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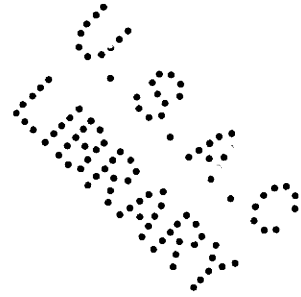
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**A STUDY OF SOME PERSONAL PROBLEMS OF
NORTH CACHO HIGH SCHOOL STUDENTS**

by

Terrance E. Hatch



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

of

MASTER OF SCIENCE

in

Education

1949

**UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah**

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Terrance E. Hatch

Logan, Utah

May 1949

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INTRODUCTION

Purpose of the Study. The fact that young people have many varied and perplexing problems is recognized by leading educators. It is also recognized that the problems of these young people should be taken into consideration when formulating educational objectives and planning the curriculum for the schools.

The National Society for the study of Education (19, p. 4) states:

If education is to be effective it must start with the child where he is, with his abilities, desires, and interests, his needs and problems, his pattern of life and conduct, and help him to organize his life into meeting these needs.

Recently the Cache County School System inaugurated a guidance service in the North Cache High School. The purpose of the service is to more adequately help the students solve their many and varied problems. In order to do a better job of helping the students, it is felt that it will be of assistance to find out what some of these problems are, the effort students have put forth to solve them, and the agencies that have been most helpful in the solution of them. There is special concern with the role the school has played in helping students with their problems. The information collected may aid in setting up the objectives for the guidance program and may possibly be a step towards general curriculum improvement. It is felt that the best method for the purpose of this study is that of securing directly from the students their own opinion regarding their problems.

The purpose of this study, thus, is actually three-fold; first, to find out what students think their problems are; second, to determine

how much effort they feel they have put forth to solve these problems; third, to discover what agencies they feel have been most helpful in the solution of these problems.

With this information it is felt that the guidance service and the school can serve the students more adequately.

Method of the Study. This study was conducted in the North Cache High School which is located just south of Richmond, Utah, on U. S. Highway 91, and serves Cache County north of Logan City to the Idaho State line.

The chief occupation of the people living in this area is farming. The majority of the farmers live in small towns and travel to their farms, while others live on the farms. Industries are almost entirely those that process farm produce. While the majority are farmers, a few of the students' parents work in the processing plants; some are professional people, and some work in Logan.

The predominate religion is that of the Church of Jesus Christ of Latter Day Saints, which is evidenced by the fact that over 90 per cent of the students are enrolled in the seminary provided by this church and operated in connection with the high school. Students are given one period per day of released time to attend the seminary. They receive school credit for part of the seminary work.

In 1948-49 there are 557 students enrolled in grades ten, eleven and twelve in the North Cache High School. Ninth grade students attend junior high school in Lewiston and Smithfield. Students starting at North Cache, with very few exceptions, come from these two schools.

In order to have the study representative of the entire school,

all students of the North Cache High School were included except those who were absent from school the days that the questionnaires were given. Two different questionnaires (Appendix A and B) were used in securing the necessary information. The "Mooney Problem Check List", designed and standardized for the purpose of finding out both specific problems and general problem areas, was given to all students in their English classes on November 1, 1948. On November 30, 1948, a questionnaire designed by the author for the purpose of securing the additional data was given in the same manner. Uniformity in administration of the questionnaires was secured by limiting the administrators to five people chosen from the high school faculty who were specifically instructed in the process. Specific instructions were read in all classes to make for uniformity. Students were not permitted to discuss questions among themselves, but were given the opportunity to ask administrators any question they desired regarding various questions that may not have seemed clear to them. With both questionnaires, students were given all the time they needed to complete the questions. In only one case was the time inadequate to complete the assignments.

SURVEY OF THE FIELD

Adolescence is a Period of Many Problems. So much has been said in recent years about the problems of adolescence that one would almost be led to believe that a child grows up and all of a sudden finds himself an adolescent with all of his problems suddenly facing him. However, every child has had to face and solve many problems before he becomes an adolescent. How well he solves them, to a great extent, determines the number and seriousness of the problems he must face as an adolescent.

The recognition of the statement that children have problems as well as adolescents does not detract, however, from the fact that our teen age group face problems, and many of them. Cole (6, p. 1) makes a statement to the effect that adolescence is a product of modern society; an in-between period where the youth must stay for a few years until he can be assimilated and accepted into an adult world. This artificial arrangement in and of itself, creates many problems for youth.

Problems of the adolescent period result from the evolution in modern society. According to Wren (20, p. 21), some of the factors in this evolution that create problems for youth are:

1. Out-moded inherited social arrangements from the preindustrial to industrialization, and more recently to power industrialism;
2. Associational economy demands closer and more governmental responsibility and control;
3. Increased interdependence of nations;
4. Increased ease of communication;
5. The menace of leisure, more free time;
6. The shifting occupational scene;
7. The problem of unemployed youth;
8. The changing home.

That problems of adolescence are aggravated by modern social-economic life is recognized by Landis (17, p. 153), who says:

The experience of collecting and reading of more than a thousand autobiographies of college students, mostly freshmen, and of watching the course of life on a college campus has developed a conviction that the youth of today has faced more moral alternatives by the time he is twenty than his grandparents faced in a lifetime.

In continuation the same author (17, p. 165) also points out that:

Frequently a most serious element from the adolescent's point of view is that parents are also groping. For the first time in history, adolescents and parents are facing similar problems in adjusting to a rapidly changing world. The result in many instances is that when the adolescent seeks a steady, guiding hand, he finds a wavering one.

Another factor which must be recognized as a factor in creating youth problems is the school. In educational literature there is a considerable amount of criticism of the school, especially on the secondary level. More and more students are being brought into the secondary schools without making programs suitable to either their needs or their abilities. This frequently causes maladjustments. Germane and Germane (12, p. 33) say concerning the influence of the school:

The work and study area of adolescent experience is one of the most potent sources of maladjustment. Especially is this true as it affects the emotional, the social, and physical health. Failure to master the regular classwork often causes the student untold misery. He worries about his work and develops feelings of inferiority, bitterness and jealousy. Too often, in his effort to keep up with the group he studies hard, though futilely, and pays the price....It is an accepted psychological fact that nothing is as discouraging as failure and that nothing is as conducive to happiness and encouragement as success.

Rainey (3, forward) commenting on the youth study made by Bell also recognized the school as a factor in adjustment.

The facts in this study indicates that our present secondary school is still a highly selective institution adapted to the needs of a small minority of our population.

Problems of Youth According to Authorities in the Field. It was found in a survey of the literature that writers in the field of student problems tend to vary as to the number of major headings into which they group the problems of youth.

Jones (16, ch. 3) lists eight major problem areas into which he groups problems of youth. They are:

- 1. Health and physical development
- 2. Home and family relationship
- 3. Leisure time
- 4. Personality
- 5. Religious life and church conflicts
- 6. School
- 7. Social (including moral, civic and leadership)
- 8. Vocational

Strang (26, p. 175-186) lists eleven major problem areas into which she groups adolescent problems.

- 1. Problems of health and physical development
- 2. Problems of scholarship
- 3. Finance problems
- 4. Problems of family relations
- 5. Sex problems
- 6. Religious problems
- 7. Moral and disciplinary problems
- 8. Personality difficulties
- 9. Social problems
- 10. Problems relating to living conditions
- 11. Problems of vocational guidance.

The commission on Human Relations of the Progressive Educational Association according to Aldrich (1, p. 11) lists youth problems as follows:

- 1. Establishing personal relationship
- 2. Establish independence
- 3. Understanding human behavior
- 4. Establish self in society
- 5. Normality: physical growth, mental ability, emotions
- 6. Understanding the universe.

Grew and Grew (1, p. 6) say that the factors that are most likely to create maladjustments are:

1. Economic instability
2. Parental discord
3. Inadequacy of school offerings
4. Lack of understanding of adolescent psychology on the part of parents and school faculties
5. Unwholesome neighborhood or community conditions
6. Inadequate recreational facilities
7. Unpreparedness for vocational activities or intelligent job placement.

Douglas (10, Ch. 3) lists the problems of youth as follows:

1. To find satisfactory place among fellow youth
2. To experience personal achievement
3. To enter into and succeed in a vocational life
4. A fear of not finding suitable employment
5. To establish a happy home
6. To understand and improve economic conditions
7. To maintain health and maximum physical efficiency
8. To participate in enjoyable recreational activities.

Hamrin and Erickson (13, ch. 3) list student problems in terms of

needs:

1. Physical health needs
2. Speech needs
3. Emotional needs
 - a. Desire for social approval
 - b. Quest for the new
 - c. Desire for success
 - d. Desire for security
 - e. Vocational growth needs
 - f. Recreational needs
 - g. The need for a philosophy of life.

Nelson (21, p. 301-302) summarizes some of the problems and developmental tasks facing adolescents:

1. Attaining individuality
 - a. Progress towards an organized personality pattern
 - b. An emerging philosophy of life involving a concept of values, desirable behavior and a place in society
 - c. An understanding of assets and liabilities
 - d. A maturing of plans for future living
2. Adjustment to changes resulting from physical growth
3. Securing satisfactory relationships with age-mates of both sexes.

4. Establishing independence from the family
5. Attaining adult status
 - a. Vocational plans
 - b. Family relations
 - c. Social relations
 - d. Citizenship

Williamson (29, p. 139-514) lists and discusses the problems of young people under the following headings:

1. Personality problems
2. Problems of educational orientation and achievement
3. Problems of occupational orientation
4. Financial problems
5. Health problems.

Cole (6, p. 6-13), in discussing the problems of adolescence, groups them, for the sake of convenience, into eight areas of human interest and activity as follows:

1. The establishment of heterosexual interests
2. Emancipation from home
3. Emotional maturity
4. Social maturity
5. Beginning of economic independence
6. Intellectual maturity
7. Use of leisure
8. Philosophy of Life.

Studies in the Field of Youth Problems. There are many studies available in the field of adolescent problems. Some of them are very complete and comparatively scientific, while others are minor surveys using techniques that are somewhat questionable. Effort has been made to select those that seemed most reliable and presented adequate information.

Pope (23), in a survey at Cleveland High School, examined 1904 essays that students wrote about their problems and found that the most pressing problems of youth in order of severity, were:

1. Study-learning relationships
2. Occupational adjustment
3. Personal adjustment
4. Home life relationships.

Two lesser ones also mentioned were:

1. Social adjustment
2. Health adjustment.

Hartzler (14) found, in a study at eleven Southern California high schools that girls seem to have problems arise in the following areas:

1. School life
2. Home life
3. Boy-girl relations
4. Recreation
5. Friends
6. Vocational choice
7. Religion
8. Health
9. Money
10. Clothes.

Darley (9, p. 142) reports a study made at the General College of the University of Minnesota representative of seniors in a large urban high school as follows, in order of seriousness:

1. Vocational problems
2. Educational problems
3. Personal or social adjustment problems
4. Financial problems
5. Family adjustment problems
6. Health problems.

The three studies just cited do not present all of the problem areas of the studies, but only those that seemed to be most serious.

Germane and Germane (12, p. 28) cooperated in a study where more than 14,000 questionnaires were gathered from students in grades seven to fourteen. They were asked to write down in question form problems they wanted discussed in connection with their regular high school work.

