CONTENTS

SECTION I

FIRST STATEMENTS OF THE PROBLEMS	
CHAPTER P.	AGE
 HOW THE EXPERIMENT BEGAN The Plan as outlined by the Head Mistresses Suggested Modifications Some general aspects of the Problem 	3
 THE PROBLEMS AS SEEN BY THE STAFFS Interviews with Members of Staffs The Lists of 'difficult' Girls The Staff's Assessments of all the Girls in one School 	12
III. THE PROBLEMS AS STATED BY THE GIRLS 1. Answers to a Questionnaire 2. Analysis of Subject Preferences	38
SECTION II	
THE APPLICATION OF PSYCHOLOGICAL TECHNIQUES OF OBSERVATION AND MEASUREMENT	
 Intelligence Tests and Class Observations Choice of Test to be Used The Index of Brightness The Staffs' Evaluation of Test Results The Girls' Views on the Test Some Uses of the Test Results Class Observations 	57
II. THE INTERVIEW 1. Selection of Girls for Interview 2. Choice of the Type of Interview to be Used (a) The Vocational Guidance Interview (b) The Girical Interview	7

X	THE HUMAN PROBLEM IN SCHOOLS	
CHAPTER		PAGE
	 3. Results of the Two Types of Interview 4. Interviewing Adolescents and pre-Adolescents in School 	
	5. A Sample Interview, using the Postcard Sorting Method	
III.	Ways of Interpreting the Case Material	87
	The Search for Terms Theoretical Basis for Interpretation of Case Material	
	3. Need for a Working Chart of Individual differences	
	 Interpretation in Terms of Mental Growth Stages of Development from Birth to Adolescence 	
	6. Comparison of the Interests shown by two Fifteen-year-olds	
IV.	A CHART FOR THE CLASSIFICATION OF INTERESTS	102
	1. Interest in Physical Experience	
	2. Interest in Emotional Experience 3. Examples of Interest in Emotional Experience	
V.	INTEREST IN INTUITIVE EXPERIENCE	114
	1. Growth of Interest in Formulation of Experience	
	 Definition of 'Intuition' Examples of Marked Interest in Intuitive 	
	Experience	
	4. Examples of Girls with High Test-Intelligence who are not interested in Knowing	
VI.	Interest in Intellectual Experience	134
	 Examples of successfully established Intel- lectual Interests 	
	2. Examples of over-balanced Intellectual Interests	
	GENERAL USES OF THE CHART	
	 Full Development and Biased Development The Co-ordinations demanded by School Life 	
	3. The 'B' Form and Intellectual Work	

CONTENTS	хi
	PAGE
CHAPTER VII. INTERACTION BETWEEN THE LEVELS OF EX-	152
1. The Conditions for Growth of Interest from one Level to the Next	_
 Fixation of Impulses at a Primitive Level The Development of the Two Sides of the Personality A Conflict in Adolescence The Implicit and the Explicit Personality 	
VIII. ANXIETY IN TERMS OF THE CHART 1. Two Ways of Responding to Difficulty 2. Feelings of Inferiority 3. One-sided Ways of Dispersing Anxiety 4. Dispersing Anxiety through Finding a Socia Function 5. Dispersing Anxiety through Creative Work 6. Conclusions as regards Treatment	167 l
IX. TEMPERAMENT AND VOCATIONAL CHOICE 1. Knowing what you Want 2. Personality and Vocational Guidance 3. Interest in Children and Animals 4. Variations in Speed of Response	178
 X. VARYING EFFECTS OF THE ENVIRONMENT 1. The Need for 'Norms' of Behaviour 2. Some Influences affecting Growth (a) The Nature of the Parents' Interests (b) Amount of Change of Environment (c) Opportunities available for Multi-level Solution of Conflict 	187 el

