nice laundry work. The clinic assisted her in obtaining several part time jobs of laundry work and the girl was averaging more per week than any ordinary working girl. She has averaged as much as five dollars a week.

This girl does not have the ability to sew. The supervisor of the sewing room has become exasperated with the case and thought that she wasted more material than she was worth. She indicated that the agencies would be ahead financially if they gave the girl a direct grant and did not require her to work.

Case 22. Aloysius

While this boy is skilled he is handicapped in education and in language.
He said that he is qualified for farming. He can operate farm machinery of any kind. He says that he is also skilled in carpentry, and in mechanics and electrical work. He furnished references for auto repair work, farm work, and generator work. He says that there is no reason that he couldn't hold down a job in his local community. According to the boy's report none of the family have ever experienced undesirable public difficulty.

The first clinical interview has recorded these notes about this case." He seems to be a very likable young man. Rather odd in appearance with a hawk like face, bushy, unruly, straight and very long black hair. Tall and slender. He says that he does not smoke, nor drink. He has no chance for public loafing because he has to stay on the farm. He is easy to talk to".

This case is an eighth grade graduate. On a Stenquist Mechanical Form II Test he rated in the 98 percentile. He can saw to a line perfectly. He does good work on a turning lathe and in all other carpentry work in the clinic shop. His ability in mathematics is far above the average of this group. He is handicapped in speech which can only be described. He speaks only German and in attempting to speak English he is very self-conscious of his errors--at times it is very hard to understand not only what he is saying but what he means. He is not acquainted with many modern con-
veniences, this also would be a handicap in an employment situation. He had never used a telephone before the middle of May 1938. The writer told him of a possible vacancy in an electrical shop and advised that he make an application for the position. He was advised to call the employer to make an appointment for the following day. In reply to this request he said, "I don't know how to use a telephone. I never did call anyone". The writer expressed her surprise and he said "Well only once before I think I called a cousin about a pigeon a long time ago." He was then told to go to see the employer to make an appointment. He was asked to call his sister and talk to her to familiarize himself with the use of the telephone. At first he hesitated about calling her but he was told that if he wanted to he could talk to her in German. He called her and she was unwilling to believe that it was her brother calling her.

That this boy may overestimate his ability is evidenced by the fact that he reported that he worked one day in the oil fields. On this day he sustained a crushed foot and the oil company had to pay him insurance and his doctor bill for several weeks. The case is sure that he could get a good recommendation from the employer. Investigation of the foot injury reveals that "The boy walked too slow to keep out of the way of a rolling pipe. It will be impossible to recommend him."
The reputation of this case and the family are very good.

Case 23. Clementine

Housework is the vocation for which this case said that she is qualified to do. She stated that she likes to sew but did not think that she could sew well enough to sew for other people. She furnished recommendations for housework. She said on one interview occasion that there was no reason that she could not hold down a job locally. She also stated that none of her family has ever been in trouble.

This girl, the clinic finds, is qualified to do housework and does hold part time jobs in addition to her NYA work however this extra work does not pay her well enough to enable her to discontinue NYA work. She is skilled enough in housework, cooking, and serving to enable her to obtain well-paid house work position. It is other factors which keep her from obtaining other work.

Her sewing ability is sufficient for her to make nice income sewing for other people or working in an alteration department of a ready-to-wear store. The supervisor of the sewing room says that the girl does exceptionally fine work and can do anything in the line of sewing. She is very efficient in cutting clothes. She needs no supervision in the sewing room and keeps very busy because she really enjoys
sewing. Since her first interview the girl has made clothes for other people and the work was said to be very satisfactory.

Recommendations for this case are very good in regard to her actual work but all former employers state that the girl is not dependable. She does not call her employer when she can not work.

One local county poor commissioner says of the family that "This family seems to be of a much higher type than our regular cases".

In this case, she had never been in any trouble. However, in spite of the fact that various agencies had tried to assist this girl when she sought aid she had never admitted having an illegitimate child. Both this case and her sister to the child of the case as their sister. This girl willfully misrepresented her social status because she took her case to court. There was a public trial. One report states "This was the most immoral one ever entered in court here. She goes with the roughest set. She brought a rape suit against a boy and lost. She was supposed to have been a prostitute at a night club."

This girl has discussed her work and her responsibilities in regard to the child with the writer. The girl does take full responsibility for the child and is trying to make a living for the two although she does live with her parents.
Case 24. Fidelis

Here is another example of a youth who on single interview forms underestimates his ability and the youth is not given credit for what he really can do.

He says that he is qualified for farming and furnishes references for farm work.

On an early interview form he stated that he knew of no factors which would prohibit him obtaining employment in his own or another community except the lack of opportunity.

That this boy has other abilities than farming is revealed in clinic findings.

He does not like farm work and refused an opportunity to attend college on a special work project because he thought that he would have to study some agricultural subjects in which he was not interested and which 'I would never use'. If the supervisors of this boy's relief work had based their attempts to place him in private employment on his statement of being qualified for farm work it is altogether probable that they would have been unsuccessful in placing him.

This boy is a good athlete. He received four letters in high school athletics from a school of considerable size.

He has had training in typing, experience in mechanical work, in a filling station, and clerking in a grocery and dry
This boy speaks very good English with only a slight German accent.

In appearance the case is well built, neat, clean, and is a very handsome youth. He has a very winning personality.

Shop teachers' reports show that the boy is a very good worker, does not waste time, is very clean, and that his ability to get along with others is exceptionally good.

The clinic finds that the boy's father drinks a great deal and although the case has not lived with his father since he was four years old he feel that his father's reputation lessens his chance for a job.

The boy's reputation is good.

Case 25. Germaine

This case said that she is qualified for housework as a seamstress, and for laundry work. She furnished references for her work, but the former employers did not respond when asked for recommendations for this girl. This case said that there is no reason that she could not hold down a job in her own community. She also stated that neither she nor any member of her family had ever been in any trouble that would be a reflection on their social standing and might prevent the employment of the girl.

In regard to her physical condition this girl has repeatedly
stated that doctors have advised her not to do heavy work. She complains of trouble with her side stating that one doctor said that she had appendicitis and that she should not do heavy lifting nor should she bend over too much or walk too many steps. On another occasion she reported that she had to take treatments from a doctor and that her side hurt constantly.

Clinic investigation shows that this girl is not qualified for housework, that she could not hold down a job because of inefficient work.

In household employment her personal appearance is against her for she is clumsy, has poor complexion, is not neat, has a whining displeasing voice and in all contacts with this case the writer has never seen her smile. This case is strong enough for almost any kind of physical labor, she weighs 190 pounds and is five feet five inches tall.

Actually she has no special qualifications for any type of work except those types requiring strength.

Investigation revealed that she has good health, that the illness complaints are probably carried over to the case from her mother who complains similarly. Investigation also revealed that the girl was not being treated by the doctor for her pain in her side but that she was having some nasal trouble for which she did see the doctor a few times. This doctor reported that other than the nasal difficulty he knew
of no reason that the case could not do housework.

In regard to the family and personal status of this case in contrast with her verbal statement the clinic found that there had been public difficulty. Besides the low community standing because of begging, mooching, and laziness characteristics of every member of the family, there was bootlegging in the family and they were caught. It was thought that the mother of this case did the bootlegging but a son-in-law served a term in Lansing for approximately three years for the offence.
APPENDIX III
Verbal Indications of Independence

Case 1. Thressa

Thressa indicated personal independence when she said that there was no reason that she could not hold down a job in her home town. That Thressa refused to consider or to accept employment positions is an indication that she was personally independent. Her financial help at home amounted to not more than four dollars per month yet the family has long been on relief. Thressa's verbal attitude toward relief work and assistance is definitely stated in her answer to the clinician's query, 'What do you think of NYA and what has it done for you?'. Thressa answered, 'If there was any other way to make a living I wouldn't be on relief'.

Case study

Actually this girl is very dependent upon her home and upon co-workers in every personal work and social situation. She would not take a job out of the county nor would she consider a position in any small town near her home. She consulted her parents before considering any type of employment. Thressa is not independent because she must assist her family financially and she could not maintain herself away from home.
Teachers' reports state that Thressa depends upon others' initiative in all class work. The social situations in class or cooking laboratory work made this girl very uncomfortable. Dependence is noted in the statements of acquaintances of this girl. Recommendations made for making the case more employable (on Vocational Guidance History forms) were "More training away from home". Factors keeping the case from getting a job were, "No training—poor environment".

The clinic found that the girl would resort to any means to stay on the NYA pay roll. She is dependent upon the government for what little work independence she has. She changed her desires for types of work in order that she would not be taken off the NYA rolls, i.e., she was aware that after stating the type of work which she wanted she was expected to take the employment of that type offered to her. Hence, after refusing several jobs of housework she said that she no longer wanted housework but wanted instead "Waitress work". On NYA Form $40A she listed as her employment desires: 1. General office clerk, 2. Housekeeper, 3. Waitress.

Case 2. Josie

Josie said that there was no reason that she could not hold down a job in her home town and that none of her family had ever had public difficulty. This would indicate that
she was independent of public criticism in regard to private employment. She said that she did not like to have to receive relief work. Supervisors of Josie’s work and her acquaintances all said that Josie is very independent in both her social and work life.

Actual case study would indicate that in most instances Josie is very dependent. All jobs in her home town depend upon her social status which is decidedly poor. It is impossible for her to obtain socially desirable work because of her bad name. Josie is dependent to a great extent upon her home, and upon very familiar situations even though she is twenty-two years old. Josie said that she would not accept employment away from her home town because she was afraid that she would get homesick, that she was needed at home to help her mother. The statement of the need for her at home was probably correct for there are fourteen children in this home and Josie does take a great deal of responsibility for the upkeep of the house. However, case study shows that she would take certain positions out of town. She was employed by a couple in the local community, as has been stated in the discussion of this case in appendix two. When these people decided to buy a beer joint clear across the state Josie decided that she would be willing to leave town to work for them. Her decision to work out of town was partly based on the fact that a girl friend of hers who worked in a
She was expected to go to an office to do clerical work. She came
may be observed in the following excerpts from case records.

other interactions of apparent personal independence

with her, she will not listen to anyone, she is too independent
the case have been to the writer. "I don't know what to do

indicative of independence. Both the mother and the foster

defensive in her work and in her of reception and participation
her older sister, lack of conformity to her parents' desires

cleanliness, or other home duties. Her frequent conflicts with

home life and takes no responsibility wherever she

in her home. She exhibits attitudes of independence in her

home and responsibilities. Personality does not exert functional

and responsibilities. Personality does not exert functional

answer to the question 'What would you suggest to make the

one interaction with the foster parents is independent and active in each of the following excerpts from case histories which illustrate the above in statements

position in a department store. Interpersonal forms of societal
did not take her in because she would rather have a clerical
not hold down a job in her home town. She said that she

personal case 3. Personality

road house was also going to work for these people.
to work. She dressed as well or better than the supervisors of her work. She wastes a great deal of time during working hours and spends part of her time in talking to the girls in a neighboring office who are sewing; she affects a superiority air when talking to these girls who were former fellow workers of Petronella.

Clinical findings reveal that Petronella is very dependent, especially in employment situations. She stated that she wanted a job in a department store, that she wanted a job where she would take orders instead of using her own initiative. Records of the first clinical interview with the case indicate that she is very insecure and is actually afraid of responsibility.

She was given some training by clinic workers in how to make an application for a clerical position. She was then asked to apply at the department store in which she particularly desired employment and was told to report the application to the writer. On her next working day at the clinic she reported that she was and had been afraid to go down and talk to the manager "so I made my dad go and ask for me. Dad knows them well and we go all of our trading there; my grandparents have traded there for years, so Mr.________________ had better give me a job".

Petronella depends upon familiar surroundings and upon her clique of friends for security—social workers reports.
of her friends class them as the 'rouglier element' and 'un-desirable'. Whenever the clinic placed Petronella in a new situation or environment she said that she was afraid. She would almost refuse to make trips to the college library to check out books, to visit the pottery shop or to meet other situations designed to build up her security, she always asked if one of her NYA friends could accompany her. In making applications for housework she has always insisted on taking one or more of her friends with her, she has delayed making an application for work one or more days in order that a friend might go with her.

In some working situations the teachers' report that Petronella is too independent about her work. Many times she exhibits attitudes of carelessness in food preparation but she does not try anything new or use her own initiative.

Replies to various requests for this girl to apply for work indicate dependence upon the parents. She has refused to apply for housework even when the clinic recommended both the job and the girl. In refusing opportunities to work she has said on various occasions, "Mother says I don't have to work", "Mother says that I don't have to take a job where there are kids to take care of", "Mother says that I don't have to take care of kids because I've never had to take care of any of them at home and I don't have to take care of any others", "I don't have to work and if you lay me off the NYA my dad has to support me anyway. I'll make
him buy my clothes and things". She was offered a good job in a home but the work necessitated her staying evenings with the children. Although she would have had to stay only one or two evenings a week she refused to consider the job on the grounds that "mother says that I don't have to take a job where I have to stay after dark. I won't stay any place after dark. I'm afraid to stay just with kids after it gets dark". The writer is of the opinion that this case did not turn down the job solely on account of her fear of the dark because it is a known fact that she has for some time gotten all of her exercise walking the streets after dark—at least in the early part of each evening. The streets of her home town are poorly lighted and she is usually accompanied by only one girl friend, which might be an indication that her fear of darkness is not very intense.

Petronella has been entirely dependent upon the NYA for employment since the seventh of March in 1938. She has been quite a problem to all who have worked with her. She wants to do only the type of which she finds easy, routine, and interesting. She is rather belligerent when asked to do work not to her liking. In November 1937 she was to be transferred to a homemaking course project, since she would not willingly take the course nor try to obtain private employment. She said, "I'll quit NYA before I'll take that course". She was transferred and did not again mention
quitting NYA. In spite of this attitude she was not immediately dismissed from NYA because the family has long been a relief case and those in charge of the project thought that the training would be of great benefit to the girl. She was asked to report to be measured for a uniform to be worn in the cooking laboratory; but she did not report. On the day that the classes in homemaking began, she reported for work but stayed in the dressing room when she found that she would have to wear an extra uniform which did not fit her, "This is going to be my first and only day at this cooking school". However, she continued to come to classes, which was a further indication of her dependence upon NYA.

When the class teacher informed the girls that they were to plan and serve a luncheon to some of the officials of the coordinating agencies which were financing the vocational class, Petronella said, "Well if that Mr. ________ is going to be there I'll stay at home, he made me mad". Again, she reported for work on the day of the luncheon, indicating dependence upon NYA, in preference to an attempt to secure private employment.

That she was dependent upon NYA for some degree of financial security was indicated in her reaction to the information that she was to be taken off the NYA payroll because of her consistent refusal to accept employment offered her or to make an effort to obtain work more to her liking.
Her first reaction to this information was violent swearing and cursing of the NYA official whom she considered as being directly responsible for her release. Then she began to cry and said that she did not have any way to make money to buy clothes and things that she needed. (The writer could not sympathize with her about her clothing since she is always much better dressed than the average girl attending the local college). Again she began swearing and said, "Damn, Mr.__________, he just has it in for me. Hell, he can't lay me off NYA. I'll tell my dad and he'll go up to see him. He'll give him hell, and I bet that he won't dare to lay me off". The girl was dismissed from NYA work immediately, which was in January 1938, and has not had an average of one day of work a week since that time. She has been given the names of places to apply for work several times during the interval but she says that she "is afraid to go to apply", "is afraid to work in new places", "will not go to apply for work unless I can get one of my friends to go with me", and she has indicated several times that she would like to be reassigned to an NYA project.

Case 4. Felecitus

Felecitus said that she likes to be very independent in her work. She is described by case workers as a girl who exhibits independent attitudes.
She said that there is no reason that she could not hold a local position. Relecitus gave more verbal expressions of independence than did the majority of these young people. She said that she was anxious to get away from the small town and would be very willing to accept private employment in any larger place.

Relecitus planned to be married and she exhibited independent attitudes in the home by refusing to make further financial contributions to the home. (Her parents have received government assistance since 1936 and Relecitus has always lived at home)

In regard to her attitude toward relief she said, at the time she planned to be married, "we won't get married until he gets a job. We won't be married and be on WPA. I don't want to live off the government all of my life."

She said that she was independent of parental supervision "because I judge myself and my parents know that they can depend on me."

In contrast with the above verbal attitudes clinical study reveals that while she was independent in the methods of her work because she had had more experience in working than had her fellow workers, she was very dependent upon familiar surroundings and upon girl friends for security in her work.
This case worked at home for her board and room and she could not maintain herself without doing so.

She did accept work some distance from her home but she made no effort to keep her job in spite of the many advantages which it offered her.

Pelecitus depended a great deal upon the advice and the influence of an older sister. Pelecitus did not want to work out of town unless her sister could secure a job in the same locality. An incident related by Pelecitus also shows this dependence that is she said that she was punished by her parents for staying away from home for two days and a night. She was with her sister and their boy friends in a neighboring town. Her parents had no idea where she was, yet Pelecitus did not think that she should be held responsible for this act because she was influenced by an older sister.

That Pelecitus did appreciate government assistance and was dependent upon the government for work was very evident in her statement, "I like NYA because household employment is uncertain in duration". Pelecitus had not been fired from jobs but she refused to consider several positions and she quit at least one good job.

Case 6. Isadore

This boy, Isadore, made many verbal statements which would indicate independence. He said that he liked to take
responsibility and liked to boss jobs instead of taking orders. He said that usually he would rather do work than to tell others how it should be done because if he did it then he knew that it was done right.

Isadore said that he likes to travel which indicates that he is not dependent upon familiar surroundings for his security and that he is quite independent of others.

Isadore said that he spends his money on clothes and on good times, that he does not contribute to family support. He does not assume any responsibility for the home.

The clinical case study of Isadore's attitudes are fairly consistent with his verbal statements.

Work on the project revealed that he would rather boss a job than to take supervision. When he was employed for a short time criticism of him by his employer was relayed to Isadore and he was given some practical advice which if he had followed the advice he might have held his job. He was repeatedly urged to read material and to study material in mechanics but he was too independent to make the effort.

Isadore has traveled in several states going from one state to another to secure seasonal work. He has worked as he traveled which also shows that he is independent of familiar surroundings to maintain himself.
Case 8. Leopold

Leopold said that there is no reason that he could not hold a job in his home town. He does not assume any of the responsibility of the home. He does not contribute to family support. He does not belong to any organizations, which is an indication of independence. He said that he was not controlled by his parents although his father often told him to get home by midnight, but he didn't usually get home before one or two o'clock. He said that he did not like relief work very well.

Leopold, contrary to his verbal statements is very independent. He is almost entirely dependent upon his home. He spends all of his own money on himself and says that he gets additional funds from his father.

Leopold would not make application for work which would take him away from his home. He said that he had never traveled because his father would rather that he would stay at home than to bum.

His dependence upon his father is further indicated by his statement that he was looking to the future when his father would buy for him a farm. He said that he was postponing plans to be married in hopes that good times would return and that his father could then buy a farm for him. (His father was on relief rolls).
Case 7. Silverine

Silverine said that there is no reason that she could not hold down a job in her home town i.e. none of her family had ever been in public difficulty which would affect her employability. She liked NYA work because she thought that she did not have to work as hard as that as she did in private employment. A case aide said that Silverine has a tendency to be pretty much her own boss, and resents anyone telling her what to do. Fellow workers described Silverine as being very independent. On April 30, 1937 in a conference with a clinician she said after refusing to consider taking a job, "Why should I take a job where I would have to work hard when I can stay on NYA and not work hard". This statement was a very good indication of her verbal independence because she thought and said that she could not be dismissed from the NYA roll.

In reporting time worked on NYA she was independent in regard to putting down time worked that is she neglected to record the hours and thought that it would not make any difference to the supervisors. Under one lenient supervisor she came to work whenever she wanted to and did not notify the supervisor if she did not plan to work.

That Silverine was independent in regard to other peoples' opinion of her was indicated verbally when she said that she did not have an ideal and had never thought of anyone as an
There is an invalid sister in Silverine's home. Silverine has never assumed any responsibility in caring for this sister. She said that she helps with the work at home but does just what she wants to do.

