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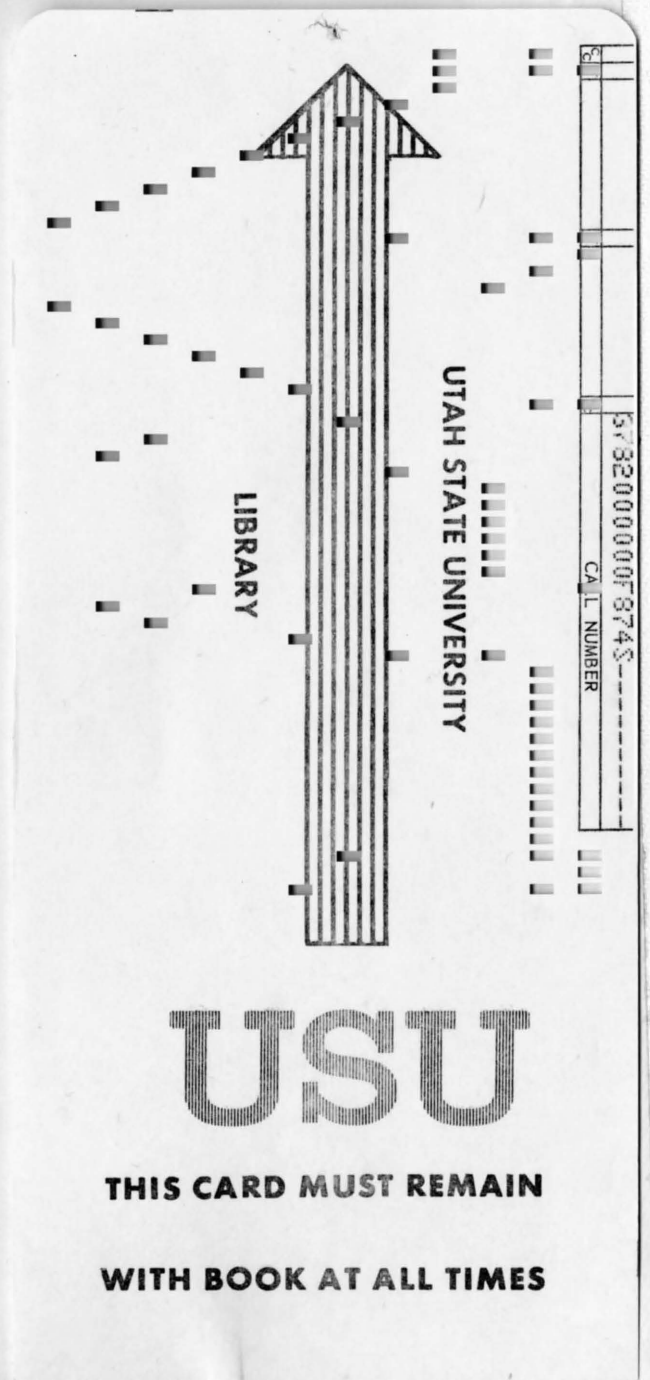
A STUDY OF PERSONAL PROBLEMS OF MALE  
STUDENTS IN THE SPECIAL PROGRAM  
DEPARTMENT OF INTERMOUNTAIN SCHOOL

LEO E. FREDRICKSON

1960

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A STUDY OF PERSONAL PROBLEMS OF MALE STUDENTS IN THE SPECIAL PROGRAM

DEPARTMENT OF INTERMOUNTAIN SCHOOL

by

Leo E. Fredrickson

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Guidance

Approved:

~~Major Professor~~

~~Head of Department~~

~~Dean of Graduate Studies~~

UTAH STATE UNIVERSITY  
Logan, Utah

1960

#### ACKNOWLEDGMENT

This writer wishes to express his appreciation to the many persons who gave help in the writing of this thesis. To Mr. Thomas Tommaney, Intermountain School Superintendent, for his help in initiating the study; and to Miss Genevieve Harrington, Department Head, for assistance and suggestions given. To Mr. Andrew Sorensen, Teacher-Advisor; to his staff, and to the boys under their direction, for the assistance given on the evenings when it was necessary to meet with the boys for whom this study was conducted. To Mr. Teddy Draper, Instructional Aid (Navajo Language) for his suggestions and for assistance given on the evenings when we met with the boys. To Dr. George A. Boyce, Educational Specialist, and former superintendent of Intermountain School; and to Miss Gertrude Giesen, Service-wide Librarian, for their suggestions and for making available the materials necessary for the background study of this thesis.

Special appreciation is expressed to Dr. Heber C. Sharp, Committee Chairman, for the many hours he spent aiding in the planning and writing of this thesis; and to Dr. Caseel Burke and Dr. Basil C. Hansen, members of the writer's committee on graduate work.

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## INTRODUCTION

### Purpose of the Study

It is recognized by educators today that our young people are confronted with many problems during their school years. It is also recognized that these problems should be taken into consideration when formulating educational objectives and planning the curriculum for the school.

Mooney, in his study concerning students and their problems states:

Student problems have been recognized for some time as of vital importance to the design and conduct of personnel work and have been accepted as basic considerations in the construction of the curricula. (13, p.224)

It was felt that the problems confronting the students at Intermountain were both numerous and varied. This opinion was primarily based upon the great cultural change which the Navajo student had to make from the home environment to that of the school. His way of life was entirely changed and much which he saw and was asked to do at school was in opposition to his original teachings. As the student entered the transitional period between a complete break away from home and complete acceptance of school, he encountered new experiences, and he began to realize the importance of a vocation and the necessity of preparing for a different way of life. Many fears and doubts must have arisen and he likely had many questions that remain unanswered.

The purpose of this study then, was to make a survey of the Navajo male students of Intermountain School to determine what they

thought their problems were and to find out, if possible, why these problems occur. Finally, it was hoped the results of this study would give the school a better understanding of the student and his problems. Curriculum and guidance services may then be adjusted to help the boy more effectively during this transition period.

It is recognized that Intermountain School can only partially prepare the student for assimilation into a cosmopolitan society away from school and the reservation. There are many adjustments that must be made as they go from their reservation home to school and from school to a strange city. A look at these people in their native environment, and then a look at the school should give a better understanding of problems where adjustments may be necessary.

#### A Look at the People

"Navaho is not their own word for themselves. In their own language they are Dine', 'The People,'" according to Kluckhohn and Leighton (6, p.xv).

They occupy the largest reservation of any Indian tribe in the United States, claiming land that lies partly in four states, New Mexico, Arizona, Colorado and Utah (14). The area is over fifteen million acres, or twenty-four thousand square miles. It is approximately the size of New Hampshire, Vermont, and Rhode Island put together (10, p.11).

It ranges in elevation from the 4,500 feet flat alluvial valleys to mountains towering from 7,500 to over 10,000 feet altitude (14, p.131). Between these two extremes are the broad, rolling upland plains and the mesas. Cutting through the land are canyons from a few hundred feet to more than 2,000 feet in depth.

The Navajo population is estimated to be increasing annually at the rate of 2.25 percent (14, p.281). Thus, the population, based on the 1950 census count of 69,167 was estimated to be 85,276 in 1958.

### Home and family

Navaho families live in "hogans" made of logs and mud. The hogan is a hexagonal structure with no windows, only a door which faces east and a smokehole in the center of the roof. The people sleep on sheepskins with their feet to the fire and their heads to the walls - like the spokes of a wheel. (10, p.2)

There is no set hour for the children to be put to bed, and the whole family usually retires rather early if there are no guests. The baby lies in its cradle near the mother. Several small children will probably sleep together. If the family has a number of older children, there is apt to be a second hogan where the boys sleep. . . . Everyone takes care not to step over a sleeping person, lest some evil befall him. (6, p. 48)

The family typically arises at dawn. The men go out to round up the horses; the children take the sheep and goats out to graze in the cool of the morning; and the women take out the ashes and start preparing a breakfast of bread, coffee, and sometimes mutton. When the men return with the horses, breakfast is served the family on the floor of the hogan. After breakfast the men work in the fields or haul wood and water. The children take the sheep and goats out to graze again, while the women remain at home to care for the babies, weave rugs, and attend to general household tasks, such as washing dishes or sweeping out the hogan. A noon meal may be prepared but often is omitted altogether.

Occasionally there is a wagon or horseback trip to the distant trading post - an event which is looked forward to by all the members of the family and which often takes all day. At the trading post the family purchases such staples as flour, sugar, coffee, and lard and sometimes luxuries such as candy, soda pop, and canned tomatoes. There is always an exchange of news and gossip with the trader and other Navahos before the family starts home. (10, p.2)

Navajo women enjoy a position of considerable prestige and influence within the family. When a man marries, he usually goes to live with the wife's relatives. Descent is traced through the mother rather

than the father, and according to Kluckhohn and Leighton (6) the fact that some of the most powerful and important divinities are female speaks volumes for the high place women hold in the Navajo society. Their position is strengthened by the fact that property owning is individual; there is no joint property between husband and wife (8). In general the wife owns most of the property, animals and crops. She sells her own rugs, crops and stock, and spends the money as she sees fit. The man does the same with the proceeds from his labors.

Much of the money obtained by the husband and wife is spent for food and clothes for the family. The child is taught early in life to assume responsibility as a member of the family group. He is taught by his elders, either through example, or by injunction at the time of wrong doing.

As soon as a child is able to walk around, it begins to have a small share in the family's work and mutual living, first walking to the wood pile with its elders, then bringing in chips, helping to put the dishes away, running errands, and gradually as it grows older taking a more active and responsible part in family life. Much of the children's play consists in imitating the work activities of the grown-ups. Ideals of industry are constantly held up to the children, and they are encouraged in learning the techniques of weaving, farming, herding, stock management, wood cutting, and building, when they show any interest in them. At the same time there is little pressure put on the children to do work for which they take no liking. (8, p.20)

#### Finances, Living Conditions and Employment

It is estimated that the reservation resources, if developed to their potential maximum, would give minimum support to 35,000 persons. Considering that there are an estimated 85,000 Navajos, it becomes evident that a substantial number must seek a living outside the reservation boundaries (7). For many years the Navajo lived at a

subsistence level from their herds of sheep and goats, and from the agricultural crops of corn, squash, beans, and melons, but an ever expanding population dependent upon a fixed land base finally reached a point where agricultural resources could no longer support the people. It became necessary for them to find ways of supplementing their income from these sources. They found the answer in off-reservation wage work.

There are still old people who remain dependent on reservation agricultural resources, and there are younger people who look to wage work exclusively as the means for a livelihood, but a majority of the Navajo people have blended the new and the old ways of life, deriving much of their actual livelihood from seasonal off-reservation work, while maintaining homes on the reservation at which they spend at least a portion of each year. (14, p.89)

The change from an agricultural economy to one based on wages from the non-Navajo point of view would be a simple matter, but for the Navajo it was complex, and difficult

. . .necessitating a readjustment of traditional family living. The use of money instead of barter as a medium for obtaining commodities, a change in transportation from horses and wagons to automobiles, busses and trains, adjustment to new patterns of living in areas remote from the Reservation, use of a new language (English), a realization of the need for formal school education, a new concept of time in activities where work began and ended on an hourly basis, and where pay was determined by the number of hours worked - these, and many other deepseated cultural changes were suddenly required of the Navajo People in adjusting to the new wage-based economy. (14, pp.88-89)

According to McCombe et al. (10) the Navajo is not interested in personal wealth to the degree found in other cultures. He is interested in accumulating possessions, but will stop when he is comfortably well off, or even sooner. The Department of Interior (14) lists the average per capita earnings for 1956 at \$450, but they also warn that this figure is extremely misleading as a measure of how the average Navajo family is faring today.

Economic levels run the gamut from the extreme poverty to comparative opulence, and unfortunately, we have no way of knowing what proportion of the population falls into either of these extreme categories or into an intermediate class. (14, p.93)

The Navajo are a mobile group, shifting residence from season to season in accordance with the climatic fluctuations which control food supply and forage. Thus, many have a home on the plains or the lower elevations and another in the mountains.

Cooking is done on an open fire that has been kept burning within the hogan all night if it is winter or on a fire outside the hogan if it is summer. Usually the whole family eats together. A sheepskin, blanket, or tarpaulin is spread on the ground and bowls of food placed on it (6). It is not uncommon, according to Kluckhohn, for several persons to use a common bowl.

They spend many hours taking their barrels miles to water, in a country where, according to McCombe et al. (10) distances must be measured in terms of bad roads and intervening canyons or other obstacles rather than in terms of miles on a map. Flowing water is rare and rainfall is scant in most parts of the reservation. In nearly half of the land, rainfall averages eight inches per year.

The water supply comes from melted snow in winter, and from springs, dams and artesian wells in summer. Some improvements have been made during the past few years, but the water supply is still far from being satisfactory.

About 500 drilled wells, Federal, Tribal and private, exclusive of dug wells and springs, which are not always reliable, distributed over an area of approximately 24,000 square miles, still obliges Navajo families to haul water from great distances for home use or to drive stock many miles to water. It still means an average of only one reliable source of water in about every 34 square miles

of the Navajo Country if we include trading posts, dug wells and similar sources of water supply. Many Navajo families utilize surface water for home use, a practice which contributes to disease, especially during the summer months. (14, p.48)

### Social and Recreational Activity

The toys of a Navajo child will be made from things that can be found in his environment and often household animals will take the place of toys. Much of the childrens' play consists in imitating the work activities of their parents. Men and boys will hunt together and will have small informal foot or horse races and cowboy sports. According to Kluckhohn and Leighton (6), Navajos love to have a good time. They enjoy playing games in and around the hogan, and in singing. They will sing as they perform their daily tasks, and as they ride. During the winter evenings around the fires, myths and folk tales are repeated, often for the edification of the children.

But--as is natural for isolated people--the greatest pleasure lies in an occasion which brings crowds together. This may be a ceremonial, held at home or at that of a nearby neighbor. Or it may be a distant "squaw dance" in summer or a Night Way or one of the other great chants held in the autumn. At most ceremonials there are talks, feasting, games and races. ... rodeos near trading stores are times of excitement. Movies are much enjoyed, even by Navahos who know not a word of English. (6, p.52)

The trading post plays a very important part in the social life of the Navajo. Not only does it serve as a means of procuring anything from a bottle of soda pop to a wagon, but it is also a gathering place where one can visit and exchange news.

### Morals and Religion

Religion enters every phase of Navajo life (8). It is the basis for creating or maintaining harmonious living of man with the



forces of the universe. The overall emphasis is on the curing of sickness. They feel that illness may be brought about by such things as animals, lightning, wind, improper behavior at a ceremony, spirits of the dead, and witchcraft.

To the Navaho the universe contains two classes of personal forces. There are the Earth Surface People, living and dead; there are ordinary human beings. Then there are the Holy People who belong to the sacred, super-natural world and travel about on sunbeams, on the rainbow, on lightning. They have great powers to aid or to harm the Earth Surface People.

As described in the Navaho origin myth, the Holy People lived first below the surface of the earth. They moved from one lower world to another and finally a great flood drove them to ascend to the present world through a reed. In the course of all these events, the Holy People developed ways of doing things which were partly practical and partly magical. When they decided to leave for their permanent homes at the east, south, west, north, the zenith, and the nadir, they had a great meeting at which they created the Earth Surface people and taught them all the methods they had developed, so that The People could build houses, obtain food, marry, travel, and trade and could also protect themselves against disease, hunger, and war.

Today man is not at the capricious will of these Holy People, but is an integral part of this orderly universe and must do his part to maintain harmony or balance among the parts of the cosmos. One result of disorder in these relationships is human illness, and the general purpose of most Navaho ceremonials is to restore harmony (between man and the Holy People, between man and nature, and between man and man) and thereby cure the illness. A breach in these harmonious relationships may be caused by the violation of a taboo, or by an attack by one of the Holy People, a ghost, or a witch. A ghost is the malignant part of a dead person. It returns to avenge some neglect or offense. These ghosts appear in human form or as coyotes, owls, mice, whirlwinds, or pots of fire. They may chase people, jump upon them, tug their clothes, or throw dirt on them. When a Navaho thinks he has seen a ghost or one appears in his dreams, he is sure that he or a relative will die unless the proper ceremonial treatment is applied. (10, p.139)

The medicine man plays a vital role in the lives of the Navajo

people. It is their belief that he possesses supernatural powers, and if an illness occurs in the family he is called in to restore harmony by use of one of his 58 distinct ceremonies. Reichard (15, pp.322-323) describes the ceremony as A COMPLICATED CHARM, involving ritualistic purification by sweet bath and emetic, the fashioning of prayer sticks and other ceremonial objects, the making of complex sandpaintings, songs, chants, prayers and the like. Each minute detail must be rigidly adhered to - any departure from the prescribed procedure, whether it be improper fashioning of the prayer sticks, omission or faulty order in the chants and prayers, or neglect to observe taboos connected with a particular ceremony, may cause failure in achieving the results for which the ceremony is carried out, and may endanger the very lives of the participants.

According to Kluckhohn and Leighton (6), the Navajo people have a more overwhelming preoccupation than whites with the uncertainty of life and the threats to personal security. They have five main formulas for safety.

Formula 1: Maintain orderliness in those sectors of life which are little subject to human control.

By seeming to bring the areas of actual ignorance, error, and accident under the control of minutely prescribed ritual formulas, The People create a compensatory mechanism.

Formula 2: Be wary of non-relatives.

This tendency to be ill at ease when beyond the circle of one's relatives is a truly "primitive" quality and is characteristic, to varying degrees, of most non-literate folk societies.

Formula 3: Avoid excesses.

Very few activities are wrong in and of themselves, but excess in the practice of any is dangerous.

Formula 4: When in a new and dangerous situation, do nothing.

If a threat is not to be dealt with by ritual canons, it is safest to remain inactive. If a Navaho finds himself in a secular situation where custom does not tell him how to behave, he is usually ill at ease and worried.

Formula 5: Escape.