It was the final consensus of opinion of the scores of graduate students who aided in the study that the many thousands of adolescent problems could be grouped into ten areas as follows:

1. How to work and study efficiently
2. How to get along with others (success in human relations)
3. How the emotions and feelings are affected by conditioning factors of the environment (area of mental health)
4. How to choose a vocation
5. How to develop a wholesome philosophy of life
6. How to insure a happy home life (area of family relations)
7. How to be more charming
8. How to choose wisely ones recreation (hobbies, leisure activities)
9. How to become more intelligent, tolerant, and interested in world problems (racial and class prejudices, prevention of war)
10. How to improve one's physical health and endurance.

Cosbe (6), in his study by the use of a modified form of the Mooney Problem Check List (Appendix D), found that students had problems in the following major areas, listed in order of greatest concern.

1. Vocal expression
 - a. Giving oral reports
 - b. Oral English
 - c. Carrying on a conversation
 - d. Bashfulness
 - e. Making book reports
2. Future: both vocational and educational
3. Heterosexual relations (wanting to get along and feel more at ease with opposite sex)
4. Personality and appearance
5. Concern over poor school showing
6. Social competency.

Cosbe (7) also pointed out that:

High school students showed rising concern over their future, in general, with advancing years in high school, but, except in connection with techniques of getting a job and getting advice on jobs, show little or no concern over specific problems of finding a vocation.

With progression through high school there appears to be an increased concern with matters pertaining to the future in

general.

Even in earlier years of high school, students appear to show considerable concern over future educational matters.

There is an increased concern with more mature and adult matters with progress through experimentation to greater centralization of affection in regards to sexual adjustment.

All groups were about equally concerned with matters of personality and appearance.

There seemed to be a great lack for the opportunity to develop social skills.

Regarding sex differences, Combs' study also revealed that boys are more concerned than girls over achieving adult status and loyalty to gang traditions; are more concerned over moral issues, present vocations and with practical concrete matters. They appear less well adjusted to the school situation, more concerned over activity matters, and more upset by petty annoyances. Girls seem to be more introspective than boys, are deeply concerned with personal and psychological issues, are more concerned with matters of sex adjustment, physical conditions and vocalization, have less specific concerns than do boys, appear more sedentary in interest, tend to worry more over social concerns, and are more disturbed by matters of personal appearance.

Perhaps one of the most exhaustive studies in the field of the problems of youth was made by Bell (3) for the American Youth Commission. This study included ages 16-24 and reached young people both in and out of school. One of the questions asked by Bell (p. 270) was: "What is your most perplexing personal problem?" The many possible answers were grouped into the following areas:

1. Getting a job
2. Making sufficient money
3. Social popularity
4. Social relations with the opposite sex
5. School progress
6. Religion
7. Family relations

8. Marital relations
9. Own or family health.

Of the sixteen-year-olds answering the question (p. 250), 53.5 per cent felt that the major problems of youth were economic, 13.1 per cent listed home, 7.9 per cent listed recreation, while 7.5 per cent listed some other problems. The sixteen-year-olds represented about 11 per cent of the total number of youth stating the problem, and only 38 per cent of these were attending school.

Very extensive work has been done at the University of Ohio in regards to measuring student problems. Mooney (Appendix C and D) decided, after much investigation, that student problems could be grouped into the following areas:

1. Health and physical development
2. Finances, living conditions and employment
3. Social and recreational activities
4. Courtship, sex, and marriage
5. Social-psychological relations
6. Personal-psychological relations
7. Morals and religion
8. Home and family
9. Future: vocational and educational
10. Adjustment to school work
11. Curriculum and teaching procedures.

There is not complete agreement among authorities in the field or among those making youth studies as to what the major problem areas are in which youth have problems. These problems of youth are also approached from different points of view.

The situation is well summarized in the words of Germans and Germans (12, p. 29) in commenting on the study they made of youth problems.

Any extensive study of youth problems would yield similar data. But the classification of data into areas, or centers, of interest might vary considerably. Some investigators might have fewer areas, and others several more for grouping these

youth problems. It is not the number of areas of experiences that constitutes even a minor problem. The challenging opportunity and obligation is: What are leaders in the school and community throughout the nation going to do with these neglected areas of adolescent needs?

Where Students Think They Receive Greatest Help with Their Problems.

Although there is much written about the function of various agencies in helping students with their problems, very little information is available as to what agencies students feel gave them the most help. Bell (3, p.18) did ask one question regarding the agencies students thought were most helpful with their problems. He found that 65 per cent of the girls and 50 per cent of the boys turn to members of their family when in trouble. It should be remembered that this study includes ages 16-24, so results would probably be somewhat different for a younger group. The family (p. 40) was also considered the most important source of sex information for 45.1 per cent of the girls and 16.8 per cent of the boys, while 60 per cent of the boys and 40 per cent of the girls said that their chief source of sex information was their contemporaries. The school comes third as a chief source of sex information. In regard to vocational information (p. 75), 93 per cent of the youth felt that the school was their most important source of information.

The Regents Inquiry (25) found that, in preparing students for life, the secondary schools of the State of New York failed most in helping students to sense their civic responsibility (p. 32), in giving them adequate vocational information (p. 72), in taking care of the masses of students academically (p. 92), in developing social competency, and in giving educational guidance.

In the foreword to "Youth Tell Their Story" by Bell, (3), Rainey

comments on ways of helping youth with their problems:

The present organization of social service work in the United States is very complex. Made up of a network of agencies, local, county, state, and federal; public, private and semi-public; religious, philanthropic, and profit-making — the social organization has been motivated largely by individualism and laissez faire. It has evolved with little conscious social planning. Whenever needs arose, institutions and agencies arose to provide for those needs. The result is that we have hundreds of agencies but no well integrated program for the handling of community problems.....Community disorganization constitutes a major difficulty in planning a program to meet the needs of youth. Each agency works with little or no regard for the others, with the result that the treatment of social problems is undertaken by institutions or agencies acting in their individual capacities rather than from a unified approach.

PRESENTATION AND ANALYSIS OF DATA

Student Problems. The Problem Check List by Mooney (Appendix C and D) was chosen as the instrument for determining what students think their problems are. This check list has been standardized and used enough to insure a fairly high reliability and validity (see Appendix C). From the review of literature, it seems to be the only instrument of its kind that has extensive use. It is also well recommended by competent authorities (2, p. 166).

The check list consists of 330 items. Students are directed to read, and as they read to underline those items that are a problem to them. After the initial reading they are instructed to circle the number of the underlined item if the problem is of great concern. The items are so arranged that they are grouped into eleven major problem areas. Students are not aware of the nature of this grouping.

It was decided to give the check list to all students of the North Cache High School who were present at school the day the questionnaire was administered. About 20 per cent of the students were absent from school when the Mooney check list was given. Although there is a possibility of a slight selective factor because of this excessive absence, it is felt that the results would not have been appreciably different had all students been in attendance. (See Table 1, p. 16)

Tables 2 to 18 classify student responses to the Mooney check list. The tables are arranged to show first, the total response, second, the response according to sex, third, response according to grade and fourth, response according to sex by grades. The reason sex and grade were used

as variables is that these are about the only classifications where there is any great differentiation of instruction within the school.

Table 1. Total number of students enrolled in the North Cache High School, the number of students answering the Mooney Problem Check-list and the one prepared by the author.

	Number Enrolled	Number for Mooney's	Number for Author's
<u>Sophomores</u>			
Boys	98	76	84
Girls	82	77	77
<u>Juniors</u>			
Boys	105	73	90
Girls	102	97	80
<u>Seniors</u>			
Boys	95	56	76
Girls	75	67	66
Total	557	446	473

Tables 2 to 4 show that the average number of problems marked by all students is higher in the area of "adjustment to school work." This is also true if we compare them according to sex, according to grade, or according to sex by grades. There were approximately twice as many problems marked in the area of "adjustment to school work" as in the area of "curriculum, teaching procedures," and near five times as many as in the area of "home and family." The areas of "social and recreational activities," "personal psychological relations," "future: vocational and educational," "courtship, sex and marriage," and "social psychological relations," averaged about the same for all students, with an

average number of 3.0 for the first mentioned and 2.9, respectively, for the other areas. There are, of course, variations according to sex and grades, the most noticeable being in the area of "future: vocational and educational."

Table 2. Average (MEAN) number of problems marked in each problem area according to sex.

<u>Problem Area</u>	<u>All Students</u> Avg.	<u>Sex</u>	
		<u>Boys</u> Avg.	<u>Girls</u> Avg.
Adjustment to School Work	4.7	4.4	4.9
Social and Recreational Activities	3.0	3.0	3.0
Personal Psychological Relations	2.9	2.4	3.3
Future: Vocational and Educational	2.9	2.6	3.1
Courtship, Sex and Marriage	2.9	2.5	3.3
Social Psychological Relations	2.9	1.9	3.6
Curriculum, Teaching Procedures	2.3	2.0	2.6
Health and Physical Development	2.2	1.7	2.7
Finances, Living Conditions, Employment	2.1	1.6	2.4
Morals and Religion	1.7	1.6	1.7
Home and Family	1.2	1.1	1.7
<u>Total</u>	<u>28.8</u>	<u>25.0</u>	<u>32.2</u>

Probably the most significant information revealed in these tables is that girls had a tendency to average more problems than boys. The total average for boys being 25.0 and for girls 32.2. There was an increase in the average number of problems marked as students progress through school, sophomores 23.9, juniors 28.2, and seniors 36.4. The two greatest extremes being sophomore boys with 19.9 and senior girls with 43.9.

Table 3. Average (MEAN) number of problems marked in each problem area according to grade

Problem Area	All Students Avg.	Grade		
		10 Avg.	11 Avg.	12 Avg.
Adjustment to School Work	4.7	3.9	4.6	5.9
Social and Recreational Activities	3.0	2.5	3.2	3.4
Personal Psychological Relations	2.9	2.5	2.8	3.6
Future Vocational and Educational	2.9	1.8	3.0	4.0
Courtship, Sex and Marriage	2.9	2.7	2.7	3.3
Social Psychological Relations	2.9	2.5	2.7	3.7
Curriculum, Teaching Procedures	2.3	1.6	2.4	3.0
Health and Physical Development	2.2	2.0	2.0	2.9
Finances, Living Conditions, Employment	2.1	1.7	1.9	2.8
Morals and Religion	1.7	1.5	1.6	2.1
Home and Family	1.2	1.4	1.3	1.7
Total	28.8	23.9	28.2	36.4

There were nine sophomores, twenty-three juniors, and eleven seniors who marked over fifty items as problems. There was one sophomore girl who said she had sixty-three serious problems and seventy-one lesser problems for a total of one-hundred-and-thirty-four. There was one other girl and two boys who marked over a hundred items.

There were forty-one sophomores, sixteen juniors and seven seniors who marked less than ten items. One sophomore boy marked no items and had this to say, "After reading the list of problems that often trouble students my age; I find that I have none. I like my environment and am happy to be alive."