In December 1937 Silverine exhibited independence in regard to a position which she took after being dismissed from the NYA. At this time she was working in a hospital kitchen.

Because she thought that fellow workers were talking about her when they whispered and because she was asked to work on Christmas Day which was her regular day off, Silverine said that she had decided to "show them". She said that she just laughed at her fellow workers because she knew that "I didn't have to take stuff from them and I didn't have to work. I knew as soon as Miss____(Her employer) told me that I had to work Christmas Day that I was not coming back to work". After receiving her wages on Christmas Eve Silverine went home and did not report for work the following morning. She was independent and she "showed 'em".

Case study shows, in contrast with the verbal expressions of independence, that Silverine was very dependent upon her parents, her friends, and upon local familiar situations. Silverine was offered a job as a waitress and was en-
couraged to accept this position. She would not consider it. Since this was one type of work which she said that she wanted and which she could very well do, some pressure was brought to bear upon Silverine by the clinic and by the NYA. After a conference with a clinician who advised her to accept the position she said that she would have to talk the matter over with her parents and would call the clinic. She called the clinic and said that her mother would not allow her to accept the position. This shows considerable dependence upon the parent for employmental decisions.

Silverine refused to consider employment which would take her away from her home town 'because my boy friend would not let me go'.

After being dismissed from the NYA for repeated refusals to accept desirable private employment Silverine did apply and obtain work in a private home. She accepted this work because of pressure brought to bear upon her in her home. Her father told her that she had to help support the family at least to the extent of caring for herself. Silverine worked only one-half day because her boy friend objected to the home in which she was working. The girl's father was so furious with her for quitting this job that he "kicked me out of home and I went to live with my sister". For several months Silverine was entirely dependent upon the sister and her husband for her support.
Silverine's younger sister (Josie, case 2) appealed to a clinician to help Silverine find work because her brother-in-law was not working and her sister was pregnant, and they could no longer support Silverine. Silverine was then assisted in securing the position in the hospital kitchen as described above.

Some months after quitting her job at the hospital Silverine was again contacted but she was not interested in taking private employment. She said that she wanted to get back on NYA work. When she was informed that it was impossible to be reinstated after her many refusals to take private work she said, "well, if I can't get back on NYA and my boy friend won't let me work then he'll just have to buy my clothes and things for me. I haven't anything to wear anymore and he can just buy some new clothes for me." She was dressed very well.

These incidents all show how very dependent this girl really is.

Case 3. Augustus

Augustus said that there were no reasons that he could not hold down a job in his home town; this would indicate that he was independent of such public criticism as would affect his employability.

This boy indicated independence when he said that he would like to have a job which entailed responsibilities, i.e. he wanted "to boss the job".
Augustus is described by his friends as being quite independent. Case workers said that Augustus lived beyond his means which also is an indication of personal independence.

Case study shows that Augustus is very dependent upon others not particularly in working situations with which he is familiar but in making decisions for his personal actions. Although Augustus said several times that he was very anxious to continue his education, he said that he wanted to attend college.

In making arrangements to attend college Augustus depended upon others to make all contacts and arrangements that could possibly be made by anyone other than himself. He did not report for conferences. He was always late for appointments with clinicians even though he knew that they were trying to help him to finance a year of school.

After entering college he was very dependent upon his fellow workmen in the clinic for social security. He did not make many friends on the campus because he was not liked by others.

Case 9. Lena

Lena said that there was no factor in her reputation or in the reputation of her family which would prevent or influence her employability in the local community.
Lena applied for NYA work and was placed on the pay roll as soon as she was of age as required by the NYA organization. Lena said that she did not depend upon her parents much. She did not depend upon her older sister at all. She was quite sure that she could do most of the work required in an ordinary home because she had worked in several places and the people for whom she had worked would recommend her.

On several questionnaire interviews she said that she did not like to work on NYA. After having been on the NYA pay roll for several months Lena said that she did not want to work on the NYA but would like to obtain private employment because "NYA youth are getting a reputation of being poor workers."

Lena said that she contributed most of her wages to the upkeep of the home but that she saved enough to buy her own clothes or to buy material for her clothes.

Case study shows very clearly that this girl was not as independent as her verbal statements would indicate. When she first came to the clinic she was one of the most dependent girls in the group.

Lena was afraid to go ahead with even the routine work without constant supervision. She asked a great many questions during her working hours and her supervisor said that
she is very dependent in all of her work. When a clinician talked with Lena in regard to her work and taking special training in homemaking and in cooking Lena said that she was very anxious to enroll in the class. As soon as Lena talked to other girls of the NFA group she decided not to take the cooking class work. Lena was afraid that other girls in the group would not enroll in the course and she was afraid to make the adjustments in the new group.

April 1937 reports by the homemaking class teacher stated that Lena could not go ahead in class work very well and that she depended upon the teacher.

After her training in the homemaking class Lena was persuaded to accept a position offered her in a home. This home was far above the standards of her own home and of the homes in which she had been used to working. Frequent conferences with Lena and several contacts with her employer were necessary to help Lena make proper adjustments.

During June, July, and August 1937 Lena became much more independent in her social responses as well as in her work.

In the fall of 1937 Lena was persuaded to attend another course in food preparation and maid service work. After some time of indecision she did enroll in the course. At first responsibility made her very nervous but in regular class work she did not depend upon anyone. She did learn to cook
well, and to serve meals nicely.

So well did she learn to make independent decisions that in the early summer of 1938 her employer went on a vacation and left Lena to care for the house, plan, purchase, and prepare the meals for other members of the family.

Case 10. Seraphine

Seraphine said that there was no reason that he could not hold down a job in his home town. He said that he would like to obtain work in which he could 'boss the job'.

The most significant verbal information concerning his personal independence was that he was planning to be married and discussed his plans for marriage with a clinician. He was making plans for marriage although he had no other source of income than his NYA wages.

Clinic study shows that this boy was not as independent as his words would indicate. He did not depend upon his fellow workers in the clinic shop because he had had more experience in carpentry work than had his fellow workers.

This boy did not seek private employment or his own accord. Although he said that he wanted work he had to be repeatedly asked to apply for a job in a planning mill.

When he finally did make application for a job in a planning mill the manager reported that he might make a good hand
but he is not aggressive enough'. The manager of the estab-
lishment stated that he had informed the boy that there was
a good chance for making a living by collecting and repairing
furniture in the community. Seraphine did not take advantage
of this information.

Case II. Cyril

The verbal and the actual attitudes of this case were
fairly consistent. Cyril indicated dependence in both aspects
of the study of attitudes. He would rather take orders than
to be his own boss. Supervisors found that he was very hard
to converse with while working. He asked few questions and
he did only what he was directed to do and that under supervi-

He expressed desire to obtain employment in many different
fields but he made no effort to secure this employment; his
attitude might be described as 'you get the job for me and
put me on it and if it pays enough then I will do what I am
told to do'.

Cyril said in regard to his financial help at home that
he spent all the money that he made on himself and usually
received several dollars from his father each month for spend-
ing in any manner which he desired.

Further dependence upon parents is indicated by his
statement that in ten years he hoped to have a farm which
his father would buy for him.

This boy was the leader of a gang of fighters with
fueling ideas. He spoke several times of 'going out and
getting so and so but he had to take his friends with him
because so and so was dangerous'.

Case 12. Celestine

Celestine gave verbal expression of personal independence
of community influences when he said that there was no reason
that he could not hold private employment in his local com-
community. He said that neither he nor any member of his family
had ever experienced public difficulty which would be a
factor influencing his employability.

Celestine said that he would like to have any kind of
a job and that he did not care whether he had to take orders
or whether he bossed the job 'whichever pays the most'.

Celestine said that he did not have to contribute his
earnings to the home although the parents were also on relief.
He said that he had been on NYA for three and one-half months
and that he had bought only one pair of overalls in this time;
the remainder of his earnings being "just spent". He said
that he was quite independent of his parents.

Clinical case study shows that Celestine was very de-
pendent and that the more assistance offered him the more
dependent he became. In one of the first interviews of a clinician and this case the clinician made the following note on the boy's response to testing: "Helped him a good deal on the first test making him reread until he understood. After the help I offered to him on the first test he asked for help on all the rest of the questions".

This boy insisted on enrolling in a course in cooking but it was thought by the supervisors that he was not acting independently, but did so because of the influence of a fellow-worker who was his cousin.

The teacher of the class in cooking reported several times that "I can not make him do his share of the work. He does not try. He does not cooperate. He depends upon others too much".

This boy would not consider accepting employment away from his home town. This boy had never applied for private employment. He was afraid of new situations. He refused to go on errands to other buildings on the campus without one of his fellow-workers accompanying him. He depended on NYA for all of his income and made no attempt to obtain private employment. He withdrew from the NYA in order to enroll for the second time in the CCC.
Case 13. Alfaretta

Alfaretta said that there was no reason of which she was aware which would prevent her holding a job in her home town. She said that she did appreciate her work on the NYA but that she wanted to work in private employment. Alfaretta said that she prefers surroundings where she can be independent. She said that she would like to obtain private employment to earn a living for herself and her son, this is a verbal statement of great desire and need for an employment for personal independence. At various times she expressed great desire to be free of her home and of her father’s dictatorship. She stated that she would make any effort to break her bonds with her parental home.

Case study shows that this girl was very dependent upon familiar surroundings, her parents, any friend who offered assistance to her, to sympathy from supervisors.

This girl was the mother of an illegitimate child and her standing in the community was such that it was hard for her to get a job. Because of her father and his remarks to her she was very dependent upon her home for the support of herself and of her child.

Under one lenient supervisor she was allowed to do her NYA work in her home and later to come to work on the days that her father would bring her. Her supervisors had no way
of knowing whether or not Alfaretta would report for work on schedule.

Although Alfaretta gave all of her checks to her father she felt that she could not accept financial help from him. She said that she did not want to ask favors of her father which she could not return. She wanted clinicians and others to make all arrangements for her work, to make all contacts with her father in regard to bringing her in to work on regular scheduled work days.

Alfaretta had an opportunity to stay in town with her grandmother and later she had an opportunity to work in a home where she would not get room but again she could have roomed with her grandmother. She did not like her grandmother so she would not make the effort to break the home tie which was so distasteful to her. This would indicate that fundamentally she did not want to be as independent as her verbal statements would indicate. While enrolled in the class in homemaking she depended a great deal on others when she did unfamiliar work.

The supervisor of the sewing room project said that Alfaretta was too dependent.

Case 14. George

George was quite consistent in verbal statements and in behavioral responses in regard to personal independence.
In the work,

- the work and he was given indications to start work.
- set the orchestra into shape for change engagements.
- He is a professional, his own orchestra, and living to
  as he sees fit.
- He spends money on music and mutual interests.
- He is not to no organization nor societies.

His own boss and he gives the performance part of
support, but he is not controlled by them. He is

He was willing to supply for work away from the

Study area:

- behavior expressions of independence found throughout case
- dependence upon others
- for one year which seemed to be the expected indication of
  George's return and until he was helped into actual college

In reply to this:

-the hand and one year of college and better work was his
- don't get and other work but it starts again at a job.

George, in reply to a question concerning his regard

time work because of their business conditions in the small

part time jobs but had been unsuccessful in securing full

hold down a steady job in his home town. He did have several

George said that there was no reason that he could not
7. He made contacts for work and applied in places suggested by the placement department of the clinic. He accepted work offered to him.

Case 15. Joseph

Joseph's verbal and actual independent attitude expressions were not consistent. Verbally Joseph was very dependent. He said that there was no reason that he knew of that he could not hold down a job in his home town. He said that he wanted routine work.

He indicated that his family tie was very strong, that he was proud of his family, that he was dominated by his parents and that he depended upon them for advice as to his selection of friends and type of entertainment. Joseph said that he did a great deal of the house work in the home; that he did most of the cooking, baking and the cleaning because he had to help his mother.

In working situations it was found that Joseph was very independent in his actions while working. He did not conform to rules and regulations for the group. He was permitted to enroll in a cooking course in order that he might receive training for work in a bakery. The teacher of the class often described him as being very independent in actions to the extent of causing disruption in the class. Joseph did not conform to the regulation of wearing his cap
and apron in the laboratory.

Case 16. Qlinda

One might judge from the verbal reports of personal independence that Qlinda was very independent. She stated that there was no reason that she could not obtain and retain a position in her home community. She gave definite verbal statements in regard to the type of employment which she desired. She refused to apply for several positions because they were not the type of work which she desired. She said that she would not accept work in a home where there were small children. She said that she tossed her older sister which would indicate personal independence. She assists with the financial upkeep of her home. She said that she did only the work that she liked to do in the home. She spends most of her money on clothing and on fancy work according to her verbal statements. She did not cooperate with the clinic in attempts to secure employment for her which would indicate that she might be independent enough to secure employment without assistance.

Case study shows that contrary to verbal expressions of independence this girl was very dependent upon her home, local surroundings and upon her friends. Qlinda was twenty-four years old and had always lived at home; she had never applied for permanent employment nor had she made any effort
to support herself. In group work she was very dependent upon the supervisors and upon fellow-workers. She did not use any initiative in her work. One supervisor described her as being very dependent upon one girl not only in the working situation but also in her social life after she became acquainted with this fellow-worker.

When Olinda was offered private work and refused to consider it pressure was brought in order to induce her to accept other positions offered to her in the type of work which she said that she wanted and in which she said that she was qualified. When she knew that she would have to accept employment offered to her she had her sister intervene for her and make excuses for Olinda so that she would not need to accept work nor would she be dismissed from the NYA.

Case 17. Ignatius

Ignatius said that he had no home duties, belonged to no organizations, had never thought of an ideal for himself; he also criticized his family all of which would indicate personal independence. He said that his family had never experienced such public difficulty as to affect his employability. Probably the most significant verbal expression of independence by Ignatius was that, "I didn't like the food they had in CCC camp so I left there". In shop work Ignatius went ahead with his work but he was not particular about the
quality of his work. He did have a rather independent working attitude—too much so for good work. School history of Ignatius included records of occasional truancy, quarrel-someness on the playground and other problems of this type.

Case study shows that Ignatius was very dependent upon his home for support. Ignatius needed very close supervision in all of his work in the clinic work shop. He could not understand and follow directions. His work supervisor and teacher said that he was "dependent, lazy, disinterested, quiet, friendly and tired". That he was very dependent upon relief agencies for care and that he would rather accept such relief than to work is indicated in his report on why he left the CCC camp without being released, "I didn't like the food there; the food we get from the poor commissioner's office is better."

Case 18. Caspar

Caspar said that he wanted work with responsibility. Caspar said that he would like to have work in independent surroundings. He said that there was no reason that he could not obtain and hold a position in his home town. He said that he has no worries and is cheerful most of the time. Case Aides reported that this boy is independent about his work. He said that he did not depend upon his parents.
Case study shows that this boy is very dependent. He is dependent upon his parents and he deserted the CCC camp after working approximately three months. He deserted because he was homesick.

He said that he would accept a position recommended by the clinic but he made no effort to obtain work of his own accord. Teachers' reports stated that "He depends a great deal upon his teacher". Of the clinicians he inquired whether or not they had gotten a job for him. "Do you think I will get a job?" "Do you think that you can get a job for me?" "I don't think that I'll ever get a job", and "Do you know about a job for me yet?", were some of the many inquiries which he made, which are definite indications that he depended upon others to obtain work for him.

Case 19. Martina

Martina said that there was no reason that she could not hold down a job in her home town. She said that she helped the family with her income and that she helped her younger sister through high school. A Case Aide reported that Martina is very independent, does not seem to care to associate with others (the case aide suggested that this lack of neighborliness was probably because Martina was ashamed of her father who had been committed to an asylum) and that she did not have good feelings toward her neighbors.
but criticized them and knew all of their faults.

Case study shows that it is the consensus of opinion, of those who have worked with Martina and her family, that they are not proud, that all expect relief and more concessions than is allotted to them, and that Martina does not contribute to family support.

Case 20. Alex

Alex knew of no reason or of no public difficulty which the family had experienced which would influence his employability. Independence in verbal statements which were made by Alex include the following information: he does not belong to any organizations, his belongings in his home are his own and he does not share anything with his brothers, he has neither been criticized nor punished by his parents for some time, and he thinks that he is his own boss.

A behavioral expression of independence recorded when, after wasting much time in his work in the clinic and after being reminded on several occasions that he should keep busy, he replied to the supervisor, "No one can make me work".

In regard to his attitude toward NYA he said, "It is the best thing available at the present. It gave me a job when I needed one."

Case study reveals that Alex works well in a group but that he is very dependent upon his fellow-workers and upon
the teacher. He does not use initiative in his work.

Alex has always been dependent upon his parents. He has made no attempt to secure private employment. He deserted the CCC camp and came home to live with his parents. He does not contribute to family support but he does assist with the farm work.

Case 21. Scholastica

Scholastica's dependent and independent attitudes vary and her case study is quite unique. Mental tests showed that Scholastica has a very low I.Q. which may account for the inconsistencies.

Scholastica said that there was no reason that she could not retain a position in her home town. In regard to NYA employment she said that she did not like the girls with whom she had to work but that the work was all right. Later she said that she wanted to obtain private employment because she did not want to work on NYA and that the girls on NYA were lazy.

Scholastica said that her parents depended upon her income which would indicate that she was independent of parental support.

Scholastica's supervisor on a sewing project said that she was very independent and that in spite of repeated instructions concerning method of work the girl went ahead with
her work very independently and not at all according to dire-
ctions.

Case study shows that at times this girl was very inde-
dependent and at other times she was very dependent.

All supervisors of Scholastica's work over a two year
period reported that she shifted responsibility, depended a
great deal on her fellow-workers, and that in any case where
Scholastica was blamed for ruining materials etc. she always
blamed someone else. This trait is a decidedly defensive
dependent attitude. Teachers' reports show that she was
very cooperative in the cooking class but that she never had
an idea of her own.

One report of a teacher stated "At times Scholastica
gives the impression that she thinks she can do her work
very efficiently and so needs little help". Another report
states, "She goes ahead once in a while but in such cases
does her work wrong".

"She never asks about her work but lets her sister do
all the talking and depends upon her."

"She lets her sister take the lead and figure out every-
thing for her."

"She could not care for an emergency situation in maid
service and cooking work".

In view of the recommendations received for Scholastica
and in view of her lack of care of her person it was difficult to obtain work for her. She could not be recommended for permanent employment in good homes. However Scholastica exhibited a great deal of personal independence when without the assistance of others she made application for and received a weekly job of washing and ironing for a family. With the recommendation of this employer the clinic secured two other jobs doing washing and ironing for families. By arranging her washing and ironing schedule Scholastica had a greater income than those girls doing full time housework.

Case 22. Aloysius

Aloysius said that there is no reason that he could not hold a position in his home community.

Verbal statements would indicate that NYA work had only provided him with part-time work in order that he could help to increase the total family income.

Acquaintances characterize the boy on slight acquaintance as being a very likeable young man who seems to be very anxious to secure private employment. He said that he would go to any location for work. He also stated that he gave all of his earnings to his parents.

Case study shows that Aloysius was not dependent upon fellow-workers and on supervisors after he had his work laid
out for him. He did very good work.

Verbal statements would indicate that the boy was very anxious to secure employment but actually, according to case study, he wanted some one to bring a job to him. He thought that he could obtain work in local oil fields but he did not make application for work because there were no wells near his home. Actually there were several large pools and fields in the limits of the local county and it was probably not over ten miles from his home to a field. His self-dependence in securing employment in the oil fields is further weakened by the fact that the family has a car and Aloysius can and does drive it.

Aloysius works in a farm electric shop at his home but he takes no responsibility for doing the work which is brought to the shop.

At one time there was an opportunity for Aloysius to obtain work in the electrical department of a garage but instead of depending upon himself to see about the work he depended upon the clinician.

Case 23. Clementine

Clementine said that there was no reason that she could not hold down a job in her home town; this would indicate that she was certain that she would be independent of public criticism in securing work.
This girl is described by acquaintances as being very independent and a leader of her friends. "She does not take life very seriously", "Criticism is hard for her to take".