This is an alternative response to Formula 4, which The People select with increasing frequency when pressure becomes too intense. Doing nothing is not enough; safety lies in flight. (6, pp. 225-226)

### Health and Physical Development

The difficulties of their physical surroundings are reflected in the health of the people. It is reported by Leighton (8) that the doctors working on the reservation are always impressed by the small number of really robust children, and that those who come to school are usually in much better condition after they have been there a little while than those who remain at home. The school has observed that it is not unusual for Intermountain children to gain 20 pounds during the school year. The average weight gain of 510 students in the Special Program Department as compiled by the author from school records for the school year 1958-1959 was 11.9 pounds. Leighton further observed that the children remaining at home are mostly undernourished, and have chronic colds until they reach full growth.

The health deficiency among the Navajo is very great. In spite of the many recent improvements in the health program there is still an exceptionally high death rate among infants and children. In 1955 the Navajo infant death rate per one thousand live births was 91.3 as compared to 26.4 for the rest of the United States (14, pp.293-295). The Navajo death rate per one thousand children under one year was 89.8 as compared to 29.6 for the rest of the United States.

Poor sanitation is one of the basic problems faced by the

people, as recognized by the Public Health Service in their program to assist individual families.

The program is geared to assist Navajo families to help themselves in the prevention of illness and in reducing preventable diseases, by protecting their drinking water and food supplies, controlling insects and rodents, disposing of human and other wastes in a safe manner, and reducing home accidents. The Navajo sanitation aids show individual families how to construct and repair pit privies, how to build garbage disposal pits and protect them from fly breeding, how to spray surfaces to kill insects, how to store water at the home, and how to serve and store food in a satisfactory manner to prevent contamination. (14, p.34)

It should be remembered the above is assistance that will be given, and that at the present time each of the cited areas are causes for poor health.

When an animal is butchered, nothing is wasted. It is felt that this practice contributes to the better health of the individual.

The habit of eating the internal organs and indeed all edible portions of the animal is compensation for the deficiency of vegetable greens, and this food is probably the principal source of many needed vitamins and minerals. The rarity of decay in the teeth of Navaho adults as compared to whites suggests dietary adequacy from this point of view. (6, p.48)

When sickness occurs the Navajo views the personality as a whole, as stated by McCombe et al. (10, p.142). "The whole Navaho system of curing takes it for granted that you cannot treat a man's body without treating his mind and vice versa."

They have accepted the white doctor and believe he has certain skills that will help them, but often they visit him after it is too late (10). Many controllable diseases are still interpreted as trouble in terms of ghosts, witches, or the violation of some religious taboo, and they proceed to have a ceremonial, or series of ceremonials, performed over them before seeking medical assistance.

The common pattern is to try a Navaho "sing", then try medical treatment in a hospital if the sing doesn't work, then try another sing if the white doctor does not effect a satisfactory cure. It is clear that some ailments (such as tuberculosis or pneumonia) are best treated in a hospital, but it is equally clear that if the difficulties are psychosomatic, then the Navaho Singer may actually accomplish a more satisfactory cure - at least until the hospitals have on their staffs competent psychiatrists who are familiar with Navaho psychology. For, if a given Navaho "feels sick all over" and interprets his trouble as "ghost sickness", there is little a white doctor can do. As the Navahos say, "if I am being bothered by a ghost, and I go to the hospital, that white doctor can't do anything about it--it takes a Navaho medicine man to drive that ghost away." (10, pp.149-150)

### Courtship and Marriage

The debutante ball in certain areas of white society has its parallel in The Girls Dance ("squaw dance") in Navajo society. Most of the girls who dance are there to announce the fact that they are eligible for marriage (6). Everyone dresses as well as possible, particularly members of a family who are considering marriage for a daughter or a son.

Navaho mothers, a trifle franker than is usual among whites, literally push their daughters after a "catch", saying: "Go ask that boy. His mother has two thousand sheep." At last even the shyest girl is induced to choose a man, and the dance goes on until morning. (6, pp.162-163)

Leighton and Kluckhohn (9) feel that although the Navajos have been introduced to the white concept of romantic love in schools, that it is still not widely held, and almost no emphasis is placed on psychological compatibility as a prerequisite for marriage. She feels the Navajo theory is that one woman will do as well as another, so long as she is healthy, industrious, and competent.

Sex instruction is advised by almost all informants as a preparation for maturity and marriage.

Virginity is not given the moral value which it receives in our society and is not a necessary pre-requisite for marriage. (1, p.15)

Leighton and Kluckhohn (9) further note that, "If any young man or woman seems to be putting off marriage too long, he or she will be formally requested by relatives to marry." Arrangement for marriage is made between the families concerned. The boy's family normally takes the initiative in arranging a marriage. According to Leighton, the boy's maternal uncle or his mother will sound out the girl's mother or mother's brother or her father. If the reaction is favorable, a definite proposal will be made. This involves naming a date and settling the marriage gift to be made by the boy's family to the girl's family. If the marriage is dissolved through her fault they must return the live-stock or other property that constituted the bridal gift.

Before a girl is definitely promised, her family almost always consults with her.

Some young girls are perfectly willing to marry old men who have blankets, sheep, and jewelry. Strenuous objections on the girl's part are usually respected unless it is felt that she is being needlessly willful or stubborn. Occasionally, however, the girl will not state her objections but will disappear into the woods the day the marriage is to take place. Once in a while the bride has never seen the groom until the actual ceremony and takes a violent dislike to him. In other instances young girls appear to have a real terror of the sex act and will run off or refuse to cohabit. In all such cases Navahos take the situation philosophically and do not insist that the marriage be consummated. The girl will usually later marry another man and accept the sexual side of marriage. (9, p.81)

As indicated previously, after marriage the groom lives with his wife's people, and as stated by Leighton and Kluckhohn (9), "To a Navaho, who has very strong ties with his family and his native place, such an adjustment must indeed be difficult." If the adjustment is too

great for either, divorce is permissible.

"Divorce" is simple, consisting ordinarily in the return of one partner or the other to his or her own people. Sometimes desertion is not altogether voluntary. A man who is lazy or too quarrelsome may be made so uncomfortable by his wife and her people that he is practically forced out. (9, p.83)

### Personal Relations

The Navajo has definite ideas in regards to his personal behavior when dealing with others.

Toward relatives of different classes there are, of course, prescribed ways of behaving. Some must be treated with varying degrees of respect or avoidance. Thus the relation between adult brothers and sisters, while one of deep affection, is marked by great reserve in physical contact and by certain restrictions of speech. Conservative Navahos are careful in addressing some relatives by marriage to employ the same special linguistic form as brothers and sisters use. These "polite" forms give a rather stiff or stilted effect to a conversation. With some relatives one is not supposed to joke at all, with others one may not "joke back", while with certain relatives one is expected to make jokes of sexual or obscene connotation.

Mother-in-law and son-in-law must never look into each other's eyes. Any kind of sexual contact (even walking down the street or dancing together) with members of the opposite sex of one's own or one's father's clan is prohibited. (6, pp.58, 140)

The importance of his relatives to the Navaho can scarcely be exaggerated. The worst that one may say of another person is, "He acts as if he didn't have any relatives." Conversely, the ideal of behavior often enunciated by headmen is, "Act as if everybody were related to you." (10, p.111)

A Navaho will always go out of his way to do a favor or show preference for a clan relative, even if the individual in question has been previously unknown.

One may question how privacy can possibly be maintained under hogan conditions. There are several answers. Navahos do not undress when they go to sleep. Sex relations take place during the hours of darkness. Excretion is done outside the hogan. Work or an excursion to the trading store or a ceremonial takes

most of the family away for a considerable time, giving a lone remaining person a long interval of seclusion when a bath or a complete change of clothing in privacy is possible. (6, pp.65, 47)

A courteous, nonaggressive approach to others is essence of decency. Polite phrases to visitors and strangers are highly valued.

A good appearance is valued; while this is partly a matter of physique, figure, and facial appearance, it means even more the ability to dress well and to appear with a handsome horse and substantial trappings. (6, pp.220-221)

Man should live and conduct himself in a manner assuring prosperity, personal enjoyment and good health, ends for the achievement of which he must be industrious, generous, courteous, just, responsible, and above all moderate in his habits and actions. Excess, whether in eating, drinking, sex, or the attainment of wealth, may result in imbalance and misery, of which disease, unpleasant human relationships and disharmony are but observed symptoms. (14, p.209)

### Education

The Navajo parent has not always had the desire to see his child in school. Until very recently they resisted sending their children, and the children would hide to avoid going.

As part of their techniques of child-training the Navaho parents warned their children that "if you don't behave, the whites will come along, take you off to school, and you'll never come back home"---a technique that helps create a basic fear of whites in many Navahos. The whole tone of Navaho life was to preserve their native patterns and values.

Some of the same families who formerly refused to send their children to school are now clamoring for more schools and citing the Treaty of 1868 to back up their demands. In particular, there is now almost unanimous recognition that a knowledge of the English language is essential for survival in the white world. (10, p.147)

During the school year 1947-48 there were an estimated 24,000 children of school age with school space available for only 7,500 children. Since then the demand for schooling has increased until an enrollment of 27,013 children was attained at the close of the school



year 1956-1957. This increase in enrollment reflects the changed attitude toward formal schooling by the Navajo, who is now insisting on his child going to school. This in turn has called for a program of development of new school facilities on and off the Reservation. Intermountain School is but one of the several off-reservation schools.

### Intermountain School

At the time of this writing Intermountain School had been in existence for approximately 10 years. During this time there were many changes, both in the physical plant and in the curriculum of the school. Since the school's beginning in January 1950, the plant changed from an abandoned army hospital to a school campus equipped to care for approximately 2,300 Navajo boys and girls in a residence school situation.

Within two years after the school's beginning, the students moved from their temporary classrooms in the dormitory living rooms to modern new school buildings. An auditorium and gymnasium large enough to accommodate approximately 900 students were added to the existing facilities. The campus was landscaped to add to its beauty and to give the students a home they could be proud of and enjoy. In the beginning the school curriculum was based upon the Five-year Special Navaho Program for non-English speaking students. Since then the curriculum was changed several times. It was enlarged to include those students who would be eligible for six or eight years of schooling, and for those who were from one to three years overage for grade.

At the time of this writing Intermountain School was composed of four academic departments:

### The Vocational High Department

This department provided for all vocational students during their last three years of school. The total enrollment for this department at the beginning of the school year 1959-60 was 565 students.

### Two Accelerated Program Departments

These departments provided for those students who were from one to three years overage for grade. Total enrollment at the beginning of school year 1959-60 was 1027 students.

### The Special Program Department

This program provided for the overage students in the Five-year program, Six-year program, and Eight-year program. There were 467 students enrolled in this department at the beginning of the school year 1959-60.

This study was concerned with the boys in the Special Program department, and, as indicated above, this department consisted of three separate programs. The overall program of the department was based upon the needs of the individual. His age at time of entrance, and his academic ability were taken into consideration when assigning him to a group. The minimum number of years of schooling he was to receive, regardless of age, had been set at five years. It was felt that it would take at least five years to teach him the minimum skills necessary to take his place in a modern society away from the reservation. He was not considered for graduation before his eighteenth birthday.

Students in the Special Program Department were all prevocational students. Students on the prevocational level were students who had not chosen a vocation and who had not started their junior year. Their

Junior and Senior years referred to the last two in their program and not to any number of years in school. During the three years preceeding their junior year, three-fourths of their studies were academic and one-fourth were studies in the prevocational shops.

The Five-Year Program.---Students who were 13 years of age or older were placed in this program. They remained in the Special Program department for two years of prevocational training. They were then transferred to the Vocational High department for their third prevocational year to be followed by two vocational years. There were 71 students enrolled in this program at the beginning of school year 1959-60.

The Six-Year Program.---Students who were 12 years of age were placed in this program. They spent the first year in the classroom and then had three years of prevocational shop training as described above. They transferred to the Vocational High department at the end of their third year. There were 87 students enrolled in this program at the beginning of the school year 1959-60.

The Eight-Year Program.---Students who were 10 years of age at time of enrollment were placed in this program. These students spent the first three years in the academic classroom and then had three years prevocational shop training. They transferred to the Vocational High department at the end of their fifth year. There were 308 students enrolled in this program at the beginning of the school year 1959-60.

As a guide to the educators in the Special Program department, minimum essential goals had been prepared for each of the above programs. These goals were prepared by educators in the Branch of Education, Bureau of Indian Affairs. They covered the minimum that each child had to learn

year by year within his program. They were constantly being studied and revised for improvement.

Major emphasis was placed on social development and student adjustment for the acquisition of proper attitudes. One of the main objectives of the school was to prepare the student for adult life, so that he could take his place in a cosmopolitan society, and be a contributor to the betterment of the community in which he lives.

George A. Boyce, Educational Specialist, Bureau of Indian Affairs, and Superintendent of Intermountain School from 1949 to 1957 stated that the general aims of the Five-year, Six-year, and Eight-year programs were:

- a. To enable adolescent Navajos with little or no previous schooling to become self-supporting adults.
- b. To interest them especially in becoming permanent constructive citizens in the region of employment in which the school is located.
- c. To provide each pupil with a useful vocational skill for earning a living. (2, p.1)

The success of this program depended upon satisfactory development of the student along four lines. They were:

1. The development of desirable attitudes, right habits, and high standards of behavior.
2. The development of other knowledge and skills which will enable him to live successfully in a culture different from that in which he was born; adjusting himself to home living in houses equipped with modern facilities; buying economically and selecting food which will give him a balanced diet; and assuming his responsibilities in community life as well as sharing in its advantages.
3. The acquisition of sufficient knowledge of the fundamental subjects to enable him to learn vocational skills, and to talk with other people who are English speaking.

4. The development of vocational skills sufficient to **make** him employable in the field which he has selected.

No person connected directly or indirectly with the education of these students is entirely free of responsibility in any of the above four phases of the educational program.

The first phase, that in which desirable attitudes, right habits, and high standards of behavior are stressed, permeates the entire program. It is one which must be emphasized in the dormitories, the classrooms, the shops, the home living laboratories, in fact in every department of the school. A large share of the responsibility, however, falls upon the advisory staff. The members of this group meet the student when he arrives at the school, they give him his first orientation; they supervise his home living; they give him guidance and counseling. Only with the active and continuous work of the advisory staff can education in this phase of the program, which is most essential, be entirely successful. (3, p.8)

### The Guidance Program

This program was so organized that it brought into use the talents, and knowledge of all who worked with a student. The curriculum guide (2) for the Special program stated: "... It is necessary for every employee to know and understand every pupil with whom he works and to offer the guidance necessary to aid that pupil in attaining maximum growth and adjustment."

Assigned to each student were those people who were in daily direct contact with him, and who knew him best. This committee was known as the Guidance Subcommittee and included his academic teacher as chairman, his dormitory attendant, and his prevocational teacher. These people had regular scheduled weekly meetings to discuss the welfare and progress of the boys they had in common. In addition they called special meetings when a boy needed help of the type that could not wait until the regular meeting. A final report of each meeting was

written on separate sheets for each boy and sent to the Departmental Guidance and Placement Committee.

The Departmental Guidance and Placement Committee was composed of the teacher-advisor to the boy, the department head of the academic school he attended, and his prevocational sectional head. This committee reviewed the action of the Guidance Subcommittee and made recommendations for follow-up on the subcommittee level and took action on the departmental guidance and placement level. Action taken and recommendations of this committee were then forwarded to the Central Guidance Committee.

The Central Guidance Committee was composed of the school superintendent (ex-officio), the school principal, department heads of the boys' and girls' guidance departments, home economics department head, vocational department head, prevocational placement officer, medical officer, educational specialist, and administrative officer in dual role as administrative officer and relocation liaison agent for the school. This committee reviewed the actions and recommendations made by the previous committees. They also acted upon those cases requiring action at this level. This may have included such things as outside medical help, or the aid of a psychologist.

The above was the organization of the guidance program and as units they would individually have acted on each student at least twice during the school year, and under certain conditions, where a boy or girl was in need of extra help, they may have met many times during the course of the year and formulated the most fruitful course to follow in each particular case. In addition to the guidance that took place in this more formal atmosphere, each adult gave direct and personal help

to each student. Every person working with the student had the opportunity to call upon the student's committee for additional help, or to make reports and recommendations to the committee. Everyone who worked with the students, including the academic, vocational, and guidance staffs, plus those who only came in contact with the student occasionally, such as the bus drivers, kitchen personnel, and maintenance people, were involved in the guidance program and were expected to take an active part.

A boy's advisor was able to handle most of his personal problems, but he often referred the boy to the boy's committee for the coordinated effort of all concerned. In such a case the chairman of the subcommittee was notified as to the circumstances surrounding the problem; it could have been anything from the need of spending money to a violation of the school rules, and the chairman then called his committee together and acted upon the case. Such recommendations for committee action could have come from any person concerned with the student.

The advisor was responsible for a group of boys in designated dormitories. His office was in one of the dormitories and the boys were free to call upon him at any time. His office hours were irregular to take care of the boys' needs. He was available, by telephone, at any hour of the day or night. The group of students assigned to an advisor were all within the same academic department, and the advisor, administrators, and teachers of the academic department worked closely together in a coordinated effort to help the students with their individual problems. The advisor to a group of boys also worked closely with the advisor who had a group of girls from the same academic department. There was, for example, close coordination of programs

between the girls and boys of the Special Program department, which enabled the students to receive the experiences typical of this group. This included agreement as to the type of social functions that were held, and the standards that were maintained. Matters concerning a boy and a girl were handled by the advisors concerned. A report of their action was sent to the guidance and placement committee, of which the two advisors concerned were members, and then to the central guidance committee.

Background information concerning the student was rather extensive. His academic department, prevocational department, guidance department and the registrar all had records concerning each student, and these records were available to those working with the student. Things of confidential nature were so marked and opened only under special conditions. In his folders was found all the desirable information necessary for proper guidance and counseling.