Table 4. Average (NEAN) number of problems marked in each problem area according to grade by sex

Problem Area	All Students Avg.	Boys by Grade			Girls by Grade		
		10 Avg.	11 Avg.	12 Avg.	10 Avg.	11 Avg.	12 Avg.
Adjustment to School Work	4.7	3.4	4.7	5.3	4.4	4.5	6.2
Social and Recreational Activities	3.0	2.5	3.5	3.0	2.4	2.9	3.8
Personal Psychological Relations	2.9	1.9	2.9	2.3	3.1	2.6	4.6
Future: Vocational and Educational	2.9	1.8	3.2	3.1	1.8	2.9	4.9
Courtship, Sex and Marriage	2.9	2.3	2.3	2.7	3.1	3.0	3.8
Social Psychological Relations	2.9	1.6	2.2	2.1	3.0	3.2	5.0
Curriculum, Teaching Procedures	2.3	1.2	2.2	2.6	1.9	2.6	3.3
Health and Physical Development	2.2	1.5	1.8	2.1	2.4	2.2	3.7
Finances, Living Conditions, Employment	2.1	1.3	1.8	2.0	2.1	2.0	3.6
Morals and Religion	1.7	1.4	1.8	1.8	1.5	1.4	2.5
Home and Family	1.2	1.0	1.2	1.1	1.7	1.3	2.3
Total	28.8	19.9	27.6	28.1	27.4	28.6	43.9

Tables 5 to 7 show the same general tendencies as do Tables 2 to 4, but help us get a clearer picture of the areas of student problems. By looking at the rank order of the various areas in Table 5, we see that adjustment to school work comes first in terms of rank order, however, it can be seen by looking down the column that there are some differences. Boys rank the area of "social and recreational activities" second, while

girls rank it sixth. Girls rated "social psychological relations" in second place. "Future: vocational and educational" ranked third for boys while "personal psychological relations" ranked third for girls. Boys and girls ranked fairly close on the remainder of the areas, but continued to show some variations.

Table 5. The rank order of problems marked in each area and total number of problems marked, according to sex

Area	All Students		Boys		Girls	
	No.	Rank	No.	Rank	No.	Rank
Adjustment to School Work	2099	1	901	1	1198	1
Social and Recreational Activities	1378	2	619	2	719	6
Personal and Psychological Relations	1298	3	493	5	805	3
Future: Vocational and Educational	1297	4	544	3	753	5
Courtship, Sex and Marriage	1287	5	503	4	784	4
Social Psychological Relations	1286	6	408	6	878	2
Curriculum, Teaching Procedures	1029	7	402	7	625	8
Health and Physical Development	1004	8	350	8	654	7
Finances, Living Conditions, Employment	920	9	332	10	588	9
Morale and Religion	747	10	333	9	414	11
Home and Family	651	11	230	11	421	10

N = 446 for all students, 205 for boys, and 241 for girls.

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

Problem Area	All Students		Grade					
	No.	R	10		11		12	
	No.	R	No.	R	No.	R	No.	R
Adjustment to School Work	2099	1	599	1	772	1	728	1
Social and Recreational Activities	1338	2	377	4	536	2	425	5
Personal Psychological Relations	1298	3	384	3	476	4	438	4
Future: Vocational and Educational	1297	4	278	7	515	3	504	2
Courtship, Sex and Marriage	1287	55	416	2	462	6	409	6
Social Psychological Relations	1286	6	358	5	472	5	456	3
Curriculum, Teaching Procedures	1029	7	243	9	414	7	370	7
Health and Physical Development	1004	8	301	6	349	8	354	8
Finances, Living Conditions, Employment	920	9	262	8	326	9	332	9
Morals and Religion	747	10	217	10	269	10	267	10
Home and Family	651	11	212	11	220	11	219	11

N = 153 for sophomores, 170 for juniors, and 123 for seniors.

Table 6 shows that there is also a varying degree as to what areas different grades feel their problems fall in. The sophomores feel the area of "courtship, sex and marriage" is their second major problem area. Juniors feel that "social and recreational activities" is theirs, while seniors ranked the "future: vocational and educational" in second place. The area of "personal psychological relations" ranked third for sophomores,

but fourth for juniors and seniors. Juniors ranked the area of "future: vocational and educational" third, while seniors ranked the area of "social psychological relations" third.

The rest of the major areas seem to follow the same pattern except for sophomores. They seem to have more problems in the area of "health and physical development" and fewer in the area of "curriculum, teaching procedures."

Table 7 gives us still more insight into the problem areas. Here again, the area of "adjustment to school work" ranks first without exception. The area of "social and recreational activities" ranks second with sophomore and junior boys, but third with senior boys as a major problem area. It ranks fifth with junior girls and sixth with sophomore and senior girls. The area of "future: vocational and educational" ranks second for senior boys, third for junior boys and senior girls, while sophomore boys rank it fifth, sophomore girls ninth, and junior girls fourth. The area of "personal psychological relations" ranks third as a major problem area with sophomore girls; fourth with sophomore boys, junior boys and senior girls; sixth with senior boys and junior girls. "Social psychological relations" ranks second with junior and senior girls; fourth with sophomore girls, sixth with sophomore and junior boys and seventh with senior boys.

Probably the greatest extremes would be the ninth place sophomore girls gave the area of "future: vocational and educational," the fourth place that sophomore girls gave the area of "health and physical development" and the tenth place sophomore boys gave the area of "curriculum, teaching procedures."

Table 7. Rank order of problems marked in each area and total number of problems marked, according to grade by sex

Problem Area	All Students		Boys by Grades						Girls by Grades					
			10		11		12		10		11		12	
	No.	R	No.	R	No.	R	No.	R	No.	R	No.	R	No.	R
Adjustment to School Work	2099	1	262	1	340	1	299	1	337	1	432	1	429	1
Social and Recreational Activities	1338	2	194	2	256	2	168	3	183	6	279	5	257	6
Personal Psychological Relations	1298	3	147	4	215	4	131	6	237	3	261	6	307	4
Future Vocational and Educational	1297	4	137	5	230	3	177	2	141	9	265	4	327	3
Courtship Sex and Marriage	1287	5	178	3	174	5	151	4	238	2	268	3	258	5
Social Psychological Relations	1286	6	126	6	162	6	120	7	232	4	310	2	336	2
Curriculum, Teaching Procedures	1029	7	195	10	159	7	148	5	148	8	255	7	222	8
Health and Physical Development	1004	8	115	7	130	9.5	105	8	186	5	219	8	249	7
Finances Living Conditions Employment	920	9	97	9	135	8	100	9.5	165	7	191	9	232	9
Morals and Religion	747	10	103	8	130	9.5	100	9.5	114	11	133	11	167	10
Home and Family	651	11	78	11	85	11	67	11	134	10	135	10	152	11

No. 446 for all students, 76 for sophomore boys, 73 for junior boys, 56 for senior boys, 77 for sophomore girls, 97 for junior girls and 67 for senior girls.

It appears that girls feel that they have more problems than the boys, that as students progress through school they tend to feel that they have more problems. All students feel that the "adjustment to the school" is the area in which they have the greatest number of problems. Girls are more concerned about the areas of personal and social psychological relations than are boys. Boys are more concerned about "social and recreational activities" and over their "future: vocational and educational." Sophomores seem to be more concerned about problems of "courtship, sex and marriage." Juniors over "social and recreative activities" and show greater concern over the "future: vocational and educational" than do sophomores. Seniors are more concerned over the "future: vocational and educational" and "social psychological relations." With the exception of "adjustment to school," seniors seem to show a greater maturity of adjustment.

Table 8 shows the individual items that are marked most frequently by students. "Wanting a more pleasing personality" came first, being marked by 42 per cent of the students. "Not spending enough time in study" came next and was marked by about 35 per cent of the students. Of the first twenty items marked, and representing items marked by more than twenty-two per cent of the students, ten items, (2, 4, 5, 6, 8, 11, 13, 15, 16, 20) were problems arising from the school situation. Five items (1, 3, 7, 9, 19) deal with problems in connection with "personal and social psychological relations" and arise from their social environment. Three items (10, 12, 14) are problems in connection with the future, and indicate that they don't know what they really want to do. Item 18 deals with economic problems that seem to arise from a desire to be independent economically. Item 14 deals with problems concerning marriage.

Table 8. Most troublesome problems of 446 students in the North Cache High School

Rank	Problem	Total Problems	Serious Problems
1.	Wanting a more pleasing personality	189	87
2.	Not spending enough time in study	155	50
3.	Ashward in meeting people	147	50
4.	Weak in spelling and grammar	136	40
5.	Not getting studies done on time	135	27
6.	Worrying about examinations	133	44
7.	Taking some things too seriously	133	43
8.	Worrying about grades	131	31
9.	Losing my temper	128	57
10.	Deciding whether or not to go to college	127	39
11.	Lunch hour too short	125	16
12.	Not knowing what I really want	121	32
13.	Afraid to speak up in class discussions	119	36
14.	Wondering if I'll find a suitable mate	118	28
15.	Unable to concentrate when I need to	114	28
16.	Trouble in outlining or taking notes	112	19
17.	Wondering what I will be like ten years from now	110	21
18.	Wanting to earn some of my own money	109	52
19.	Daydreaming	106	17
20.	Slow in reading	105	33

Table 9. Most troublesome problems of 205 boys in the North Cache High School.

<u>Rank</u>	<u>Problem</u>	<u>Total Problems</u>	<u>Serious Problems</u>
1.5	Awkward in meeting people	94	31
1.5	Not spending enough time in study	94	31
3.	Weak in spelling or grammar	81	24
4.	Not getting studies done on time	74	10
5.	Wanting to learn how to dance	64	17
6.	Awkward in making a date	62	29
7.	Trouble in outlining or note taking	59	13
8.	Learning how to save money	58	24
9.	Wanting a more pleasing personality	58	19
10.	Lunch hour too short	55	6
11.	Slow in reading	52	18
12.	Forgetting things	52	11
13.	Not knowing what I really want	51	13
14.	Trying to break off a bad habit	50	17
15.	Afraid to speak up in class discussions	50	10
16.	Deciding whether or not to go to college	49	12
17.	Weak in writing	48	17
18.	Unskilled in carrying on a conversation	47	16
19.	Losing my temper	44	21
20.	Unable to concentrate when I need to	44	12
21.	Failing to go to church	44	11
22	Poor teeth	43	13

Table 10. Most troublesome problems of 241 girls in the North Cache High School

<u>Rank</u>	<u>Problem</u>	<u>Total Problems</u>	<u>Serious Problems</u>
1.	Wanting a more pleasing personality	140	68
2.	Worrying about examinations	100	36
3.	Taking some things too seriously	96	31
4.	Worrying about grades	92	25
5.	Wanting to earn some of my own money	86	45
6.	Losing my temper	84	36
7.	Textbooks hard to understand	79	27
8.	Having to ask parents for money	70	20
9.5	Not knowing what I really want	70	19
9.5	Too much work required in some subjects	70	19
11.	Making a good appearance	70	18
12.	Lunch hour too short	70	10
13.	Afraid to speak up in class discussions	69	26
14.	So often feel restless in classes	69	12
15.	Afraid of making mistakes	68	18
16.	Daydreaming	66	14
17.	Wondering what I'll be like ten years from now	66	9
18.	Poor complexion	61	27
19.	Not spending enough time in study	61	19
20.	Not getting studies done on time	61	17

In comparing the items marked most frequently by boys and girls, (Tables 9 and 10), it was found that there is a great deal of likeness, but that different items seem to be causing boys more trouble than they do girls and vice-versa. Of equal concern to forty-six per cent of the boys were the problems of being "awkward in meeting people" and "not spending enough time in study." Girls did not rank the first item in the first twenty, while the latter ranks nineteenth with girls. Fifty-eight per cent of the girls indicate as the item of greatest concern, that of "wanting a more pleasing personality." Forty-one per cent of the girls indicated "worrying about examinations" as a problem, making it second.