Clementine contributes part of her income to the home although she says that she is independent of home control of her finances because if she needs new clothes she buys them without consulting her parents. She said that she had not home duties.

Case study shows that Clementine is very dependent in most of her behavioral expressions of this attitude.

She depends upon her home and the care of her illegitimate child for excuses for not accepting employment in any other locality. She depends upon her mother to case for the child and passes the child off as her sister. She depends upon her parents for employment decisions—for instance she refused to accept work requiring her to stay with children in the evening because, "Mother says that she doesn't want me to stay away after dark"—and similar evidences of dependence. The writer made a home call to learn just why the mother did not want her daughter to accept the evening employment and the mother affirmed the girl's statement and added, "I never had to do that when I was young and so my girls don't either if they
Clementine depends a great deal upon her girl friends and does not make an independent decision in regard to new activities. On the fourth of February 1937 the writer took Clementine and her sister to visit the college craft shop in order to arouse their interest in pottery work. Clementine said that she would like to do pottery work but, "I want to wait to see if some of the other girls will take this work too".

The teacher of the homemaking class said that Clementine did not depend upon others of the class in her work, but that she had no initiative although she follows instructions well.

Case 24. Fidelis

Fidelis said that there was no reason that he could not hold down a job in his home town. Verbal statements indicated that relief work is distasteful to this boy. He said that he would be willing to accept any type of employment in any locality if it paid enough for him to live independently.

That Fidelis is somewhat independent is evidenced by the fact that he buys his own clothing and spends his money as he pleases. He does not assume any responsibilities
of the home in which he lives.

Fidelis is apparently quite independent of others in making employment decisions. Although he was encouraged by fellow-workers, the NYA district supervisor, and by the writer to enroll in a college course with NYA assistance he decided against attending school.

That Fidelis rather enjoys some dependence upon others is indicated in his case history study. Fidelis has only one true brother. His father married shortly after the death of the mother and Fidelis was sent to live with and has lived with an aunt since he was four years of age. He does not assume any of the responsibility of the boarding house which his aunt operates but receives board and lodging there.

Although he was encouraged to seek employment and possible openings in local garages and grocery stores he did not do so; it was only after a clinician or a clinic worker located an opening that Fidelis would consider making application for work.

Case 25. Germaine

Germaine said that there was no reason that she could not obtain and hold a local job. That she did not enjoy being on relief and that she wanted private employment was
definitely indicated in verbal statements to the effect that she would be willing to accept employment to the extent of two hundred miles distance from her home (this willingness to accept employment was the exception in the group as a whole very few would even consider jobs taking them away from their home). The above information would show apparent independence on the part of the girl in relation to her home and to her mother making her decisions for her.

Other indications of Germaine's independence were evidenced by several refusals to accept or to consider private employment because she thought that she could not be dismissed from the NYA roll.

Case study shows that this girl was very dependent. The father of the large family is dead, there is a family purse to which Germaine contributed, she is dependent upon her mother. All information concerning the attitude of Germaine and that of her family was very consistently stated that, "They expect to be supported", "They want relief", "They are so very dependent that they have no family pride". The morals of the mother and that of the girls is reputedly questionable.

After refusing private employment without just reasons Germaine was dismissed from NYA and her mother immediately came to the County Commissioners office and said that she
was in need of clothing, shoes, and food for her children and that the girl had to be reinstated on the NWA roll. The mother did not obtain immediate assistance and after some time the girl tried to and did obtain private employment. Germaine's work was unsatisfactory and she was to be released after two weeks of work; she immediately called the writer asking for assistance in securing other employment and stating that she would like to be taken back for NWA work. Germaine made repeated trips to see the Poor Commissioner, the District NWA supervisor, and the writer asking them to provide her with some type of employment instead of making attempts to secure private employment.
APPENDIX LV

Adjustment to New Situations

Case I. Thressa

Thressa several times expressed willingness to take employment away from her home town which would indicate that she was interested in new situations. She said that she would like to enroll in a homemaking class which was to be held in the college laboratory; this would mean new contacts, new environment and many new experiences.

Case study reveals that this girl is not aggressively interested in new situations and is not seeking new experiences as her verbal statements indicated. The family has owned a car for several years and the case is twenty-one years old, yet with the exception of one trip at Christmas time in 1935 to a city fifty miles distant she has never been farther than twenty-five miles in any direction from her home.

Thressa does not belong to any organizations. Card games are the only indoor game in which she participates. She knows no outdoor games except baseball and she has not played baseball since she attended school. She attends few public dances; most of her friends are girls. Her leisure
time is spent in embroidering and in reading "True Story" magazines.

Over a period of six months she had not developed interest in any other leisure time activities than those mentioned although she had taken lessons in cooking, and had seen much art work in the craft shop. Her reading was still limited to the magazine mentioned.

Possible fear of new environment and need for adjustments was found in an interview on March twenty-fifth, 1937. She again stated that she would leave the community for a job but definitely stated that she would not leave the county for work. Thressa spends almost one-half of her WPA wages on herself and at various times when she was privately employed she did likewise. She spends her money for clothes, cosmetics, and miscellaneous things yet she never attends movies, educational entertainments nor attends other experience broadening activities.

Case 2. Josie

Josie said that she liked home better than traveling. Josie said that she definitely would not consider leaving her home town for a job because she would get homesick if she went away, and then too she was needed in the home to help to care for the large family.

She said that she had no interests, hobbies, nor amuse-
ments other than helping care for the children in the home. In one interview she said that she occasionally read true story magazines but that she did not read well so did not read often.

She said that she would prefer work in which she had to take orders rather than to be independent in her work. She said that she was not particularly interested in attending the NYA homemaking class.

Case study of Josie shows that she had other interests than her home and a little reading. Most of her evenings were spent in road houses. Josie, the clinic found, dates, drinks, smokes, and dances a great deal.

At one time she worked at a very notorious road house. She worked at this place for two months and then, "I quit because I didn't like the drunks there". She said that she would not work there again.

When opportunity offered that she could take a job in a beer joint some two hundred miles away from home Josie was delighted at the prospect of going to work. She was anxious and willing to leave her home town to work for this particular employer and his wife.

Josie took an active part in the homemaking class and seemed to enjoy it. She said that she did not want to serve luncheons but after some training was very much interested in getting the practical experience.
Case 3. Petronella

Petronella said that she did not like to work in her own home because "it's the same old thing". This would indicate that she would welcome new experiences. Petronella said that she did not like to meet strangers because it bothered her. She would rather be a follower than a leader. Her interests are very narrow, she would rather lie in bed than to see what the world is all about. She said that her friends were all girls who were younger than she is and all of the quiet type. She said that she felt lost on the college campus.

In the clinic she expressed desire to learn to type, she said that she was anxious to learn how to type because she wanted to secure work in a department store and she might get to do some typing in this occupation.

In November 1937, Petronella was transferred to the NYA homemaking project. She said that she would quit working on NYA before she would take this work. In the course the class planned to visit grocery stores to study foods and Petronella said that she would not go with the group because she would not like this study.

Case study shows that Petronella not only did not like to work in her own home but that she did not like to work any place else. She would not take work away from her home town which would indicate that she liked her home somewhat better than her verbal statements would make one believe.
Petronella did meet many strangers in the clinic and she was always interested in the people whom she met; she usually asked questions about the people and their work. She would much rather lead than follow and taking orders from anyone is very distasteful to her. She does have outside interests, dates a great deal (in spite of her verbal statement that she had no gentlemen friends.) drinks, and dances. One of her most pronounced interests is clothing; she dresses very well.

She was given an opportunity to learn typing in the clinic but her verbal interest was probably a passing fancy in anticipating a new experience for she did not put forth much effort to learn to type neither would she use the correct fingering for the keys.

Case 4. Felecsitus

Felecsitus is the second oldest of a family of twelve children. She said, "I would rather be away and work away from home so that I could have my own room. It would be good to be away because there are so many children at home". She also said that she likes to travel and wants to do so. She has not traveled outside the state but has been away from home on several occasions and said that she did not get homesick.

When Felecsitus was asked if she would consider taking
a position in a city larger than her home town and some distance away she said, "I sure would like to. This town is too small. I've always wanted to get away". She made application for the position but it had been filled. Correspondence was carried on between her sister and other persons in the city who had read the recommendations of both girls which were sent to the first employer by the clinic. The sister was employed and Felicitus was given encouragement in obtaining employment once she came to the city. She further indicated her verbal desire for the new experience by saying that she was anxious to go and that she would not only take a chance on obtaining employment in the city but would also borrow enough money to pay her bus fare to the city.

On the basis of the clinical findings in this case study the writer contends that Felicitus does not actually want to travel, leave her home, nor leave her home community.

She planned to be married but broke the engagement when her fiance went to California to work; he wanted her to go with him but she did not want to go that far from home.

She is not seeking new experiences—at least work experiences. Case workers describe Felicitus as the leader of her group but the teachers' reports show that she is a follower in working situations. She depended on the teacher a great deal. She did not try to learn. She did not use
her own initiative in her work. She learned on the job.

Felecitus was qualified to do housework, according to her own statements and to her recommendations from former employers. She also stated that housework was the type of work which she wanted. Felecitus and her sister were employed in a city some distance from their home. Each girl was paid at the rate of seven dollars a week and their board and room; each had a chance to obtain more money if their work proved satisfactory. (The average pay for local girls in their home community is not over two dollars and fifty cents a week and they do not receive board and room.)

These two sisters have been together a great deal and they said that they would rather go to the city together because then we could take a little time in getting acquainted with people and choose our friends more carefully.

Felecitus did not contact the clinic before she left her home town, when she arrived at her destination, nor when she returned to her home, as she had promised to do.

She made an application for reassignment to the NYA and was referred to the writer for a conference before receiving her reassignment. In this conference she described the home in which she had worked in the city. "I had a room all of my own--and it was just beautiful. It had a great big thick rug on the floor, a beautiful bedroom suite, nice reading lamps, easy chairs and everything was so nice. I even had
a radio in a large blue mirror in my room. It sure was a swell place". (This girl, her parents and eleven brothers and sisters had been living in a two room house and it was to this that the girl returned.)

The two girls stayed only a week in the city and left without giving their employers any notice. Felecitus said, "My sister’s and my boy friend came down after us so we just came home with them. The people I was working for were not at home that night and I did not know when they would come so I got one of the neighbor girls to stay with the children. No, I didn’t know the neighbor girl".

In reply to questions concerning the working situations and reasons for quitting this job, other than the 'boy friend', she said, "The work was not hard although they had a thirteen room house. Everything was very modern and I had quite a bit of time off. But, I didn’t like the lady; as soon as I saw her I knew that I could never get along with her. The lady where my sister worked said that my boss was kinda funny. And another thing, my sister and I worked so far apart that every time I wanted to see her I had to call a taxi. You know taxis cost too much". The writer asked her how often she saw her sister during the week that she worked and she said, "Either every afternoon or every evening and then we slept together two nights."

This girl, Felecitus, did not attempt to obtain any
other work in the city but came back to her home with her
friends.

Case 5. Isadore

This boy said that the "home town is too small and I
like changes, strangers and to travel". This would indi-
cate that he did enjoy and seek new situations and experi-
ences. He said that he would accept employment in any
location. For interests, hobbies, and amusements Isadore
listed motors and dancing. He said that he did not partici-
pate in any sport. His only interest apparently was in
motors and he did spend some time reading about engines and
mechanical work. His desire to work as a mechanic was his
only employment interest. He repeatedly stated that he wanted
work as a mechanic and would do anything to get started in
this line of work.

Case study shows that Isadore did like to travel and
did like changes of some types but that in working situations
he did not like to work with strangers. For two and one-half
years he was in training in a CCC camp in Minnesota and after
receiving honorable discharge he started to travel. While
in the CCC camp he had done mechanical work and said that
he had supervised other boys in this type of work. Instead
of trying to obtain permanent employment in mechanical work
he began to travel and to engage in seasonal work. He traveled with boys whom he had known for a long time. From his Kansas home he went to work in the sugar beet industry in Colorado from there he worked in haying in Wyoming, then he came down through Nebraska 'just for fun' and on out to his Western Kansas 'small town' home. His return home, though he did not have dependents, is an indication that he did like his home.

Clinical case study shows that Isadore frequently amused himself when in company with friends of long standing in drinking to excess.

Private employment in a garage was secured for Isadore but he failed to make the adjustments necessary for the new position. Isadore did not get along with the fellow-workers. He did not practice personal cleanliness in his clothing and his person which were asked of him by his employer and by the clinic workers. He complained to the clinicians of being "razzed and kidded" by fellow-workers and that he could not and would not work under such conditions. He said that he could not hurry on jobs.


Leopold said that he liked home and the small community but that he had too many brothers at home and that there was not enough work for all of them. (Of a family of twelve
children eight were living in the home and seven of these eight were boys.) Leopold said that since there were so many boys and so little work on the farm he did not think that he could stay at home all of the time. In a later interview Leopold said that he would like to travel and that he would accept permanent employment away from his home town. He said that he did not mind working with strangers.

Case study shows that Leopold did not like changes. Leopold did not like to work with strangers because on several occasions he was sent to do various types of work on the college campus and he rebelled. He was sent to the green-house to pot plants and he said that he did not like to work with the strange boys and that he would not go back to do that type of work unless some of the other MA boys went also.

Leopold would not consider making an application for work on a construction job in a nearby town. He would not leave his home town for work.

During the clinic diagnostic testing procedure, Leopold evidenced his dislike for the new situation and the new experiences by frequently saying, as the sweat poured off his brow, "This sure is a hell of a test. This is a hell of a job".
Case 7. Silverine

Silverine said that she liked her home and that she liked to work with people whom she knew rather than with strangers. She said that she would not accept work away from her home town because her mother would not allow her to leave home to work and because she would get homesick. Silverine said that she would rather work in situations requiring her to take orders rather than to do independent work and use her own initiative.

Case study shows that Silverine did not like her home as much as her verbal attitudes had indicated. She took no responsibility in the home work, disobeyed her parents frequently, accompanied her boy friend on trips, out of the city, which sometimes lasted for as much as a week. After many quarrels with her family concerning her activities, Silverine was finally sent out of her home because she refused to comply with her parents wishes in her manner of conduct. Case study also shows that Silverine did not like to work with supervision. That she could not take orders without resenting them was demonstrated many times in her work at the clinic and also in private employment. She did not want to cut stencils at the clinic because she said that she would cut her finger. She did not cooperate with fellow-workers nor with the clinic in her work. When Silverine was
in the homemaking class she was asked to dress as the other girls—wear low heeled shoes and print dresses. Silverine refused to conform to regulation of wearing hair nets during laboratory periods. (She was usually very neat about her person although she wore black silk dresses and spike heeled shoes to class).

In the hospital kitchen where Silverine obtained employment she again evidenced desire to be independent in work instead of following supervision.

Case 8. Augustus

Augustus said that he would rather travel than stay at home. He said that he would rather boss a job than to take orders in work. Augustus said that he would accept available employment in any locality. Augustus said that his amusement and recreation time was spent in dancing, reading western story magazines, and attending shows—he specified that he liked to attend adventure shows which would indicate that he enjoyed new experiences.

Case study shows that Augustus did evidence interest in new situations but that he was afraid to try an idea of his own. He could not boss a group of boys working in the shop. He had to have constant supervision in planning his work.
That Augustus liked home better than strange places is brought out in the fact that he did leave home to work in another state. Augustus went as far east as Chicago then returned home to work. He secured part-time work in his home town and after much assistance began attending college. He did not, the first year, make good adjustments in the new situation.

Case 9. Lena

Lena said that she liked home but that she would leave her home town for work. She said that she thought that she would like to travel. Lena often expressed interest in new experiences such as visiting other college buildings, using the telephone, food preparation of dishes new to her, meeting strangers, serving meals etc.

Case study shows that Lena did like her home but that she would not leave her home for work. It was only after much insistence on the part of an employer that Lena consented to room at her place of employment. The employer had furnished a room for Lena but she had insisted on going home each night although it was necessary for her to walk more than mile to work.

Lena had to be greatly encouraged to use the telephone but after she learned to use it she enjoyed calling the
clinic and calling her friends. It was necessary to place on Lena full responsibility for meals and for the preparation of certain foods before she would attempt anything new, after one success it was not necessary to again force her to work alone.

The teacher of the homemaking class which Lena attended stated that Lena appeared to be interested in the work and that she did learn a great deal in the course but that she 'never appears to feel at home in class'.

It was necessary to almost force Lena to serve meals but once she had her confidence in serving built up she did commendable work.

Lena's traveling experience consisted of traveling only near her home—she had not traveled farther than thirty-six miles in any direction from her home town.

Case 10. Seraphine

Seraphine said that he would leave his home town for employment. He said that he 'would like to have an outdoor job where I could meet the public'. This would indicate that he was seeking new experiences and that new situations were desirable to him.

Case study shows that Seraphine did not make application for work in other than his home locality and that only upon
repeated encouragement did he apply locally. He said that he wanted work in a planning mill or as a cabinet maker. Seraphine did have good training in woodwork but he did not make enough of an impression upon the manager of the local planning mill to warrant employment. The manager said that the boy did not appear to be "aggressive enough" for full time employment but that if he really wanted to work he could build up a good trade in the community by canvassing for and repairing broken furniture. (There is only one planning mill in the town and there was no one to solicit business as the manager had suggested). In work of this type there is no doubt that Seraphine would have 'an outdoor job where I could meet the public'. Seraphine did not return to see the manager of the planning mill and neither did he try to build up trade in the type of work suggested.

Case II. Cyril

Cyril said that he was interested in obtaining work. He said that he was not satisfied with his education and would like to continue his education. Even though he had not attended school for several years he said that he would like to go to high school. This is an evident indication that the boy was seeking new experiences and situations because of his dialect and age he would have many adjustments
to make in the school situation. He expressed desire to learn the ways and the use of modern conveniences which were not present in his home nor common in his community.

Cyril said that he would take any kind of work available but that he would like to do carpentry work. He said that he would leave his home town for employment.

Case study shows that Cyril lacked perseverance in his work. When he was being tested in the clinic he was "very nervous throughout testing--played with pencil--seemed to feel inadequate--quite upset when couldn't solve problems--seemed to give up and also went aphasic when he came to a problem which appeared difficult."

In his work in the clinic Cyril asked for carpentry training. He was given a measurement assignment of drawing a room and furnishings to scale but after some work on this project he quit working on it because he said that it was too difficult.

Although Cyril said that he would accept employment in any localities it is doubtful that he would do so. Cyril and his brother enrolled in CCC camp but they returned to their home after three months of work (without discharge papers) because they said that they were homesick.
Case 12. Celestine

Celestine said that of all the jobs he had ever had he liked to harvest best because "that job was at home". This statement of work preference would indicate that he liked his home very much and that he liked to work in familiar surroundings. On the questionnaire Celestine did check that he would like to travel.

Celestine said that he wanted to enroll in the course offered to the WPA girls in cooking. He said that he wanted to learn more about cooking so that he could obtain work as a chef. After his verbal expression of interest in the class he was encouraged to take the work but he then stipulated that he did not want to go to classes unless his cousin attended with him.

Case study shows that Celestine was interested in traveling and also interested in working away from home which was contrary to his verbal statements. He had been enrolled in CCC camp and although he said that he did not particularly like the camp work he reenrolled as soon as he could and was sent to Washington state where he enjoyed the work and the new experiences (according to reports of friends with whom Celestine corresponded).

In regard to Celestine's attendance of the cooking class and the new experiences where the teacher's reports were:
First day, "Embarrassed by his surroundings".
Second day, "Seemed unable to follow directions".
Third day, "Much more at ease".
Fourth day, "Followed instructions and tried hard".

Case 13. Alfaretta

Alfaretta said that she liked her home and that she had no desire to travel. However she thought that if she could secure work she would be willing to leave her child and take employment in some other locality. Alfaretta expressed verbal interest in attending classes to continue her education. She said that she would like to learn to cook in order that she might obtain work as a chef. Alfaretta said that she would like to enroll in the MFA homemaking class to learn to cook and to serve meals.