Guidance was given on the prevocational and vocational level in regards to vocational choices and occupational opportunities. Printed material was made available to all departments: academic, vocational and guidance.

Placement and follow-up was also a service offered as part of the guidance program. This service was offered on both the prevocational and vocational levels. This service was headed by advisors who helped place students in the proper vocational training class, found work for him that was in line with his vocation, and then followed with personal visits while the student was on the job. This was done to determine the student's success and his possible needs. Graduates who were not returned to school were visited frequently the first year,



and occasionally over the next two years. Individual reports were made concerning each student after each visit. In addition, a quarterly report was made concerning all graduates.

As the foregoing would indicate, the duties of the school personnel were well defined in regards to guidance functions, but the program was flexible enough to allow for individual initiative and offered opportunities to try new ways of reaching desired goals.

Our aim is the total development of each pupil. We are concerned with personality development and social adjustment as well as with the teaching of tool subjects. We wish each pupil to develop wholesome attitudes toward work; toward his relationship with other people; and toward his responsibilities as a member of the school and community. We hope to help him develop the habits and skills that will enable him to be efficient. To accomplish these aims, it is necessary for every employee to know and understand every pupil with whom he works and to offer guidance necessary to aid that pupil in attaining maximum growth and adjustment.

It has been agreed by the staffs of the Special Navajo Program that the following principles will be the basis for pupil guidance:

1. A sympathetic understanding of the pupil.
  - a. Make every effort to understand his background and his problems.
2. Readiness to help the pupil set standards so that he knows what is expected of him.
3. Ability to give the pupil a feeling of belongingness and security.
4. Willingness to treat the pupil with respect.
  - a. To refrain from humiliating him.
  - b. To refrain from nagging or scolding.
  - c. To realize that a pupil's behavior is never to be considered a personal affront.
  - d. To be kind but firm and businesslike.
5. Readiness to give genuine praise when it is merited.
6. Ability to maintain an atmosphere of calmness.

In every classroom and dormitory behavior problems will arise at times. The following principles are considered essential in dealing with any discipline case.

1. To be calm and refrain from scolding.
2. To determine the cause or causes underlying the undesirable behavior, using an interpreter to get the facts.
3. To help the pupil analyze his behavior, draw conclusions, and set standards for improved behavior.
4. To follow through by helping the pupil evaluate his behavior from time to time.
5. To treat the pupil with respect. (3, p.13)

## CHARACTERISTICS OF THE MALE STUDENT IN THE SPECIAL PROGRAM DEPARTMENT

He was from 12 to 21 years of age and ranged from a non-English speaking beginner to a fifth year student who knew enough English to carry on a simple conversation, follow simple directions, and ask questions. Until entering school he had lived his life in a one room hogan with none of the modern conveniences as we knew them. His experience to modern living had been limited to his school experiences. The beginner knew nothing about the use of modern living facilities such as plumbing, heating, electrical appliances, and most household furnishings. The scarcity of water on the reservation had handicapped his person hygiene development. His diet at home was lacking in the essential food elements and he may have been suffering from malnutrition. The balanced diet he was asked to eat at school was strange to him and he had to develop a taste for new foods. His experience eating with silverware at a dining table was usually in proportion to his school experience. His contact with people had been limited to his own family group, and school acquaintances.

He was willing to leave his reservation home and travel some 600 miles to school in order that he might learn to live, and be a self supporting citizen in a cosmopolitan society away from an over populated reservation with its serious economic problems. He had a desire to learn and was usually an eager student who progressed rapidly inasmuch as a new language had to be acquired, new cultural patterns accepted and attitudes changes, some of which were in opposition to his own culture.

Review of Mooney Problem Check List for Junior High School Students

According to the manual for the Mooney Problem Check List (Appendix A), Mooney felt that in order to understand students better the school should employ methods of systematically discovering what problems were bothering them. His check list was designed to contribute to this systematic process of fact finding.

The check list (Appendix A), consisted of thirty items in each of seven "problem areas": Health and Physical Development; School; Home and Family; Money, Work and the Future; Boy and Girl Relations; Relations to People in General; and Self Centered Concerns. The grouping of the 210 items into the above categories had been done in such a way that the grouping was not obvious to the student using the list, although it was used by the interpreter.

Mooney (12) felt that contrary to an assumption held by many adults, a high proportion of students were willing to talk about their personal problems. He also felt that they were eager to see the school go much further than it usually goes in giving help on these matters. He has said (Manual, Appendix A) that the nature of the check list makes it impossible to arrive at a definite conclusion about its validity. Burros (4) also felt that since the list was not designed to yield "scores" and no normative or correlational data are supplied, it could not be assessed with regard to the usual concepts of reliability and validity. McIntyre (11) in his study to attempt to prove or disprove the validity of the check list, felt that the results he obtained were evidence for the validity of the check list.

Mooney (13) found there was little indication that students tried to hide their problems, or "play" with the check list. He found

the average number of problems marked by the junior high school student to be twenty-three. The range of responses was very wide, running from less than six to well over one hundred. Jones (5), in his reference to problems of the junior high school student, listed their problem areas in the following rank order:

Adjustment to School	1
Miscellaneous	2
Boy and Girl	3
Health and Physical Development	5
Social-Psychological Relations	5
Personal-Psychological Relations	5
Home and Family	7 (13, p.63)

The above areas of problems were areas that can be found in each of the five different forms of the check list. They were quite similar, but not entirely identical. They differed from the grouping in the junior high school form by combining the area "money, work, and future" under "Miscellaneous."

The Mooney Problem Check List is not a test, and according to Burros (4), it has promised little and produced much.

At all times the counselor must keep in mind that the Problem Check List is not a test. It does not yield scores on traits or permit any direct statements about the adjustment status of the person who made the responses. Rather, the Problem Check List is a form of simple communication between the counselee and counselor designed to accelerate the process of understanding the student and his real problems. (Manual, Appendix A)

### PROCEDURE

The problem was delimited: This study was limited to male students, twelve years of age and older in the Special Program Department of Intermountain School.

A modified form of the Mooney Problem Check List, Appendix B, was the instrument chosen to secure the desired information. There were five statements that were felt not to pertain to the school situation in their present form. These statements were changed as indicated below.

- Item 26. Not allowed to use the family car  
to Not allowed to use a car
- Item 102. Too much school work to do at home  
to Too much school work to do in the dormitory
- Item 126. Choosing best subjects to take next term  
to Choosing hobby club to take next term
- Item 127. Deciding what to take in high school  
to Deciding what vocation to choose
- Item 128. Wanting advice on what to do after high school  
to Wanting advice on what to do after finishing  
my program

The above item numbers refer to the item number as found on the modified check list Appendix A, and not to item numbers in Mooney's original list.

There were three statements added that parallel Mooney's statements in the area of "home and family." These items were felt to be necessary and were grouped in the area of "school."

Mooney's item 154, Wanting more freedom at home,  
Author added item 211, Wanting more freedom at school.

Mooney's item 155, Wanting to live in a different neighborhood.  
Author added item 212, Wanting to live in a different dormitory.

Mooney's item 190, Wanting to run away from home.  
Author added item 213, Wanting to run away from school.

The check list was given to 247 male students in the Special Program Department on October 6 and 7, 1959. It was administered by the author and an instructional aid (Navajo interpreter) to two groups of 128 students, and 119 students. The first group were students who were in their first, second, or third year of school. Their ability ranged from non-readers to grade 4.7 in reading as measured by the California Achievement Test. After careful instructions were given by the author for marking the check list to this group the instructional aid read each statement in English and then gave its meaning in Navajo. The number of the statement was written on the chalkboard before the statement was given or explained. If the statement was a problem, the student marked the proper statement on his list, after first checking the number on the chalkboard to make sure he was marking the right statement.

The second group were students who were in their fourth or fifth year of school. Their ability ranged from grades 3.0 to grade 6.2 in reading as measured by the California Achievement Test. The check list was administered to this group by the author. The students were instructed to read each statement carefully with the author and then to mark the statement if it was a problem or not mark the statement if it was not a problem. The meaning of those statements needing explanation was made where it was felt there would be difficulty in comprehending.

Each boy was asked to put his name on his check list just before they were gathered. Later, using the school enrollment records, his age, year in school and his program were added to his check list.

The marking of each check list was then recorded on large sheets of paper according to his age, year in school and his program. From these work sheets the tables for this study were compiled.

Data will be discussed in terms of trend and percentages since it does not lend itself to statistical analysis.



## RESULTS

Less than 3 percent of the students were absent when the check list was given. Of the students responding to the check list about 64 percent were from the eight year program, about 19 percent were from the six year program, and about 17 percent were from the five year program. (See Table 1). They ranged in age from twelve years to twenty-one years, with the highest concentration of students in the 15 year age group. This group included approximately 35 percent of the total male student enrollment. This was better than twice the enrollment of the next highest group, which was the 16 year old with approximately 17 percent of the total enrollment. In each of the three programs the majority of the students were in the 15 year age group (See Table 2).

Table 1. Total number of male students enrolled in the Special Program Department, and the number of students answering the Check List.

Program	Number enrolled	Number answering check list
<u>Five-year program</u>		
First year	13	12
Second year	30	30
<u>Six-year program</u>		
First year	13	11
Second year	14	14
Third year	21	21
<u>Eight-year program</u>		
Second year	12	11
Third year	31	29
Fourth year	52	51
Fifth year	68	68
<u>Total</u>	254	247

Table 2. Number of male students in each program according to age.

Program	Age in years							
	12	13	14	15	16	17	18	Over 18
Five-year			5	20	5	8	3	2
Six-year	8	9	9	12	6	1	1	
Eight-year	21	22	25	55	31	6	4	1
Total (254)	29	31	39	87	42	15	8	3

Tables 3 to 12 classified student responses to the check list. The tables were arranged to show first, the total response; second, the response according to program; third, the response according to year in school; and fourth, the response according to age.

Tables 3 to 5 show that the average number of problems marked by all students was higher in the area "money, work, and future." This was also the high area according to program, year in school, and according to age. The second high area for all students was in the area "boy and girl relations." This was also second high area in each of the variables. There were approximately  $1/3$  more problems marked in the area of "money, work, and future" as in the area "boy and girl relations" and approximately twice as many as in the area "school" and "self-centered concerns", and two and one-half times as many as in the areas "health and physical development" and "relations with people in general", and three times as many as in the area "home". There was an average high of 10.5 problems marked in the area "money, work, and future", to an average low of 3.0 problems marked in the area "home".

The total average number of problems marked for all students was 39.2 problems. By comparing the department's programs it was found that the six-year and eight-year program students marked approximately the same number of items, with an average of 41.4 for the first mentioned and 40.9 respectively. The five-year program students, with a total average of 31.2, marked approximately one-fourth fewer items than did the six and eight-year program students. (See Table 3)

Table 3. Average number of problems marked in each problem area according to program.

Problem area	All students	Program		
		Five-year	Six-year	Eight-year
Money, work, the future	10.5	9.9	10.6	10.7
Boy and girl relations	6.3	5.3	7.3	6.3
Self-centered concerns	5.5	3.5	5.1	6.2
School	5.3	4.5	4.9	5.6
Relations to people in general	4.4	2.9	5.3	4.5
Health and physical development	4.2	2.9	4.5	4.5
Home and family	3.0	2.2	3.7	3.1
<b>Total</b>	<b>39.2</b>	<b>31.2</b>	<b>41.4</b>	<b>40.9</b>

Probably the most significant information revealed in these tables was that there were no relationship between the number of years a boy had been in school or his years of experience as indicated by his age, to the number of problems he might have. The boy who was in school for the first time had approximately the same problem average as the problem average of all students, about 39.5 problems. There was no tendency for the number of problems to decrease or increase as he progressed through school. The third-year student had a total average high of 44.7 problems, with the second high being the fifth year student who had an average of 43.5 problems. Between these two highs, there was the low of 30.9 problems for the fourth year student. The second-year student had fewer problems than the first-year student, but more problems than the fourth year student. (See Table 4)

The twelve year olds (See Table 5) indicated that they had more

problems than any of the other age groups. They marked a high of 51.0 as the average number of problems for his age group. There was no tendency for the number of problems to decrease or increase as he became older and gained more experience. On the extreme end of the age range, the "over 18" age group had a total average of 32.9 problems, a total average of 18.1 problems less than the twelve year old. Between these two groups there was the fifteen year old with a total average of 37.1 problems. On both sides of the 15 year old there were students with fewer problems and students with more problems. The 14 year old had a total average of 35.7 problems, while the 13 year old marked a total of 43.6 items. Of the students older than the 15 year old, the 16 year old had marked a total average of 44.9 problems, while the 17 and 18 year old indicated a total of 23.9 and 27.1 problems respectively.

Table 4. Average number of problems marked in each problem area according to year in school.

Problem area	All students	Year in school				
		1	2	3	4	5
Money, work, the future	10.5	9.9	10.4	11.3	8.5	11.9
Boy and girl relations	6.3	6.3	6.4	8.0	4.1	6.7
Self-centered concerns	5.5	3.7	4.6	5.6	4.7	7.4
School	5.3	6.2	4.5	5.6	3.8	6.4
Relations to people in general	4.4	5.4	4.0	5.2	3.7	4.3
Health and physical development	4.2	4.3	4.1	4.7	3.5	4.6
Home and family	3.0	3.7	3.1	4.3	2.6	2.2
Total	39.2	39.5	37.1	44.7	30.9	43.5

Table 5. Average number of problems marked in each area according to age.

Problem area	All students	Age in years							
		12	13	14	15	16	17	18	Over 18
Money, work, the future	10.5	11.4	10.3	9.6	10.7	12.3	7.4	6.9	12.3
Boy and girl relations	6.3	8.1	7.7	5.5	5.7	7.2	4.1	4.4	7.0
Self-centered concerns	5.5	6.0	5.2	4.9	5.6	7.2	3.1	3.4	4.3
School	5.3	7.4	5.7	3.9	5.1	5.9	3.8	4.0	3.3
Relations to people in general	4.4	6.6	5.5	4.4	3.9	4.7	2.2	3.1	1.3
Health and physical development	4.2	6.6	4.7	3.8	3.6	5.1	2.2	3.6	3.0
Home and family	3.0	4.9	4.6	3.6	2.5	2.5	1.1	1.7	1.7
Total	39.2	51.0	43.6	35.7	37.1	44.9	23.9	27.1	32.9

There were nine students who marked more than 90 items as problems. There were two who said they had 124 problems, one each who said he had either 120, 110, or 100 problems, and four who said they had less than 100, but more than 90 problems. There were 11 students who marked less than 10 items. Three of these students said they had but one problem. Two marked two items, and two students marked five items. The remaining four students said they had more than five problems, but less than 10.

Tables 6 to 8 gave the same general idea as did tables 4 to 5, but by ranking the areas we got a clearer picture of the students problems.

It was felt that probably the most significant information revealed by these tables was the area, "money, work and future" which ranked first according to program, year in school, and according to age. There were better than 1,000 more items marked in this area than in the second ranked area of "boy and girl relations". The area "boy and girl relations" ranked second in each of the variables, except for those students who were in the fourth and fifth year.

Table 6 showed that for the department as a whole the students number one problem area was "money, work and future", and the number two problem area was "boy and girl relations". The number three area for all students was the area "self-centered concerns". The five and six-year program students had marked this as their fourth area of concern, and the eight-year students had marked it as their third area of concern.

Table 6. The rank order of problems marked in each area and total number of problems marked, according to program.

Problem area	All students		Program					
	No.	R	Five-year		Six-year		Eight-year	
	No.	R	No.	R	No.	R	No.	R
Money, work, the future	2605	1	414	1	486	1	1705	1
Boy and girl relations	1559	2	226	2	334	2	999	2
Self-centered concerns	1364	3	146	4	233	4	985	3
School	1303	4	190	3	226	5	887	4
Relations to people in general	1087	5	121	6	244	3	722	5
Health & physical development	1047	6	123	5	205	6	719	6
Home and family	750	7	95	7	169	7	486	7

No. = 42 for five-year program; 46 for six-year program; 159 for eight-year program

The area of "school" ranked fourth by all students. It ranked third by the five-year program students and fourth by the eight-year program students. The area "relations to people in general" ranked fifth by all students. It ranked sixth by the five-year program students, third by the six-year program students and fifth by the eight-year program students. The area of "health and physical development" ranked sixth by all students. It was ranked as fifth by the five-year program students and as sixth by the six and eight-year program students. The area of "home and family" ranked seventh by all students and seventh by each of the three programs.

The areas listed in rank order by all students and the rank order by students in the eight-year program were identical. There were no great extremes within the individual programs as compared to the all students rank of areas. There was none who varied in their rank from



the all student rank by more than one place, except the students in the six-year program who varied two places in the area "relations with people in general". They ranked this area as third while all students ranked it as fifth.

Table 7 showed us that again the major concern of the students regardless of the year in school was in the area of "money, work and future", and that his second concern was in the area of "boy and girl relations", except for the fourth and fifth year student who listed this area as his third concern, and "self-centered concern" as his second area of concern. This latter area was listed as fourth by the second and third year students and as last, or seventh by the students in their first year. The area "school" ranked third with the first, second and third year students and fourth with the fourth and fifth year students. The area of "home and family" ranked seventh, or last by the students irregardless of year in school, except the first-year student, who was less concerned with himself than he was about his home.

None of the school years varied more than one place rank with the all student rank except the first year students who varied four points in their ranking of "self-centered concerns" as seventh when compared to the all student rank of third.

Table 7. The rank order of problems marked in each area and total number of problems marked, according to year in school.

Problem area	All students		Year in school									
			1		2		3		4		5	
			No.	R	No.	R	No.	R	No.	R	No.	R
Money, work, the future	2605	1	228	1	570	1	568	1	432	1	807	1
Boy and girl relations	1559	2	146	2	350	2	402	2	211	3	450	3
Self-centered concerns	1364	3	85	7	252	4	281	4	244	2	502	2
School	1303	4	143	3	253	3	282	3	191	4	434	4
Relations to people in general	1087	5	123	4	223	6	259	5	188	5	294	6
Health and physical development	1047	6	99	5	224	5	234	6	179	6	311	5
Home and family	750	7	86	6	172	7	215	7	130	7	147	7

No. = 23 for first year; 55 for second; 50 for third; 51 for fourth; and 68 for fifth.