In Table 9, of the first twenty items marked most frequently by boys, and representing more than one-fifty of them nine items (1.5, 3, 4, 7, 10, 11, 15, 17, 20) arise from the school situation. In table 10, of the first twenty items marked by girls and representing more than one-fifth of them, nine items (2, 4, 7, 9.5, 12, 13, 14, 18, 19) also arise from the school situation. By comparing the nine items marked by both boys and girls it was found that four of them are the same items, although of different rank. Boys listed the following items which were not included by the girls in the first twenty: "weak in spelling and grammar, trouble in outlining and note taking, slow in reading, weak in writing, and unable to concentrate." Girls listed the following items not included by the boys: "worrying about examinations, worrying about grades, textbooks too hard to understand, too much work required in some subjects, and so often feel restless in class." It appears that girls are much more concerned about the results of their studies while boys are more concerned

about not getting the studying done and the mechanics of studying.

Boys and girls both seem to have major problems regarding personal and psychological adjustments with girls probably a little more concerned in these areas. Boys, however, are much more concerned about acquiring the social skills. They feel more awkward in meeting people, and in making dates; they would like to know how to dance and how to carry on a conversation. In the first twenty items, girls listed two items in regard to economic problems while boys only listed one. Boys ranked one moral problem, while girls ranked none in the first twenty items. Girls and boys both had two problems concerning their future. Girls indicated one health problem, boys none.

The problem pattern for all three grades appear about the same. Tables 11, 12, and 13, show that of the items ranked in the first twenty, nine for the sophomores, eight for the juniors and eight for the seniors arise from the school situation. The sophomores indicated more problems in connection with developing social skills. Juniors and seniors indicated more in regards to personal and social relations with their friends. Seniors listed two items in the area of "economic problems" juniors none, and sophomores one. The seniors were the only ones who listed a moral problem in the first twenty. It is to be noted that all three grades are about equally concerned with the problem of "wondering if I'll find a suitable mate."

Table 11. Most troublesome problems of 153 sophomores in the North Cache High School.

<u>Rank</u>	<u>Problem</u>	<u>Total Problems</u>	<u>Serious Problems</u>
1.	Wanting a more pleasing personality	59	28
2.	Not spending enough time in study	55	20
3.	Awkward in meeting people	47	17
4.	Not getting studies done on time	43	9
5.	Taking some things too seriously	42	14
6.	Worrying about grades	41	12
7.	Learning how to save money	40	20
8.	Worrying about examinations	40	14
9.	Weak in spelling or grammar	40	10
10.	Trouble in outlining or note taking	39	8
11.5	Deciding whether or not to go to college	38	7
11.5	Lunch hour too short	38	7
13.	Losing my temper	36	20
14.	Afraid to speak up in class discussions	36	12
15.	Wondering if I will find a suitable mate	36	5
16.	Wanting to learn how to dance	35	12
17.	Daydreaming	35	8
18.	Not knowing how to entertain on a date	33	11
19.	Unable to concentrate when I need to	33	9
20.5	Wondering what I'll be like ten years from now	32	8
20.5	Forgetting things	32	8

Table 12. Most troublesome problems of 170 juniors in the North Cache High School

<u>Rank</u>	<u>Problem</u>	<u>Total Problems</u>	<u>Serious Problems</u>
1.	Wanting a more pleasing personality	79	33
2.	Awkward in meeting people	56	22
3.	Not spending enough time in study	56	19
4.	Not knowing what I really want	55	20
5.	Not getting studies done on time	52	9
6.	Taking some things too seriously	51	18
7.	Unable to concentrate when I need to	51	14
8.	Deciding whether or not to go to college	50	17
9.	Worrying about examinations	49	18
10.	Weak in spelling or grammar	49	12
11.	Too much work required in some subjects	48	16
12.	Worrying about grades	47	7
13.	Losing my temper	45	19
14.	Afraid to speak up in class discussions	45	13
16.	Wondering if I'll find a suitable mate	44	13
16.	Forgetting things	44	13
16.	Unable to express myself in words	44	13
18.	Wondering what I'll be like ten years from now	44	8
19.	Too few dates	43	11
20.	Trouble in outlining or note taking	43	7

Table 13. Most troublesome problems of 123 seniors in the North Cache High School

Rank	Problem	Total Problems	Serious Problems
1.	Wanting a more pleasing personality	60	26
2.	Losing my temper	46	26
3.	Weak in spelling or grammar	47	18
4.	Lunch hour too short	45	5
5.	Wanting to earn some of my own money	44	25
6.	Worrying about examinations	44	13
7.5	Afraid in meeting people	44	11
7.5	Not spending enough time in study	44	11
9.	Worrying about grades	43	12
10.	Taking some things too seriously	40	11
11.	Not getting studies done on time	40	9
12.	Having to ask parents for money	40	8
13.	Deciding whether or not to go to college	39	15
14.5	Slow in reading	38	11
14.5	Afraid to speak up in class discussions	38	11
16.5	Wondering if I'll find a suitable mate	38	10
16.5	Not knowing what I really want	38	10
18	Can't forget some mistakes I've made	37	8
19.5	Afraid of making mistakes	36	8
19.5	Trying to break off a bad habit	36	8
21.	Wanting advice on what to do after high school	35	10
22.	Making a good appearance	35	6

Table 14. Most troublesome problems of 76 sophomore boys in the North Cache High School

<u>Rank</u>	<u>Problem</u>	<u>Total Problems</u>	<u>Serious Problems</u>
1.	Not spending enough time in study	38	13
2.	Awkward in meeting people	31	10
3.	Wanting to learn how to dance	28	8
4.	Weak in spelling or grammar	26	6
5.	Learning how to save money	24	13
6.	Not getting studies done on time	23	19
7.	Awkward in making a date	20	11
8.	Wanting a more pleasing personality	20	9
9.	Losing my temper	19	12
10.	Not knowing how to entertain on a date	18	7
11.5	Wondering what I'll be like ten years from now	18	5
11.5	Trouble in outlining or note taking	18	5
13.	Being underweight	17	7
14.	Forgetting things	17	3
15.	Too short	16	6
16.5	Afraid to speak up in class discussions	16	2
16.5	Lunch hour too short	16	2
18.	Failing to go to church	16	1
19.5	Trying to break off a bad habit	15	7
19.5	Talking back to my parents	15	7
21.	Slow in reading	15	6
22.	Not mixing well with the opposite sex	15	5
23.	Deciding whether or not to go to college	15	0

Table 15. Most troublesome problems of 73 junior boys in the North Cache
High School

<u>Rank</u>	<u>Problem</u>	<u>Total Problems</u>	<u>Serious Problems</u>
1.	Awkward in meeting people	38	15
2.	Not spending enough time in study	34	12
3.	Weak in spelling or grammar	31	10
4.	Not getting studies done on time	29	3
5.	Trouble in outlining or note taking	25	5
6.	Not knowing what I really want	23	9
7.	Wanting a more pleasing personality	23	7
8.	Awkward in making a date	22	9
9.	Slow in reading	22	5
10.	Weak in writing	22	3
11.	Unskilled in carrying on a conversation	21	7
12.	Unable to express myself in words	21	6
13.5	Learning how to save money	20	7
13.5	Wanting to learn how to dance	20	7
15.	Not knowing how to entertain on a date	20	6
17.	Too few dates	20	5
17.	Difficulty with oral reports	20	5
17.	Afraid to speak up in class discussions	20	5
19.	Unsure of my social etiquette	19	6
20.	Unable to concentrate when I need to	19	5
21.	Lunch hour too short	19	2

Table 16. Most troublesome problems of 56 senior boys in the North Cache High School.

<u>Rank</u>	<u>Problem</u>	<u>Total Problems</u>	<u>Serious Problems</u>
1.	Awkward in meeting people	25	6
2.	Weak in spelling or grammar	24	8
3.5	Not spending enough time in study	22	6
3.5	Concerned over military service	22	6
5.	Not getting studies done on time	22	3
6.	Awkward in making a date	20	9
7.	Slow in reading	20	7
8.	Lunch hour too short	20	2
9.	Trying to break off a bad habit	17	4
10.	Forgetting things	17	3
11.	Trouble in outlining or note taking	16	3
12.	Wanting to learn how to dance	16	2
13.5	Afraid of making mistakes	15	4
13.5	Worrying about grades	15	4
15.	Wanting a more pleasing personality	15	3
16.	Weak in writing	14	7
17.	Deciding whether or not to go to college	14	5
18.	Learning how to save money	14	4
19.5	Classes too large	14	3
19.5	Afraid to speak up in class discussions	14	3
21.	Daydreaming	14	0

In comparing Tables 14, 15 and 16 it is found that of the first twenty items, sophomore boys listed seven items arising from the school environment while junior and senior boys listed twelve and ten, respectively. The items not listed by the sophomores, but listed by the juniors were "weak in writing," "unable to express myself in words," "difficulty in oral reports," and "unable to concentrate when I need to." Those listed by the seniors, and not by sophomores and juniors were "worrying about grades," "weak in writing," and "classes too large." It appears that as the boys progress through school that they become more aware of their academic weaknesses. Juniors appear very much more concerned than either sophomores or seniors with the problems of oral recitation.

With regard to social skills, sophomore boys are more concerned than juniors and seniors, however, they all express a desire to learn how to dance and how to ask for a date. They all feel awkward about meeting people. The sophomore boys indicate that they don't mix well with the opposite sex; the juniors feel unskilled in carrying on a conversation. The senior boys seem to have fewer problems with regard to social skills. Of the first twenty items, sophomore boys listed two items in the area of physical development, "being underweight" and "being too short." It appears that many of them are still in the process of maturing physically and it is creating problems for them. The sophomores are the only boys who indicated problems regarding home and family relations and religion in the first twenty items. Seniors show greater concern over the future. This is shown by the high rank they gave concern over military service. They all are about equally concerned about economic problems. Senior boys indicate greater concern over problems of personal and social relations.

Table 17. Most troublesome problems of 77 sophomore girls in the North
Coke High School

<u>Rank</u>	<u>Problem</u>	<u>Total Problems</u>	<u>Serious Problems</u>
1.	Wanting a more pleasing personality	39	19
2.	Worrying about examinations	31	12
3.	Taking some things too seriously	31	11
4.	Worrying about grades	28	10
5.	Wanting to earn some of my own money	24	9
6.	Deciding whether or not to go to college	23	7
7.	Daydreaming	23	6
8.	Lunch hour too short	22	5
9.	Wondering if I'll find a suitable mate	22	4
10.	Having to ask parents for money	21	8
11.	Trouble in outlining or note taking	21	4
12.	Afraid to speak up in class discussions	20	10
13.	Unable to express myself in words	20	8
14.	Not getting studies done on time	20	5
15.	Afraid of making mistakes	19	5
17.	Don't like to study	19	4
17.	Unable to concentrate when I need to	19	4
17.	So often feel restless in class	19	4
19.	Disappointment in a love affair	18	8
20.	Learning how to spend my money wisely	18	7

Table 18. Most troublesome problems of 97 junior girls in the North Cache High School

<u>Rank</u>	<u>Problem</u>	<u>Total Problems</u>	<u>Serious Problems</u>
1.	Wanting a more pleasing personality	56	26
2.	Worrying about examinations	38	17
3.	Worrying about grades	36	17
4.	Nervousness	33	12
5.	Wondering if I'll find a suitable mate	33	10
6.	Not knowing what I really want	32	11
7.	Unable to concentrate when I need to	32	9
8.	Losing my temper	31	13
9.	Too much work required in some subjects	31	11
10.	Deciding whether or not to go to college	31	10
11.	Afraid of making mistakes	28	9
12.	Making a good appearance	28	8
13.	So often feel restless in classes	28	6
14.	Wondering what I'll be like ten years from now	28	3
15.	Wanting to earn some of my own money	26	11
16.	Forgetting things	26	8
17.	Peer complexion	25	10
18.	Afraid to speak up in class discussions	25	8
19.	Vocabulary too limited	25	6
20.	Worrying	24	15

Table 19. Most troublesome problems of 67 senior girls in the North Gadsden High School.