Actually Alfaretta did not like her home. She was dominated by her father to such an extent that she was usually very unhappy. Frequently she discussed her unhappy home with clinicians. Alfaretta seldom enjoyed any type of recreation. She said that she did not attend movies more than once or twice a year. Actually she is not interested in continuing her education and she was not as interested in attending the homemaking classes as her verbal statements would indicate. She would not urge her father to bring her
to town to attend classes. She did not always follow the directions of the teacher when she did attend classes and said that she would rather do things in the way in which she was accustomed than to follow a recipe. The teacher often reported that Alfaretta was "afraid to try anything new".

Alfaretta did not put forth much effort in trying to learn to serve meals and she never did learn to do this type of work well.

Case 14. George

George said that he would like to travel and that he would like to go away from home to work. He said that he would like work in which there was variety not just routine work. This would indicate that he would like to do work which required some initiative.

Actually George did not want to take work away from his home on several occasions he was asked to apply for work in nearby towns; he did not do so because he did not want to work away from home.

George did not apply for work in his home town which would require any initiative. He applied only for work such as sweeping floors and dusting although he had had some classes in typing experience in woodwork.
Case 15. Joseph

In regard to preference for home or travel Joseph said that he would much rather stay at home. He was not willing to apply for work in any other locality. Joseph lived on a farm and although he accepted a job in town in the line of work in which he was interested he did not make an effort to retain this position—one reason being that he did not get to stay at home.

Joseph was eager according to his verbal statements to attend classes in which he might learn to cook and to bake.

Case study shows much behavioral contrast with the verbal statements of Joseph. He had enrolled in the cooking class only after he had persuaded a cousin to enroll. He did not want to go over to the building in which the class was to be held because he had never been in the building and thought that he could not find his way. His behavior in class indicated that he was not exceedingly interested in taking the course and learning to cook. He did not follow directions, depended on others a great deal although when left to his own resources he did good work, and he wasted much time.

Although Joseph said that he did not like to be away from home he had enrolled in CCC camp and was sent from
Kansas to Minnesota. He said that he enjoyed his work and liked Minnesota. That actually he did like to travel was evident when he reenrolled in the CCC at his first opportunity although he had work on NYA and if he had applied for a job in a bakery (one in which he had worked one night) he might have been employed permanently.

Case 16. Olinda

Olinda said that she would like to travel; but she would not consider employment in any but her home town. She said that she preferred routine work with supervision. Olinda did not want to enroll in the homemaking class; she did not want to learn to cook and serve.

She said that she did not belong to any organizations and that she had only girl friends. She said that her parents did not allow her to date local boys; that she had never had a date, and that she did not care about dating or boys.

Actually Olinda enjoyed her work in the homemaking class. She did learn to cook and took pleasure in learning to serve.

While working on the NYA, Olinda was assigned to a project of copying records at the Court House. Although the work was new to her, her associates and the supervisor were old friends of hers. The supervisor of the work was only a few years older than Olinda who was twenty-two, and the
supervisor was not trained for her work consequently the
girls on the project and the supervisor spent much of their
time just looking out of the windows, gossiping and eating
potato chips, and walking the streets.

Olinda's behavior indicated, in contrast to her verbal
statements, that she enjoyed work in which she did not do
routine work and in which she was not strictly supervised.

Although there was no information available as to
whether Olinda dated or not before she worked at the court
house; she did date much after that.

Case 17. Ignatius

Ignatius said that he would like to travel. He said,
"I don't care where I work--just where I can earn the most
money". The statement indicates that he would accept em-
ployment in other than his home town. Ignatius said that he
liked to meet and work with people.

Case study reveals that actually Ignatius could not
and did not like to work with people or in a group. Ignatius
was an extremely poor worker in any field of work, he did
not take supervision well.

Ignatius enrolled in CCC camp as soon as he was old
enough to do so. Ignatius was sent to a camp within the
state but he did not like to be away from home. He made no
effort to adjust in camp and very soon returned home without his discharge papers. Ignatius had no prospects for work at home and no income after he left the CCC camp so it is evident that actually he was not willing to "go anywhere for work" or to adjust to work bringing him the greatest income.

Case 18. Caspar

Caspar said that he did not like the farm on which he lived nor did he like farm work. He said that he liked strangers and wanted to travel. Caspar said that he was willing to go anywhere for employment.

Clinical study shows that Caspar did not like to travel and that he did not like to work away from home nor with strangers. Adjustment in the clinic was difficult for him and he did not enjoy work in which he had to be somewhat self-reliant or had to work without supervision. He had enrolled in CCC camp and had traveled to Minnesota but he returned home after three months in camp. He was not discharged. He came back to the farm with no other prospect for employment.

Although he might have enrolled in CCC camp he did not want to do so even after being unemployed for nearly a year.
Case 19. Martina

Martina said that she would like to travel but she would not consider employment away from her home town because she said that she had to help care for her parents who were quite elderly.

Case study shows that Martina was not needed at home, that she took no responsibility for the care of her parents, that she was not required to contribute to family support and that she would consider taking work in other than her home town. She was offered a job in a home at the rate of five dollars a week and board and room. Martina did consider the position and said that she would like to have the job even if it was away from home. When she was told that it would be impossible to get her home every evening and every Saturday and Sunday free she said that she could not take the job. This position would have included trips to other states because the family traveled quite extensively and always took the mail with them but this was no inducement to Martina to take the work. It is evident that, although Martina had never traveled over fourteen miles east of her home town or thirty-five miles in any other direction and although she expressed desire to travel, actually she was not dynamically interested in traveling or in new experiences.
Case 20. Alex

Alex said that he wanted to travel. He said that he would not mind leaving the farm or his home town for work. He prefers indoor surroundings and would rather do work of a routine type with supervision than to be more independent. To strengthen his statement of his desire to travel he said that his hobby is reading adventure stories.

Clinical finding shows that Alex was not interested in new experiences nor was he interested in new situations. He was very uncomfortable in the clinical surroundings for sometime after beginning work there.

He worked only with supervision.

Alex took no initiative in obtaining private employment for himself in his home town and would not consider making application for work in any other place. That he was not exceedingly interested in traveling was apparent because although he might have made application to work in CCC camp he did not want to do so because he did not want to leave home.

Case 21. Scholastica

Scholastica said that she wanted to travel to see new things but that she liked her home and would not consider leaving her home town for employment.
In one interview she stated that she had only girl friends.

Frequently when she was asked to do anything such as prepare a food new to her, use the telephone or apply for work she replied, "I'm scared" and would not proceed without supervision.

Clinical study revealed that scholastica was very slow to grasp ideas but that she tried to do exactly as she was told. The teacher of the homemaking class said that during the first few days in the laboratory this girl was, "bewildered by so many new things".

After becoming acquainted with some of the clinic staff Scholastica said that she dated frequently and did not always know the parties with whom she went riding. Although this information was in direct contrast to her verbal statement it was substantiated by reports from her sister, her friends, and observation by clinicians.

Although she usually said, "I'm scared" when asked to apply for work she did not mention this when she thought that she would be dismissed from the NIA because of refusing to accept private employment but went independently and obtained part-time work. She worked part-time in several homes and said that she enjoyed her work which would indicate that she did enjoy other than routine work.
Case 25: Aloysius

Aloysius said that he would like to travel but that he also liked to stay at home. He said that he would accept work in any line in any locality. That he was willing, verbally, to accept work not in line of his interest was an indication that he was seeking new experiences and was interested in new situations.

Aloysius stated that he was interested in learning to use modern equipment, the English language, and in the study of radio electricity.

Aloysius, case study shows, was much more interested in staying at home than in finding employment. He would not make application for work in other than his home locality. He could not apply for work which would keep him away from home because he had to drive the car to take his brother and sisters to school. He said that he could not drive the car to any near-by town to apply for work.

Aloysius had spent some time in CCC camps but did not want to return because he wanted to learn electricity at home.

He did not take advantage of offers to help him to learn English.

Aloysius was asked to telephone for an appointment with an employer to make a personal application for work as an
electrician. Aloysius did not want to telephone because he had only used a telephone once. He was encouraged to call his sister and to use the telephone at every opportunity. Instead of being interested in learning, he had to be encouraged and coaxed before he would call. Actually he was afraid of and avoided new experiences.

Case 23. Clementine

One clinic interview questionnaire shows that Clementine would not consider employment except in her home town. A late interview questionnaire shows that she would accept work in one other specified town.

She said that she would like to travel. She had never been away from home for any length of time.

Clementine said that she liked routine work better than that type requiring initiative or work without supervision.

Clinical study reveals that Clementine did not want to travel because she had an opportunity to visit in another state for two months. She might have gone with an employers' family (man, wife, and small daughter), had all of her expenses been paid besides her regular wages but she refused to go because she did not want to leave home.

Clementine finds it hard to adjust herself in new
situations but with guidance she adjusts readily. She was told that, because of her carelessness in not informing her employer on days she did not work, she might lose her job and she immediately remedied the situation. She did not want to lose the job even though she was poorly paid because she had become accustomed to it and disliked changes.

In the homemaking class she was very insecure in the new situation and said that she did not enjoy it but she made fine and ready adjustments.

One report of a clinician states that Clementine is probably capable of associating with a better type of girls because of her personal attractiveness but she will not break away from the old group.

The homemaking teacher recorded frequently that Clementine said, "I'm scared" when faced with a new situation but that she picked up and used new ideas and that she adjusted very readily.

Case 24. Fidelis

Fidelis said that he had very broad interests which included basketball, baseball, dancing, and reading.

He said that he would leave the local area for work.

Fidelis said that he was very anxious to continue his formal education. He wanted to attend college to enroll in a business course.
Case study: Fidelis had had opportunity to attend a business school some distance from his home but he did not adjust and returned home.

He did not try to make friends with the college students. He refused to consider attending college or a resident training project because he said that he would have to take some courses in agriculture which he would never use.

Case 25. Germaine

Although she had not traveled far, Germaine, said that she wanted to travel. She said that she would accept any type of employment in any city.

Case study shows that Germaine was not particularly desirous of traveling; she would not consider leaving her home to take private employment.

When requested to apply for work or to accept any type of work she gave all types of excuses as described in case #25. Appendix VIII. She would not leave her home to work.
APPENDIX V

Personal Security

Case 1. Thressa

Thressa had no disabilities and knew of no reason that she could not hold down a job in the local community. She has done nothing of her own accord to improve herself since leaving school in 1931. She said that she would like to take a course in business training in order to continue her education. That she is sure that she knows all about all phases of housework was evident in her verbal statements of experience and her references to former employers.

Thressa said that she would not accept employment outside of the county limits.

She stated that the reputations of herself and of her family would not influence her employability locally.

That Thressa was insecure is indicated in her lack of ability and training as indicated in appendix II. She was not qualified to do housework. She did not have good recommendations from former employers. She did not have the foundation for a business course and was uninterested in pursuing other courses without being paid for her time. Actually she would not consider work which would take her away from home.
Thressa was unfamiliar with most home conveniences—the telephone, other than wood ranges, many types of food and methods of food preparation.

This girl was very definitely socially insecure. She could neither work nor play with a group.

Thressa's family was not well thought of because they were "lazy and expected to be supported." They received food and clothing from the county from March 1935 and were still active clients in May 1936.

Fundamentally Thressa was personally insecure but she had security in relief work.

Case 2. Josie

Josie said that there was no reason that she couldn't hold down a job in her home town. She said that neither she nor any member of her family had ever been in public difficulty. The statements regarding family status definitely indicate personal security in regard to reputation. Josie did not attend high school but this does not make her feel insecure in her group, she said, because few of her friends have a high school education.

Josie said that she knew of no one whom she would care to be like, that she had no ideal. Lack of the desire to imitate for self-improvement is an indication of self-satisfaction and security.
Josie is popular with her associates and said that she did not care to make many friends. (Her associates do not have good reputations.) It is not customary for women to smoke in public in Josie's community but Josie smokes, which is an indication of quite a degree of personal security.

Case study reveals in contrast to verbal statements, that Josie is very insecure.

Josie was well aware of many reasons that she could not obtain private employment in respectable homes. Not only Josie's but several members of her family's reputations were publicly bad. Employers repeatedly asked "Is she a sister to_____? If she is I wouldn't have her in my house". "Is she a member of_________family? Then I would not consider her at all".

After repeated failures to place Josie she was advised that possibly she should consider employment in another locality even though she did not want to leave home; whereupon Josie replied, "I know it's because of my sister____. I've always been afraid of that and that's why I never can get a job". This admission was made to the writer during a consultation and was not present in any questionnaire.

Insecurity due to family conditions were, as admitted by Josie, because the family did not have sufficient income, were on relief, father was an unskilled laborer, there were
fourteen members living at home, they received food, clothing, medical aid, and occasionally rent from the county welfare offices.

Financial insecurity and family insecurity were factors contributing to Josie's reputation of: "She's been 'hustling' for clothes since she was in grade school", "She dates anyone", "A quarter a throw" and "She makes her money rolling drunks".

In April 1938 after the family had earlier in the year been refused some county assistance the writer made a call at the home and found the mother ill and the family in need. She suggested that Josie make application to the poor commissioner and Josie replied, "I'm afraid so. Daddy says I ain't got enough guts." Josie said that she was willing to accept assistance from any source. Insecurity is indicated in that Josie would not consider work which would take her away from her home.

However, when she had a chance to go to another town to work for acquaintances she was willing to go.

Teacher's reports stated that Josie "needs to improve in ability, interest and self-confidence but she has shown much improvement." The teacher said that she questioned Josie's truthfulness.

Josie was insecure in WPA work, she was afraid of being dismissed from the WPA. On one occasion (November twenty-sixth 1937) the teacher of the homemaking class
recorded--"____ was fifteen minutes late for class. The front door was locked so she said that she sat on the front steps for a long time before she saw the note saying to use the side door. The note was in plain sight so this incident either shows little foresight or it is doubtful that she waited long."

Josie was always fearful of being dismissed from NYA and on several occasions she asked supervisors whether or not she would be dismissed for not accepting private employment.

Case 3. Petronella

Petronella expressed verbal insecurity when she stated that she knew of no reason why she could not hold private employment, that she had no disabilities, that she had taken no special training for self-improvement since leaving school.

A measure of verbal insecurity may have been expressed by Petronella in her statements in regard to employment. She said that she would not consider work in other than her home town because she was afraid that she would become homesick. She said that she wanted work where she could "take orders" and have work planned for her.

Petronella said that she did not want to attend the vocational homemaking class, that she did not like to cook,
and that she would "quit the NYA before she would go to the classes".

Case study shows that this girl's behavior did not coincide with her verbal statements. Petronella was insecure because she depended upon her home for support. She was expected to work for her board and room at home and also to add to the family finances with a part of her NYA check; actually she did very little work at home, spent her money on clothing for herself and said that her parents "owed her a living".

She resented taking orders and preferred to do any type of work in her own way.

Petronella did not "quit the NYA" when she was assigned to the homemaking class. Because of insecurity Petronella depended a great deal upon her father. She wanted work in a department store but sent her father several times to make application for her. When Petronella was informed that, because of repeated refusals to accept private employment, she was to be dismissed from NYA she became very angry and said, "My God, they can't do this to me. I'll show (a supervisor) him. Well, he can't lay me off. My dad will give him hell".

Petronella's parents tried to persuade her to apply for work but although she was personally insecure she did
appear to be secure in her home because "my dad has to take care of me whether he wants to or not."

Case 4. Pelecitius

Pelecitius said that she was quite sure that she knew all about house work and child care and that she could hold down a maid position in most any home. She says that she needs more education and, "I keep telling mother to send the rest of the children to school because I realize now how much I missed." Pelecitius is very secure in her home, she said that her brothers and sisters call her pet because she tries "to advise the twelve younger children".

She said that she has no ideal which is a verbal indication of personal security.

In contrast with the verbal statements case study shows Pelecitius' behavior. She had fairly good recommendations for her housework but she could not work without a good deal of supervision.

Actually Pelecitius feels quite secure in spite of her lack of education because she has done nothing for self-improvement in this line since leaving grade school in 1931.

Pelecitius works at home for her board and room. She shares all of belongings.

Although she stated that she would like to leave home
to work and that she would leave the community for work she did not possess enough security in her fine position to remain in the town without her sister also staying there.

Felicitus accepts relief as a means of obtaining personal security. She said that she liked NYA work because the duration of household jobs was uncertain. On another occasion she refused to accept work in a home at four dollars a week because "I don't like that lady and I don't want the job because I'm making more on NYA".

After being dismissed from the NYA, Felicitus made several appeals at the clinic and at the NYA office for assistance in securing employment or for reassignment to NYA.

Case 5. Isadore

In thesis proper page 33.

Case 6. Leopold

Leopold gave verbal expression of insecurity. He said that he worried about finances, family, and education. He said that his language in speaking with the English speaking people gave him a feeling of insecurity because he did not speak English well. His family used the German language in the home at all times.
He has done nothing for self-improvement since leaving grade school in 1932.

He did not want to attend vocational training classes. He would consider leaving town for work.

Leopold said that his ambition was to get married and live on a farm.

He said that he has never been in public difficulty which indicates that he felt secure as far as his reputation is concerned.

Case study reveals that in situations requiring strength Leopold could feel secure because of his massive build but even then he was not secure without his "gang". He related some of the difficulty which he had with a fellow-worker. The boys fought and Leopold (according to his story) "licked him". "I licked him once but he said that he was going to get me. He hasn't any friends so I took my gang over last Sunday to "get him" but he wasn't at home. He carries a gun and says he's going to kill me". The writer asked, "Are you worried about it?" Leopold replied, "No, 'cause I have a gang and I'm going to get him first."

Leopold is insecure when working in any situation which requires manipulative skill, initiative, or cooperative labor.

Leopold would not consider—applying for work away
from his home town.

Lack of education, training in any occupation, and financial independence all added to Leopold's insecurity. At various times he mentioned very diverse types of work in which he hoped to succeed (see case #6, appendix VI). He said, in April 1937, that he was going to join the army after harvest. "I had a chance to work in the oil fields at six dollars a day but that's too dangerous. I want to go to the army because that isn't so tough." Personal insecurity is evident in the fact that he did not depend upon himself and that in answer to the question 'what do you expect to be doing ten years hence?' he said, "I'll be married and have a big farm. My dad is going to buy a farm for me." The father had been on relief for several years and had lost most of his land.

Case 7. Silverine

Silverine said that she needed more education to secure work of a level considered higher than maid service. She has not taken any special training, done any reading or studying for self-improvement since leaving school in 1934.

Silverine said that neither she nor any member of her family had ever experienced public difficulty which would detract from her employability. Verbally she had security in her reputation.
When Silverine was encouraged to accept private employment she replied, "Why should I take a job where I would have to work hard? None of the other girls have full time jobs." It was suggested to Silverine that it might be a good idea for her to accept employment for otherwise she would probably be dismissed from NYA. Silverine said, "That couldn't be done." These verbal attitudes toward her NYA work were evidences of security.

Actually Silverine was quite insecure as was revealed through case study. She appeared to be uncomfortable in groups. She did not work well with others. Her reputation was not good (see appendix I) and her fellow-workers had no respect for her.

Silverine resented being asked questions by prospective employers. Her family did not have a good reputation. Silverine was fully aware of both her and her family's reputation status in the locality at the time she made the verbal statement regarding the same.

Silverine lived and depended upon first her home and then upon a sister after being dismissed from the NYA.

While working in a hospital kitchen, she said, that fellow-workers whispered and laughed and talked a great deal which made Silverine very insecure. She knew, she said, that they were talking about her.

Silverine had training in cafe work but was afraid to
to do such work because she would be criticized by her boy
friend. Frequently she refused to apply for work, lost or
quit jobs because of the objections of her boy friend.

After having been dismissed from the NYA she made
several appeals to the writer to assist her in obtaining
employment or in being reassigned to the NYA.

Case 8. Augustus

Augustus said that he knew of no factor that would
deter him in obtaining work. He had a high school edu-
cation which gave him security.

He said that he had social security in both boy and
girl friends. His friends are older and single.

Augustus said that he would like to attend training
classes in electrical engineering.

This boy said that neither he nor any member of his
family had ever experienced public difficulty which would
affect his employability.

Case study: In actual situations Augustus was ill at
ease with English speaking groups. He was not anxious to
learn to use modern conveniences; telephoning was neither
easy nor pleasant for him.