Table 8 showed that the problem area all students were most concerned with, regardless of age, was the area "money, work and future", and their second concern was the area "boy and girl relations". Without exception these two areas were ranked as one and two respectively by each of the age groups. The 12 year old had felt them to be his major problem as had those students who were over 18. There were but two extremes from the rank order of all students in the rank order by ages. One extreme was the 12 year old who placed the area "self-centered concern" as sixth which was ranked by all students as third. The over 18 age group ranked "relations to people in general" as seventh, while the all student rank was fifth. All other ranks within the different ages were within one rank point of the all student rank. All ages ranked

"home and family" as seventh, or last, except the students over 18 who ranked it as their sixth area. The 15 year old had the identical rank listing for each area as the rank listing for all students.

Table 8. The rank order of problems marked in each area and total number of problems marked, according to age.

Problem area	All students		Age in years															
	No.	R	12		13		14		15		16		17		18		Over 18	
			No.	R	No.	R	No.	R	No.	R	No.	R	No.	R	No.	R	No.	R
Money, work, the future	2605	1	332	1	288	1	327	1	931	1	517	1	125	1	48	1	37	1
Boy and girl relations	1559	2	236	2	216	2	188	2	496	2	302	2.5	69	2	31	2	21	2
Self-centered concerns	1364	3	174	6	144	5	165	3	489	3	302	2.5	53	4	24	5	13	3
School	1303	4	215	3	159	3	132	5	446	4	249	4	64	3	28	3	10	4
Relations to people in general	1087	5	190	4.5	153	4	148	4	337	5	196	6	37	6	22	6	4	7
Health and physical development	1047	6	190	4.5	131	6	128	6	313	6	213	5	38	5	25	4	9	5
Home and family	750	7	141	7	128	7	121	7	218	7	106	7	19	7	12	7	5	6

No. = 29 for twelve year old; 28 for thirteen; 34 for fourteen; 87 for fifteen; 42 for sixteen; 17 for seventeen; 7 for eighteen; and 3 for over eighteen.

Tables 9 to 12 show the individual items that were most frequently marked by students in the different areas with which this study was concerned. Approximately 20 of the most frequently marked items were listed in each of these different areas.

Table 9 shows the individual items that were most frequently marked by all students. "Wanting to earn some of my own money" was the item marked most frequently, being marked by 81 percent of the students. Second, with 75 percent of the students indicating it to be of concern to them was "wanting to buy more of my own clothes". Over 50 percent of the students marked each of the items from one to ten. Of these ten items, eight were in the area "money, work and future" and two were in the area "boy and girl relations". Thirteen of the 23 items (1, 2, 3, 4, 5, 6, 7, 9, 12, 13, 17, 18 and 21) or approximately 60 percent were in the area "money, work and future"; five items (8, 10, 11, 15 and 22) were in the area "boy and girl relations"; two items each were in the areas "self-centered concerns (19 and 20) and school (14 and 23), and one item (16) in the area "health and physical development".

They were equally concerned over money and their vocations. Items that were in these two categories were marked 12 times, each category receiving six marks. Items dealing with money were listed among the first four most frequently marked items, and five were listed among the first six items. Items dealing with the social aspects of the student's life were found five times among the twenty-three items; three items were school concerns; two were self concerns and one was a health concern.

Table 9. Most troublesome problems of 247 male students in the special program department.

Item	Problems	Total Problems	Rank
1.	Wanting to earn some of my own money	202	1
2.	Wanting to buy more of my own things	179	2
3.	Needing to find a part-time job now	171	3
4.	Needing a job during vacation	163	4
5.	Wanting to know more about trades	152	5
6.	Too few nice clothes	145	6
7.	Needing to know more about occupations	144	7
8.	Learning how to dance	141	8
9.	Deciding what vocation to choose	140	9
10.	Wanting a more pleasing personality	127	10
11.	Keeping myself neat and looking nice	122	11
12.	Wanting to know more about college	120	12
13.	Needing to decide on an occupation	113	13
14.	Wanting more freedom at school	101	14
15.	Boy friend	97	15
16.	Underweight	96	16
17.	Needing to know my vocational abilities	95	17.5
18.	Wanting advice on what to do after finishing my program	95	17.5
19.	Trying to stop a bad habit	90	19
20.	Being afraid of making mistakes	86	21.5
21.	Having no regular allowance	86	21.5
22.	Not knowing how to make a date	86	21.5
23.	Worried about grades	86	21.5

By comparing the individual items most frequently marked by students according to program (Table 10), we find them alike in many ways. In each of the programs, over one-half of the 20 items were concerned with money, work or future. Of the 20 items most frequently marked by the students in the five-year program, 12 items (1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, and 13), representing over one-half of the total were also found in each of the other two programs, although of different rank. In addition, to the above items, items 10, 14, 15, 16, 18, and 26 were also found among the first 20 items most frequently marked by students in the six-year program. This was an extremely high degree of likeness between the five and six-year programs. 18 of the 20 items, representing nine-tenths of the total were alike.

The students in the five-year program listed the following which were not found in the six-year program, "afraid of failing in school work and trouble with spelling and grammar". The six-year program students listed "often not hungry for my meals and not being as strong as other kids". The eight-year program students listed "trying to stop a bad habit, too little spending money, not knowing how to make a date, worried about grades, needing to know my vocational abilities, not smart enough, worried about someone in the family and not knowing how to look for a job" as problems not found in the other programs.

The students in the five and six-year programs felt their greatest need was to improve their personalities. The eight-year program student felt his greatest need was to earn some of his own money. All of the students were concerned with money, clothes, jobs, trades, vocations, and occupations, and each of the programs listed among their first twenty items "learning to dance and wanting to know

Table 10. Most troublesome problems of 247 male students in the special program department, according to program.

Item	Problem	All Students		Program					
				Five-year		Six-year		Eight-year	
		No.	R	No.	R	No.	R	No.	R
1.	Wanting to earn some of my own money	202	1	33	2	34	6.5	135	1
2.	Wanting to buy more of my own things	179	2	27	10	38	2	117	2
3.	Needing to find a part-time job now	171	3	31	6.5	35	4.5	103	4
4.	Needing a job during vacation	163	4	32	4	34	6.5	94	6
5.	Wanting to know more about trades	152	5	32	4	35	4.5	95	5
6.	Too few nice clothes	145	6	18	15.5	22	18.5	104	3
7.	Needing to know more about occupations	144	7	32	4	32	9.5	81	8
8.	Learning how to dance	141	8	26	12	32	9.5	80	9
9.	Deciding what vocation to choose	140	9	31	6.5	25	13.5	84	7
10.	Wanting a more pleasing personality	127	10	37	1	41	1		
11.	Keeping myself neat and looking nice	122	11	26	12	37	3	58	19
12.	Wanting to know more about college	120	12	18	15.5	24	16	76	10
13.	Needing to decide on an occupation	113	13	28	8.5	25	13.5	64	12.5
14.	Wanting more freedom at school	101	14	28	8.5	22	18.5		
15.	Boy friend	97	15	26	12	33	8		
16.	Underweight	96	16	14	20	25	13.5		
17.	Needing to know my vocational abilities	95	17.5					62	16
18.	Wanting advice on what to do after finishing my program	95	17.5	22	14	25	13.5		
19.	Trying to stop a bad habit	90	19					75	11
20.	Being afraid of making mistakes	86	21.5						
21.	Having no regular allowance	86	21.5						
22.	Not knowing how to make a date	86	21.5						



Table 10 Continued

Item	Problem	All		Program					
		Students		Five-year		Six-year		Eight-year	
		No.	R	No.	R	No.	R	No.	R
23.	Worried about grades	86	21.5	17	17			63	14.5
24.	Afraid of failing in school work			15	18.5				
25.	Trouble with spelling or grammar								
26.	Parents expecting too much of me			15	18.5	26	11		
27.	Often not hungry for my meals					23	17		
28.	Not being as strong as some other kids					21	20		
29.	Too little spending money							64	12.5
30.	Not smart enough							61	17
31.	Worried about someone in the family							58	19
32.	Not knowing how to look for a job							58	19

more about college".

By comparing the individual items most frequently marked by students according to grade (Table 11) it was found they were alike in many ways. There were many items that were similar in each of the first three years, and there were several items that were alike in each of the five years, although they did not occupy the same rank in each year. These responses reflected concern over work, vocations, and a good appearance.

By comparing the items marked in each of the first three years, it was found there was a high degree of likeness. Of the 20 items most frequently marked by the students, 15, representing three-fourths of the total were found in each of the first three years. The alike items were 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, and 18.

The first-year students marked "not being as strong as other kids" as the only problem he had that was not found in any of the other years. The second-year student listed "feeling ashamed of something I've done, and forgetting things". The third-year student listed "often not hungry for meals, wanting more freedom at home, and girl friend". The fourth-year student listed "wanting to be more like other people, worried about someone in the family, sometimes not being as honest as I should be, trouble with arithmetic, too little spending money, and can't talk plainly." The fifth-year student listed "worried about grades, not knowing how to look for a job, spending money foolishly, thinking about heaven and hell, missing someone very much, and afraid God is going to punish me" as problems he had that were not found in any of the other years.

The first, second and third year students' first concern was a

desire to have a more pleasing personality, as reflected by approximately 90 percent of the students in each of these years. The need for money and the desire to earn it was the main concern of the fourth and fifth year student, as expressed by over 85 percent of the students in each of these years. The students in the first three years ranked this particular money problem as fifth for the first year, third for the second year, and second for the third year. "Wanting a more pleasing personality" did not appear among the first 20 items in either the fourth or fifth year.

Table 11. Most troublesome problems of 247 male students in the special program department, according to year in school.

Item	Problem	All		Year in school									
		Students		1		2		3		4		5	
		No.	R	No.	R	No.	R	No.	R	No.	R	No.	R
1.	Wanting to earn some of my own money	202	1	15	5.5	42	3.5	42	2	42	1	61	1
2.	Wanting to buy more of my own things	179	2	11	17.5	38	8.5			39	2	53	2
3.	Needing to find a part-time job now	171	3	19	2	36	10	38	7.5	25	6.5	51	3
4.	Needing a job during vacation	163	4	14	8.5	40	6	38	7.5	19	16.5	49	4
5.	Wanting to know more about trades	152	5	16	4	42	3.5	40	4	20	13	44	5
6.	Too few nice clothes	145	6	14	8.5	28	16.5	26	17	36	3	40	7
7.	Needing to know more about occupations	144	7	12	14	43	2	40	4			36	11
8.	Learning how to dance	141	8	14	8.5	32	13	34	9	20	13	38	8
9.	Deciding what vocation to choose	140	9	17	3	40	6	29	13	20	13	34	12.5
10.	Wanting a more pleasing personality	127	10	20	1	49	1	45	1				
11.	Keeping myself neat and looking nice	122	11	13	11.5	40	6	40	4				
12.	Wanting to know more about college	120	12			31	14	27	15.5	23	8.5		
13.	Needing to decide on an occupation	113	13	12	14	33	11.5	32	10				
14.	Wanting more freedom at school	101	14	13	11.5	33	11.5	31	11				
15.	Boy friend	97	15	15	5.5	38	8.5	39	6				
16.	Underweight	96	16	11	17.5	26	18	28	14				
17.	Needing to know my vocational abilities	95	17.5									37	9.5
18.	Wanting advice on what to do after finishing my program	95	17.5	12	14	30	15	30	12				
19.	Trying to stop a bad habit	90	19							30	4	34	12.5
20.	Being afraid of making mistakes	86	21.5							25	6.5	33	15
21.	Having no regular allowance	86	21.5					25	18				
22.	Not knowing how to make a date	86	21.5									37	9.5

Table 11 Continued

Item	Problem	All		Year in school									
		No.	R	1		2		3		4		5	
				No.	R	No.	R	No.	R	No.	R	No.	R
23.	Worried about grades	86	21.5									33	15
24.	Parents expecting too much of me			11	17.5	28	16.5						
25.	Trouble with spelling or grammar			14	8.5					18	19		
26.	Not being as strong as some other kids			11	17.5								
27.	Afraid of failing in school work					21	20.5	24	20				
28.	Feeling ashamed of something I've done					21	20.5						
29.	Forgetting things					24	19						
30.	Often not hungry for meals							27	15.5				
31.	Wanting more freedom at home							24	20				
32.	Girl friend							24	20				
33.	Wanting to be more like other people									22	10		
34.	Not smart enough									20	13	31	18
35.	Worried about someone in the family									20	13		
36.	Sometimes not as honest as I should be									19	16.5		
37.	Restless to get out of school and on job									18	19	30	20
38.	Trouble with arithmetic									23	8.5		
39.	Too little spending money									26	5		
40.	Can't talk plainly									18	19		
41.	Not knowing how to look for a job											42	6
42.	Spending money foolishly											33	15
43.	Thinking about heaven and hell											32	17
44.	Missing someone very much											30	20
45.	Afraid God is going to punish me											30	20

No. = 23 for first year; 55 for second; 50 for third; 51 for fourth; and 68 for fifth year.

Table 12 shows the individual items that were most frequently marked by students according to age.

There were nine items that were similar in each of the eight age groups, these items represented almost one-half of the 20 problems marked in each age group. The alike items were 1, 2, 3, 4, 5, 7, 8, and 11, although these items do not occupy the same rank in each age group.

Items marked by the twelve year old and not found in the other age groups included "often not hungry for my meals, and parents expecting too much of me". The thirteen year old listed "never chosen as a leader, not being as strong as some other kids, wanting to know more about boys and trouble with oral reports". The fourteen year old listed "wanting to be more like other people, trouble with arithmetic, and trouble with spelling and grammar". The fifteen year old listed "not knowing how to look for a job, and sometimes not being as honest as I should be". The sixteen year old listed "afraid of failing in school work". The seventeen year old listed "bashful, dating, and restless to get on a job". The eighteen year old had no problems that were not found in other age groups. The over eighteen year old students listed "wanting to live in a different dormitory" as the only problem they had that was not found in other age groups.

Other than the twelve year old and the eighteen year old, the higher rank numbers in each of the age groups were expressions of concern over money and vocations. The twelve year old ranked as his problems of most concern "wanting a more pleasing personality, underweight, and boy friend". The eighteen year old listed "learning how to dance".

Many students took advantage of the opportunity to express a desire for continued schooling as a means of doing something about their problems. In response to the question "Would you like to spend more time in school trying to do something about some of your problems", (Appendix B), 213 students, representing about 86 percent of the total answered in the affirmative. 110 students, representing about 44 percent of the total answered, "yes" to the question, "Would you like to talk to someone about some of your problems"? In addition to the "yes" answer, many of the students mentioned the person specifically with whom they would like to talk. They mentioned the superintendent, the academic department head, teacher, advisor, instructional aids, and parents. In response to the question, "What problems are troubling you most? Write about two or three of these if you care to", 47 students listed from one problem to a high of six problems. The majority of these problems were problems found in the check list, but stated in the students' style of writing. The fifteen year old student in his fifth year of school who had the high of six listed problems, in addition to stating his problem, elaborated on each one just a little. He stated "Having to ask parents for money. I do that sometime.", and then "Needing to find a part time job. I would like to buy my own things, and not ask my folks for money." He said, "Can't keep my mind on my studies. I'm always thinking of something." There were such responses, by others, as "Having overweight is give me troubles. To fat to play, cant run to fast."; "I don't like to sit with the girls. Like to sit with the boys."; "Being teased."; "Want to work with my folks and family."; "My parents are sometime working to hard at home. I'm always thinking of such things."; "All I want is more education.

Thank you."; and a response that a few gave, but one not counted among the 47, "I don't have any trouble at all."



Table 12. Most troublesome problems of 247 male students in the special program department, according to age.

Item	Problem	All Students		Age in years							
		No.	R	12		13		14		15	
		No.	R	No.	R	No.	R	No.	R	No.	R
1.	Wanting to earn some of my own money	202	1	22	5	20	4	27	1	79	1
2.	Wanting to buy more of my own things	179	2	18	15.5	19	7.5	26	2	62	3
3.	Needing to find a part-time job now	171	3	18	15.5	20	4	18	6.5	65	2
4.	Needing a job during vacation	163	4	22	5	14	15.5	21	3.5	59	4
5.	Wanting to know more about trades	152	5	22	5	20	4	18	6.5	56	5
6.	Too few nice clothes	145	6	20	8.5	21	1	21	3.5	54	6
7.	Needing to know more about occupations	144	7	20	8.5	16	12	19	5	53	7
8.	Learning how to dance	141	8	19	12	15	14	15	15	47	9
9.	Deciding what vocation to choose	140	9	20	8.5	18	9	17	8.5	48	8
10.	Wanting a more pleasing personality	127	10	28	1	19	7.5	16	11.5	38	12.5
11.	Keeping myself neat and looking nice	122	11	19	12	20	4	16	11.5	39	10.5
12.	Wanting to know more about college	120	12	18	15.5	17	10	17	8.5	37	14
13.	Needing to decide on an occupation	113	13	16	20	12	19.5	16	11.5	39	10.5
14.	Wanting more freedom at school	101	14	20	8.5					34	17
15.	Boy friend	97	15	23	2.5	20	4	16	11.5		
16.	Underweight	96	16	23	2.5			13	17.5		
17.	Needing to know my vocational abilities	95	17.5							38	12.5
18.	Wanting advice on what to do after finishing my program	95	17.5	16	20	16	12				
19.	Trying to stop a bad habit	90	19					15	15	34	17
20.	Being afraid of making mistakes	86	21.5							33	19
21.	Having no regular allowance	86	21.5			12	19.5			34	17
22.	Not knowing how to make a date	86	21.5							36	15

Table 12 Continued

Item	Problem	Age in years										
		All Students		12		13		14		15		
		No.	R	No.	R	No.	R	No.	R	No.	R	
23.	Worried about grades	86	21.5								32	20
24.	Often not hungry for meals			19	12							
25.	Parents expecting too much of me			17	18							
26.	Worried about someone in the family			16	20			12	19			
27.	Forgetting things			18	15.5	12	19.5					
28.	Never chosen as a leader					16	12					
29.	Not being as strong as some other kids					14	15.5					
30.	Having less money than my friends					12	19.5				18	19
31.	Wanting to know more about boys					12	19.5					
32.	Trouble with oral reports					12	19.5					
33.	Wanting to be more like other people							15	15			
34.	Trouble with arithmetic							12	19			
35.	Trouble with spelling or grammar							12	19			
36.	Not smart enough							13	17.5		19	16.5
37.	Not knowing how to look for a job										20	14
38.	Sometimes not being as honest as I should be										18	19
39.	Afraid of failing in school work											
40.	Trouble with my eyes											
41.	Bashful											
42.	Dating											
43.	Restless to get out of school and on a job											
44.	Wanting to live in a different dormitory											

No. = 29 for twelve year old; 28 for thirteen; 34 for fourteen; 37 for fifteen.