<u>Rank</u>	<u>Problem</u>	<u>Total Problems</u>	<u>Serious Problems</u>
1.	Wanting a more pleasing personality	44	23
2.	Wanting to earn some of my own money	36	25
3.	Losing my temper	36	13
4.	Having to ask parents for money	33	7
5.	Taking some things too seriously	32	8
6.	Worrying about examinations	31	7
7.	Being disliked by certain persons	30	17
8.	Can't forget some mistakes I've made	29	7
9.	Making a good appearance	29	5
10.	Worrying about grades	28	8
11.	Wondering if I'll find a suitable mate	27	7
12.	Textbooks hard to understand	25	10
13.	Wanting advice on what to do after high school	25	8
14.	Having no regular allowance (or regular income)	25	5
15.	Lunch hour too short	25	3
16.	Afraid to speak up in class discussions	24	8
17.5	Classes too large	24	7
17.5	Noodiness, having the "blues"	24	7
19.	Difficulty with oral reports	24	5
20.	Wanting to learn how to entertain on a date	24	4
21.	Wondering what I'll be like ten years from now	24	3

Of the first twenty items (see Tables 17, 18, and 19), sophomore girls listed nine items as problems in connection with the school. Junior girls listed seven items and senior girls listed six. The girls in all three classes ranked worried about grades and examinations high. They feel that the lunch hour is too short, and that they are unable to concentrate as they should. They feel restless in class. Sophomore girls say that they don't like to study and that they have trouble with outlining and note taking. Junior girls feel that some classes are too hard and that their vocabulary is too limited. Senior girls feel that textbooks are too difficult and that classes are too large. It is of interest to note that in the first twenty items, only senior boys and girls listed large classes as being a problem.

Of the first twenty items in Tables 17, 18, and 19, neither the sophomore girls or junior girls listed an item dealing with social skills. The senior girls listed one; that of wanting to learn how to entertain on a date. The girls are all concerned, however, about personality, taking things too seriously, and being afraid of making mistakes. More than twenty per cent of the sophomore girls listed "being disappointed in a love affair" as a problem. All three grades listed the item of finding a suitable mate as a problem. Junior girls want to make a good appearance. More than one-third of the senior girls listed "moodiness," and "having the blues" as a problem. More than one-third of the junior girls listed "nervousness" as a problem. Girls seem to have greater economic problems as they progress through school. This probably arises from a greater desire to be independent. There doesn't appear to be much difference regarding concern over the future as girls progress in school.

Summary of Student Problems. In summary of the items checked on the Mooney Problem Check List, it appears that students feel that they have more problems in connection with adjustment to school than from any other source. (In the area of "adjustment to school work," boys seem more concerned about the fact that they don't study enough and lack the tools with which to study. They feel that they are poor readers, poor spellers, and don't know how to take notes. Girls, on the other hand, indicate worrying about examinations and grades, studies being too hard and some teachers requiring too much work.)

Boys have more problems in the area of "social and recreational activities" primarily because they feel they lack the necessary social skills.

Girls are more concerned about "personal and social psychological relations." They are particularly concerned about wanting a pleasing personality, making good impressions and being liked by their friends. Girls indicate less economic independence than boys.

Seniors are more concerned about their "future: vocational and educational" than juniors and sophomores, though juniors show greater concern than sophomores. Sophomores show more concern over problems of "courtship, sex and marriage." The sophomore boys indicate that they don't know how to ask girls for dates or how to entertain on a date, while many sophomore girls feel that they have been disappointed in love. Girls indicated more problems than boys. The juniors and seniors progressively indicate more problems than do sophomores.

The Purpose of the Check-list Prepared by the Author. The Questionnaire by the author was devised primarily for three purposes, one, to

find out to what extent students felt they had tried to solve their problems, second, to get some indication of how much they felt the school had helped them with their problems, third, to determine what agencies they felt had been most helpful in the solution of their problems.

The problems were grouped into areas similar to those of the Mooney Problem Check List. The differences being that "future: vocational and educational" were made separate areas. This was done because many authorities in the field felt that they were separate problem areas. Problem areas of "adjustment to school work" and "curriculum and teaching procedures" were grouped into one area. It seemed impossible to differentiate between the two when talking in terms of a problem area without mentioning specific items. The problem area of "courtship, sex and marriage" was limited to the problem of "boy, girl relations." Several of the problem areas were called by simpler names than those of the Mooney Problem Check List (see Appendix A), because it was thought they would be more easily understood by the students.

Four questions were asked in each problem area. The first asked to what degree they felt they had problems in that area. The purpose of this question was mainly for the purpose of identifying the problem, but served also to see if students would recognize the areas where they had major problems by one direct question as well as they did on the Mooney Problem Check List when they answered individual items in that area. The purpose of the other three questions have already been mentioned. There were 473 students participating in answering this questionnaire compared to 446 on Mooney's (see Table 1, page 16). Students were very responsive. Out of a total on 19,712 possible responses,

there were only sixty omissions, less than one-third of one per cent, and at least eighteen of these were unintentional.

Most of the students found that they could answer all questions without substituting answers other than those provided in the questionnaire. When substitutions occurred, it was usually in connection with the questions which asked "What agency has been most helpful with your problems?" The most common answers when substitutions occurred were myself, newspapers, radio, books and a few mentioned boy friend. Several students felt that two or even three agencies were of equal help with problems and so indicated.

Tables 20 to 31 show student responses to the check list prepared by the author.

Problem Areas Indicated. In looking at Table 20, there are several things that stand out. In the area of boy-girl relations, the question was asked, "How well do you get along with members of the opposite sex?" Fifty-one per cent of all the students felt that they had many friends of the opposite sex and were at ease with them. Table 21 indicates that it was also high for both boys and girls, 47 and 55 per cent, respectively.

In answer to the question "How do you feel about your social and recreative activities?" Forty-eight per cent felt that they had plenty of satisfactory social and recreative activities, 45 and 52 per cent, respectively, for boys and girls. The other two areas that show greatest extremes were morals and religion. The question was asked "To what degree are you troubled about problems concerning religion?" As the Table shows, over 45 per cent of the students indicated that they either had a mild or serious problem in the area of religion. The same question was asked

regarding morals; 34 per cent considered that they had average adjustment, 34 per cent indicated a mild concern and 24 per cent indicated a great concern. Fifty-eight per cent of the students indicated that they had either mild or serious moral problems.

Table 20. Degree to which students felt that they had problems in various major problem areas (all students)

Problem Area	Degree of Problem Expressed in Per Cent			
	Exceptional Adjustment	Average Adjustment	Mild Problem	Serious Problem
Health	18	77	03	00
Physical Development	09	83	06	00
Finances, Living Conditions and Employment	15	78	07	00
Social and Recreational Activities	48	37	13	01
Boy-Girl Relations	51	23	21	03
Personal Social Relations	10	78	10	02
Personal Adjustment to Life	07	77	15	01
Religion	13	40	37	08
Morals	04	34	34	24
Home and Family	07	48	39	05
Adjustment to School	17	72	09	01
Mean	18	59	18	04

N = 473 students.

In the area of home and family relations, the question was asked, "To what degree are you concerned about your home and family relations?" Five per cent felt that there was much conflict and disagreement and that they were very unhappy about their home life. Thirty-nine per cent said

that there was some conflict and that they were unhappy at times. Except for the items mentioned, it appears, as would be expected, that the majority of students feel that they are about average in adjustment.

It would appear by comparing Tables 2, 5, and 20 that the students do not recognize to the same degree the same problem areas in which they feel they have greater numbers of serious problems by asking one direct question, the method used by the author, as compared to the indirect method, where students choose from many items in Mooney's Problem Checklist.

Table 21. Degree to which students felt that they had problems in various major problem areas (according to sex)

Problem Area	Degree of Problem Expressed in Per Cent							
	Exceptional Adjustment		Average Adjustment		Mild Problem		Serious Problem	
	B	G	B	G	B	G	B	G
Health	21	11	75	79	02	04	00	00
Physical Development	08	10	82	85	07	06	00	00
Finance, Living Conditions and Employment	18	12	75	81	06	07	00	00
Social and Recreational Activities	45	52	36	39	18	08	01	01
Boy-Girl Relations	47	55	28	22	21	21	04	03
Personal Social Relations	11	08	74	82	11	09	02	00
Personal Adjustment to Life	10	05	76	78	18	11	00	02
Religion	18	10	37	43	36	37	08	08
Morals	03	04	36	33	34	33	23	26
Home and Family	10	04	47	48	37	43	05	05
Adjustment to School	13	23	70	70	16	06	01	01
Mean	18	18	58	60	19	17	04	04

N = 250 for boys, 223 for girls.

Table 22. The amount of effort which students felt they have put forth to solve their problems
(all students)

<u>Problem Area</u>	<u>Degree of Effort in Terms of Per Cent</u>				<u>Haven't Needed To Do Anything</u>
	<u>Great Deal</u>	<u>Fair Amount</u>	<u>A Little</u>	<u>None</u>	
Health and Physical Development	13	54	16	02	14
Finance, Living Conditions and Employment	10	61	14	01	14
Social and Recreational Activities	09	57	10	03	21
Boy Girl Relations	47	45	07	01	00
Personal Social Relations	41	46	08	02	02
Personal Adjustment to Life	23	68	06	00	01
Morale and Religion	20	59	06	01	13
Home and Family	20	50	14	14	11
Adjustment to School	08	70	16	02	04
Mean	21	57	10	02	09

N= 473 students.

Table 23. The amount of effort which students felt they have put forth to solve their problems (according to sex)

Problem Area	Degree of Effort in Terms of Per Cent									
	Great Deal		Fair Amount		A Little		None		Haven't Needed to do Anything	
	B	G	B	G	B	G	B	G	B	G
Health and Physical Development	12	14	53	54	20	12	04	01	10	17
Finance, Living Conditions and Employment	10	10	62	60	16	13	01	00	14	15
Social and Recreational Activities	08	09	58	56	12	08	03	02	17	26
Boy Girl Relations	40	50	48	43	08	05	01	01	00	00
Personal Social Relations	39	43	46	46	12	04	02	01	03	02
Personal Adjustment to Life	26	20	61	75	08	04	01	00	02	00
Morals and Religion	19	20	58	59	08	04	01	02	13	13
Home and Family	19	20	47	53	18	10	05	01	08	13
Adjustment to School	09	06	67	73	18	14	02	01	03	06
Mean	20	22	56	58	13	08	02	01	08	10

N= 250 for boys, 223 for girls.