Augustus was insecure because he was unskilled, his
parents had no ambitions for him, his parents had been on
relief since June sixth, 1934, and he was indentured to a
parochial school for the amount of one thousand dollars.

Augustus was insecure because his family criticized
him. He related criticism for not being employed at times,
and also for types of employment he accepted when there
was opportunity to work.

Because of his cultural background which was distinctly
Russian-Catholic, Augustus found it hard to adjust to
college situations when he enrolled; this with his language
handicap tended to make him insecure in his work although
his I.Q. was quite high (128: Henmon-Welson 3-8).

Case 9. Lena

Lena said that she had no disabilities which would
influence her employability. She did not attend high
school because her home was a farm some miles from a high
school. Security is indicated by the fact that Lena quit
school in 1933 and since that time (until she received
training through the NYA and the Psychological Clinic)
she had taken no aggressive steps to improve herself. Lena
said that she was willing to attend training classes in
typing and in shorthand.

Lena had experience in housework and gave references
for her work. Lena had security in her home and was un-
willing to consider work in any other locality.
Lena said that she had never been in any trouble which would affect her employability.

Other verbal indications of security are: she has no worries, there is a strong famil, tie, she goes to church on Sunday "because it is some place to go" (her community is "strong Catholic"), and she dominates her older sister.

Clinical study reveals that Lena was very insecure but through clinical guidance and vocational training or the WTA program she became quite secure.

Lena's friends were younger girls. She needed social as well as vocational training.

Over a period of approximately two years teachers' reports on various projects stated that Lena was very insecure in any type of work. Because of her lack of education, her age, mental ability, and local situations, the clinic did not advise that she attempt to become a stenographer but encouraged her in housework. (Because she saw some of her friends typing the first day she came to the clinic, and she did not again express her desire for extensive training in this field the supervisors believed her desire to attend classes in shorthand and typing was only superficial. Lena was given encouragement in learning to be an efficient maid.

Lena asked many questions of her supervisors, she did not use initiative in her work, and her lack of security in
groups was obvious. She did not know how to make friends, work with a group, use the English language easily or talk with her supervisors without extreme timidity. In the homemaking classes the teachers' reports stated that Lena had ability, was dependable; but that she "lacked self-confidence", "was afraid to try anything new".

Lena did not know how to bake anything but bread, did not know how to prepare meats by other than frying and boiling methods. She was unfamiliar with many types of food.

After she knew the writer, Lena asked for and was given much guidance in her work. Part time employment was secured for the girl. She was advised to continue her training in maid service even though she had part time work. Lena continued in the class. She was encouraged to try new things by the writer and by her employer.

Lena's employer said that Lena was a willing worker, and very dependable but that she had to be encouraged a great deal. "Lena was afraid to make a cake for me, but I insisted. The cake was good and Lena was glad and anxious to bake cakes from that time on."

The writer kept in close contact with Lena and with her employer. Lena was a dependable and capable maid by December 1937. Lena's employer went on a vacation in May 1938. After the employer had been absent for one week the writer telephoned Lena. The girl talked freely over the telephone and said
that she was getting along very well, she disliked meal planning (she was caring for the house and cooking for the husband and son of her employer) because it worried her. Lena said that she liked her work, that she had been employed at this place for a year and had received a raise in pay. Her employer was to be absent for another two weeks but Lena was not worried about this because she knew how to work, used initiative and she had learned to be self-reliant. Her employer expressed great satisfaction with Lena.

Case 10. Seraphine

Seraphine said that he had no disabilities and that he knew of nothing which would prevent him from holding a job. Security is indicated in that, since discontinuing his formal education in 1931, he said he had done nothing for self-improvement. He said that he would like to attend training classes in manual training and carpentry work. He had experience in carpentry work in his father's shop on a farm. Ten years hence Seraphine "hopes to be a carpenter".

Security is indicated by the fact that he was planning (in May 1938) to be married in June or July 1938.

Actually Seraphine was insecure, as revealed by his case study. Seraphine was financially insecure and bis
family was also financially insecure. There were eleven children in the family. The family received county assistance from July 1934 and were still being aided in May 1938. Seraphine worried about his family, their finances, and the mortgage on their farm.

Seraphine is educationally insecure, does not talk freely with English speaking people, he can not use a telephone; he can not read and construct an article from a blueprint.

He was too insecure, in spite of encouragement and instructions in making application for a job in a planing mill, to make a good application. The manager of the mills said that if the boy really was a good worker he might be able to use him but that Seraphine did not appear to be "very aggressive".

Case II. Cyril

Questionnaire forms would indicate that Cyril had personal security. He said that there was no reason that he could not hold down a job in his home town. Although he indicated interest in continuing his formal education he has done nothing to improve himself since leaving school; this indicates that he has security in his status.

Cyril has not seeked employment and this indicates his security in the home. He does not belong to any organizations
and this also indicates independence and security.

Case study shows that Cyril is fundamentally insecure. He has no other source of income than NYA work. He worried about finances. His family has been receiving relief since June 1934.

The family tie is very strong but Cyril is "ashamed of the thirteen children in the family" and their financial circumstances.

Cyril is insecure in English speaking groups. He wanted to attend high school but did not use initiative, nor perseverance in obtaining higher education.

When conversing or working with strangers or with people with whom he is not well acquainted, Cyril is very nervous, bashful and non-responsive.

Case 12. Celestine

Celestine said that he had no disabilities. Security is indicated in that although he has only an eighth grade education he has done nothing for self-improvement or skills training since leaving school. He said that he would like to have training for work as a chef. Ten years hence, he said that he would like to be married and live on a farm.

That Celestine "liked harvest work best of all the jobs that he ever had because it was at home" is an indication
that he was secure in the home but it also indicates that he did not have personal security.

Actually Celestine is insecure as revealed by clinical case study.

NYA is Celestine's only source of income. He is handicapped in his education, he is unskilled, for work in other communities because he is unfamiliar with American customs, is not acquainted with the use of modern conveniences (can not use the telephone) and does not speak English well.

Celestine attends dances but he does not dance "because he is too bashful". He does not converse freely with those outside his nationality (Russian) and NYA group.

It is improbable that Celestine can expect to be employed as a chef. He had training in a cooking class but his educational handicaps (he can neither read nor interpret a recipe) overshadow his training. He said that he had experience as a cook in a CCC camp but the clinic found that his experience was not in actual cooking but in slicing butter, chopping cabbage, peeling potatoes etc.

Rather than attempting to obtain private employment Celestine reenrolled in the CCC camp. He was too insecure in skills and personality factors to apply for work and he was encouraged and pressured to seek private employment.
Case 13. Alfaretta

This girl, Alfaretta, stated that she was capable of doing housework, that she had had experience in housework and child care. She said that she liked to do housework because she "knew how to do it." The above statements indicate verbal security in an occupation.

Alfaretta has not taken any special training since she graduated from the eighth grade in 1931. She has read little and made no persistent effort to secure a higher education. All of this indicates educational security. That she said she was willing to take employment in another locality would mean that she with employment security would be in all other aspects, secure. She stated as an early interview that she knew of no reason that she could not hold down a job locally.

A great deal of insecurity was revealed by the clinical case study. She is afraid to try anything new because she fears failure. She is ill at ease in new situations. She says that after she feels that she is "pretty dumb" (although her I.Q. score is higher than most of those of the group).

Alfaretta did not have as much security in cooking and in housework as her verbal statements indicated because she was unfamiliar with the use of other than wood ranges, modern refrigeration, many types of food, methods of serving etc. She was not neat.
This girl was dominated by her father and was financially insecure. Her home was unpleasant and her reputation was not good.

In 1935 she was engaged to be married and her fiance either accidentally shot himself or committed suicide. Alfaretta was pregnant at the time of her fiance's death. After the child was born both the mother and the boy lived with her father. The father is a relief case and did not want the girl to live at home. Members of Alfaretta's fiance's family do not accept her and object to her using their son's name.

Alfaretta worries about her son, about herself, and home conditions. Her father is described as a "domineering man", "does not stay at home much of the time", "has no word of honor", "very lazy", "terribly mean to the children at home", "never eats with the family but eats first and what is left is put in one big bowl and the rest of the family eat out of that. The father eats like a hog, is fat, and dirty."

Alfaretta had to depend upon her father to bring her to town. Her father takes her check then she has to ask him for money. She is afraid of her father so does not get all of the things which she needs.

Although she wants to care for her son she feels that
she will never be accepted by those who know her past.

with many conferences with clinicians, much training
in cooking, and a great many suggestions on personal care,
Alfaretta improved immensely. She accepted employment in
another locality but quit her job and came home upon her
father's demands before she lost her home as legal residence
which would disqualify her for state aid for dependent
children.

Case 14. George

George had one year of college work away from his home
town. He would like to continue his education but he can
not finance his work. He furnished names of former employers
for clinic references for his work; this indicates security
in quality of work which he has done, security in reputation,
and in dependability.

George said that he was willing and would like to attend
classes in band or orchestra. He hopes to direct a dance
orchestra.

George said that he would be willing to apply for and
to accept work away from his home town. He said that he was
anxious to have work and would apply for work even if it was
not of a type of particular interest to him.

He is independent of home control, assists the family
because he desires to do so and not because of any pressure.
That he is an only child gives him added independence and security.

Case study indicates that George is insecure in many traits but that with guidance and encouragement he gains feelings of security.

Because of his race (negro) George is insecure in many situations. He feels that he can not apply for other than work of cleaning or janitor type even though he has a fair education.

He is quite definitely financially insecure. He is afraid to leave his home without assurance of an adequate income in another locality. His father has always been a janitor and he has assisted his father for several years.

George was unwilling to apply for work in businesses not advertising for help. He said that he was too inexperienced to get work. He was encouraged to make at least three applications for work of any type even though there had been no advertisement for help. He made application for work in four places and obtained small jobs at each place with the promise of additional work later. He organized an orchestra and practiced for dances but he did not feel secure enough to obtain engagements for the orchestra.

Case 15. Joseph

Joseph stated that he had no disabilities which would
prevent his holding a job in a bakery. He said that he liked to cook. His ambition ten years hence was "to be married, live in town, and own a bakery."

Joseph said that he would like a job in which he could supervise the work of others.

Joseph said that he had had experience in cooking for large numbers while enrolled in a CCC camp. He worked in the kitchen and said that he learned to be a good cook.

Joseph said that he liked his home and clinical study indicates that he had security in the home rather than personal security. He dominated the younger children and was dependent upon the home for support although the parents depended upon him to assist with the farm work.

Case study shows that actually Joseph was fundamentally insecure and that because he knew that he could always obtain necessities at home he did exhibit traits of actual security.

He needed and wanted supervision in his work in the wood shop in the clinic.

Joseph is financially insecure, his family received both commodities and clothing from relief agencies since July 1934 and were continuing to get this assistance in May 1936. Joseph has no other source of income than NYA work.

Joseph wanted his cousin to take training in cooking
with him because he was afraid to be in the class. He was not as secure in his ability to cook as his verbal statements indicated. He could neither read nor interpret a recipe, he was unfamiliar with modern stoves, refrigeration, and with many types of food. His experience as a cook in the CCC camp consisted, the clinic learned, of peeling potatoes, cutting cabbage etc. not actual cooking.

Case 18. Olinda

Olinda has done nothing for self-improvement since discontinuing formal education in 1926. She does not read and has not attended any vocational classes. Olinda has security in her personal appearance, she dresses tastefully, neatly, and well. She said that she would like to take training in clerical work. Olinda said that her family was well thought of in the community, that none had ever experiences adverse public difficulty, and that she knew of nothing to interfere with her obtaining employment except that there were too few local opportunities and she would not leave home.

Olinda said that she likes her home. She does not belong nor attend church which is an indication of some degree of security in that her friends are staunch Catholics. On several occasions Olinda did not cooperate with the clinic in trying to secure permanent employment—this may indicate
security in her home.

Actually Olinda was insecure in education, little ability, lack of training in a vocation, financial insecurity, and social insecurity.

The father was described as "doesn't spend money foolishly but it always slips through his fingers". The mother "is a good beggar and usually cries".

Olinda worried about her family and their finances. They were on direct relief from May 1936 to June 1937 and were dismissed because of the income of the children.

In all of her work Olinda was described as a very "timid worker", "no initiative", "not socialized".

Although Olinda was past 38 years old she had never had a date.

Olinda would not accept employment (housework) recommended by the clinic. (The clinic did not recommend training Olinda for clerical work. She did not know how to add figures, work fractions, solve problems, and her I.Q. according to a Henmon-Nelson 3-8 was somewhat below 70).

Olinda resented her assignment to the MVA homemaking class because she did not like to cook. She was dismissed from the MVA and accepted work in a hospital kitchen.

Case 17. Ignatius

Ignatius indicated personal security in that he has
done nothing for self-improvement since discontinuing formal education. He stated that he knew of no reason that he could not hold down a job in the local community. He was careless in his personal appearance, a possible indication of disregard for need of group approval. He does not read, has no ideal; has a bullying attitude toward smaller children.

Ignatius depends upon his parents and expressed security in his home; he does not have any home duties.

Case study reveals that Ignatius is very insecure. He is quite young, had quit school in the spring of 1937 and was assigned to the clinic in the fall. His school teachers reported that he was a "discipline problem while in school, emotionally unstable, distracted, cries easily, and was unpopular".

Ignatius said that he quit school because "it was too expensive to attend parochial school and he was afraid that he would be teased in public school".

The family assumes little responsibility for Ignatius—they saw to it that he was in school but no other responsibility. Ignatius needed constant supervision in his work, lost self-control under the slightest criticism, and did not learn easily.

He enrolled in CCC camp but returned home very soon because he did not like the food. His family were relieved
clients from May 1934 through June 1937. After his return home he was entirely dependent upon his parents.

Case 18: Caspar.

Caspar said that there was no reason that he could not hold down a job in his home town.

He has taken no training for self-improvement since discontinuing schooling. He reads well and might have studied but he did not do so. He said that he had no worries. On another occasion he said, "I don't worry. As long as I have enough to eat and something to wear what's the use to worry".

Caspar said that the family tie is very strong and he has security in his home.

Case study indicates that Caspar is insecure. His parents have no ambition for him and cannot send him to school. He desires a higher education but is not secure enough to attend public school.

Caspar's dialect, unfamiliarity with city life, skill handicap etc. all tend to make him insecure in activity of groups outside those of his own or similar station.

Although Caspar said that he liked his home he severely criticized his parents because "they have no money and never will have any". He has no personal belongings and must share
even his clothing.

Caspar was too insecure in skills to obtain the type of work he wanted locally. He could not break away from home to seek employment elsewhere although he said that if he did not find employment and "if I have to stay on the farm much longer I'll go crazy".

He did not exhibit independence in trying to locate work or in making application for work.

Case 19. Martina

Martina gave several names of former employers who would recommend her in all phases of house work. This would indicate that she was secure in her ability to do housework.

She is neat in clothing and personal appearance.

Martina does not associate with others because she feels that she can get along by herself.

She does not contribute to family support although she insists that she is badly needed in the home to assist with the work.

Martins smokes and this also indicates security in her working group. The majority of the girls do not smoke.

Martina in this way indicates her security and her apparent lack of need of group approval. She disregards her sister's criticism of her dates and of her NYA work.

Martina said that neither she nor any member of her family had ever experienced unpleasant public difficulty.
which might affect her employability.

Martina is decidedly insecure and the very fact that she denied public difficulty of the family is an indication of insecurity. Her home is very insecure. The family has received charity and county aid for the past fifteen years. The father was "a common laborer" (he is 73 years old now) "a poor provider", "a professional moocher", "on direct permanent relief", has been temporarily insane, spent some time in an institution but was later released. The mother is in ill health. The family's attitude is publicly recognized as "we need help and expect it". There is constant friction in the family.

None of Martina's former employers would recommend her as efficient nor in all phases of housework and child care.

Case 20. Alex

That he has done nothing for self-improvement since dis-continuing his schooling is an indication that Alex verbally feels secure in his particular situation.

He said that he would accept employment in other than his own locality which indicates that verbally he would be secure in all activities if he had a means of making a living.

At home his belongings are his own. He likes his home.

Clinic study of Alex shows that even at home he was
somewhat insecure. He had no other source of income other than NYA. He was expected to contribute to family support. He estimated that he spent seventy cents per month on himself.

He is unskilled and has only an eighth grade education. He has a dialect handicap in English speaking groups. He is unfamiliar with the use of the telephone. He is very timid and can not converse with those outside his group.

He probably could not maintain himself away from home. That he deserted CCC camp with his brothers is a strong indication of insecurity. Alex was afraid of any new situation or type of work.

Case 21. Scholastica

Although Scholastica has little education she is not particularly concerned about it. She said that she knew how to do housework and furnished names of former employers; this indicates security in an occupation though unemployed. Scholastica said that she would like to attend sewing classes. She said that she had done nothing for self-improvement since quitting school in 1933.

Scholastica said that neither she nor any member of her family had experienced unpleasant public difficulty which would influence her employability.
Actually Scholastica was very insecure. She was afraid to try anything new for fear of failure in cooking. She depended entirely upon her supervisors or fellow-workers throughout her work on N.Y.A. Scholastica did very poor work in the clinic and also in the cooking school, in the sewing room she wasted more material than she used was the report of the supervisor.

Several teachers' reports stated that Scholastica "seemed to have an inferiority complex", "she will have to come to feel that she amounts to something before she can enjoy herself or make a success of anything which she tries to do".

That part of the crowd which this girl associates with makes fun of her the greater part of the time adds to her insecurity. "She is not reticent about discussing her relations with boy friends or with girls. I am not sure that she is emotionally able to maintain her ideals". She dates anyone and is not always acquainted with the group. Her reputation with the group is not good although it is not bad.

Scholastica likes her home but does not get much security there. Her father is "an egotistical, selfish, and poor businessman--a hard worker when he sees something in it for him but is continually changing jobs. The next job always looks better than the one he has."

The mother "is a good beggar". There is not much home life.
Case 22. Aloysius

Aloysius repeatedly stated that he was very sure that he knew mechanical and radio work. He did not see the necessity of reading or studying radio and mechanical magazines and bulletins. Aloysius said that he had no ideal which indicates security in self.

Aloysius said that neither he nor any member of his family had ever experienced public difficulty.

Often Aloysius exhibited initiative in his shop work but he needed a good deal of supervision.

Aloysius' family was of higher social status than the majority of the group studied by the clinic and Aloysius did have a good deal of security in his home, clinical case study revealed.

This boy was insecure because his family had been on relief for several years (July 1934 to May 1936). Aloysius had no other income than that from WPA work. Aloysius worried about his finances and also about his education. Aloysius was insecure in his earlier school work. He said that he "didn't enjoy anything in school—no games such as baseball, but that he liked to watch the rest of the children play".

Because he "does not have the money—he has never had a date, but would like to date". Due to financial insecurity
his friends are all boys both older, and younger than Aloysius. Aloysius was unfamiliar with life in the small town. He said that he had used the telephone only once. He was ill at ease in English speaking groups.

After much instruction and practice in method of applying for work, Aloysius made application for work in a radio shop. The manager of the shop informed the "follow-up worker" that Aloysius "made a very feeble attempt to get work. His application was not good".

Aloysius made one application at a garage where he was given some encouragement in securing employment. He did not return to see the garage owner because he was sure that he would get the job without further interviews. He was not employed.

Case 23. Clementine

Verbally this girl is well able to care for herself, doesn't take life very seriously, and feels secure enough to take offence at even slight criticism.

Clementine said that she would like to receive training for a filing clerk. She has been out of school since 1934 when she graduated from grade school but has done nothing for self-improvement since that time.

Clementine is a very attractive girl who cares for her personal appearance and has security in this trait.
Clementine is secure in her home she assists with finances when she wants to, has a part-time job, but lives at home.

She said that there was no reason that she could not hold down a position locally, that neither she nor any member of the family had experienced public difficulty which would affect her employability.

"In most NNA situations she exhibits a business like, aggressive attitude" is the report of one supervisor.