Table 12 Continued

Item	Problem	All		Age in years							
		Students		16		17		18		Over	
		No.	R	No.	R	No.	R	No.	R	No.	R
1.	Wanting to earn some of my own money	202	1	37	2	10	2.5	4	3.5	3	4
2.	Wanting to buy more of my own things	179	2	38	1	9	6	4	3.5	3	4
3.	Needing to find a part-time job now	171	3	35	3	9	6	4	3.5	2	12.5
4.	Needing a job during vacation	163	4	31	4	10	2.5	3	10	3	4
5.	Wanting to know more about trades	152	5	30	5	10	2.5	3	10	3	4
6.	Too few nice clothes	145	6	22	10.5					2	12.5
7.	Needing to know more about occupations	144	7	21	12	9	6	3	10	3	4
8.	Learning how to dance	141	8	29	6	10	2.5	5	1		
9.	Deciding what vocation to choose	140	9	28	7	6	13.5			2	12.5
10.	Wanting a more pleasing personality	127	10			8	8.5			2	12.5
11.	Keeping myself neat and looking nice	122	11			8	8.5	3	10	2	12.5
12.	Wanting to know more about college	120	12	20	14	7	10.5			2	12.5
13.	Needing to decide on an occupation	113	13	18	19	7	10.5	3	10	2	12.5
14.	Wanting more freedom at school	101	14								
15.	Boy friend	97	15								
16.	Underweight	96	16			6	13.5				
17.	Needing to know my vocational abilities	95	17.5	20	14					3	4
18.	Wanting advice on what to do after finishing my program	95	17.5							2	12.5
19.	Trying to stop a bad habit	90	19	25	8						
20.	Being afraid of making mistakes	86	21.5	24	9					2	12.5
21.	Having no regular allowance	86	21.5								
22.	Not knowing how to make a date	86	21.5	22	10.5						
23.	Worried about grades	86	21.5	19	16.5			4	3.5		

Table 12 Continued

Item	Problem	All Students		Age in years							
		No.	R	16		17		18		Over	
		No.	R	No.	R	No.	R	No.	R	No.	R
24.	Often not hungry for meals										
25.	Parents expecting too much of me									2	12.5
26.	Worried about someone in the family										
27.	Forgetting things										
28.	Never chosen as a leader										
29.	Not being as strong as some other kids										
30.	Having less money than my friends										
31.	Wanting to know more about boys										
32.	Trouble with oral reports										
33.	Wanting to be more like other people										
34.	Trouble with arithmetic										
35.	Trouble with spelling or grammar										
36.	Not smart enough										
37.	Not knowing how to look for a job										
38.	Sometimes not being as honest as I should										
39.	Afraid of failing in school work			6	13.5						
40.	Trouble with my eyes			6	13.5	3	10				
41.	Bashful					3	10				
42.	Bashful					3	10				
43.	Restless to get out of school and on a job					3	10				
44.	Wanting to live in a different dormitory									3	4

No. = 42 for sixteen; 17 for seventeen; 7 for eighteen; and 3 for over eighteen.

## DISCUSSION

The results obtained in the area "money, work and future" were somewhat different from what had been anticipated. It was felt that this area would be a problem to some, but not a universal problem to all, that perhaps it would be more of a problem for the older student than it would be for the younger student. To the younger student this area may have been one of his main concerns because of the type of program that was carried on by the special program department. The program was designed for the average student who upon completion of his program would be equipped, through academic and vocational training, to take his place in society and with the skills he had acquired, be a self-supporting, constructive citizen of the community in which he lives. In order to accomplish these goals the student was exposed from the very beginning to teaching that aimed toward vocational choice and vocational training. The boys were continually encouraged to do their best in whatever they did, with a reminder that their best efforts at that time would help them to do their best in their vocations later. Part of many class excursions was to see people working in the various vocations they had chosen. Specific mention of vocations was often used to encourage a boy or a group of boys to do better. The twelve year old did not go to prevocational shop class, but was aware that this program existed, and that it was a means to prepare for a vocational choice in later years. The fifth year student had been exposed to this type of program for five years, and it was felt that as the time approached for

him to make a vocational choice, he became more and more concerned, as does everyone who must finally make one of the more important decisions in life. The older student, regardless of years in school, was mature enough to want a vocation even before coming to school, and it was felt that he came to school with primarily one aim in mind, and that was to better prepare himself for the future through vocational training.

The students' concern over money originated from a long period of denial. Their home had been one where when necessities were provided for in the form of shelter, a subsistence diet, and rough clothes, there was little left for "nice" things. At school he had very little money of his own, and he remembered the circumstances of his parents. Also at school he had been exposed to the many things that money will buy, and it is felt that his concern over money was to satisfy a present need, and in some instances a desire to help parents at home. Very likely the school should attempt to furnish the student with a better understanding of money and the role it should play in his life. It is good to have money, but it is not all important. The necessities for a healthy, happy life were furnished the students, and many of them had some spending money they had received from home or from part time jobs during the school year. They were taught to save and budget their money so a little would be available over a long period of time. It is a healthy attitude to want something better, and money was a means of obtaining those things that were not furnished by the school, or the Navajo Tribal Council, items that were not necessary, but were desirable.

The students' desire for nice clothes reflected upon the experiences he had at school. He had been given the opportunity to participate in such functions as assemblies, dancing, parties, religious

activities, town and field trips. He had learned that "levis" were not the proper dress for all occasions, and that he was expected to dress according to the function he was attending. Often this created a problem for him, because he did not have the type of clothes he knew was desirable. Early in the program the Navajo Tribal Council had accepted the responsibility of seeing that each of their boys had what was felt to be the necessary amount of clothing to take him through the school year.

Perhaps the school could have helped these boys solve some of their money problems by giving them assistance during the summer. There were 194 boys in the special program department who were fourteen years of age or older. Perhaps these boys could have been placed in non-hazardous jobs during these months. Many of them were stable enough to accept a job, and would have been happy for an opportunity to work. In addition to the wealth of experience he would have obtained, the boy would have returned to school with more than enough money to satisfy his needs during the school year.

It was felt that part of the students' concern over dancing could be found in a conflict between cultures. In their dances at home, it was the responsibility of the girl to go to the boy and coax him to dance, and he was expected to be hard to persuade, he was not to be too eager, but was finally expected to consent. This was the reverse of what was taught at school. In their new culture the boy was expected to go to the girl, ask her to dance and receive an immediate answer. Holding hands was the accepted form of dancing in their own culture, however, they did not dance with relatives since clan members were expected to refrain from personal contact at all times. Contrast

this to their new environment; now they were in a situation where the young man took a young lady by the hand, and put his arm around her waist, there was no question as to the status of the young lady as a clan member, but on the contrary he was now encouraged to dance with all the girls, even when a girl might have been a relative. This could have been a problem for the younger students, or a problem of the older student who was in his first or second year of school. It was felt that the boys who had been at school for four and five years had accepted this new way of dancing, enjoyed it, and had a desire to learn to dance well. The younger student had the opportunity of receiving a little instruction through the hobby club program and could practice that which he had been taught, but the fourth and fifth year student had to rely upon a trial and error method at the school dances.

It was felt that many had accepted the idea of dating at the dances, and not knowing just how to make a date became one of their specific problems. In this same area of "boy and girl relations," their expressions of wanting a more pleasing personality and concern over keeping themselves neat and looking nice, and a desire for nice clothes was felt to be a desire for group approval, especially with the opposite sex, while a "boy friend" problem would seem to have been a problem of peer acceptance. However, at home his contact with others was principally with members of his own family, which would probably have included brothers, sisters, and cousins. It was within this small group that he worked and played. When he was introduced to school, he found he was perhaps one of fifteen boys in a classroom and one of sixty-five or seventy boys in a dormitory. It was felt that this could have created a need for a special friend, one he could be with and depend



upon, and his inexperience in making friends may have been one of the reasons for a "boy friend" problem.

It was felt that being afraid of making mistakes reflected upon his position in the transitional area between the old and the new. He was now convinced that he should do something, felt that he knew enough about the situation to give it a try, but still lacked confidence; he was afraid that an error would reflect upon him personally. Concerning the problem "trying to stop a bad habit" it was felt that here he was beginning to awaken and to realize that self control was necessary, and desirable, and that he had matured enough to want to do something about this habit. This is a healthy attitude, and reflected favorably upon the type of teaching he received.

It was felt that he had a desire for more freedom at school, because in a school the size these boys attended, rules must be followed and certain limitations placed upon their freedom. There were many activities for the boys, and time was reserved for visiting among the students, but there were certain areas that were "out of bounds", and restrictions were placed upon their freedom to leave the campus. They were expected to adhere to a time schedule, and they were expected to keep designated persons informed as to their whereabouts at all times.

It was felt that the over eighteen year old student's desire to be in a different dormitory arose from the fact that the majority of the older boys at Intermountain School were attending school in another department and lived in a different dormitory, and he probably had a desire to join this group of older boys.

He seemed to feel that being underweight was a problem. It was felt that perhaps many of the students realized they were undernourished

and that it was desirable, through eating the proper food, to build the body until it was strong and healthy. As will be recalled, a statement was made earlier to the effect that 11.9 pounds was the average gain of the students in the special program department for the school year 1958-1959, and many of these boys who had returned to school had experienced this weight gain in past years. At the time the check list was given, the students had been in school approximately two months; they had not at that time been there long enough for the effects of a good diet to become apparent to them. Whether or not this same item would appear if the check list was given at the end of the school year is debatable.

It was expected that many more problems would appear in the area "home and family" than did appear. The lack of these items speaks well for the adjustment of the student to school and for the school program, especially the program as was carried on by the advisory staff who had to make a home for these students, and assume the responsibility in the care and guidance of the students after school and on those days when school was not in session.

The students average of 39.2 problems was considered to be rather high when compared to a junior high school students average of 23 problems, according to a study by Mooney (13, p.219). It was felt that the special program students were higher, because of the change they were making from one culture to another.

The absence of a pattern between the students years in school and the number of problems marked, and the absence of a pattern between the students ages and the number of problems marked was not expected. It was expected that the student problems would decrease or increase

as he progressed through school, or as he became older. The high average number of problems the twelve year old seemed to have was felt to be due to the many new experiences he encountered in his new environment during his first two months away from home.

There was similarity and difference between the ranked problem areas of the special program student and the ranked problem areas of the junior high school student as found by Mooney and reported by Jones (5). There was fair agreement between money and their future; it was ranked first by Intermountain students and second by the junior high school students. Both classified "home and family" as their least concern and they were fairly close with their classification of three other areas. They differed more on their classification of "school" than they did in any other area. The junior high school student felt it to be his number one problem, whereas the Intermountain student ranked it as his fourth area of concern. It was expected that "school" would have been more of a concern to them than it was, but students having indicated it to be of a lesser concern than anticipated, and the fairly high number of students (86 percent) who indicated they would like to spend more time in school trying to do something about some of their problems, indicated that they had accepted the program they were in and had a desire for continued improvement.

This study indicated the boys had a desire to talk to someone concerning their problems. It is felt that often a boy had a desire to talk although he may not have had a particular problem he wished to discuss. The author was aware of the desire of the advisor to the boys in the special program department personally seeing and talking formally with each of his boys several times during the school year,

this in addition to the many informal meetings he had with them, but it was felt that because of the number of boys he had under his direction he could not possibly have given each boy the amount of time they would like to have had. They appreciated the time he spent with them as indicated by the number that specifically mentioned him as one with whom they like to talk.

### SUMMARY AND CONCLUSIONS

A modified version of the Mooney Problem Check List was given to 247 male Navajo students in the Special Program Department of Inter-mountain School.

The average number of problems marked by these students was high when compared to the average number of problems marked by the junior high school students in a study by Mooney. The difference in the results of the two studies was attributed to the fact that the students in Mooney's study were in their home environment, whereas the students in this study were away from home in a residence school situation, and in a transitional period between the old and the new. They were attempting to give up many of the traditional ways of their home culture for a new concept in living.

The special program department students indicated they had approximately 67 percent more problems than the junior high school student.

Their number one problem area was "money, work and future." This was the second problem area for the junior high school student.

Their second area of concern was "boy and girl relations." This was the third area of concern for the junior high school student.

Their third area of concern was "self-concerns." This was the fifth area of concern for the junior high school students.

Their fourth area of concern was "school." This was the first area of concern for the junior high school student.

Their fifth area of concern was "relations to people in general". This was the fifth area of concern for the junior high school student.

Their sixth area of concern was "health and physical development." This was the fifth area of concern for the junior high school student.

Their seventh area of concern was "home and family." This was the seventh area of concern for the junior high school student.

There was no relationship between the number of years a student had been in school and the number of problems he felt he had.

There was no relationship between a student's age and the number of problems he felt he had.

Eighty-six percent of the total number of students in this study indicated they would like to spend more time in school trying to do something about some of their problems.

## RECOMMENDATIONS

Recommendations for Improving the Program

In order to help the students with some of their most troublesome problems, as indicated by this study, it is recommended

1. That the school help the student to see money in its proper perspective by the addition of appropriate goals in this area.

2. That the possibility and desirability of enlarging the pre-vocational placement services be investigated. It is recommended that the number of members from the teaching staff that are detailed as aids to the placement officer each summer be increased in order to handle an enlarged program.

3. That the Navajo Tribal Council seriously consider the possibility of including in future clothing allotments, one pair of dress slacks and one or two dress shirts, one of which should be white, for every boy who does not already possess such items.

4. That the goals used to give each student an understanding of the program he is in, its aims and the ultimate goal of the program, be strengthened to insure that every child does know, and understands his future at Intermountain, and what he can expect upon completion of his program. Beginning with his first year in school he should be made aware of the vocations that are available, and it is suggested that this be done through visits to the vocational shops, where he can see for himself what the boys who are nearing the completion of their program are doing in their vocations. Systematic visits should continue each year throughout his program, under the supervision, at different times,

of both his prevocational shop teacher and his classroom teacher. It is recommended that goals be included early in his schooling to make him aware of the fact that he will not be entirely on his own when attempting to determine his vocational capabilities.

5. That the possibility of including dancing instruction as part of their evening recreational program be considered.

6. That the advisor continue to see and talk formally with his boys under the planned program he now has.

7. That an additional advisor be appointed to a similar position within the Special Program Department. This would give each advisor the responsibility of approximately 125 students located in two dormitories, as compared to the present responsibility of over 250 students in four dormitories.

8. That the younger student not be forgotten when thinking of students and their problems. He has indicated that he has many more problems than the older boys, and to him they are serious.

#### Recommendations for Further Study

1. A similar study of the vocational male student in the vocational high department might be of some value. It would be interesting to see if the same results are obtained in the vocational years as were obtained in this study.

2. A comparative study could be made in the vocational high department between their prevocational students and their vocational students. This study could be limited to either the male student or the female student.

3. A similar study could be made of the female students within



one of the departments.

4. A comparative study could be made between the boys and girls within one of the departments.

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## APPENDIX A

# *Manual*

1950 Revisions



# THE MOONEY PROBLEM CHECK LISTS

## FORMS

C—College

H—High School

J—Junior High School

ROSS L. MOONEY

LEONARD V. GORDON

*Ohio State University*

Published by

THE PSYCHOLOGICAL CORPORATION

304 East 45th Street  
New York 17, N. Y.

*The Mooney Problem Check Lists*

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[ This manual is for the three *educational* forms —  
C, H, and J. There is a separate manual for the  
Adult form. ]

## PURPOSES OF THE *PROBLEM CHECK LISTS*<sup>1</sup>

Modern educational practice is based on the philosophy that the school is concerned with the "whole person." This idea has led to changes both in the curriculum and in the varieties of personnel services which a school or college provides its students. At the center of this emphasis on the mental hygiene and pupil personnel points of view is the idea that to understand students better the school should employ methods of systematically discovering what problems are bothering them. Knowing these problems—*those of each individual* and those characteristic of *the group* itself—the school can mobilize its counseling services and adapt its curricular offerings to meet these needs. The *Problem Check Lists* can contribute to this process of fact-finding which undergirds intelligent plans for action.

Mooney's *Problem Check Lists* were developed during the early 1940's to help students express their personal problems. The procedure is simple. Students read through the appropriate *Problem Check List*—Junior High School, High School or College form—underline the problems which are of concern to them, circle the ones of most concern, and write a summary in their own words.

There is nothing mysterious about the check-list method of observing student problems. A competent counselor can elicit an expression of a counselee's problems over a period of interviews. Observant teachers and principals infer problems from the run-of-the-day behavior of the student and from his conversations on ordinary matters. By means of the *Problem Check List* both of these slower methods of analyzing the student's problems can be accelerated, and previously overlooked areas needing attention can be brought to light.