Effort Put Forth By Students to Solve Their Problems. Students were asked what they had done to solve the problems they had in the various problem areas. In Tables 22 and 23, it is shown that they felt they had put forth the greatest effort in the areas of "boy-girl relations" and "personal social adjustment." It is also to be noted that more students felt that they are exceptionally well adjusted in the field of "boy-girl relations" than any other area and also feel that they have put more effort to solve their problems in this area than in any other area (see Table 20). On the average, 20 per cent of the students felt that they had put forth a great deal of effort to solve their problems. Fifty-seven per cent felt that they had put forth a fair amount of effort, thus the majority of the students felt that they have tried to solve their problems. Only 2 per cent felt that they had done nothing, while on the average, 9 per cent said that they hadn't needed to improve. It will be noted in Table 23 that there doesn't appear to be any appreciable sex difference.

Future: Vocational and Educational. Table 24 shows that most students are concerned over their future education and vocations. Forty-nine per cent of the students showed deep concern over future vocations compared to 39 per cent over future education plans, while 14 per cent of the students said that they were not concerned over future education compared to 2 per cent over future vocations. Girls tended to show greater concern than did boys in both areas.

Most students haven't chosen the specific occupation (Table 25) that they wish to have for a life career. Twenty-two per cent felt, however, that they had chosen a specific occupation, with 7 per cent more girls

than boys so stating. Twelve per cent of the students had no occupation in mind. The remainder were unable to make a definite decision but felt that they were not completely in the dark.

Table 24. Degree of concern over future vocation and education

Degree	Degree of concern in per cent					
	Vocation			Education		
	All	B	G	All	B	G
Deeply concerned	49	45	52	39	36	42
Mildly concerned	46	47	45	41	42	39
Little concern	03	04	02	05	06	04
No concern	02	03	01	14	14	15

N = 473 for all students, 250 for boys, 223 for girls.

Table 25. Where students think they stand regarding an occupational choice

	All	Boys	Girls
1. Chosen specific occupation	22	19	26
2. Chosen general occupational area	29	34	23
3. Have several occupations in mind	34	34	34
4. Have no occupation in mind	12	10	14
5. Haven't given it much thought	03	03	03

N = 250 for boys, 223 for girls.

With regard to future education, 23 per cent of the students felt that they know exactly where they wanted to go to school and exactly for what they were going to prepare. By combining items one and two in Table 25, it is found that around 58 per cent of the students have decided to get more education beyond high school, while 25 per cent are undecided and 15 per cent do not plan to continue.

Table 26. Where students think they stand regarding future educational plans

	All	Boys	Girls
1. Chosen school and field of training	23	22	25
2. Have just decided to get more education	35	39	31
3. Haven't decided about further education	25	24	26
4. Don't plan on further education	15	13	17
5. Don't plan on finishing high school	01	00	01

N = 250 for boys, 223 for girls.

Help Received From the School. Table 27 shows that 96 per cent of the students feel that the school has helped them to some degree with their problems. A greater number of students felt that the school had helped them more with problems in the area of "moral and religion" than in any other area. This is to a great extent due to the inclusion of the L. D. S. Seminary as a part of the school.

The students quite definitely felt that the school provides a good opportunity to meet members of the opposite sex, and that it has provided social and recreational activities. They also felt it had helped them become better adjusted socially as well as to life in general.

The students felt that the school has helped them least with problems of an economic nature, home and family relations, vocational choice and educational plans. Nineteen per cent of the students felt that the school worked a hardship by being too expensive. Nine per cent felt that there were plenty of social and recreative activities in the school but only small cliques participated in them, "they were usually left out."

Table 27. The degree of help students feel the school has given them with their problems (all students)

<u>Problem Area</u>	<u>Degree of Help Given</u>				
	<u>Great help</u> per cent	<u>Fair help</u> per cent	<u>Little help</u> per cent	<u>No help</u> per cent	<u>No help needed</u> per cent
Health and Physical Development	26	55	07	03	05
¹ Finances, Living Conditions and Employment	16	33	*	32	*
² Social and Recreational Activities	36	46	17	*	*
Boy Girl Relations	46	*	52	02	*
Personal Social Relations	29	58	10	01	01
Personal Adjustment to Life	29	59	09	02	01
Morals and Religion	62	27	04	02	05
Home and Family	08	44	26	12	10
Future: Vocational	17	45	24	06	*
Future: Educational	13	49	26	09	03
Adjustment to the School	20	53	15	09	03
Mean	26	46	18	06	04

N: 473 students.

* Degree of help not provided in the questionnaire.

1 School worked hardship for 17 per cent of the students.

2 Social and recreational activities participated in mainly by cliques, 9 per cent of the students.

Table 28. The degree of help students feel the school has given them with their problems (according to sex)

Problem Area	Degree of Help									
	Great help		Fair help		Little help		No help		No help needed	
	B	G	B	G	B	G	B	G	B	G
	per cent		per cent		per cent		per cent		per cent	
Health and Physical Development	32	20	54	55	08	06	02	03	04	16
¹ Finances, Living Conditions and Employment	19	13	43	23	*	*	24	41	*	*
² Social and Recreational Activities	38	33	44	45	10	03	*	*	*	*
Boy Girl Relations	47	44	*	*	50	54	02	01	*	*
Personal Social Relations	27	31	60	56	09	11	02	01	01	01
Personal Adjustment to Life	30	29	58	59	08	10	03	01	00	00
Morals and Religion	56	67	30	24	07	02	04	00	03	06
Home and Family	08	08	46	42	20	26	18	11	08	13
Future: Vocational	19	15	43	48	25	24	13	03	*	*
Future: Educational	16	08	50	47	21	31	08	08	04	05
Adjustment to the School	17	25	56	49	17	17	04	04	02	04
Mean	26	26	48	44	16	18	06	07	03	05

N= 250 for boys, 223 for girls.

* Degree of help not provided in the questionnaire.

1 School worked hardship for 11 per cent of the boys and 22 per cent of the girls.

2 Social and recreational activities participated in mainly by cliques, 7 per cent of boys, and 11 per cent of girls.

Table 29. The degree of help students feel the school has given them with their problems (according to grade)

Problem Area	Degree of Help Given														
	Great help			Fair help			Little help			No help			No help needed		
	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12
	per cent			per cent			per cent			per cent			per cent		
Health and Physical Development	25	24	29	62	55	47	05	10	07	01	03	03	07	06	12
¹ Finances, Living Conditions and Employment	24	09	15	32	32	36	*	*	*	24	41	31	*	*	*
² Social and Recreational Activities	43	28	38	43	57	37	05	06	05	*	*	*	*	*	*
Boy Girl Relations	45	43	49	*	*	*	53	54	49	02	01	02	*	*	*
Personal Social Relations	27	27	34	62	59	50	09	09	12	01	01	03	01	01	01
Personal Adjustment to Life	27	29	29	62	59	50	09	09	12	01	01	03	01	01	01
Morals and Religion	63	61	62	24	29	28	06	04	04	01	02	03	06	02	01
Home and Family	09	03	12	46	41	46	21	31	20	12	13	11	12	10	09
Future: Vocational	23	14	13	51	36	50	15	31	27	04	09	04	*	*	*
Future: Educational	14	11	13	50	46	50	25	27	25	06	11	07	04	06	03
Adjustment to the School	26	17	17	55	50	54	07	17	20	02	02	06	02	05	02
Mean	27	24	27	48	46	45	15	19	18	05	08	07	04	04	04

N= 161 for grade 10, 170 for grade 11, 142 for grade 12.

* Degree of help not provided in the questionnaire.

1 School worked hardship for 16 of the sophomores, 17 per cent of the juniors and 18 per cent of the seniors.

2 Social and recreational activities participated in mainly by cliques, 9 per cent of the sophomores, 6 per cent of the juniors, and 12 per cent of the seniors.

In Table 28, we find that there appears to be no great differences as to amount of help boys and girls feel that the school has given them. Girls, however, seem to feel that the school has worked more of a hardship economically. Twenty-two per cent of the girls felt that it was too expensive compared to 11 per cent of the boys. Sixty-seven per cent of the girls felt that the school had given them a great amount of help with religious and moral problems compared to 56 per cent of the boys. Thirteen per cent of the boys compared to 3 per cent of the girls felt that the school had given them no help in choosing a future vocation. Four per cent more girls than boys have a tendency to feel that the school's social and recreational activities are participated in by cliques and that they are left out. Even though there are minor variations, it appears that boys and girls tend to feel that the school has helped them about equally.

Comparison on the basis of grade levels in Table 29 shows that there are no major differences. Sophomores, however, have a tendency to feel that the school has given them great help in choosing a vocation in 29 per cent of the cases compared to 14 and 13, respectively, for juniors and seniors. This is no doubt due to the increased awakening of juniors and seniors to the need of choosing a vocation and finding that the school hasn't given much help. Forty-one per cent of the juniors felt that the school had given them no financial help compared to 24 and 31 per cent, respectively, for sophomores and seniors. Fourteen per cent of the seniors felt that the social and recreational activities of the school were participated in mainly by cliques and that they were left out compared to 6 per cent of the sophomores. All grades indicate about

equal help from the school with the sophomores and seniors feeling that the school has been of slightly greater help to them than do the juniors.

Agencies that Helped Students with Their Problems. The agency that students found to be most helpful with their problems in general is the family (Table 30), although the amount of help that students received from the family varied with different types of problems. Students felt that the home was the most helpful agency with economic problems in 83 per cent of the cases, with problems arising from the home and family, itself, in 69 per cent of the cases, helping with future educational plans in 55 per cent of the cases, with problems of health and physical development in 53 per cent of the cases and problems of choosing a future vocation in 46 per cent of the cases. Only 5 per cent of the students felt that the home had been helpful in providing opportunity for meeting members of the opposite sex and in providing opportunity for satisfactory boy-girl relations. Only 9 per cent of the students felt that the home had been helpful in providing satisfactory social and recreative activities.

The school and the home were considered of almost equal value in providing help with problems of morals and religion, the church being the most helpful agency with 47 per cent of the students so indicating. In all probability, the church would have had an even higher percentage and the school less were it not for the fact that the seminary in some cases was considered a part of the school and in others as part of the church. In making a personal adjustment to life, students indicated that the home and the school were of about equal help with 33 and 32 per cent, respectively. Friends ranked third with 20 per cent so indicating. In making adjustments to the school, the home and school

were of about equal help, 39 and 37 per cent, respectively, with friends helping in 16 per cent of the cases.

The school was considered more helpful in providing social and recreative activities than any other agency with 35 per cent of the students so indicating. Commercial concerns such as movies, public dances, etc., ran a close second with 31 per cent of the students feeling that this was their most important source of recreation.

The school was first in the area of personal social adjustment with 39 per cent of the students so indicating, while 28 and 22 per cent, respectively, felt that the home and friends were most helpful.

The only place where doctors were felt to be of help to students to any degree was in the area of "health and physical development" and in only 9 per cent of the cases. Employers played a minor role in the fields of economic problems and choosing a vocation. It appears that students feel that the four most important sources of help with their problems are first, the home, second, the school, third, the church, and almost of equal importance with the church, their friends.

In comparing boys and girls (Table 31), 16 per cent more girls than boys feel that the home has been most helpful with problems of "health and physical development;" while boys feel that the school has been more helpful than do girls in about 19 per cent of the cases. Boys feel that the school and home has helped them with problems of health and physical development about equally, while girls feel that the home has been about 46 per cent more helpful than the school. The doctor helped about equally in both cases.