Factors indicating actually insecurity as revealed by clinical case study are:

1. She wants routine work.
2. She is dominated somewhat by her parents.
3. She has no close girl friends and spends many evenings alone.
4. She is educationally insecure.
5. In working situations she is very temperamental.
6. She planned to be married several different times. Her fiancé was very unstable, Clementine was unstable, both were having difficulty, she cried a great deal and quarreled with her boy friend.
7. She was the mother of an illegitimate child but passed the girl off as her sister (her fiancé was not the father of the child). She accepted some responsibility of the care of the child but let her mother assume most of it.

That the case of the child was public was known to the girl at the time she made the verbal statement in contrast to this difficulty. There was a trial in open court which according to a case worker was, "one of the whitest masses on record here".

She makes no attempt to be self-sustaining but has security in her parents' home.
Case 24. Fidelis

Fidelis obtains security from his education which is somewhat superior to those of the local WPA group. He said that he would accept work in any locality which indicates verbal security.

Fidelis said that he would like to take up a vocation in electrical work. In ten years he hopes to own a farm. Fidelis is his own boss, does not contribute to the support of the aunt with whom he lives, is not required to do any work at home.

He stated that he had social security in that none of his family had ever experienced public difficulty. He gave the clinic names and addresses of former employers.

In spite of his freedom and apparent independence Fidelis is somewhat insecure. Fidelis has lived with his grandfather and then with a divorced aunt since he was four years old.

After graduating from high school in 1937, Fidelis went to a business college. He did not adjust there and returned home within a very short time. This indicates that he did not have enough personal security to maintain himself in a strange locality.

Fidelis wanted to leave his home town because "his father was a heavy drinker and Fidelis said that he felt the
reputation of his father would give him a bad name".*

Because he "hasn't had enough experience he is afraid

to apply for work". This is contrary to his statements of

skills and experiences. His recommendations from former

employers were very good. In his dependence upon others he

is secure but he is not self-secure.

Case 25. Germaine

This girl, Germaine, listed several former employers

and several types of work in which she had experience. She

knows all about housework.

Since discontinuing her formal education she has done

nothing for self-improvement.

Germaine said that she had never been in any trouble

nor had any member of her family experienced public diffi-

culty.

Germaine had security in relief assistance and she was

unwilling to work. She was quite sure that in some manner

she could always receive relief assistance. When she was

dismissed from the WPA for refusal to accept private emp-

loyment she immediately applied for WPA work and was almost

assigned.

Case study shows that Germaine was personally insecure.

She was educationally, socially, and financially inse-

cure.

* This information was secured from the district WPA

  supervisor
There were ten children in the home, Germaine was the oldest child, the father was dead, and the mother a chronic complainer of illness.

There was much family tension. The morals of the mother and the girls was low and questionable.

There was public difficulty in the family. The family had been caught bootlegging liquor. The mother was thought to be the offender but a son-in-law served a term in Lansing. He was released before his time was up.

When Germaine refused to consider employment because of various pains etc. the writer asked the name of her doctor. Germaine immediately wanted to know what the clinic would ask the doctor about her.

The writer discouraged the assignment of Germaine to WPA rolls, even though there was no wage earner in the family on the basis that "we are defeating the purposes of government agencies in attempts to build up employment morale by assigning people to a government agency after they have been dismissed from another government agency for refusing to accept private employment". Germaine was not assigned to the WPA and immediately contacted the writer and wanted to know just why she was "laid off NYA".

With the clinic's assistance she found and accepted private employment.
APPENDIX VI

Efforts

Case I. Thressa

Thressa wanted housework. She was so anxious to have employment that she told a clinician that she did not like relief and that if there was any other way of making a living she would not be on NYA.

Clinic records show that she said that she had made written and telephone applications for work but that she had never made a personal application.

Thressa made no attempt to locate employment and consistently refused employment and to apply for work recommended by the clinic.

When this girl was quite certain that her excuses for not availing herself of opportunities would no longer be accepted by those in charge of NYA work she made an effort to remain on NYA and not to be sent into employment by saying that she was no longer interested in doing housework but that she would like to have help in securing work in a restaurant. Thressa had never had experience in restaurant work and her work in the vocational cooking class indicated that she worked too slowly to hold down a job in a restaurant. She made no effort to obtain work in a restaurant.
Case 2. Josie

Josie is not interested in housework but would like very much to obtain work in a cafe. Josie has been very glad to have NYA work.

Clinic case study reveals that this girl has had and had lead a rather hard rough life. She has made an effort to obtain employment and has applied for work every time that she was asked by the clinic to do so. It seemed impossible to place this girl in private employment because of her reputation.

After several attempts to place this girl in desirable employment were unsuccessful she had an opportunity to work for an NYA supervisor who had worked with her and was very anxious to employ her—the supervisor was aware of the family’s bad name but was unaware of any criticism of Josie. Josie, however, refused to accept this job which would have paid her five dollars and her board and room each week.

Sometime later she informed the writer that she had a part time job caring for a twelve year old boy who lived in a cabin camp and whose parents were out of town most of the time trying to buy a cafe. Investigation of the employers of Josie showed that they were undesirable people for whom to work, that they had kept a local prostitute, that they had been in several bootlegging and shooting scrapes.

Josie said that the people were very nice to her and
that she did not know anything about their reputation but that if they bought a 'joint' she was going to work for them as a waitress--she assured the writer that it was not going to be a user 'joint'. This family finally left town and Josie continued with her NYA work. She did not make application for work but obtained part time cafe work through an employer who had employed her sister.

Josie finally accepted an offer to work in a road house and asked to be dismissed from NYA.

Case 3. Petronella

Petronella listed clerking in a department store as her first choice in type of employment desired and she listed housework as her second choice.

This girl said that she did not like NYA. She said that she would be willing to make an application for work when the clinic asked her to but that she would not consider leaving her home town to work.

Clinic case study would indicate that this girl was not at all interested in working.

She had never applied for a job before she contacted the clinic and she had been on the NYA pay roll since January 1936.

While there was no advertisement for clerks the clinic asked Petronella to make an application for work in one of
the only two department stores in which she said she would consider working. She was asked to make this application before the summer holidays. She would not consent to make an application but send her father instead. Her father reported that the manager said that he would call her if he needed her. She was urged on several different occasions to apply at the only two stores she would consider, but she did not apply because she said that they would call her if she was needed.

She would not attempt to get work in a home if there were any children in the family.

She would not make an application for work unless a friend went with her to make the application.

She would not accept a job as a full time maid because she would not stay at an employer's after seven in the evening.

She made several promises to apply for work in homes which filled all her work condition requirements. She did not apply for this work.

She was not looking for a job and thinking that she could not be dismissed from NVA said that she was not looking for work but was satisfied to stay at home and to work on NVA.

She was dismissed from the NVA in January 1943 and has since then made no effort to obtain work.
Case 4. Pelecitus

Pelecitus said that she wanted private employment in housework. She said that NYA was all right but that she would rather have private employment. She said that she wanted a job so badly that she would be willing to leave her home town for work. Pelecitus has held several both part and full time jobs and her recommendations are very good. As far as her work record is concerned there seemed to be no reason that Pelecitus could not obtain private employment.

In her work at the clinic Pelecitus made no effort to do good work. She was not systematic about her work. Pelecitus always watched the clock while she worked and would not work a minute over time. She never put away her material after work.

This girl did not make applications for work until urged to do so by the clinic. She was given the names of prospective employers but did not make an application.

When asked why she did not apply at a particular place she said that she knew the employer and did not like her so she would not work for her.

It was suggested to Pelecitus that she would be laid off NYA for refusing private employment and she said, "I know that and I've been trying to get full time work. I could have had a job but that it was too far to walk to work and there was too much work for the money."
She was employed in a city some distance from her home but made no effort to keep the job when her boy friend went after her. She quit this job which paid eight dollars a week, without telling her employer that she was leaving.

Case 5. Isadore

Isadore is very much interested in mechanical work. He said that he would like to get a job in auto mechanics because he had experience in this type of work. His second choice of work was carpentry work.

Isadore has made several efforts to obtain employment but he could have made more of an effort to keep his jobs after he was employed.

Isadore said that his step-father had a good carpentry shop on his farm and that there was plenty of work for them but that collections for work done was so slow that it was not profitable for them to do the work.

Isadore seemed very anxious to obtain employment and his work in the clinic was very good. Isadore also had good recommendations from former employers. The supervisors of the work in the clinic were of the opinion that this boy could hold down a steady job if he would put forth enough effort. He was encouraged to apply for work at several garages, which he did.
Isadore received encouragement from one garage manager and he was sent by the clinic to follow up his first application.

While Isadore was waiting for an opening in a garage he took a temporary night job in a truck-stop station. His work in this place consisted of preparing short orders, and dish washing. He did not remain with this job very long.

He was employed in a garage to do mechanical work. It was suggested that he do a great deal of reading and studying on the new models of cars and new types of parts and methods of caring for them. He reported that he did a good deal of reading but he made little progress which in part may have been due to his lack of ability to read and comprehend on the necessary level.

Interviews with the employer revealed that he was dissatisfied with the personal appearance of Isadore, that he was not clean and that he smoked on the job too much.

Isadore was contacted by the clinic and told of his employer's criticisms which he took kindly and said that he would try to make the necessary adjustments. Another interview with the employer indicated that he would not long retain this youth because he had been drinking on several occasions and did very poor work the following day. Again the case was interviewed in regard to his behavior. The boy said that he liked his work at the shop but that he could not do efficient
work when he had to work under the pressure or razzing of the shop force.

The employer did not think that the boy would adjust to the working situation and dismissed him.

The case secured temporary work in a neighboring community then upon the completion of this work he returned to be reassigned to NYA.

Case 6. Leopold

In thesis proper page 37.

Case 7. Silverine

Silverine has had cafe experience and also experience in housework; she said that she would be willing to take work of either type. While working at the clinic she expressed her dislike for NYA and relief work, yet thought that she was entitled to all that she could get from government agencies.

Silverine has no doubt made many efforts to obtain employment but she has not made an effort to retain a job if it meant even slight inconvenience to herself.

When Silverine was working in the clinic she was at one time assigned to cut stencils. She complained about cutting stencils because it was such hard work and it hurt her fingers to cut the stencils.
Silverine is very capable and there is no reason except personal attitudes, that she is not privately employed. She refused to consider many desirable positions because she would not accept work which required her to remain after seven o'clock in the evening.

Silverine has had cafe experience and there have been many opportunities for girls to do this type of work but this girl did not make any effort to obtain such employment. She turned down at least one employer who wanted a waitress and called on her to see if she would work.

After being dismissed from NYA for refusal to accept employment this girl did accept work in a home. She worked for the employer only one day and quit because her "boy friend" didn't want her to work there. Her Father did not approve of her leaving this place and asked her to find some place else to live. Silverine went to live with a married sister.

The clinic contacted a sister of Silverine's who begged the writer to help Silverine secure work because she was badly in need of assistance. Silverine was contacted for a job which did not require her to work at night, did not require care of children and there was apparently no reason that the job would not be satisfactory to her. Silverine seemed almost pathetically eager to take this work which paid four dollars and board a week. She assured the writer
at this time that she would 'stick to this job'.

Silverine did good work and the employer was well pleased with her but when she was asked to work on the day she was supposed to be free (this was Christmas Day) she did not report for work and had deliberately planned not to report and not to give her employer notice to that effect.

Silverine did not work at steady employment between the last of December 1937 and the first of April 1938. She again asked the writer to assist her in securing work but was yet unwilling to accept work which did not suit her and her boy friend in every way. At this time she asked to be assisted in being reassigned to the WPA and also said "I sure would like to get back on WPA because that was the best and the easiest job that I ever had". She was assured that there was no possible chance for her to be reassigned as long as she refused available private employment.

Case 8. Augustus

Augustus said that he was best qualified for carpentry work. He said that he was also interested in mechanics and in radio work. One of the first interview forms shows that he did not care particularly about having a job but that he wanted to join the salvation army.

Augustus is a high school graduate and he was somewhat
interested in attending college—but not enough so to make
an effort to attend.

This boy made an application for work assisting the county
engineer but he was not employed. He also made an appli-
cation for work with the State Highway Department but there
too he was unsuccessful in obtaining employment. He was then
more or less pushed into school.

Case 9. Lena

Lena said that she wanted the clinic to assist her in
obtaining house work. She said that she did not want to
work on NYA any longer than was necessary. She said that
she was tired of NYA work and that it just made her lazy.

Lena has always had part time work but she had never
applied for a job because people always came to get her to
work for them.

Lena took the course in cooking which was sponsored by
several agencies to train the unemployed girls to do house-
work. The teacher reported that "Lena learns very easily
and will make an excellent cook because she likes her work
and is efficient".

For a time it was apparent that Lena was making an
earnest attempt to get a job but she wanted one that would
suit her. She said that she did not mind doing hard work
but she would not accept employment in a home where there
was more than one child. She was also very emphatic about work which disturbed her night life. She very decidedly wanted Saturday nights and Sunday afternoons and evenings off.

A good job was offered Lena, through the clinic, but she said she did not want to apply for it because she was not interested in housework any more. She wanted to obtain employment in a laundry but was unable to do so.

After much encouragement Lena accepted a job doing housework. She did not at first make much effort to keep the position. She contacted the clinic frequently saying that she did not like her work because the home was too nice and because her employer never commented on her work. She was encouraged to keep her job. Her employer reported that she liked Lena's work but that she never was certain that the girl would work from one day to the next because she seemed in annoying her employer with remarks which indicated that she might get married most any time.

One contact with Lena shows that she was very anxious to quit her job because it was too far to walk although her employer had a furnished room for her. Lena has had this particular job for over a year now but it has required rather frequent conferences and much encouragement to help Lena to adjust and to build up in her a desire to work and a willingness to make an effort to remain in private employment.
Case 10. Seraphine

Seraphine said that he wanted to obtain employment in carpentry work. The first interview with this boy would indicate that he 'is seeking a job and that relief is humiliating to him'.

This boy has made one attempt to obtain work in several different places; but had never made an application for work before coming to the clinic.

He said that he wanted a salary of fifty or sixty dollars a month for his work which is rather unreasonable considering his lack of skill and local wages.

This boy worked out a bill with a contractor and he said that he was very anxious to work for this employer again. This particular contractor has been doing considerable building in the local community and has employed some help but Seraphine never contacted him for work.

He was sent to apply for work at a shoe shop which was advertising for a youth but the employer said that Seraphine did not make a good application.

Since this boy had consistently stated that he was interested in carpentry work he was sent to apply at a lumber yard where the clinic had received word of a position for a youth. The job consisted of work around the lumber with training for learning the trade and for placement on the pay roll. The job paid only board and room but the youth
would have received valuable training in work of his interest. He did not take the job.

He was directed to make application at a local planing mill after having received such training in the clinic shop as would warrant a good recommendation for such a position from the clinic.

The suggestion was made that if he was not employed on a full time basis that he offer to work on a percentage basis and get paid according to his work and to the business which he brought to the mill. It was also suggested that he might go from house to house to find old and broken furniture to repair and to remodel—this could have been done in his own and in surrounding communities. The case applied for work at the planing mill but did not report the results of his application to the clinic. When the manager of the planing mill was interviewed he said that work was slack but that he would like for Seraphine to keep in touch with him and he indicated that work on a percentage basis might be agreeable to him. Although Seraphine was encouraged to follow up his application at this place he did not do so. Seraphine was informed by the clinic of possible employment in an oil field. He made an application and was promised work when the well came in. He would have done some carpentry work and would have received fifty cents an hour for an eight hour day.

The clinic contacted the oil well operators and was in-
formed that the youth would be employed when the well came in; however, Seraphine did not report for work when the well came in. Seraphine wrote to the clinic and said, "Then that well came in that time I had to help my Dad plant oats and barley so I didn't get a chance to go back to see him again".

This would indicate that the boy was not anxious to obtain employment and was making little effort to secure other than relief work.

Case II. Cyril

Cyril said that he wanted to obtain work as a carpenter. The first interviewer recorded the following, "This youth seems to be sincerely interested in carpentry, and is willing to put forth effort to become trained.

Cyril, verbally, did not like relief. He said that he would be glad when he got off this WPA work. On another occasion he said, "Gosh, I sure hope I get a job pretty soon 'cause I'm sure tired of working on WPA."

In the clinic Cyril learned the fundamentals of carpentry work. He also learned to run a job saw. He did not put forth much effort to do his work. He made form boards for use in the clinic testing department. He expressed his dislike for making circular pieces and other comparatively difficult forms because they were hard. When he finished one group of boards he said, "Gosh, I sure hope that will be all of
them."

Cyril has never applied for a job. He said that he knows an employer for whom he would like to work but he has never asked him for a job.

Cyril was in CCC camp for three months but he made no effort to retain this work because he said that there was not enough recreation in the camp.

This boy said that he thought that he could catch on to most any type of work but in spite of much urging by supervisors he did not apply for work. He spends most of his leisure time on the streets just standing on the corner.

Case 12. Celestine

Celestine said that he was interested in farming and also in securing employment in a bakery or a cafe. He said that he would like to be assigned to a vocational cooking project in order that he might receive sufficient training to secure employment. His request for training would be a verbal indication that he was honestly interested and trying to find private employment.

The teacher of the vocational class said that this boy did not put forth much effort to learn, that his attitude in class was careless and indifferent, that he could not organize his work nor remember and follow directions, that he was
antagonistic to conforming to class rules; that he wasted time in class and that he did not cooperate in any way but took delight in annoying others. This teacher thought it advisable that the boy find a field in which he had more interest because she did not believe that Celestine had enough real interest in cooking to learn the trade or to ever hold down a job.

It is the opinion of the writer that this boy's verbal interest may have been due to the fact that he is very susceptible to suggestions and his cousin was taking the vocational training and also the fact that his brother has a fair position as a cook in a hotel in a city.

Celestine has never applied for a job other than relief work.

Case 13. Alfaretta

Alfaretta said that she would like for the clinic and the NVA to assist her in securing household employment.

Alfaretta had never applied for a job although she had experience in doing housework while working for her brothers and her sisters-in-law.

Her work was not of a grade and her personal appearance was such that the clinic could not immediately recommend her to an employer.
She was asked to apply for part-time jobs in order that she might attend the vocational cooking class, this would probably necessitate her living with her grandmother which she refused to do. This girl could not accept full-time employment on account of the responsibility of caring for her child.

She applied for a job at a tourist camp but was not employed because, she said, she did not have experience in the type of work for which she had applied.

Alfaretta told a clinician in a conference that she had accepted a written proposal of marriage from a man in a distant state. She was only slightly acquainted with him and she did not love him but she said that she and the baby would be well taken care of—the man was unemployed. Even a marriage such as this would give her refuge from her family, she said. The above clinical findings would indicate that this girl did not want a job.

Case 14. George

George named porter work as that for which he is best qualified. He said that he wanted to secure employment with an orchestra. This youth said that he would go anywhere to secure a position. He said that he did not like to talk relief work but that it was the only means he had of making enough on which to live.
George has made applications for work and it is the opinion of those who have worked with him that he does want work although he is a little backward about making applications for work which may be due to an inferiority complex. He has made applications for several part time jobs and has been employed quite a few places as janitor. He has been trying to organize a colored orchestra. He has spent a great deal of time organizing and practicing with his orchestra but he seemed at a loss to know how to obtain engagements for his dance orchestra. It is understood that the orchestra has disbanded.

George was asked to make several applications in his home town for odd jobs or any type of work. He did not think it valuable to make applications for work if there was not an advertisement for a youth. He did not want to make the effort. After being urged by the clinic to make four applications for work between N.Y.A. work periods he did so with the result that he secured work in each of the four places which he made application.

The clinic has been very well pleased with the cooperation it has received from George.

Case 15. Joseph

Joseph is not a skilled worker but he said that he wanted work either in a bakery or else in a business where he could
work on farm machinery. At times this boy appeared very anxious to obtain private employment.

Joseph had never applied for a job nor been employed before he came in contact with the clinic. He asked to be assigned to a vocational cooking course in order that he might be better trained in cooking and baking which would assist him in securing a job. The clinic was informed of a vacancy in a bakery after Joseph had completed his vocational work which was good enough to allow the clinic to recommend him for this position. Joseph made an application and was hired. He did not again report to the clinic for one or two pay periods. When he returned to work on WPA he said that he was ill before he started to work at the bakery and became worse during the evening so he told the employer that he had better employ another man.