(d) Companionship of Equals

(e) Amount of Emotional Stress in Relationships with Adults

198

3. Pressure of Personality producing a Defensive Obstinacy

4. Pressure of Personality producing Fear

XI. STATISTICAL COMPARISONS 1. The Uses of the Chart and the Postcard Sorting

XII	THE	HUMAN	PROBLEM	IN	SCHOOLS

2. Comparison between the Interests of a 'Satisfactory' Group and a 'Difficult' Group 3. Summary of Findings in the Interview	PAGE
SECTION III	
THE FUNCTION OF THE PSYCHOLOGIS' WITHIN THE SCHOOL	Г
I. What the Psychologist has to Offer 1. Possible Contributions (a) Techniques for the Study of Individual Differences (b) Facts resulting from research (c) Technical Concepts which are useful as Instruments (d) A Point of View (e) A Mirror (f) Therapeutic and re-educational techniques 2. Techniques for the Study of Individual Differences 3. Facts resulting from Research (a) Facts about Intelligence (b) Facts about Temperament (c) Facts about Cause and Effect in Behaviour	215
II. Some Aspects of Cause and Effect in Work Efficiency 1. An Experiment in Rest Pauses 2. Problems of Supervision and Morale 3. Results of the Feeling of Personal Futility 4. The Feeling of Futility in School 5. Need for a Sense of Social Function	22'
III. CONCEPTS USEFUL AS INSTRUMENTS 1. Logic versus Tradition 2. Freedom and Change 3. Finding a Social Function	237

- 4. The Concept of Egocentricity
- 5. The Mechanism of Projection

IV. A POINT OF VIEW

- 1. Belief in Free-willed Intention
- 2. Alternatives to Exhortation
- 3. The Idea that all Behaviour has Meaning
- 4. Temperamental Differences in Belief in Will-Power
- 5. The Psychological Mirror as an Aid to Reflection

SECTION IV

PRACTICAL IMPLICATIONS

265

- 1. Testing the Hypotheses Offered
- 2. A possible modification of the Teacher-taught Relationship

SOME PRACTICAL IMPLICATIONS OF THE PRINCIPLES DISCUSSED

- 1. Contacts between School and Parents
 - (a) Private Conferences between Head Mistresses and Parents
 - (b) Meetings between Parents and Staff
 - (c) Reports to Parents
- 2. Ways of Helping Girls to deal with their Personal Emotional Problems
 - (a) Sex Instruction
 - (b) Dramatic Work
 - (c) A Mixed Staff
 - (d) A Hobbies Period
- 3. Further ways of taking into Account Individual Differences in Ability
 - (a) Use of Intelligence Tests in the Entrance
 Examination
 - (b) The 'Practical' Form
 - (c) The 'B' Form
 - (d) 'Consultations'

PAGE

25 I

xiv THE HUMAN PROBLEM IN SCHOOLS	
IV CA District and Concentration	PAGE
4. Ways of Assisting Discipline and Concentration	
(a) Training in the Art of Discussion	
(b) More Cultural Individuality amongst the Houses	
(c) Privileges of Citizenship	
(d) Two Form Leaders in each Form	
5. Ways of Reducing Fatigue and Rush for the Staff	
(a) Recognition of the Intellectual Limitation of the	
Non-Academic Child	
(b) Abolition of Numerical Marking	
(c) Economy of Time and Effort spent in Friction with Difficult Girls	
(d) Economy of Ambition	
(e) Ways of Helping the Girls to learn more Inde-	
pendence in Work	
6. Ways of Promoting Educational and Vocational Guidance	
(a) The Cumulative Record Card	
(b) Medical Examinations and Record Cards	
(c) The School Leaving Record	
(d) The Careers Mistress	
APPENDIX I	
Total Situation Record Card	297
APPENDIX II	
AII ENDIX II	
List of Picture Postcards	311
APPENDIX III	
List of pamphlets in the 'Concerning Children' series	314
List of parityffices in the Concerning Children series	3-4
Index	315