Table 30. Agencies students thought were most helpful with their problems (all students)

Problem Area	Agencies that Helped Figured in Terms of Per Cent								
	Family	School	Church	Community	Friends	Doctor	Commercial	Employer	Misc.
Health and Physical Development	53	30	00	00	03	09	00	00	00
Finance, Living Conditions and Employment	83	09	00	00	02	00	00	04	00
Social and Recreational Activities	09	35	20	04	00	00	31	00	01
Boy Girl Relations	05	69	09	03	00	00	12	00	01
Personal Social Relations	28	39	09	00	22	00	00	00	00
Personal Adjustment to Life	33	32	10	00	20	00	00	00	00
Morals and Religion	24	24	47	00	02	00	00	00	00
Home and Family	69	11	12	00	04	00	00	01	01
Future: Vocational	46	28	00	00	16	00	00	04	04
Future: Educational	55	24	00	00	12	00	00	05	02
Adjustment to School	39	37	01	00	16	00	00	01	01
Mean	40	31	10	01	09	00	04	01	01

N= 473 for all students.

Table 31. Agencies students thought were most helpful with their problems (according to sex)

Problem Area	Agencies that Helped, Figured in Terms of Per Cent																	
	Family		School		Church		Community		Friends		Dexter		Commercial		Employer		Misc.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Health and Physical Development	40	66	39	20	00	00	00	00	03	04	10	8	00	00	00	00	00	00
Finance, Living Conditions and Employment	80	85	09	09	00	00	00	00	02	03	00	00	00	00	06	04	00	00
Social and Recreational Activities	11	08	33	38	23	17	04	04	00	00	00	00	26	37	00	00	00	00
Boy Girl Relations	06	04	72	65	07	10	04	02	00	00	00	00	08	16	00	00	01	00
Personal Social Relations	26	29	44	35	11	08	00	00	18	26	00	00	00	00	00	00	00	01
Personal Adjustment to Life	30	36	37	27	08	12	20	21	00	00	00	00	00	00	00	00	00	00
Morals and Religion	22	26	27	21	45	49	00	00	01	02	00	00	00	00	00	00	00	00
Home and Family	67	71	11	11	18	07	00	00	04	04	00	00	00	00	00	01	00	03
Future: Vocational	48	43	31	25	00	00	00	00	14	18	00	00	00	00	04	04	03	05
Future: Educational	50	60	27	21	00	00	00	00	16	08	00	00	00	00	04	06	02	02
Adjustment to School	38	40	37	37	02	00	00	00	14	18	00	00	00	00	00	00	01	00
Mean	37	42	33	28	10	10	01	01	08	10	01	01	03	04	01	01	01	01

N= 250 for boys, 223 for girls.

Thirty-seven per cent of the girls compared to 26 per cent of the boys feel that the commercial concerns have been their most important source of social and recreative activities. Sixteen per cent of the girls compared to 8 per cent of the boys felt that their chief place of meeting and associating with members of the opposite sex was commercial concerns. Boys felt that the school helped them more with problems of personal social relations than did the girls, while girls felt that friends helped them more. Boys felt that the church helped them more with problems in connection with the home and family, while girls relied a little more on the family.

Girls indicated more help from the family in making future educational plans, while boys felt that their friends had helped them more than did the girls.

The most outstanding difference between boys and girls as to the source of help was in the area of health and physical development. With the few exceptions just mentioned, boys and girls feel that each agency has helped them to about the same extent.

SUMMARY AND CONCLUSIONS

The purpose of this study was three-fold: one, to find out what students thought their problems were; two, to determine how much effort they felt they had put forth to solve them; third, to discover what agencies they considered most helpful with their problems with special effort to determine the help the school has given students with their problems. To find out what student problems were, the "Problem Check List" by Ross L. Mooney was used. A check list prepared by the author was used to secure the additional information.

Although all students of the high school did not participate in the study, there were sufficient numbers so doing to conclude that the data collected is representative of the North Cache High School students.

Personal Problems Indicated. With regard to their personal problems, it may be concluded that:

1. The problems students feel they have are consistent with and are similar to those confronted by students in other rural high schools as pointed out in other studies.
2. Students indicate "adjustment to school work" as their greatest problem area when marking the "Problem Check List" by Mooney.
3. When asked direct questions regarding which area presents problems, they felt that the areas of "Morals and Religion" gave them more conflicts and problems than any other.
4. Boys show greater concern than girls about the lack of the fundamentals with which to study and work effectively in school.

5. Girls show greater concern over examinations and grades and the general results of studying.
6. Girls are more concerned about problems of being liked by their peers and making good impressions.
7. Boys are more concerned because they lack social skills.
8. Girls show more economic problems than boys and seem to have more conflicts with parents.

Although there were other sex differences, those mentioned above appeared to be most significant.

9. Seniors are more concerned about the future than are the sophomores and juniors.
10. As students progress through school, in general, they show greater maturity, but seem to have more problems in connection with school work.
11. Sophomore girls seem to be more socially and physically mature than sophomore boys, but boys have a tendency to catch up as they become seniors.

In all other respects there appeared to be no major grade differences.

Effort Students Felt They had put Forth to Solve Their Problems. In regards to the effort they felt they had put forth to solve their problems, North Cache High School students felt that:

1. They have put forth most effort in the area of boy-girl relations and social relations in general.
2. Only 2 per cent said that they had put forth no effort, while 97 per cent felt that they had made definite effort to solve their problems.

Concern over Future Vocation and Education. Most students showed concern over their future vocation and education with 22 per cent indicating a definite vocational choice and 23 per cent a definite educational plan. The seniors didn't seem much more sure than the sophomores or juniors about their future vocations and educations. Over 83 per cent of the students said that they plan on further education after high school.

Help Received from the School. In regards to the help the high school has given them with their problems the students felt that:

1. The school has helped them most with problems of morals and religion, in providing social and recreative activities, and in providing opportunity for satisfactory boy and girl relations.
2. The school has helped them least with home and family problems, in making educational plans, with economic problems, and in choosing a vocation, respectively.
3. Over 90 per cent of the students on the average, felt that the school had helped them to some degree with their problems.

Agencies that Helped. The agencies students felt had been most helpful with their problems are:

1. The home and family with an average for all problems of 40 per cent.
2. The school with an average for all problems of 31 per cent.
3. The church and friends next with an average for all problems of 10 and 9 per cent, respectively.

Thirty-one per cent of the students felt that commercial concerns were their most important sources of recreation. Nine per cent felt that doctors had been their most important source of help with health problems.

The home appears to be the most important source of help and the most influential agency in the lives of the students.

RECOMMENDATIONS

It seems to the author that the information obtained from this study can be of value in making some general recommendations. It should be stated, though, that the range of problems confronted by each individual student appeared to be very different. Thus, for individual counseling, his particular set of problems must be taken as a whole and apart from any general recommendations.

The Cache County School District, in its Pre-School Conference of August 1948, devoted the entire time to the discussion of ways to improve the school curriculum in the field of the Language Arts. This discussion was prompted, primarily, by the low level of achievement of students in this area as indicated by achievement tests.

Many North Cache High School students definitely sense their lack of the fundamental skills needed for effective learning. Their feelings are in harmony with the findings of the achievement tests that have been given. It is heartily recommended, thus, that the Cache County School District does continue with the policy already started, that of improving the curriculum in the field of the Language Arts, at all grade levels.

It is recommended that the schools do more to help the students develop social skills, both in the junior high schools and in the North Cache High School. Sophomore boys, in particular, show need for this type of help. Everything that is now being done in the high school along this line, particularly for boys, is of an incidental nature.

It is recommended that some provision be made in the curriculum of the North Cache High School for a course in practical Sociology and

Psychology, probably in the junior year. This would help students to better understand themselves and their social environment.

There should be more provision for giving the students vocational information, and for helping them to analyze and understand their weaknesses and their capabilities so that they can choose their vocations wisely. This would also help them in making future educational plans.

The school should give serious thought to eliminating some of the incidental expenses such as purchasing sweaters, rings, pins, etc. The juniors, in particular, showed signs of feeling that the school had worked a hardship economically; the junior year is the year when most of the extras are purchased.

It is not the feeling of the writer that a great deal can be achieved by the school with problems arising from the home and family environment, however, the school should take the lead in developing greater harmony, understanding and cooperation between the home and the school, the two agencies that appear to be most influential in the lives of the students.

APPENDIX A

HIGH SCHOOL YOUTH AND THEIR PROBLEMS

Please fill in these blanks:

Date of Birth _____ Church Membership _____

Home Town _____ Father's Occupation _____

Of the following, please circle the numbers of the items that apply in your case.

- I. Sex
 - 1. Boy 2. Girl

- II. Year in School
 - 3. Sophomore 4. Junior 5. Senior

- III. Are both of your parents living?
 - A. 6. Yes 7. No.
 - B. 8. Together 9. Separated 10. Divorced

- IV. Brothers and sisters
 - 11. Number of brothers older _____ younger _____
 - 12. Number of sisters older _____ younger _____

- V. Where do you live?
 - 13. In Town 14. Out in Country

Dear Student:

This survey is an attempt to get a better picture of the problems you young people are facing. We also want to know how well you feel you have solved your problems, how much the school has aided you with them, and what agencies have been most helpful. In other words, we want to know how life looks from where you stand. It is hoped that with this information the school can do more to help you with your personal problems.

In each of the following questions we want you to indicate the answer that best expresses your attitude toward the problem presented. If no answer suits you, you may write in one of your own when there is a blank provided. Indicate your answer by putting a circle around the number in front of the item, like this 1. Be sincere and honest in your answers. Take all the time you need. You need not sign your name.

BE SURE TO ANSWER ALL QUESTIONS. CHOOSE ONLY ONE ANSWER PER QUESTION EVEN THOUGH TWO ANSWERS MAY SEEM EQUALLY IMPORTANT.

HEALTH AND PHYSICAL DEVELOPMENT

68

1. A. Compared to others of your age, where do you classify yourself with regard to health?
 1. I am exceptionally healthy.
 2. I am as healthy as others of my age.
 3. I have poor health.
 4. I have very poor health.

- B. Compared to others of your age, where do you classify yourself with regard to physical development?
 1. I am exceptionally well developed physically.
 2. I am about average.
 3. I am below average.
 4. I have very poor physical development.

2. What have you done to improve your health or physical development?
 1. Everything that I found would be of help.
 2. I have tried some to improve it.
 3. I haven't done much about it.
 4. I haven't done anything about it.
 5. I haven't needed to do anything about it.

3. Of what help has the school been with your problems of health and physical development?
 1. Great help.
 2. Some help.
 3. Very little help.
 4. No help.
 5. I have needed no help.

4. What agency has given you the most help with your problems of health and physical development?
 1. School (principal, teachers, counselors, etc.)
 2. Family (parents, brothers, sisters, etc.)
 3. Friends.
 4. Doctor.
 5. Other (name it) _____

PROBLEMS OF MONEY AND LIVING CONDITIONS

5. How do you feel about your economic conditions? Take into consideration such things as the amount of money you have to spend, your living conditions, and your opportunity for satisfactory employment.
 1. My economic conditions are above average.
 2. About the same as those of my friends.
 3. Below average.
 4. Very poor.

6. What have you done to improve your economic conditions?
 1. Everything possible.
 2. I have tried some to improve them.
 3. I haven't done much about them.
 4. I haven't done anything about them.
 5. I feel that my economic conditions haven't needed improving.