The *Problem Check List* is not a test. It does not measure the scope or intensity of student problems in such a way as to yield a test score. There is a temptation to treat the number of items checked as a score, but such counts must be regarded only as a "census count" of each student's problems—limited by his awareness of his problems and his willingness to reveal them. The sections on interpretation and on research methods will outline the proper uses of these counts.

The usefulness of the *Problem Check List* approach lies in its economy for appraising the major concerns of a group and for bringing into the open the problems of each student in the group. The reasons for which the

*Problem Check List* is administered fall into five broad classes.

### I. To facilitate counseling interviews

1. To prepare students for an interview by giving them an opportunity to review and summarize their own problems and to see the full range of personal matters they might discuss with their counselor or teachers.
2. To save time for the interviewer by providing him with a quick review of the variety of problems which are the expressed concern of the student.

### II. To make group surveys leading to plans for individualized action

1. To find out what problems young people are concerned with in their personal lives.
2. To help locate students who want and need counseling or other personal help with problems relating to health, school, home, social relationships, personality, or other personal problems.
3. To help locate the most prevalent problems expressed within a student body as a basis for new developments and revisions in the curricular, extra-curricular, and guidance programs of a school.

### III. As a basis for homeroom, group guidance and orientation programs

1. To stimulate each student to quicker recognition and analysis of his needs.
2. To indicate discussion topics and group activities which are related to the personal interests and needs of the students in any given group.

### IV. To increase teacher understanding in regular classroom teaching

1. To suggest approaches by which a teacher can establish a more personalized relationship with each of his students.
2. To enable special analysis of students who are hard to "reach" or understand.

### V. To conduct research on the problems of youth

1. To show changes and differences in problems in relation to age, sex, social background, school ability, interest patterns, and the like.
2. To discover clusters of associated problems.
3. To measure changes brought about by a planned problem-reduction program.

<sup>1</sup> Acknowledgment is due Dr. Mary Alice Price, Research Associate, Bureau of Educational Research, Ohio State University, for extensive work in the preparation of the manuals published in 1948, from which much of the material in the present manual is taken.

## DESIGN OF THE PROBLEM CHECK LISTS

Each of the three forms in the educational series is printed on a six-page folder in a way that provides for ease of marking by the student and ease of summarizing by the counselor or research analyst. The present format has proved itself practical with hundreds of thousands of cases.

When the student is through checking the items, the summarizing process results in a count of checks made in the following problem areas.

### COLLEGE AND HIGH SCHOOL FORMS<sup>2</sup>

330 items, 30 in each area

- I. Health and Physical Development (HPD)
- II. Finances, Living Conditions, and Employment (FLE)
- III. Social and Recreational Activities (SRA)
- IV. Social-Psychological Relations (SPR)
- V. Personal-Psychological Relations (PPR)
- VI. Courtship, Sex, and Marriage (CSM)
- VII. Home and Family (HF)
- VIII. Morals and Religion (MR)
- IX. Adjustment to College (School) Work (ACW) (ASW)
- X. The Future: Vocational and Educational (FVE)
- XI. Curriculum and Teaching Procedure (CTP)

### JUNIOR HIGH SCHOOL FORM

210 items, 30 in each area

- I. Health and Physical Development (HPD)
- II. School (S)
- III. Home and Family (HF)
- IV. Money, Work, the Future (MWF)
- V. Boy and Girl Relations (BG)
- VI. Relations to People in General (PG)
- VII. Self-centered Concerns (SC)

### THE 1950 EDITIONS

The 1950 revisions of the three forms have resulted from a series of studies and analyses made over a decade. A technical and historical review of the development of the several editions appears later in this manual.

The earlier editions of each form were printed and distributed for several years by the Ohio State University Press. When The Psychological Corporation undertook the publication, the authors were ready to make changes in some of the items of the various forms, none of which alter the character or substance of the forms in any important way. The present editions, however, are de-

<sup>2</sup> The order in which the areas are listed is that used on the College form. The order differs somewhat on the High School form, though the areas are the same.

scribed as the "1950 Revisions" to distinguish them from their immediate predecessors.<sup>3</sup>

### CRITERIA FOR CLASSIFYING ITEMS INTO AREAS

While developing and selecting items for the various editions of the forms, categories for the items were also developed. The criteria for the classification schemes were that the categories should:

1. Cover the range of problems collected;
2. Allow for a relatively equal number of problems in each area;
3. Be few enough in number for convenience in summarization;
4. Be pragmatic in pointing the data as much as possible in directions which would suggest programs of action related to the kinds of services which tend to be available in schools (see sections on interpretation);
5. Present a homogeneity of problem content that would facilitate meaningful interpretation by the counselor or teacher.

In each of the eleven categories in the current College and High School forms and the seven categories in the Junior High School form, 30 items are listed. After experimentation on the trial forms, 30 seemed the number best suited to cover the range of problems in each area without stretching some areas too far and compressing others too much. Although some items are apparently related to two or more classifications, each of these is listed only under the one area to which it has been found to be most relevant.

<sup>3</sup> Users of earlier editions will find no difficulty in changing to the current forms as far as counseling students is concerned. If a school has been keeping a count of checked problems for local research purposes, the research analyst should observe that (1) several items have had minor changes in wording, (2) several items have been replaced, and (3) the order of some items has been changed.

In undertaking the present revision, the goal was to increase the utility of the instrument, to increase its reliability, and to attain a greater homogeneity within areas. This was based on the analysis of thousands of check lists filled in by young people in schools in many parts of the country. Published studies are listed in the Bibliography. Item counts were used to eliminate those problems which were of little concern to most young people, unless such items were diagnostic of particularly serious problems. For the College form, the test-retest method was used to determine the stability of the items. Items which were unstable were eliminated. A cluster analysis of the items led to the reallocation of some items to other areas, resulting in a greater homogeneity within areas and greater independence between areas. Finally, new items were obtained and rewording was suggested by the write-in statements on the back of the check lists. New items were obtained for the College form through the administration of a preliminary edition of the Adult form (9) to a college population. Items were moved from one educational form to another when studies of age trends with respect to particular items recommended such a change. In summary, the 1950 revisions are the result of extensive research based on large surveys, coupled with expert judgment and long experience with these instruments.

## ADMINISTRATION OF THE *PROBLEM CHECK LISTS*

### GENERAL

The *Problem Check Lists* are self-administering. All the directions needed are on the cover page. College students sometimes mark the lists outside of class. Junior high school and high school students usually mark them during a class period. When the lists are marked in class, it is convenient to read the directions out loud while the group listens. After work begins, it is well to have supervision to protect each student from interference by others. In supervising the group, however, the teacher should take care not to give the impression to the students that he may be curious about the problems they are marking. The students are making a personal report and will do best under conditions in which their private relationship to the task is carefully respected.

### TIME

Experience indicates that about two-thirds of a group will finish the checking in 35 minutes and practically all of the group in 50 minutes. Individuals who are much slower should be given an opportunity to complete the check list; these persons might be just the ones most deeply involved in their problems.

### ANONYMITY

For many survey and research purposes, it may be desirable to secure responses without requiring the student to reveal his identity. Class, age, sex, or other educational and social variables often are all that are needed. Where clerks and teachers, in general, are to count the problems, such anonymity may be greatly desired and in these instances the students should be so informed at the time the purpose of the study is explained to them.

If the student is filling out the *Problem Check List* for a particular counselor (dean, teacher, principal, or other adviser), he will, of course, need to provide his

identity. This causes no difficulty in situations where rapport is such that the student trusts the promise of confidential treatment of his problems.

An intermediate situation arises in which the whole student group is to be studied for survey or research purposes and those persons whose "problem-levels" are high are to be screened out for prompt counseling. It is suggested that the counseling office prepare a set of cards bearing code numbers beginning with, say, 1001. A card is passed out with each check list. The student writes his *name on the card* and his *number on the check list*. The students should be told that only the counseling office will have access to the code, and that teachers and clerks who "score" the papers will not know the identity of any paper.<sup>4</sup>

### COUNTING PROBLEMS

The checked problems are summarized very easily because of the format of the check lists and the arrangement of items. Open the sheet so the three center pages are visible. The six blocks of five items each across the top are the items for the first problem area which is coded in the box at the right-hand edge of page 4. Count the circled items and enter the number in the box. Then count the items which are only *underlined*, add this count to the number circled, and enter the sum in the *total* box. (In the Junior High School form items are only underlined.) Do this for each of the problem areas, i.e., for each set of six blocks of five items each. Then total the counts for all the areas and record at the bottom. If desired, these values can be transferred to the spaces on the front cover.

<sup>4</sup> As a matter of fact, it is probably highly desirable to provide for anonymity, or a semblance of it, wherever possible in group situations. In a recent study (7) with the *Problem Check List*, Fischer indicated that "the use of signatures on personal questionnaires (particularly in the case of highly personal items or serious problems)" appears to have "a relative inhibitory effect on the honesty and frankness of the people responding to them." The same results were found by Gordon in an unpublished study.

## COUNSELING WITH THE *PROBLEM CHECK LISTS*

When using the *Problem Check List* to understand an individual case, the aim is to analyze the student's problems in relation to his total life situation and to develop some plan of action, where necessary, for the guidance of the individual or for the improvement of his situation. The significance of the items which the student marks on the check list becomes apparent only when they are considered in relation to the whole case record of the student. The process of interpretation is similar to that

required in the use of data from a free interview or free writing.

At all times the counselor must keep in mind that the *Problem Check List* is not a test. It does not yield scores on traits or permit any direct statements about the adjustment status of the person who made the responses (see below). Rather, the *Problem Check List* is a form of simple communication between the counselee and counselor designed to accelerate the process of understanding the student and his real problems.



Ordinarily, the counselor will want to study the counselee's responses prior to the counseling interview in which these problems may become the focus of the discussion. A useful procedure in preparing to interpret the *Problem Check List* data in relation to other available data is as follows.

1. Examine the identifying data on the first page.
2. On the three pages of problems count and record the number of items marked in each area and the total number of marked items.
3. Note the areas having the greater concentration of problems marked, and those with the lesser.
4. Examine the items marked, one area at a time, noting in particular the circled items.
5. Read the answers to the summarizing questions to secure a better understanding of the student's attitudes and conception of himself.
6. Examine the relationship between the summarizing statements and the items marked.
7. Examine any additional data that may be available, such as age, grade, family background, academic record, aptitude and achievement test scores, extracurricular activities, interests, etc.<sup>5</sup>
8. Interrelate all this material and set up some hypothesis as to the direction that the counseling situation may most profitably take. Formulate some tentative plans for helping the student to meet his difficulties more adequately.

The use of the *Problem Check List* does not assume any single counseling technique. The data from the check lists are useful in counseling which must be short and necessarily limited, in counseling which is deeper and more therapeutic, and in counseling with directive or nondirective orientation.

The *Problem Check List* facilitates understanding of the case by the counselor. Furthermore, the counselor has, in the problems marked, a "green light" for discussion. He has a reasonable certainty that little resistance will be encountered in bringing up these problems in the counseling situation.

For the counselee, the process of "sorting out" his problems often may be immediately helpful to him in understanding himself. In fact, in the summarizing statements many students have spontaneously attested to the value of merely filling out the check list. Students characteristically remark—"Just seeing what my problems are, on paper, has been a big help," and "I have obtained a much better understanding of my problems through filling out the check list." Equally often, the students express relief in realizing how few problems they really have.

<sup>5</sup> A case in point here is to note the nature of the problems of students who are not in the usual school grade for their age.

When the *Problem Check List* is used as an aid in understanding the individual, or as a basis for counseling, a number of points should be kept in mind.

1. The items marked by the individual should be considered as symbols of the experiences and situations which comprise his problem world. The items or problems checked should not be mistaken for the problem world itself.
2. Two students may mark the same problem or an identical pattern of problems, and yet the problem world of the two would not be identical because the orientation of each is in terms of his unique experience.
3. Some problems may be marked with only vague notions as to their specific meaning in concrete situations, while others may be marked with very clear reference to specifics.
4. Problems marked are not of equal significance; one item may prove to be more indicative of a substantial blockage in the life of an individual than a dozen others which he may also have marked.
5. The fact that a student has a problem is not in itself "bad." Whether a problem is to be taken as "bad" or "good" or "neutral" in an individual case depends on whether it signifies a point in progression toward growth or signifies a point of imbalance toward excessive frustration. The same item in one case may be "bad" and in another case "good."
6. Students who cannot recognize their problems or who fear to express them may well be in a worse situation than those who are free in their recognition and expression.
7. An outside observer may see that a given problem exists for a student, though the student himself may not recognize that such a problem exists for him.
8. Students will check only those problems which they are willing to acknowledge under the specific circumstances in which the *Problem Check List* is given. If they are afraid the data will not be treated fairly, if they become confused by some extraneous circumstances at the time of administration, or if they generally misunderstand what they are to do with the check list or the purposes for which the data are to be used, they will limit their responses.

In the light of such points, it is clearly necessary to evaluate the problems marked by the individual in terms of his particular environmental and psychological situation and in terms of the particular circumstances under which the *Problem Check List* was given. Only then can interpretation result in a realistic appreciation of the individual's problem world and, subsequently, in guidance that is appropriate in concrete situations. Merely counting problems is not enough for these purposes.

## THE SCREENING FUNCTION OF THE *PROBLEM CHECK LISTS*

The number of problems checked is of value when the *Problem Check List* is used as a screening device to discover students for whom personal counseling seems desirable or necessary. Four cues are available for *selecting students for counseling*, depending on the purposes of screening and the training and availability of counselors. Students may be located by these indications.

1. **By their responses to the last question.** This question asks whether they wish to confer with someone on the checked problems or any other problems. Students who say they want to talk to someone about their problems are logical choices for counseling, since they are presumably more ready to receive help. If they know the particular person with whom they wish to talk, opportunity can be afforded them to see this person. Otherwise, an assigned counselor can conduct the interviews, with the check list at hand as a good starting point for the consultation.

2. **By the number of problems marked on the check list.** Students whose total number of problems is in the upper 25 per cent of the local distribution may be likely candidates for counseling. These students have shown themselves to be expressive about many problems and are likely to be appreciative of the opportunity for further exploration through conferences. Gordon (9)

found that a direct relationship exists between the number of problems marked and the desire for counseling; *all* of those students in the upper 10 per cent in number of problems marked desired counseling and the *large majority* of those in the upper 25 per cent desired it.

3. **By the number of problems marked in a particular area.** Students who mark unusually large numbers of problems in any particular area may also be helped by counseling, especially in situations where there are counselors who are equipped to deal with the specific types of problems appearing in special areas. For example, students who lack motivation for academic work because they do not have a definite vocational goal may be referred to the vocational counselor for information and for help in formulating more definite plans.

4. **By responses to particular items.** Some items are clear-cut in their implication that aid may be given by the school or community to any student marking them. For example, a student who marks "needing to decide on an occupation" may, on this basis alone, be screened out for referral to a vocational counselor. Students marking "poor teeth" may be selected for initial referral to the school's dentist. Other items are similarly useful in selecting particular cases for referral to special services which may be available.

### VALIDITY

If the *Problem Check Lists* were personality tests designed to predict definite patterns of behavior, the process of validation would be simply that of determining the extent to which the predicted behavior patterns corresponded with actual behavior as judged by other criteria. The check lists, however, are not built as tests. They are used for a variety of purposes and are so constructed that the obtained data must be considered in the light of many other factors. Several general uses for the check lists are suggested earlier in this manual, and for each of these the data must be studied in terms of particular people in specific situations. A single over-all index of the validity of the check lists would be therefore quite meaningless.

Experience with the *Problem Check Lists* enables us, however, to evaluate certain aspects of their usefulness in terms of the assumptions on which they were built and the purposes for which they were intended. When the check lists were devised, it was assumed that:

1. The great majority of students would be responsive to the items;
2. They would accept the task with a constructive attitude;

3. They would find that the check lists covered reasonably well the range of personal problems with which they were concerned;

4. School administrators, teachers and counselors would find the results usable;

5. Research workers would find the check lists useful in various lines of inquiry.

Certain studies concerning these assumptions are digested below. The annotated bibliography mentions other relevant studies. Although these studies were all based on the pre-1950 editions, they apply in general terms to the current forms.

1. **Responsiveness.** Students check a wide range of number of items. For example, among 553 boys and girls who marked the High School form, the median number of items checked was 23; the fifth and ninety-fifth percentile numbers were 3 and 72 problems. Among 1,689 Michigan ninth graders using this same High School form (15), the mean number of items for the eleven separate problem areas ranged from 1.5 to 4.0 items. The mean number of items checked on the entire list was about 25. In the 1950 revisions many of the items

which drew relatively few responses have been rewritten or replaced.<sup>6</sup> The power of an item to elicit responses will naturally vary somewhat with communities.

**2. Constructive attitude.** In the pre-1950 editions, there appeared questions of this kind: "Have you enjoyed filling out the list?"; "Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?"; "If you had the chance, would you like to talk to someone about some of the problems you have marked on the list?"

For various groups, usually over 85 per cent of those responding have said "Yes" to the first question and over 70 per cent of those responding have said "Yes" to each of the last two questions.<sup>7</sup> These responses indicate that if the opportunity is given to students to express their problems and to be helped with them, it would be constructively appreciated by the great majority.

The second question invites the student to request counseling services. It is typical, in the various groups which have been analyzed, to find an affirmative answer from about half of the students. This indicates that if the opportunity were given to the students to express their problems and to be helped with them, it would be constructively appreciated by the majority of those who responded to this question. Those students who say "No" to the questions above give such reasons as: "I think my personal problems should be solved by me"; "I feel I should discuss these problems at home"; "I would not like to discuss personal matters except with certain teachers"; "No—not unless there is something done about it. In my opinion there is nothing but a waste of paper if you put these things out and do nothing." These reasons are not so much evidence of reaction against the check list, per se, as they are evidence that the students doubt the ability of the school staff to concern itself with the personal problems of students. This should provide a healthy caution. Mere use of the check lists is not enough — both intention and ability of the school staff to follow through are essential.