He said that he would like to be reemployed by the bakery. Contact with the employer revealed that he was well pleased with this boy's appearance and with the work which he did the single night and that there was a possibility that he could again use Joseph. This information was passed on to Joseph and it was suggested that he make another application at this place. He did not make an effort to secure work there or elsewhere.

Case 16. Olinda

This girl said that she would like to have permanent
employment in a home. In regard to her attitude toward relief and NYA she said that she thought that NYA wages should be increased because she helps so much at home that she hasn't enough money to buy clothes for herself.

"When the girls were discussing what they would do after the vocational cooking project was finished, the teacher made the remark that perhaps there would be some good jobs for them and Olinda said, 'I hope so'," according to a teacher's report.

Olinda had never applied for a job but she had done a good deal of work for neighbors and for acquaintances when they called on her to work.

This girl exhibited a rather haughty manner in the clinic when she worked with other NYA girls, so the supervisor reported. The supervisor also reported that Olinda did not do good work, did not try to learn, wasted much time while working.

When the homemaking project was finished employment was offered to this girl but she refused to apply for work because she said that she could not work there because of children, she didn't like children and they made her nervous. She had only one sister older and one brother slightly younger than herself. Another position was offered to her and again she refused to make an application for the job because she said that she had to help at home because her mother was ill.
most of the time. She was discharged from NYA and immediately secured employment.

Case 17. Ignatius

Ignatius said that he wanted any kind of work but would rather have carpentry work than any other type.

This boy was unskilled when he was sent to the clinic and his work while there was not of a grade warranting a clinic recommendation.

Ignatius did lose several part time jobs which were given to him by acquaintances, because he did inefficient work. Ignatius was enrolled in a CCC camp but made no effort to retain this relief work because he did not like the food which was served to him.

Case 18. Caspar

Caspar said that he wanted to obtain employment in a filling station or else in a grocery. Caspar said that he is best qualified for farming but that financial returns are so slow and uncertain that he does not want to work on a farm. Caspar has on many occasions expressed his dislike for relief work and said that he wanted to get off the NYA.

This boy's working attitude in the clinic was excellent. Casper had never applied for a job but he told a friend of his that he wanted to work. A brother of Caspar's friend
was employed at a hotel and when the hotel needed a dishwasher they informed Caspar of the vacancy and came to get him to take the job. Caspar worked here only a short time.

Caspar then obtained work in a recreation parlor setting pins; he was subsequently advanced to the position of host of the billiard room but was discharged, he said, because another boy under bid him and because he lacked experience in pool.

Caspar made an application for work in a filling station but was not successful.

The clinic has no record of other efforts of this boy to obtain employment.

Case 19. Martina

The first interview with Martina has recorded that she "is interested in getting a job doing housework with pay at the rate of three or three and one-half dollars a week". She said rather emphatically that she does not like relief but that she needs the money she can earn on WPA.

Martina said that she had tried to get work through her local employment offices in October 1937, but that she did not receive employment through this agency.

This girl was unwilling to accept employment in any but her home community. She refused private employment in neigh-
boring communities saying that she was needed part time at home.

In comparing her with her brother and with a sister it would be indicated that this girl was not exceptionally concerned about securing permanent employment.

Martina's family have depended almost entirely for maintenance upon relief agencies for the past fifteen years. A brother accepted a job on a farm as a hired hand merely to earn his board and room so that he would not be dependent upon his family and upon relief agencies. An older sister of Martina took work in a private family several years ago to work for her room and board she also worked her way through two years of college and now has a responsible position.

When interviewed on March twenty-seventh 1935 this girl said that she had made no effort to secure work since the previous October.

Martina was offered a job doing housework in a neighboring community but she would not take the work although the poor commissioner's office reports that she does not contribute to the family's support nor is she especially needed at home to assist with the work. She was offered this job which paid five dollars a week and her board and room. The girl would not go to apply for the work unless she could be assured that she could have every Saturday and every Sunday for days off.
Case 20. Alex

Alex thought that he would like to obtain employment as a clerk in a grocery store. He has had experience in farm work only. That he was at least verbally anxious to secure work is indicated in the types of work which he said he would be willing to try. He said that if he could not work in a grocery store then filling station or carpentry work would interest him. An early interview describes the boy as being "very much interested in securing private employment". This might indicate that private employment was more to his liking than was relief employment. This boy had never applied for a job before contacting the clinic. In the clinic it was observed that the boy wasted time while attempts were being made to teach him carpentry work. He was not interested in studying suggestions and planned lessons which would assist him as a grocery clerk. In a chain store in which vacancies frequently occur, this boy made one application. The manager informed the clinic that if the boy would keep in touch with him he would more than likely be employed. The boy did not contact this manager again although he was urged to do so by the clinic.

This boy could have qualified for enlistment in a CCC camp and would have earned more than he did on RCA but he did not make an application for assignment.

This boy spends his leisure time which is the majority
of his time, loafing on local streets. He does not make an effort to obtain work and his oft repeated phrase, "I wish you would get a job for me" is typical of Alex's effort.

Case 21. Scholastica

Scholastica has been on the NYA pay roll for two years, she asked the writer to help her secure private employment because she needed a job and did not want to work on the NYA. She said that she would make an application for work in any home to which the clinic sent her.

Scholastica has had a good deal of experience in housework but before contact with the clinic she had never applied for a job because people always came for her or else she did not have work.

She was anxious to enroll and take the training offered by vocational cooking classes so that she could obtain a better paid job than she ordinarily held.

One teacher of a cooking class reported that this girl would have to be reminded of each task in an employment situation. She was very messy in the use of dish equipment and in cooking.

Her personal appearance shows little effort on her part to make good impressions on an employer. Many reports of the teacher stated that she was not really clean. While she may take pride in her personal appearance her standards are very
low. Her face usually had a 'pasty' appearance with layers of 'make up'. The writer has never seen this case but when she has had a black line setting off her face and chin from her neck. Her neck is always dirty.

Scholastica's slip is always showing and when she was informed of this fact by other members of the cooking class she said, "I know it".

This girl had little knowledge of how to make a written application for work. The following is a copy of a trial letter which she wrote.

Mrs a M Wilmer

Just a few lines to let you know that I like to do house work because that all I've been doing here late and I'll like to be working something else beside house work.

Your truly

Scholastica
(last name)

address.

This girl made one application for work doing washing and ironing. The clinic referred her to this job and she was employed. She also obtained several other part time jobs which required her to do only the washing and the ironing. She was dismissed by one employer and immediately asked the writer for assistance in securing permanent private employment. She was given the names of several prospective emp-
loyers and was told to make a personal application. She applied by telephone and was not employed. When asked why she did not go to see the ladies she said, "It is too far to walk".

Case 22. Aloysius

Aloysius has been very consistent in his statements of his desires for work in one field, that is he has always said that he wanted radio or mechanical work.

His attitude toward relief is not altogether indicated in his verbal statement that "NYA has only helped me make a living because I haven't learned much in NYA work", for he obtains security from relief work. His verbal statement that he would work for anyone at anything just to have work would lead one to believe that he was very anxious to obtain work and was considerably concerned about being unemployed.

In contrast with his verbal attitude the clinic finds that the boy had only applied for one job in his life. He was employed by an oil company but was injured the first day that he worked and he did not again try to obtain work.

Aloysius was employed by a carpenter and worked for nine days. He said that he would like to work for this employer again but eleven months had elapsed since his employment by this man and he had made no effort to obtain work from him.
One interviewer said, "I believe that if this boy had a chance for a job he would try his best. He is capable of holding down a good job. One NYA foreman says he is a fine worker and very cooperative." 'Had a chance' is probably well used in this case for the boy has not made an effort to obtain private employment and if he works it is probably that someone will have to come and ask him to work for them. Aloysius said that at the time he was in a CCC camp he wanted to work in a mechanical department but that he didn't get to do so and was very disappointed. When questioned as to the reasons for his not being appointed to the type of work he wanted he said that he did not have a certificate from a mechanical school and that he was afraid that they would ask him where he learned mechanics. He had learned all his mechanical work at home.

Aloysius said that he liked oil field work and would like to have a job in one but that he had never again applied for such work after his accident—not because of the injury but because there were no well near his home. He drives the family's car and the writer doubts that Aloysius would have to drive over ten miles in any direction from his home to find an oil well—this being an oil district.

Aloysius was asked to apply at an electric shop for work and he said that he would. On his next trip to the clinic he said that he did not make the application because he did
not have time to, that when he was not working on WYA he was busy on the farm.

He was given a pep talk by a member of clinic's placement division who also provided him with a list of names of possible employers. Aloysius said that he would apply in at least four of the places, but he did not make a single application.

Finally he did apply at a radio shop and reported that he would get the job in about three weeks. The manager of the shop said the boy made a very feeble attempt to secure employment, but that he might arrange to take the boy in to sell, install and repair radios if Aloysius could buy some equipment.

Case 23. Clementine

Clementine is a very able seamstress and she said that although she did not think that she could do her work well enough to satisfy people she would like to have a job doing alteration work in a store or else to do repair work in a laundry. She said that she would like to have housework to do because she knew how to do that type and had considerable experience in housework.

Clinical records show that while this girl is an efficient worker she is not dependable and that she had said
many times that she wanted work and would make an application but did not do so.

Her effort record runs as follows:

Promised to apply for work in several homes in which the clinic knew there was need for a girl but she did not apply.

Obtained one day of work for the teacher of the vocational cooking class and although Clementine seemed to like the teacher very much she did not report for work nor did she call to tell her that she could not work. She gave no excuse for not working.

On several occasions she has made appointments to apply for work but neither kept the appointment nor called, asking for a later appointment.

She obtained employment which would have been steady part time work as she had requested. This job also complied with all her previous work condition requirements. She worked one day and did not report nor call the following day.

Case 24. Fidelis

This boy said that he wanted assistance in securing employment on a farm or else work in a filling station. He said that he would be willing to take any kind of job which paid him enough to live independently; this would indicate that relief assistance was distasteful to him. Fidelis said that he would like to obtain work where there was a chance to advance. He said that he would apply for work recommended by the clinic and would be willing to make several applications at the same place.
Fidelis made an application for work in a garage in a neighboring community but was not immediately employed because the establishment was new and business did not warrant the hiring of additional inexperienced help. He never made a second application for work in this place. Fidelis has had experience in filling station work, in clerking in a grocery and dry goods store, and in farming. He is a high school graduate and there seems to be no reason, other than lack of individual effort, that he remains unemployed.

When Fidelis was asked to make an application for work in a grocery store he did not want to do so because he said that he was afraid because he did not have enough experience. The clinic has no other records of applications for work made by this youth.

Case 25. Germaine

This girl said that she wanted a job doing housework. She said that although she had some experience in clerking in a grocery store she did not think that she had had enough experience to obtain such employment.

A verbal indication that she was very anxious to obtain private employment is indicated in her statement of willingness to accept employment some distance from her home town if she could receive sufficient pay.
Clinical findings reveal that case workers are very consistent in their classification of Germaine as a "moocher who thinks the country owes her a living", "lazy girl, shiftless, constant whiner, and good beggar". They have listed as the most important factor which keeps Germaine from obtaining private employment "her unwillingness to work".

Germaine told the writer upon one occasion when she was encouraging her to apply for private employment, that she had applied in many places in her home town for housework but that there was none available. The writer suggested that the clinic could send recommendations to some of the places in which she had applied and perhaps she could then locate employment. Germaine was unwilling to say where she had applied and appeared very nervous when asked concerning her applications. It is very doubtful that she did apply.

Germaine was recommended for a full time job and the employer was so anxious to obtain a girl that she made two long distance telephone calls to Germaine. Although the lady did not get to talk to Germaine she did talk with her mother who told her on each occasion that she would send the girl down on the following morning but the girl never reported for work. The clinician's note after first conversation with the employer in regard to Germaine is, "I doubt if Germaine comes to work for Mrs. G. because she will probably have no one at home to push her".
In a conference with the girl during the next work period she told the writer that she had come to see the lady but that she had received the wrong address and could not locate her. (She had previously told the supervisor of her work that she had never received any word of a job.) If her excuse is accepted as valid it is yet evident that she did not make any effort to obtain this work because she knew that at any time she could have contacted the clinic and obtained the correct address. At this conference the girl said that she was willing to take a job so the writer suggested that she immediately call this woman because she had not employed a girl. Germaine said that she couldn't do that because she had a job for Tuesday, the conversation took place on a Saturday. Although her job for Tuesday was for that day only she would not call the lady about work. Finally she said that her mother was ill and her sister was ill so she could not take a full-time job at that time.

Germaine was dismissed from NYA and immediately came to see the writer. She was very sullen and without any greeting she angrily said, "Why'd you put me off NYA". The writer explained to her that she did not have the authority to remove her from the NYA pay roll but that she had talked the problem over with the NYA supervisor and she was subsequently dismissed. It was explained to her that she was dis-
missed for refusing to take private employment and for not making any effort to obtain work. The writer also told Germaine that both the clinic and the WPA office were willing to help her obtain work. Again she prevaricated in an effort to be replaced on the WPA and not to accept private employment. This time she said that she was ill and had to take treatments for her side from a doctor at least twice each week. Investigation proved that she was not taking treatments for her side.

Germaine was given a list of names of possible employers; she applied and was accepted. For her work she was receiving two dollars and fifty cents a week; she had previously been offered similar work at the rate of four dollars a week. She retained her job only one week and was to be dismissed because of inefficient work.

The most effort that this girl made to obtain employment was on the day of her discharge from the housework job. She at that time called the writer and said that she was going to lose her job and would "you please help me find work and I would also like for you to get a nice, easy job with good pay for my younger sister."
APPENDIX VII

Excuses

Case 1. Theresa

This girl said that she wanted housework. She said that she would accept full time employment if she would receive three or four dollars a week.

One of the first short interviews with this girl has recorded as her attitude toward employment "Eager for a job". She said that she would accept a job which was recommended by the clinic. She expressed her verbal attitude toward relief in the following quotation. "I think NYA is all right but if I could make a living any other way I wouldn't be on relief".

This girl said that she would like to attend the vocational cooking class because she could not cook very well. She was transferred to the cooking project. After attending the second class she came to the clinic to see the writer. It had been understood by the case and by the writer that the girl wanted part time work and that the clinic and the local NYA office would assist her in securing part time employment since she attended classes for half-days only. On this occasion the girl volunteered the following information
in regard to her class work and to accepting part time work.

"I can't come to those classes. Father drove fourteen
miles extra just for me and he doesn't want to bring me in
because it costs too much. We leave home too early in the
morning and get home too late to do any work if I take a
part time job and stay in town all day.

"I can't take steady work on account of my mother—
she has had three big operations and needs me at home. My
grandmother is old too and she's gotta be taken care of—
she has to be 'combed and everything' every morning.

"I could have worked at Mrs. R____'s but you told
her that I was working on JWA this week." (This girl had
been working part time for Mrs. R_______. The writer called
the home to tell the case to report for class the following
week. Never having called the R. home before nor contacting
Mrs. R. in any way the writer asked if the party answering
the telephone was the case. The party answering said, "No,
this is Susie, (the case) doesn't work here any more.

The writer suggested that the girl apply for half-day
work on three days a week and do the homework on the other
three days. The case replied, "I can't do that—besides
we haven't washed for two weeks. Last week our machine was
broken and I couldn't rub it all out by hand by myself so
I don't know when we'll wash unless we wash on Thanksgiving
Day."
She was asked to apply for several homework jobs and was recommended by the client. She said that she would apply for a position at her home town. She refused to consider employment that was not in a position of her own employment. She wanted to do her own employment and felt that she was very suitable for the position because she had that she had to wait to work in an exceptional way. The home of the case at the time of the report was not related to the

...
jobs because she said that the families were too large and she would not work where there were children.

She was offered a job paying five dollars a week and her board and room. This job was to be a companion and to assist in the care of an elderly woman. She did not take this position because she did not like the daughter of the woman and she did not want work which would require her to give up her evenings.

Another indication of verbal and actual inconsistency is indicated in her willingness to accept a job as a waitress in a beer parlor or 'joint' in a city two hundred miles from her home town. She had cared for a child of the family who intended to buy and operate a beer parlor. This family had a very poor reputation but the girl was very anxious to go with them to the city to work. During a month in which the family was attempting to buy an establishment the girl refused to consider several opportunities to do housework because the 'job in the beer joint' will be so much better. The family did not buy a business and the girl remained on NYA.

She was offered other jobs in housework but could not take the employment because her mother was ill and she had to take the responsibility of the large family including an invalid sister.

This girl finally accepted employment in a road house. She informed the writer that she was ashamed to tell her
where she was working out that she needed the money and that she was being paid ten dollars a week and tips.

Case 3. Petronella

This girl said that she wanted to work in a store but that she did not have any experience in clerking. Her second choice of work was housework.

Clinical findings show that this girl does not want to work. She is capable of holding down most positions in housework but she has consistently refused to accept private employment. At various times she gave the following excuses for not accepting private employment.

"I get tired of housework. I get tired of a lot of things. And I do not want to do housework."

"I will not work in a home where there are children." This girl is not a member of a large family hence this excuse is not as acceptable as it might be from a girl with ten or eleven brothers and sisters.

"I will not work if I have to do the cooking, because I don't like to cook."

"I will not work in any place where I would have to stay to work in the evenings or where I would have to care for children in the evenings because I am afraid after dark". "I don't have to work; if I don't work my dad will have to support me anyway."
Case 4. Felecitus

This girl said that she wanted housework or work in a hospital kitchen. She was very frank about the rather unpleasant conditions in her home and said that she would take any kind of work to earn money and that she did not expect anything for which she did not work hard.

This girl has very good recommendations for previous household employment. She was recommended for a position which paid four dollars a week (the local average for housework is two dollars and fifty cents per week). When the girl was asked to apply for the job she said, "I do not want that job because I'm making more on WPA in less time. Besides there are too many children in that home and it is not a nice place to work."

She was asked to apply for another job and she said, "I know Mrs._____. She has tried to get me to work for her before and I wouldn't work for her. She is gready and has too many children. She has one child about a year old and you know, Miss Downs, that there are twelve of us and I don't want to work where there are children."

In her work in the clinic the supervisor's reports state that this girl complained about WPA work being hard. That the girl was antagonistic to any type of work. The case often asked why she was not allowed to rest for longer periods. She complained because certain work hurt her fingers.
A former employer asked this girl to work for her but the girl said that she would not work because "That is too much walking and too much work for the money." She was to work half-days for two dollars and a half a week.

Case 3. Isadore

This boy said that he was "Always glad to get jobs and that he had never refused employment.

The clinic has no record of this boy refusing to work but he lost a job because he could not adjust to the environment with the excuse that "the boys in the shop teased him almost beyond endurance". He was dirty, smoked on the job and did not read for self-improvement.

Case 6. Leopold

This case listed as the type of work in which he was interested a variety of occupations—a new idea every time he was interviewed.

The clinic has on record one instance of his refusal to accept employment. He was offered a job in oil field work which paid at the rate of six dollars a day and he turned down the job because he said that the work was "too dangerous and anyway I want to join the army because that ain't so tough".
Case 7. Silverine

See thesis proper page 42.

Case 8. Augustus

This case said that he would be willing to accept work recommended by the clinic.

The clinic has no record of this boy turning down employment.

Case 9. Lena

This girl said that she wanted work in a home. She said that she would apply for housework wherever she was sent by the clinic.

This case admitted having refused private employment on various occasions because she didn't like the employers or because she didn't like the type of home to work in. She was asked to apply for a job doing housework and refused to do so because she had made an application at a laundry and did not want to do housework. She was not employed by the laundry.

She was asked to apply for a job in one of the best homes in her community. She did not want to make the application but finally did and was employed. She thought that she would not like to work in this particular home because
the home was so much nicer than she was accustomed. She began working in this home in May 1937 and complained to the writer about her work on an average of once a week through the summer. She was not satisfied because she felt insecure in this home. She did not like to work because the employer made no comments on her work. She is at present working in this same home and is enjoying her work.