**3. Coverage of problems.** One kind of evidence is in terms of responses to the first summarizing question of

<sup>6</sup> In the *Problem Check Lists*, the drawing power of the items is a direct reflection of their personalized nature and the threshold of response set by the instructions. The authors have found that the responsiveness to items could be increased considerably by making the problems refer to conditions outside the immediate personal life of the individual. It was felt, however, that the personalized frame of reference was the more significant and meaningful in coming to understand the individual.

<sup>7</sup> From 15 to 25 per cent of most groups overlook answering the questions at the close of the list. This may be due, in part, to unwillingness to reply, but is probably due primarily to the fact that their attention has been centered on the three pages of items and they have overlooked instructions to proceed to the back page to answer the questions. In administering the list, it is therefore wise to call attention to the questions as the last step in completing the work.

the pre-1950 editions of the check lists: "Do you feel that the items you have marked on the list give a well-rounded picture of your problems?" In an unpublished study<sup>8</sup> of college students, 92 per cent of those who responded to the question felt that the items they had marked gave a fairly complete picture of their problems. This conclusion has been supported by the results of other studies at the college, high school and junior high school levels.

Another approach is to ask whether the responses of selected groups, known by other criteria to have specific problems, show evidence that their problems are reflected by the check list data. For example, Stogdill and Denton<sup>9</sup> compared a remedial study skills class with a mental hygiene class, each composed of 35 undergraduates matched with respect to age, sex, Ohio State Psychological Examination percentile rank, veteran status, college, and class year. Analysis of the data indicated that a significantly greater proportion of the remedial study group than the mental hygiene group marked such items as "don't know how to study effectively," "fearing failure in college," "not doing anything well," "daydreaming," "teachers lack interest in students," "needing to know vocational abilities," "unable to concentrate well," "slow in reading," and the like. The mental hygiene class, on the other hand, marked a significantly greater proportion of such items as, "going into debt for college," "feeling inferior," "confused in my religious belief," "parents expecting too much of me," "not enough time to myself," and "wanting courses I am not allowed to take." The trends shown by this study indicate that problems one would expect to be characteristic of these two volunteer remedial groups are reflected by the *Problem Check List*.

Problems can change, even over a few days or weeks. A worthwhile method of research is to determine the degree to which the *Problem Check List* reflects statements of problem changes from one administration to a later one, the problem changes being determined by an independent measure. Using this method with college students, Gordon (8) administered the check list twice to a group of 70 men and 46 women with a nine-day interval. After the second administration, the students were asked to indicate on a special mimeographed form whether any of their problems had been solved, or whether new problems had arisen during the previous nine-day period, and if so, what these problems were. The check list reflected about 83 per cent of the changes reported on the mimeographed form.

<sup>8</sup> By Leonard V. Gordon, Ohio State University.

<sup>9</sup> An unpublished study by Emily L. Stogdill and Jack E. Denton, entitled "Differences in Responses of Selected College Groups to Items on the Mooney Problem Check Lists"; Department of Psychology, Ohio State University, 1947.

4. **Acceptance by educators and counselors.** Validity by popularity is of dubious scientific merit, but it is sometimes relevant. Without any promotional effort, over a half million of the various pre-1950 *Problem Check Lists* have been used in a great variety of schools and colleges throughout the nation. The simple, straightforward check-list technique seems to fill a need in the area of personal evaluation.

5. **Usefulness in researches.** The Bibliography at the end of the manual presents brief descriptions of a few of the numerous theses and studies in which the *Problem Check Lists* have been among the principal research tools used for collecting data of sociological, psychological and educational import to school administrators, student counselors, psychologists, and others.

## RELIABILITY

The problems of reliability of an instrument like the *Problem Check List* are not quite the same as those of a test for which scores are obtained.

The check list is designed to reflect the problems which a student senses and is willing to express at a *given time*. Since the problem world of any individual is a dynamic interrelation of changing situations and experiences, one would expect the number of items and the specific items checked to be somewhat different at each administration of the check list — *if* the instrument does what it has been designed to do. The well-known methods of estimating reliability, such as the test-retest, split-half and Kuder-Richardson formulas, assume that scores on the whole test or on the half-tests are meaningful measures which reflect the standing or the competence of the individual in the area measured. It is quite clear that a *Problem Check List* count determined by the number of checks does not necessarily reflect the various intensities of the problems marked by the student; it is not a score in the usual sense of the term. Furthermore, it is obvious that two items like "too tall" and "too short" (which appear consecutively in the Health and Physical Development area) cannot reasonably be placed into halves for a split-half reliability study.

If the data are to be used to implement understanding of the *individual* case, they must be capable of reflecting changes in the circumstances surrounding the individual or changes in his feeling toward these circumstances. Shifts in item responses which reflect these changes do not invalidate the data, and may well facili-

tate the purpose for which the check list is given.<sup>10</sup>

If, however, the data are to be used for *survey* purposes, there must be some assurance that they reflect concerns of the group which remain reasonably stable over a period of time. Evidence on this point comes from two sources. The first is an unpublished study by Gordon in which the College form of the pre-1950 revision of the *Problem Check List* was administered twice to 116 college students. The frequency with which each of the items was marked on the first administration was correlated with the frequency with which each of the same items was marked on the second administration. A correlation coefficient of .93 was found.

The second source is a study of four educational groups in which the *Problem Check List* was repeated from one to ten weeks after a first administration. The rank order of the eleven problem areas, arranged by size of mean number of problems checked in the area, remained virtually the same from one administration to the other for each of the groups. The rank order correlation coefficients varied from .90 to .98.

It can therefore be concluded that, while the *Problem Check Lists* must be, and are, so designed as to reflect changing situations and experiences in the *individual* case, they nevertheless exhibit sufficient stability to warrant general program planning on the basis of *survey* results.

<sup>10</sup> Frequently, the process of giving expression to problems results in a different orientation and better organization of thinking so that the number of problems is reduced on a second administration of the check list. For example, when a student uses the check list for the first time he may mark three items: "poor teeth," "needing money for better health care," and "needing a part-time job now." On readministration of the check list he may mark only one problem, "needing a part-time job now," because he feels that a part-time job is the solution to the other two.

## NORMS—SURVEY METHODS—RESEARCH ANALYSIS

The *Problem Check Lists* yield a count for each person for each of the areas, and for the total list of items. However, it should be remembered that this count is *not* a real score; it is *not* a sum of points on a trait scale or a total of "maladjusted" choices on some trait key. *It is simply a count of the problems which the student has identified as matters of concern to him.*

The user quite naturally will look for a table of norms

to permit comparison of a student's number of checks with a distribution of other students who may be thought of as a normative group. No such table is presented. It is believed that for such purposes local norms are the most valuable. In the earlier manual of the *Problem Check Lists* there were percentile tables and tables giving the means of groups. These were presented only to illustrate the way in which a school system or research

investigator might organize the data secured from mass administration of a check list to a population of students. In this edition of the manual, not even *illustrative* norms are presented because not enough is known yet of the drawing power of some of the new and revised items to permit an assumption that the older tables are still applicable.

Counselors should be continuously aware that the importance of the number of checks made by a *single person* cannot be known except from the total counseling situation. A person with many checked problems is *likely* to have more real problems for which counseling might be helpful, although this is not necessarily so.

Similarly the importance of the mean number of checks made by a group and the frequency distribution thereof resides, not in the magnitude of these statistics, but to a considerable extent in the purposes for which the survey of student problems was instituted. National norms based on many communities could be useful in telling a given community whether its own group seems to have more or fewer problems in each of the *Problem Check List* areas. Such comparisons, however, are not nearly as important as the discovery of relatively numerous or few problems *in each area* in relation to *what the school and community may be able or willing to do about the problems*.

#### ANALYZING THE CHECKED PROBLEMS FOR A GROUP

Suppose that a school has decided to survey the problems of its eleventh grade students with the *Problem Check List*. The purpose is a very broad and multiple one; namely, to identify those students most in need of help and to find the major topics of student concern so that some intelligent thinking may be devoted to what the school might do to improve its services. In earlier editions of the manuals and in various published articles there are numerous examples of such analyses of the data collected from members of groups. Space prohibits their reproduction here. A competent research analyst should be able to plan work sheets for properly bringing together in concentrated form the numerous checks made by individual pupils. Because local clerical and analytical facilities differ, no very detailed plan is given here. Instead a few major suggestions will be made.<sup>11</sup>

The steps outlined below are the clerical-statistical phases of a rather complete survey. The counselor and survey administrator will want to consider the entire process before deciding which of these steps (or others) to include. Also, it is assumed that they will want to decide when it will be most valuable to review the emerging summary data for possible immediate use. For example, before turning the lists over to the analysis clerks, they may wish to go over the questions on the

<sup>11</sup> If 1,000 or more cases are to be studied and an IBM test scoring machine is available, the use of a separate IBM answer sheet and the graphic item counter may prove practicable. The publishers will be glad to advise on this subject.

back page to discover those students whose responses indicate the need for immediate counseling. Similarly, as soon as the distribution of total checks is made (steps 2 and 3 which follow), they may wish to identify those students in the upper quarter in terms of number of problems checked in order to assign them to counselors.

If the data are primarily part of a comprehensive survey, step 7 may well become the first step. If responses by individual students can be punched into IBM cards, enriched analyses can be made economically — provided careful planning is done in advance of punching.

#### SUGGESTED STEPS

1. For each student the number of items checked in each problem area and the total for all areas should be computed and prepared in roster form. These are the raw data for most of the analyses which follow.
2. From 1 construct a distribution of the number of checks for each area and for the total.
3. From 2 compute, for each area and for the total, the median and quartile points.
4. From 2 compute the mean and such measures of variability as may be desired for each area and for the total.
5. All the foregoing should be done separately for boys and girls since the evidence is that they show different concentrations of problems. Similarly, since student problems vary with grade and age, the analyses should be either by age or grade as well.
6. The above analyses can also be made along any other relevant splits of the population, depending on the purposes of the research survey. One might want to separate college preparatory, commercial and general course students. One might wish to study the differences in problems of those who are succeeding well (e.g., above the class median) and those doing less well. There are many socio-economic divisions of the population which may be of local importance.
7. A most laborious but very fruitful type of analysis involves the tabulation of the frequency with which *each of the items* has been checked. Then a summary is made ranking the items in order of frequency of mention. Those problems marked by more than 30, 20 or 10 per cent of the students (whatever per cent the school decides on) may be considered for immediate solution, or at least evaluation and careful description in terms of causes and effects.
8. If the school administrator suspects that there are serious morale differences between schools or sections of the school system, the *Problem Check Lists* can provide objective data both for appraising the over-all level of problems and for more precise spotting of the

more serious problems, many of which will be directly related to the morale situation.

Other kinds of statistical analyses will suggest themselves to the investigator who has a clearly thought-out purpose for making a problem survey. It is obvious that in any survey — not only with the *Problem Check Lists* but with achievement tests and any other evaluative measure — a *design for the study* is imperative if the study is to yield significant data with a minimum of administrative and clerical cost.

#### AS A SCREENER

The *Problem Check Lists* are justified as a screening procedure even though no formal analytical research is to be carried out. On the basis of a simple distribution of the number of checks in an area and for the total list, the counseling staff can identify and assign for counseling those students who seem to have the most problems. (See page 7.)

#### AS A CHECK ON THE EFFECTIVENESS OF A PROGRAM

If a school has evidence of a serious concentration of student concern in a particular area, it may wish to test the effectiveness of its remedial processes by giving the

*Problem Check List* before and after the application of the remedial program.

An ironic fact arises in this connection, however. A remedial program in some areas of student problems may result in a more generally "permissive" atmosphere. On the second marking of the check list the students may be more emotionally free to express their problems, with the result that there is an apparent increase in problems! Even in an anonymous situation, the students may be inhibited in expressing problems in some or all areas. The specific corrective measure may actually *reduce the real problems* but the changed atmosphere may lead to an *increase in expressed problems*.

This situation is not peculiar to the *Problem Check List* but is inherent in any check list, personality inventory or attitude scale. It illustrates forcefully the dangers in any "nose-counting" type of statistical analysis of data without a critical understanding of the psycho-social forces in a situation. For example, School A may have an average of 24 problems per pupil, School B an average of 32. It is not certain that School B students actually have more problems; it is only certain that its students *checked* more problems. Awareness of this qualifying fact should help the school staff avoid jumping too quickly to conclusions about the conditions in the school.

## DEVELOPMENT OF THE *PROBLEM CHECK LISTS*

The *Problem Check Lists* originated in the desire of the senior author to systematize his methods of discovering the problems of young people. In connection with his work as an administrator and educational and psychological counselor, he felt a need for more efficient group methods of identifying problems. The possibilities of a check list approach in surveys of students in school and young people in communities were explored.

In 1941 and 1942 the first published editions of the three educational forms were ready. Two other forms — for "Students in Schools of Nursing" and for "Rural Youth" — were published in 1945 and 1946.<sup>12</sup>

The Bibliography partially reflects the great range of studies which have involved the *Problem Check Lists*. Some of these studies have been aimed at refinement of the check lists, others report actual surveys. Numerous other schools and colleges are known to have used the appropriate check lists in local studies, but since these have not been published or are not known to be available generally, they cannot be listed. Data from several such surveys have been shared with the author for his development of the revised forms.

#### SOURCE OF ITEMS

The items for the pre-1950 editions of the various

forms were selected and developed from a master list of over 5,000 items from the following sources.

1. Experiences of the author as counselor and administrator.
2. Analysis of case records and counseling interviews with school and college students.
3. Review of the literature on student problems.
4. Analysis of paragraphs written by 4,000 high school students describing their personal problems.
5. Intensive analyses of expressed problems of 250 students in grades 7 through 12.
6. Review of 5,000 cards itemizing the "personal-educational" needs expressed by 950 students in grades 6, 9 and 12.
7. Other miscellaneous sources.

For the 1950 revisions the senior author and his collaborators had, in addition, frequency counts of checked problems from various samplings of grades 5 through college, write-in statements from completed check lists, and data on responses to a preliminary edition of the Adult form.

#### CRITERIA FOR SELECTION OF ITEMS

Selection and phrasing of the particular items used in the *Problem Check Lists* were based on the following criteria. The items were to be:

1. In the language of the students;
2. Short enough for rapid reading;
3. Self-sufficient as individual phrases;

<sup>12</sup> These forms are available from the Ohio State University Press.

4. Common enough to be checked frequently in large groups of students, or serious enough to be important in an individual case;

5. Graduated in seriousness from relatively minor difficulties to major concerns;

6. Vague enough in "touchy" spots to enable the student to check the item and still feel that he can hide his specific problems in later conferences if he chooses to do so;

7. Centered within the student's own personal orientation rather than in general social orientation.

An additional aim was to select items which would secure a naïve, rapid "feeling" response from the student. Spontaneous rather than deliberate reaction was sought.

#### A BRIEF DESCRIPTION OF THE EARLIER FORMS

Using the criteria for the selection of items noted above, judges assisted in the selection of items for the first edition of the *College Form*, which contained 370 items. This edition was administered and an analysis was made of the results obtained from 200 students of a small college, and a second edition of 320 items was prepared. This edition was then administered to students in remedial study classes and in mental hygiene courses at Ohio State University and to selected groups of students in other colleges. On the basis of an analysis of these results, a third edition containing 330 items was prepared and published in 1941 by the Ohio State University Press.

A similar procedure was used in developing the *High School Form*. Three hundred seventy items were tried out on about 200 students, and on the basis of the results the number was reduced to 320 items in a second edition. This edition was then administered to 110 students in a rural school and to 237 students in a city school. On the basis of these results a third edition of 330 items was prepared and published in 1941 by the Ohio State University Press.

For the *Junior High School Form*, 225 items were first tried out on 684 pupils in four junior high schools in a large Ohio city. Of these students, 337 were girls, and 347 were boys; 302 were in the seventh grade, 203 were in the eighth grade, and 179 were in the ninth grade. In addition, a modified form of 124 items was tried out with 650 fifth and sixth grade pupils in three school systems (24).

On the basis of these studies a third edition of 210 items was prepared, and after conferences with teachers and use in a school, more revisions were made so that a fourth edition was finally printed and published in 1942 by the Ohio State University Press. The use of the forms at the fifth and sixth grade levels was practicable in the sense that the students could read and understand the items, but their attitude toward their problems was found to be so different from that of junior high school students that it is generally advisable not to use the lists below the seventh grade.

#### STUDIES WHICH GUIDED THE 1950 REVISIONS

**College Form.** In addition to data from the preliminary editions, information was available from the following sources.

1. 168 men and 112 women in Ohio State University courses in 1948, reported in the 1948 manual (34).

2. Entwistle's study (6) of veterans in 1948, including 95 married and 100 single men.

3. Mooney's study (22) of 171 freshman women in 1941.

4. An unpublished study by Bruce Bennett of 300 men in a hygiene course at Ohio State University in 1950.

5. 97 men and 150 women from Gordon's research in connection with developing the Adult Form.

6. A study in 1950 by Ryder of 153 men and 126 women at Purdue University (27).

7. An unpublished cluster analysis of items by Gordon on 280 college students in 1948.

8. An unpublished item-reliability study by Gordon on 243 college students in 1948.

In all, detailed analyses of responses by about 1,200 college students, mostly freshmen, were considered in the 1950 revisions. The data from the upper grade levels on the High School Form, particularly age-trend data (16), were also considered relevant to guide the author and collaborators in revising the items.

**High School Form.** The 1950 revision of this form was based on the original 1941 data and on the following studies.

1. The Illinois study of Lovelass (16), including the following sample, with items analyzed for sex and grade of the students: eighth grade, 6 schools, 393 cases; ninth grade, 9 schools, 1,067 cases; tenth grade, 3 schools, 264 cases; twelfth grade, 57 schools, 6,719 cases. The grand total was 8,443 cases—4,082 boys and 4,361 girls. The High School Form was used in the junior high school grades.

2. Cowan's study (5) of Asheville, North Carolina students included 196 eighth grade, 155 ninth grade, 152 tenth grade, and 100 eleventh grade pupils in a negro school. Of the 603 cases, 230 were boys and 373 were girls. The High School Form was used in the junior high school grades.

3. Chun's study (2) of Honolulu, Hawaii students—1,182 boys and 1,316 girls, a total of 2,498—in the tenth (893), eleventh (830), and twelfth (775) grades.

4. A Louisiana study by Jameson (14) and Mooney (20) including 202 boys and 223 girls, a total of 425 cases, in the eleventh grade in five communities.

5. From the 1948 manual (37) 553 cases representing nine rural and small-town communities: 205 were in grade ten, 203 in grade eleven, and 145 in grade twelve; 236 were boys and 317 were girls.

The authors had available to them the frequencies with which items were checked by these 12,522 students (5,932 boys and 6,590 girls) in grades eight through twelve, in 75 schools.

**Junior High School Form.** For this form, the original data from 1942 were supplemented by these studies.

1. The Illinois study noted above.

2. The Cowan study noted above.

3. Young's study (30) of Pittsburgh, Pennsylvania school children. There were 1,085 cases (546 boys and 539 girls) from 8 schools in grades seven and eight.

4. An unpublished study by Esther Abrams in Columbus, Ohio, 1950, involving 622 cases (332 girls and 290 boys) in grades seven, eight and nine.

5. 191 cases (88 boys and 103 girls) in grades eight and nine, as reported in the 1948 manual (39).

In all, 3,854 cases in 20 schools contributed data helpful in the 1950 revision.

#### THE QUESTION OF FORMAT

Gordon and Mooney (10) studied the degree to which students "discover" the horizontal groupings of items in sets of five, by problem areas. Although the homogeneity of the groups of five was apparent to some

students, relatively few discovered the horizontal grouping of items by area, even though this grouping was described at the bottom of page 6 in the pre-1950 editions. This is an important feature of the *Problem Check Lists* since, in instruments where the groupings are obvious, students and counselors report a tendency for the individual to skip entire areas that appear inappropriate to them without bothering to read the items. In such cases there is also a tendency to avoid marking too many items in areas that they feel have lower social acceptability, such as the sex or personality areas. The format of the *Problem Check Lists* overcomes these difficulties while presenting groupings of problems which are convenient for the counselor and survey analyst.

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1950  
REVISION

# MOONEY PROBLEM CHECK LIST

**J** JUNIOR  
HIGH  
SCHOOL  
FORM

ROSS L. MOONEY

Bureau of Educational Research

Ohio State University

Age..... Date of birth..... Boy..... Girl.....

Grade in school..... Name of school.....

Name of the person to whom you are to turn in this paper.....

Your name ..... Date.....

## DIRECTIONS

This is a list of some of the problems of boys and girls. You are to pick out the problems which are troubling you.

Read the list slowly, and as you come to a problem which is troubling you, draw a line under it. For example, if you are often bothered by headaches, you would draw a line under the first item, like this, "1. Often have headaches."

When you have finished reading through the whole list and marking the problems which are troubling you, please answer the questions on Page 5.

HPD
S
HF
MWF
BG
PG
SC
TOTAL

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The Psychological Corporation

304 East 45th Street, New York 17, N. Y.

**DIRECTIONS: Read the list slowly, and as you come to a problem which troubles you, draw a line under it.**

1. Often have headaches
2. Don't get enough sleep
3. Have trouble with my teeth
4. Not as healthy as I should be
5. Not getting outdoors enough
6. Getting low grades in school
7. Afraid of tests
8. Being a grade behind in school
9. Don't like to study
10. Not interested in books
11. Being an only child
12. Not living with my parents
13. Worried about someone in the family
14. Parents working too hard
15. Never having any fun with mother or dad
16. Spending money foolishly
17. Having to ask parents for money
18. Having no regular allowance
19. Family worried about money
20. Having no car in the family
21. Not allowed to use the family car
22. Not allowed to run around with the kids I like
23. Too little chance to go to parties
24. Not enough time for play and fun
25. Too little chance to do what I want to do
26. Slow in making friends
27. Bashful
28. Being left out of things
29. Never chosen as a leader
30. Wishing people liked me better
31. Being nervous
32. Taking things too seriously
33. Getting too excited
34. Being afraid of making mistakes
35. Failing in so many things I try to do
36. Too short for my age
37. Too tall for my age
38. Having poor posture
39. Poor complexion or skin trouble
40. Not good-looking
41. Afraid of failing in school work
42. Trouble with arithmetic
43. Trouble with spelling or grammar
44. Slow in reading
45. Trouble with writing
46. Sickness at home
47. Death in the family
48. Mother or father not living
49. Parents separated or divorced
50. Parents not understanding me
51. Too few nice clothes
52. Wanting to earn some of my own money
53. Wanting to buy more of my own things
54. Not knowing how to buy things wisely
55. Too little spending money
56. Girls don't seem to like me
57. Boys don't seem to like me
58. Going out with the opposite sex
59. Dating
60. Not knowing how to make a date
61. Being teased
62. Being talked about
63. Feelings too easily hurt
64. Too easily led by other people
65. Picking the wrong kind of friends
66. Getting into trouble
67. Trying to stop a bad habit
68. Sometimes not being as honest as I should be
69. Giving in to temptations
70. Lacking self-control

71. Not eating the right food
72. Often not hungry for my meals
73. Overweight
74. Underweight
75. Missing too much school because of illness
  
76. Not spending enough time in study
77. Too much school work to do at home
78. Can't keep my mind on my studies
79. Worried about grades
80. Not smart enough
  
81. Being treated like a small child at home
82. Parents favoring a brother or sister
83. Parents making too many decisions for me
84. Parents expecting too much of me
85. Wanting things my parents won't give me
  
86. Restless to get out of school and into a job
87. Not knowing how to look for a job
88. Needing to find a part-time job now
89. Having less money than my friends have
90. Having to work too hard for the money I get
  
91. Nothing interesting to do in my spare time
92. So often not allowed to go out at night
93. Not allowed to have dates
94. Wanting to know more about girls
95. Wanting to know more about boys
  
96. Wanting a more pleasing personality
97. Being made fun of
98. Being picked on
99. Being treated like an outsider
100. People finding fault with me
  
101. Not having as much fun as other kids have
102. Worrying
103. Having bad dreams
104. Lacking self-confidence
105. Sometimes wishing I'd never been born
  
106. Often have a sore throat
107. Catch a good many colds
108. Often get sick
109. Often have pains in my stomach
110. Afraid I may need an operation
  
111. Don't like school
112. School is too strict
113. So often feel restless in classes
114. Not getting along with a teacher
115. Teachers not practicing what they preach
  
116. Being criticized by my parents
117. Parents not liking my friends
118. Parents not trusting me
119. Parents old-fashioned in their ideas
120. Unable to discuss certain problems at home
  
121. Choosing best subjects to take next term
122. Deciding what to take in high school
123. Wanting advice on what to do after high school
124. Wanting to know more about college
125. Wanting to know more about trades
  
126. No place to entertain friends
127. Ill at ease at social affairs
128. Trouble in keeping a conversation going
129. Not sure of my social etiquette
130. Not sure about proper sex behavior
  
131. Awkward in meeting people
132. Wanting to be more like other people
133. Feeling nobody understands me
134. Missing someone very much
135. Feeling nobody likes me
  
136. Being careless
137. Daydreaming
138. Forgetting things
139. Being lazy
140. Not taking some things seriously enough

- |  |   |
|--|---|
| 141. Can't hear well                             | 176. Nose or sinus trouble                          |
| 142. Can't talk plainly                          | 177. Trouble with my feet                           |
| 143. Trouble with my eyes                        | 178. Not being as strong as some other kids         |
| 144. Smoking                                     | 179. Too clumsy and awkward                         |
| 145. Getting tired easily                        | 180. Bothered by a physical handicap                |
| 146. Textbooks hard to understand                | 181. Dull classes                                   |
| 147. Trouble with oral reports                   | 182. Too little freedom in classes                  |
| 148. Trouble with written reports                | 183. Not enough discussion in classes               |
| 149. Poor memory                                 | 184. Not interested in certain subjects             |
| 150. Afraid to speak up in class                 | 185. Made to take subjects I don't like             |
| 151. Family quarrels                             | 186. Clash of opinions between me and my parents    |
| 152. Not getting along with a brother or sister  | 187. Talking back to my parents                     |
| 153. Not telling parents everything              | 188. Mother   |
| 154. Wanting more freedom at home                | 189. Father   |
| 155. Wanting to live in a different neighborhood | 190. Wanting to run away from home                  |
| 156. Needing a job during vacations              | 191. Afraid of the future                           |
| 157. Needing to know my vocational abilities     | 192. Not knowing what I really want                 |
| 158. Needing to decide on an occupation          | 193. Concerned about military service               |
| 159. Needing to know more about occupations      | 194. Wondering if I'll ever get married             |
| 160. Wondering if I've chosen the right vocation | 195. Wondering what becomes of people when they die |
| 161. Not knowing what to do on a date            | 196. Learning how to dance                          |
| 162. Girl friend                                 | 197. Keeping myself neat and looking nice           |
| 163. Boy friend                                  | 198. Thinking too much about the opposite sex       |
| 164. Deciding whether I'm in love                | 199. Wanting more information about sex matters     |
| 165. Deciding whether to go steady               | 200. Embarrassed by talk about sex                  |
| 166. Getting into arguments                      | 201. Being jealous                                  |
| 167. Getting into fights                         | 202. Disliking someone                              |
| 168. Losing my temper                            | 203. Being disliked by someone                      |
| 169. Being stubborn                              | 204. Keeping away from kids I don't like            |
| 170. Hurting people's feelings                   | 205. No one to tell my troubles to                  |
| 171. Feeling ashamed of something I've done      | 206. Sometimes lying without meaning to             |
| 172. Being punished for something I didn't do    | 207. Can't forget some mistakes I've made           |
| 173. Swearing, dirty stories                     | 208. Can't make up my mind about things             |
| 174. Thinking about heaven and hell              | 209. Afraid to try new things by myself             |
| 175. Afraid God is going to punish me            | 210. Finding it hard to talk about my troubles      |

HPD
S
HF
MWF
BG
PG
SC
TOTAL

**DIRECTIONS:** When you have finished marking the problems which are troubling you, answer the questions on page 5.

### QUESTIONS

1. What problems are troubling you most? Write about two or three of these if you care to.

2. Would you like to spend more time in school in trying to do something about some of your problems?

3. Would you like to talk to someone about some of your problems?



APPENDIX B

## MODIFIED VERSION OF THE MOONEY PROBLEM CHECK LIST

DIRECTIONS: Read the list slowly, and as you come to a problem which troubles you, draw a line under it.

1. Slow in making friends.
2. Bashful.
3. Being left out of things.
4. Never chosen as a leader
5. Wishing people liked me better.
6. Often have headaches.
7. Don't get enough sleep.
8. Have trouble with my teeth.
9. Not as healthy as I should be
10. Not getting outdoors enough.
11. Being nervous.
12. Taking things too seriously.
13. Getting too excited.
14. Being afraid of making mistakes.
15. Failing in so many things I try to do.
16. Being an only child.
17. Not living with my parents.
18. Worried about someone in the family.
19. Parents working too hard.
20. Never having any fun with mother
21. Spending money foolishly.
22. Having to ask parents for money.
23. Having no regular allowance.
24. Family worried about money.
25. Having no car in the family.
26. Not allowed to use a car.
27. Not allowed to run around with the kids I like.
28. Too little chance to go to parties.
29. Not enough time for play and fun.
30. Too little chance to do what I want to do.
31. Getting low grades in school.
32. Afraid of tests.
33. Being a grade behind in school.
34. Don't like to study.
35. Not interested in books.
36. Being teased.
37. Being talked about.
38. Feelings too easily hurt.
39. Too easily led by other people.
40. Picking the wrong kind of friends.
41. Too short for my age.
42. Too tall for my age.
43. Having poor posture.
44. Poor complexion or skin trouble.
45. Not good looking.
46. Getting into trouble.
47. Trying to stop a bad habit.
48. Sometimes not being as honest as I should be.
49. Giving in to temptations.
50. Lacking self-control.
51. Sickness at home.
52. Death in the family.
53. Mother or father not living.
54. Parents not understanding me.
55. Parents not understanding me.
56. Too few nice clothes.
57. Wanting to earn some of my own money.
58. Wanting to buy more of my own things.
59. Not knowing how to buy things wisely.
60. Too little spending money.
61. Girls don't seem to like me.
62. Boys don't seem to like me.
63. Going out with the opposite sex.
64. Dating.
65. Not knowing how to make a date.
66. Afraid of failing in school work.
67. Trouble with arithmetic.
68. Trouble with spelling or grammar.
69. Slow in reading.
70. Trouble with writing.

71. Wanting a more pleasing personality
72. Being made fun of.
73. Being picked on.
74. Being treated like an outsider.
75. People finding fault with me.
76. Not eating the right food.
77. Often not hungry for my meals.
78. Overweight.
79. Underweight.
80. Missing too much school because of illness.
81. Not having as much fun as other kids have.
82. Worrying.
83. Having bad dreams.
84. Lacking self-confidence.
85. Sometimes wishing I'd never been born.
86. Being treated like a small child at home.
87. Parents favoring a brother or sister.
88. Parents making too many decisions for me.
89. Parents expecting too much of me.
90. Wanting things my parents won't give me.
91. Restless to get out of school and into a job.
92. Not knowing how to look for a job.
93. Needing to find a part-time job now.
94. Having less money than my friends have.
95. Having to work too hard for the money I get.
96. Nothing interesting to do in my spare time.
97. So often not allowed to go out at night.
98. Not allowed to have dates.
99. Wanting to know more about girls.
100. Wanting to know more about boys.
101. Not spending enough time in study.
102. Too much school work to do in the dorm.
103. Can't keep my mind on my studies.
104. Worried about grades.
105. Not smart enough.
106. Awkward in meeting people.
107. Wanting to be more like other people.
108. Feeling nobody understands me.
109. Missing someone very much.
110. Feeling nobody likes me.
111. Often have a sore throat.
112. Catch a good many colds.
113. Often get sick.
114. Often have pains in my stomach.
115. Afraid I may need an operation.
116. Being careless.
117. Daydreaming.
118. Forgetting things.
119. Being lazy.
120. Not taking some things seriously enough.
121. Being criticized by my parents.
122. Parents not liking my friends.
123. Parents not trusting me.
124. Parents old-fashioned in their ideas.
125. Unable to discuss certain problems at home.
126. Choosing hobby clubs to take next term.
127. Deciding what vocation to choose.
128. Wanting advice on what to do after finishing my program.
129. Wanting to know more about college.
130. Wanting to know more about trades.
131. No place to entertain friends.
132. Ill at ease at social affairs.
133. Trouble in keeping a conversation going.
134. Not sure of my social etiquette.
135. Not sure about proper sex behavior.
136. Don't like school.
137. School is too strict.
138. So often feel restless in classes.
139. Not getting along with a teacher.
140. Teachers not practicing what they preach.

141. Getting into arguments.  
 142. Getting into fights.  
 143. Losing my temper.  
 144. Being stubborn.  
 145. Hurting people's feelings.  
 146. Can't hear well.  
 147. Can't talk plainly.  
 148. Trouble with my eyes.  
 149. Smoking.  
 150. Getting tired easily.  
 151. Feeling ashamed of something I've done.  
 152. Being punished for something I didn't do.  
 153. Swearing, dirty stories.  
 154. Thinking about heaven and hell.  
 155. Afraid God is going to punish me.  
 156. Family quarrels.  
 157. Not getting along with a brother or sister.  
 158. Not telling parents everything.  
 159. Wanting more freedom at home.  
 160. Wanting to live in a different neighborhood.  
 161. Needing a job during vacation.  
 162. Needing to know my vocational abilities.  
 163. Needing to decide on an occupation.  
 164. Needing to know more about occupations.  
 165. Wondering if I've chosen the right vocation.  
 166. Not knowing what to do on a date.  
 167. Girl friend.  
 168. Boy friend.  
 169. Deciding whether I'm in love.  
 170. Deciding whether to go steady.  
 171. Textbooks hard to understand.  
 172. Trouble with oral reports.  
 173. Trouble with written reports.  
 174. Poor memory.  
 175. Afraid to speak up in class.  
 176. Being jealous.  
 177. Disliking someone.  
 178. Being disliked by someone.  
 179. Keeping away from kids I don't like.  
 180. No one to tell my troubles to.  
 181. Nose or sinus trouble.  
 182. Trouble with my feet.  
 183. Not being as strong as some other kids.  
 184. Too clumsy and awkward.  
 185. Bothered by a physical handicap.  
 186. Sometimes lying without meaning to.  
 187. Can't forget some mistakes I've made.  
 188. Can't make up my mind about things.  
 189. Afraid to try new things by myself.  
 190. Finding it hard to talk about my troubles.  
 191. Clash of opinions between me and my parents.  
 192. Talking back to my parents.  
 193. Mother.  
 194. Father.  
 195. Wanting to run away from home.  
 196. Afraid of the future.  
 197. Not knowing what I really want.  
 198. Wondering if I'll ever marry.  
 199. Concerned about military service.  
 200. Wondering what becomes of people when they die.  
 201. Learning how to dance.  
 202. Keeping myself neat and Looking nice.  
 203. Thinking too much about the opposite sex.  
 204. Wanting more information about sex.  
 205. Embarrassed by talk about sex.  
 206. Dull classes.  
 207. Too little freedom in classes.  
 208. Not enough discussion in classes.  
 209. Not interested in certain subjects.  
 210. Made to take subjects I don't like.  
 211. Wanting more freedom at school.  
 212. Wanting to live in a different dorm.  
 213. Wanting to run away from school.