Case 10. Seraphine

This boy has never had a permanent job and he said that he was very anxious to obtain employment. He said that he would take any kind of a job recommended by the clinic, and that he would be willing to try to work even in a position not in his line of interest.

When this boy was told of the possibility of an employer hiring him to work in a planing mill the boy did make one application. The boy is interested in becoming a carpenter but when he was urged to make a second application for the position he refused to do so because he said that he had to help his father plant oats and barley and that there was so much work on the farm that he couldn't take a full time job.

Case 11. Cyril

This boy said that he would like to obtain work as a
carpenter but would be willing to accept any kind of employment. He said that he would be willing to accept a job recommended by the clinic.

The clinic has no record of this boy's refusal to accept employment. The boy never applied.

Case 12. Celestine

This boy wanted a job in a bakery or else in a café. He said that he would be willing to take other employment recommended by the clinic.

He had an opportunity to obtain work during harvest but refused to work saying that he had to help at home. Later he admitted that he might have taken the work but that he didn't want to work anyway.

He might have obtained employment in a bakery but he did not want to make an application.

In a task assigned him on a work project he left a good deal of his work undone on one occasion and the next day offered as an excuse for not finishing his work, 'My time was all used up and it was time to go home'.

Case 13. Alfaretta

This girl said that she would like to do housework to earn a living for herself and her son. Later she said that
she would like to obtain work as a practical nurse. She was also interested in working in a cafe.

She could have obtained private employment if she could find a place to room. On previous occasions she had stayed with her grandmother and worked, such an arrangement was possible at the time the employment position was available. The girl refused to stay with her grandmother because she said that she disliked her and she also disliked living in town.

On another occasion she refused to take permanent work because she planned to be married within a short time. This girl remained on the WPA pay roll for a short time and then accepted a full time job in a home in a distant locality.

Case 14. George

This boy said that he was very anxious to have work in order to save some to pay college tuition. He said that he was best qualified to do janitor work and odd jobs. He said that he would take any job recommended by the clinic. This boy is willing to take a job in any locality in which he can maintain himself.

Since the clinic could not make personal contacts with employers in the home town of this case the boy was asked
to make three applications for work of any type between two NYA work periods at the clinic and report to the supervisor his applications. The boy reported that he did not make any applications 'because I don't see any use in making an application for a job when you know that there is not an opening'. He was again urged to make applications between work periods at the clinic and slight pressure was used to force him to make applications. He made four applications at places 'where he knew that there were no jobs' and obtained small jobs in each of the four places with the prospect of more work at these places in the future.

Case 18. Joseph

This boy said that he wanted and needed work. At various times he said that he did not like NYA work and relief. This boy said that he would not take a job out of the county, but that he would like to obtain work in a bakery or in a cafe. He particularly wanted to work in a bakery and had taken some special training to assist in preparing him for a baker's vocation.

This boy was offered a job of the type he said that he wanted. He worked one night in the bakery, became ill, did not report his illness to his employer or to the clinic, and never went back to apply at the bakery again. The employer informed the clinic that he liked the work of the boy and
would be glad to give him another trial at a later date if the boy would come to see him.

At various times he gave the following reasons for not applying for work when openings in his field were located by the clinic. He said several times that he was needed at home to help with the farm work. In the late spring of 1937 there was another opening in a bakery for which this boy was recommended but he refused to apply saying that he could not take a permanent job until after harvest.

His repeated excuse for not applying or taking private employment was that he was needed so badly on the farm that he could not leave, yet he enrolled and left soon after harvest for a CCC camp.

Case No. Olinda

This girl said that she wanted housework. She said that she would not leave her community to work because she had never been away from home.

The county poor commissioner secured a job for this girl and she promised to take it but on the day she was to begin work she said that she was ill and could not work. She refused to take a job doing housework because she said that she would not work in a home where there were children.

She had several other chances to obtain private employment but said that she could not work because her mother was
ill. At another time the writer called this girl to tell her of a possible permanent position for her. She said that she could not make an application because she had to help her sister. It was suggested that she talk to her sister and make arrangements to apply for the job and work for her sister at another time. The girl called and said that she could not work for her sister at any other time so she could not take the permanent job.

This girl's sister was contacted in regard to her refusal to take employment and the sister said that this case did not have to take any kind of work if she didn't want to. The case was discharged from NYA work.

Case 17. Ignatius

This boy has never held a private job. He is unskilled and the clinic has no recommendations for him although he says that he has had experience in carpentry, painting, and in harvest work.

This boy is not inclined to work. He enrolled and was sent to a CCC camp but deserted in a very short time. His excuse for leaving camp was that he could not eat the food prepared for them and that the food which his parents obtained from the poor commissioners office was so much better that he came home.
Case 18. Caspar

This boy said that he wanted filling station work but would consider any type of employment recommended by the clinic. He made several efforts to obtain work in a filling station but so far as is known to the clinic he applied at only one filling station. He has in the past year held for a short time two jobs, one as a dish washer at a hotel and later he had a job in a recreation parlor. He quit the job as dish washer because of the long hours and he lost the other job. He is back on WPA again and is making little effort to secure work because he says that there isn’t any available.

Case 19. Martina

This girl said that she wanted a full time job doing housework. She said that she liked to cook and would not object to taking a position which required a great deal of cooking. She said that she would not take work away from her home town.

A housework position was offered this girl and she did not apply for it because she said that she wanted a job where "I wont have to bend over or stoop much because it makes me dizzy".

She was offered a job away from her home town but she
said that she could not accept such work for she was needed at home to assist with the house work. Investigation showed that she had three sisters at home ages fifteen, seventeen, and twenty years who could have done all the work. County case aides said this case does not contribute to family support.

A job doing housework which paid five dollars a week and board and room for the maid was offered this case. This job was in a very desirable home and the girl would have had many conveniences to which she was not accustomed but she said that she would take the job upon one condition and that was that 'I could have all day Saturday and all day Sunday off'. Of course she was not employed.

Case 20. Alex

This boy said that he wanted work as a clerk in a grocery store or any other type of work available and recommended by the clinic.

The clinic has no record of this boy refusing to work neither has it a record of any private employment of this boy.

Case 21. Scholastica

This girl said that she wanted to do housework. She said that she did not like NYA work and wanted private emp-
loyment. This girl refused to consider several offers for her to do housework on the basis that she had to help her married sister.

One report of the teacher of the vocational class states, "The girls planned a breakfast to be served. They asked this girl to act as waitress. In going through the plans for the following day she became so confused that she asked to be excused from acting as waitress saying that she had a very bad headache. I believe she did not feel well but I think that she hesitates about taking responsibility."

This girl turned down work without giving any reason for not wanting to work on several occasions. The following letter was sent to her by the district NYA supervisor and the clinic has no record of her refusing to work after receiving the letter.

Dear Miss_______:

I have been informed that you are refusing housework because you would rather work on NYA. You will remember what I said to the sewing room girls about that same time ago.

When it is possible to get a job, an NYA worker must take it or be laid off the project. It is important that this rule be followed so these employers will not complain that we are giving government money when it is possible to find housework.

Yours very truly

This girl probably accepted more part time work after receiving this letter than any other girl on the project.
accepted.

Case 22. Aloysius

This boy is capable of doing many types of electrical work and also of doing mechanical work. He had never applied for a job but said that he would take any kind of work and any job that he could get.

He said several times that FTA was all right when you couldn't get any other kind of work but a good steady job would be better.

There was an opening in a radio shop for a man to sell, install, and repair radios. This boy said that he could do the work and would like to have the job. He needed some capital to start his work so that he could buy some equipment. He said that he would borrow a small amount of money from an uncle so that he could get the equipment. As far as is known this boy made no attempt to borrow money to start his work—the amount which he would have needed would not have exceeded twenty-five dollars.

Case 23. Clementine

This girl said that she wanted housework. She said that it would be impossible for her to take a full time job and stay in a home because she had to care for her children.
that she would be willing to take any part time jobs available.

This girl refused to consider a full time job paying three dollars and a half a week. She also turned down an opportunity to do part time work at the rate of one dollar a week which would necessitate that she do only washing and ironing.

She had several requests to stay with children evenings but refused to do so saying that she was afraid to stay any place at night other than at home, and that her mother said that she did not have to accept such employment.

She refused other full time jobs which would not require her to work in the evenings and with which she could sleep in her own home. She said that she had to help part time at home and that she had to care for her three year old daughter.

Upon another occasion she refused part time work because her grandmother was ill. She did work one day for an employer but did not report for work the next day and made no effort to contact the lady. When she was asked to explain her actions she said that her grandmother was ill and she did not have time to call the lady before she left town and that she did not like the work in the particular place so she did not call the lady upon her return to town.
Case 24. Fidelis

This case said that he was willing to accept a permanent job in any locality. He also said that he would be willing to accept a position recommended by the clinic.

This boy had a high school education and had said that he was anxious to attend college. The clinic recommended that he enroll in a resident training project which would allow him to attend college and to maintain himself while in school. This boy would have been allowed to take as much as five college hours of work besides taking some vocational agriculture courses. He refused to enroll in this course because he said that he would never have any use for the agriculture courses and he didn't see any sense in taking them--yet on a questionnaire form he said that in ten years from the present he wanted to own a farm.

Case 25. Germaine

This girl said that she wanted to do housework. She said that she wanted a job and would leave her community to take employment. She said that she would be willing to travel as much as one hundred miles to obtain work.

This girl has turned down many chances to work giving illness as her reason for doing so.

She was recommended to an employer outside of her com-
munity. The job paid three and one-half dollars a week and board and room were also provided. The lady called the case but did not get to talk to the girl, she talked to her mother instead. The mother said that she would send the girl down to work the following morning. The girl did not report. Again the mother said that the girl would report for work the following morning.

The girl did not report for work and was dismissed from the NYA for not accepting private employment. She did tell the sewing room supervisor that neither she nor any member of her family received any word about a job. Later she told the writer that some woman did call her mother but that when she came down the following morning to report for work she had the wrong address. (This was a very weak excuse because she could have contacted the clinic at any time during the day to get information about the work).

She made an effort to get back on the NYA pay roll and interviewed the writer at that time. She was then informed of several openings in her line of work for which the clinic would recommend her and at this time she said that she could not take private employment in any but her home town.
APPENDIX VIII

The following forms are copies of those used in connection with the National Youth Administration. These forms are identified as NYA Form #50, and NYA Form #40.

The material from the following offices are on file in the headquarters of the respective organizations in Hays, Kansas but copies of the information and forms were not available to the public:

1. Case histories on file in the County Welfare Bureau and Poor Commissioner's office.
2. Works Progress Administration.
3. Resettlement Administration and Farm Loans.
5. Records of case workers.
Name: TAUSCHER  ALCYTIUS  Tel.  Date 3/31/37

Last  First  Second
Address  City: Schoenchen  County: ELLIS  Dist. 5
Date of Birth  3/17/13  Age  13  Sex: M  Height: 5'10"  Weight: 130
Nationality: GERMAN  Marital Status: SINGLED  Health: GOOD
Last serious Illness  Disabilities  Appearance
Years in Grade School  8  High School  College  Graduated
Course in H.S. GENERAL  In what subjects did you do best? MATHMATICS
How did you rank in scholarship? In top 25%  Middle 50%  Lowest 25%
Name of Father: FRED  Position: DISABLED  Salary:
Mother: ANNE  Position: HOUSEWIFE  Salary:
Parental Relation: Both Living? YES  Divorced? Separated?
For what vocation are you best qualified? FARMING

List below Brothers & Sisters at Home: Age  Sex  Edu.  Kind of Emp  Earn.
ROBERT  21  M  7th  W. P. A.  $2.00
JENNIE  15  F  7th


Work Experience--Employer  Kind of Work  Year  Months  Wage
FRANK WERTH  FARM WORK  1936  June  50c per hr

Which of the above jobs did you like best? TRACTOR  WHY LIKED IT BEST.

List machines you can operate?

What special training have you taken or done for your self-improvement?

In what athletics or sports are you most interested? 1st: BASKETBALL
2nd: FOOTBALL 3rd:  

What are your interests, hobbies, amusements, etc.? READING  ATHLETICS

What are your ideas as to what you would like to be or do ten yrs from now? MECHANIC

Would you like to attend training classes in various vocations? YES
Which ones particularly? MATHMATICS

Have you quit school? NO  When  Why

Remarks

Occupational Title  Assigned to NYA Project No.  Date
Supervisor  Interpreter or Counselor
If you had the required training and skill, which of the occupations listed would you like to go into as a life work?

(indicate with check mark)

1. Farming
   __ Farm owner
   __ Farm manager
   __ Farm laborer

2. Domestic Service
   __ Maid
   __ Housekeeper
   __ Nursemaid
   __ Cook

3. Personal Service
   __ Beauty Operator
   __ Barbering
   __ Waiter or Waitress

4. Professional
   __ Law
   __ Medicine
   __ Nurse
   __ Clergyman

5. Engineering
   __ Mechanical
   __ Civil
   __ Electrical
   __ Mining
   __ Radio
   __ Aviation
   __ Diesel

6. Clerical Occupations
   __ Secretary
   __ Stenographer
   __ Bookkeeper
   __ General Office Clerk

7. Salesmanship
   __ Retail
   __ Wholesale

8. Public Service
   __ Social Welfare Work
   __ Teaching

9. Building and Trades
   __ Carpenter
   __ Cabinetmaking
   __ Masonry
   __ Auto Mechanic
   __ Truck Driving

10. Journalism
    __ Reporting
    __ Writing
    __ Advertising

11. Other Occupations
    __________________________
    __________________________
    __________________________

Name: _______________________
Address: _____________________
Telephone: ___________________
The following forms are those used by the State Psychological Clinic in the clinical case study of NYA employees. The information on the forms were not rigidly adhered to in all cases and much information was noted on the reverse side of the forms by the trained clinical workers. Special conferences were not recorded on forms and case records of the clinic are not available to other than the trained workers.
Interview

Date ___________________________ Interviewer ___________________________

Name ___________________________ Address ___________________________

Sex Male __ Female ___________ Birthday _______________ Race ________________

Height ___________________________ Weight ___________________________

Color of eyes ___________ Condition of eyes ___________ Skin ___________

Reported condition of health

Physical Capabilities

Education

Age started ___________ Age when left ___________ Schools attended

Give highest classification of each school attended

to school work
drop

Talents

Recreation

Travel

Family

Father's name ___________ Mother's name ___________ Languages spoken ___________

No children ___________ Range of age ___________ in home ___________ in family ___________

Incomes earners in family occupation salary

1. ___________ ___________ ___________

2. ___________ ___________ ___________

3. ___________ ___________ ___________

4. ___________ ___________ ___________

What type of work do you want? ___________________________

What salary do you want? ___________________________

Training:

Typing shorthand filing clerking bookkeeping housework sewing

Mechanical: carpentry electrical woodworking painting welding

Any work? Other Training ___________________________
School
Age started
Grades completed
Average marks
Liked-disliked
Best liked subject
Average marks in--
Least liked subject
Average marks in--
Best liked teacher
Least liked teacher
Principal successes
Principal failures
Grades repeated
Last grade completed in school
Reason for discontinuing each school
QUALITATIVE SUMMARY

1. Principal educational deficiencies:

2. Attitude of family toward further education for case: x x x x x x x

3. Best educated members of family: ____________________ Grade
   ____________________ Grade

4. Average family education: ____________________ Grade.

5. Principal obstacles in way for further education of case

6. Rapport: x x x x x x x
Attitude: Characterized by
- seeking-help relief-temporary seeking job anxious ALANNOEG VAGUE
- UNREALISTIC INVASIVE UNCOMMUNICATIVE HOSPITABLE \& IMPULSIVIZING
- FEAR-LOSS-RELIEF WAITING-OPPORTUNITY EXPECTS-OPPORTUNITY EXPECTS-
- CONTINUE-RELIEF DESERVES-INDIVIDUAL-RELIEF CARE-LIVING PROJECTION
- EXCEPT POLITICAL TIMES-WELL IMPROVE CROPS IMPROVE ANY-TO-DOREMS
- HIGH-VALUES RELIEF-AGES TOO-LOW UNFAIR-ADMINISTRATION-OF-RELIEF.

Cooperation: Study
- hours per week. Apply where asked times.
- Develop efficiency in clinic.
- Leave community for job.
- Accept wages hour.
- Accept permanent job.
- Take job recommended by clinic.
- Work for unpleasant employer.
- Accept job not in line of interest.
- Submit to clinic's supervision.
- Let clinic supervise time budget. Let Clinic supervise expenditures.

Other Measures

Occupational Orientation: Occupations preferred:
- Social-life companionship social-service financial-security
- ease congenial-work exhibitionism mastery prestige independence
- familiar-surroundings community-integration

Situation: indoors outdoors manual brain-work skill meet-public
- boss others independent subordinate definite work initiative
- family of own house of own change-job-frequently steady-job
- travel-distance place recreational-opportunities

Hobbies: (independent constructive occupations)

Ability:
- social appearance physique outstanding-skill
- verbal scholarship typing carpentry mechanics animal husbandry
- crops business office store cafe cook saw market child-welfare-care
- music dancing art sewing drama sing beauty-work
- (check skills and talents against experience)

Social orientation: Ideal type of personality
- Ideal person
- Occupation
- popularity
- Member of organizations
- leadership official
- unofficial
- friends-older young or boys girls noisy quiet wander as go married
- single leaders followers best friend

Personal Orientation: Accepted responsibility for dependents other members of family home duties other duties
- Aggressiveness x x x x x x x demonstrations of
- dominates dominated by

Activity x x x x x x x Energy output x x x x x
- Anxiety x x x x x x x HEALTH FINANCES FAMILY FRIEND LOVE EDUCATION
- SOCIAL STATUS DEATH RECOGNITION
- Stability x x x x x x x INCONSISTENT change travel routine
- Tensions x x x x x x x Criticized by
- Mate: not married broken affair broken engagement engaged married

Recreational Orientation: Breath x x x x x x x Reading x x x x x x x
- Indoor games x x x x x x x Outdoor games x x x x x x x
- Social x x x x x x x Organized x x x x x x x Commercialized x x x x x x x
- athleties x x x x x x x DRUNK DRAKE SMOKE LOAF PUBLIC-DANCE private
- Money spent per month

Source

Economic orientation: Budget and source on reverse side of this sheet.

Family and religion: family tie x x x x x x x religious x x x x x x x

Report: x x x x x x x
**VOCATIONAL GUIDANCE CASE HISTORY**

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**Appearance**

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**Job**

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**Ability to Get Along With Others**

**Can He or She Take Directions**

**Use Own Initiative**

**Recommendations for Making Case More Employable**

**Factors Keeping Case From Getting Job**

**ATTITUDES**

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<thead>
<tr>
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<th>Independent</th>
<th>Retaliating</th>
<th>Cooperative</th>
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<th>(Interests)</th>
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<tbody>
<tr>
<td>Narrow</td>
<td>Broad</td>
<td>Unpopular</td>
<td>Popular</td>
</tr>
</tbody>
</table>
1. What was prepared today? APPLE SAUCE
2. Had this pupil ever prepared this before? NO
3. Was she systematic about her work? NO
4. Does she depend upon other’s initiative? YES
5. What was her attitude in class? EAGER TO DO RIGHT BUT TIRED AND HESITATES TO ASK QUESTIONS.
6. What new problem affecting her employability appeared today?
7. Did anything happen today to change your evaluation of her abilities? What?
8. Were there any personality traits revealed today which bear upon her employability?
9. Does she take pride in her personal appearance? Is she really clean? Would an employer be ashamed to have her guests see the pupil?
10. Does she waste time in class? Is wasted time due to lack of initiative in finding something to do, dependence upon further instructions before proceeding, or does she always finish her work ahead of time?
11. Would she have to be reminded of each task in an employment situation?
12. Does she cooperate with the group? Would she cooperate with her employer if they were working together in a kitchen?
13. If an employer suddenly decided to have a large dinner party, could this pupil organize her work to care for the situation?
14. In what things does she need to improve before she can expect to hold a position?
15. In what things has she shown improvement? How much may she expect to gain from further work in the cooking school?
16. Do you think that the pupil could hold down a job? If not, why not?