7. Of what help has the school been in aiding you to solve your economic problems?
1. It has been of great help even to the point of providing or aiding me in securing employment.
 2. It has been of some help because it doesn't cost much to go to school.
 3. Hasn't helped or worked a hardship.
 4. School has worked a hardship because it is too expensive.
8. Which of the following agencies has been of greatest help with economic problems?
1. School (principal, teachers, counselors, etc.)
 2. Family (parents, brothers, sisters, etc.)
 3. Friends.
 4. Employer.
 5. Other (name it) _____

SOCIAL AND RECREATIONAL PROBLEMS

9. How do you feel about your social and recreational activities?
1. I have plenty of satisfactory social and recreative activities.
 2. I have many satisfactory social and recreative activities, but would like a few more.
 3. I have a few satisfactory social and recreative activities, but need more.
 4. I have no satisfactory social or recreative activities.
10. What have you done to obtain more and better recreative activities?
1. A great deal, and have been very successful.
 2. A little, and have improved them some.
 3. Very little and I haven't improved them much.
 4. I have done nothing, and haven't improved them any.
 5. My social and recreative activities are and always have been very satisfactory and I haven't had to make any special effort to improve them.
11. What is the school doing to provide social and recreative activities?
1. A great deal, we have many social and recreative activities in the school.
 2. It provides some social and recreative activities but needs to provide a few more.
 3. It provides very few social and recreative activities and should provide more.
 4. It doesn't provide any social or recreative activities.
 5. It provides social and recreative activities but only a small click get to participate in them. I am usually left out.
12. What agency has been most helpful in providing satisfactory social and recreative activities?
1. School.
 2. Family.
 3. Church.
 4. Community.
 5. Commercial concerns (movies, dances, etc.)
 6. Other (name it) _____

13. How well do you get along with members of the opposite sex?
1. I have many friends of the opposite sex and am at ease with them.
 2. I feel a little ill at ease with the opposite sex and don't have too many friends of the opposite sex.
 3. I am ill at ease with the opposite sex, but manage to associate with them some.
 4. I am so ill at ease when I am around them that I don't associate with them at all.
 5. I don't care for the opposite sex, so I don't associate with them.
14. What have you done to improve your friendship with the opposite sex and to feel more at ease around them?
1. I take every opportunity to make friends and associate with the opposite sex and to develop a feeling of ease and sociability.
 2. I try some to make friends and associate with the opposite sex.
 3. I make very little effort to make friends with the opposite sex.
 4. I make no effort to associate with the members of the opposite sex.
15. What is the school doing to develop friendships between the sexes, and to provide opportunity for satisfactory boy-girl relationships?
1. A great deal, we have many opportunities to associate with members of the opposite sex and to develop satisfactory boy-girl relationships.
 2. The school doesn't do much, but we have opportunity to associate with members of the opposite sex by just being in school.
 3. The school tries to discourage friendship between boys and girls.
 4. The school prevents growth of satisfactory friendships between boys and girls.
16. What agency has been most helpful in providing opportunity for meeting members of the opposite sex and providing satisfactory boy-girl relationships?
1. School.
 2. Family.
 3. Church.
 4. Community.
 5. Commercial (public dances, movies, etc.)
 6. Other (name it) _____

YOUR PERSONAL SOCIAL RELATIONS

17. How do you feel about your social relations in that you have many friends, are popular, feel neither superior or inferior to people, and have a certain amount of leadership ability?
1. I am very well adjusted socially.
 2. I am fairly well adjusted socially.
 3. I am not very well adjusted socially.
 4. I am very poorly adjusted socially.

18. What have you done to improve your social relations?
1. I have tried to make more friends and to be more popular, and have had some success.
 2. I have tried to make more friends and become more popular and have had a little success.
 3. I have done very little about making more friends and becoming more popular.
 4. I have done nothing to try and make more friends and become more popular.
 5. I haven't needed to try to make more friends and become more popular.
19. How much help do you feel that the school has given you in aiding you to become better adjusted socially?
1. A great deal of help.
 2. Some help.
 3. Very little help.
 4. No help.
 5. I have needed no help.
20. What agency has been most helpful in aiding you with problems of social relations?
1. School.
 2. Home and family.
 3. Church.
 4. Friends.
 5. Other (name it) _____

YOUR PERSONAL ADJUSTMENT TO LIFE

21. How do you feel about your personal adjustment to life in that you don't do such things as lose your temper, hurt peoples feelings, get moody, criticise too much, and put off until tomorrow unpleasant problems, etc.?
1. I am exceptionally well adjusted.
 2. I am fairly well adjusted.
 3. I am not very well adjusted.
 4. I am very poorly adjusted.
22. To what extent have you improved your personal adjustment to life?
1. A great deal. I have tried and have overcome many of my faults.
 2. A fair amount. I have tried and have overcome a few of my faults.
 3. I have done a little, but haven't been very successful in overcoming my faults.
 4. I haven't tried to overcome them.
 5. I haven't needed to improve my personal adjustment to life.
23. How much do you feel that the school has helped you to make a better personal adjustment to life?
1. A great deal.
 2. Some.
 3. Very little.
 4. None.
 5. I haven't needed any help.

24. What agency has been most helpful to you in making a better personal adjustment to life?
1. School.
 2. Family.
 3. Friends.
 4. Church.
 5. Other (name it) _____

RELIGION AND MORALS

25. A. To what degree are you troubled about problems concerning religion?
1. A great deal.
 2. Frequently.
 3. Seldom.
 4. Not at all.
- B. To what degree are you concerned about problems of right and wrong?
1. A great deal.
 2. Frequently.
 3. Seldom.
 4. Not at all.
26. What have you done to eliminate religious difficulties or problems of what is right and wrong?
1. I have done a great deal and have solved most of my religious and moral problems.
 2. I have done some work in trying to eliminate my religious and moral problems and have solved some of them.
 3. I have done very little work in trying to eliminate my religious and moral problems and haven't solved many of them.
 4. I haven't done anything to eliminate my moral and religious conflicts.
 5. I haven't been bothered with religious or moral conflicts.
27. How much do you feel the school has helped you to solve your problems regarding religion or morals? (Include the seminary)
1. A great deal.
 2. Some.
 3. Very little.
 4. None.
 5. I have needed no help.
28. What agency has been most helpful in solving problems regarding religion and morals?
1. School.
 2. Family.
 3. Church.
 4. Friends.
 5. Other (name it) _____

29. To what degree are you troubled about your home and family relations?
1. A great deal. We have much conflict and disagreement. I am very unhappy about my home life.
 2. We have some conflict and disagreement which makes me unhappy at times.
 3. We have very little conflict and disagreement. Things go smoothly most of the time. I am very seldom unhappy about my home life.
 4. There is no conflict or disagreement in our home. Things are always running smoothly. I am never unhappy about my home life.
30. What have you done to make your home life better and more pleasant?
1. A great deal. I have made my home life better and happier.
 2. I have solved some problems regarding my home and family life, but I have not been too successful.
 3. I have done very little and my home life isn't much improved.
 4. I have done nothing to improve my home life.
 5. My home life was and is such that it doesn't need improving.
31. How much help has the school given you with your problems regarding home and family relations?
1. It has given a great deal of help.
 2. It has given some help.
 3. It has given very little help.
 4. It has given no help.
 5. I have needed no help.
32. What agency has been most helpful to you with problems of home and family relations?
1. School.
 2. Family itself.
 3. Church.
 4. Employer.
 5. Friends.
 6. Other (name it) _____

FUTURE OCCUPATION

33. To what degree are you concerned about a future occupation?
1. Deeply concerned. I give it much thought and study.
 2. I am concerned, but don't do much about it.
 3. I am concerned but don't do anything about it.
 4. I am not concerned.
34. Where do you stand regarding an occupational choice?
1. I have chosen a specific occupation.
 2. I have chosen a general occupational area.
 3. I am thinking about several occupations but can't decide on any one field.
 4. I have no specific occupation in mind, but think about it occasionally.
 5. I haven't given it much thought.

35. How do you feel about the information the school has given you regarding occupations?
1. It has been of great help.
 2. It has been of some help.
 3. It has been of very little help.
 4. It has been of no help.
 5. The school has given no information.
36. What has been your most important source of occupational information?
1. School.
 2. Family.
 3. Friends.
 4. Employer.
 5. Other (name it) _____

FUTURE EDUCATION

37. To what degree are you concerned about your education beyond high school?
1. I am deeply concerned. I give it much thought and study.
 2. I am concerned but don't do much about it.
 3. I am concerned but don't do anything about it.
 4. I am not concerned.
38. Where do you stand regarding future educational plans?
1. I have chosen the school and field of training in which I want further education beyond the high school.
 2. I have decided to get further education beyond high school, but have no particular field of training in mind.
 3. I haven't decided about further education beyond high school.
 4. I don't plan for future education beyond high school.
 5. I don't intend to finish high school.
39. Of what help has the school been to you in making future educational plans?
1. It has helped me a great deal.
 2. It has helped me some.
 3. It has helped me a little.
 4. It hasn't helped me at all.
 5. I have needed no help.
40. What agency has been of most help to you in making future educational plans?
1. School.
 2. Home and family.
 3. Friends.
 4. Employer.
 5. Other (name it) _____

PROBLEMS IN RELATION TO SCHOOL

75

41. How do you feel about your adjustment to school? Include class work, teachers, activities, etc.
1. I am very well adjusted.
 2. I am fairly well adjusted.
 3. I am not very well adjusted.
 4. I am not at all adjusted.
42. To what extent have you improved your adjustment to the high school.
1. A great deal. I have overcome all the problems and difficulties I have had in connection with the high school.
 2. A fair amount. I have overcome many of the problems and difficulties I have had in connection with the high school.
 3. I have overcome a few of my problems and difficulties in connection with the high school but still have many problems.
 4. I haven't adjusted at all to my problems and difficulties in high school.
 5. I have had no problems or difficulties in high school.
43. How much help do you feel that the school "itself" has given you in solving your problems in connection with the high school?
1. A great deal.
 2. A fair amount.
 3. A little.
 4. None.
 5. I have needed no help.
44. What agency has been most helpful in aiding you to solve school problems?
1. School.
 2. Home and family.
 3. Friends.
 4. Church.
 5. Employer.
 6. Other (name it) _____

APPENDIX B

TOTAL NUMBER ANSWERING AUTHORS' QUESTIONNAIRE

	<u>Boys</u>			<u>Girls</u>			
	<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>	<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>	
1.							
(A)	1.	14	23	17	10	11	14
	2.	66	64	68	62	67	48
	3.	3	2	2	3	1	4
	4.	0	0	0	0	0	0
(B)	1.		9	6	9	6	7
	2.	73	67	66	66	72	62
	3.	5	9	4	2	1	6
	4.	0	0	0	0	0	1
2.	1.	10	14	7	18	7	7
	2.	44	46	44	40	45	35
	3.	21	20	10	6	11	16
	4.	4	2	1	2	0	0
	5.	4	7	14	12	16	9
3.	1.	25	27	26	15	14	16
	2.	50	46	39	50	47	29
	3.	6	10	4	2	7	6
	4.	0	3	1	2	3	4
	5.	3	1	6	9	9	11
4.	1.	24	41	33	15	15	15
	2.	44	36	30	52	58	37
	3.	3	4	0	1	3	4
	4.	10	6	10	7	3	9
	5.	2	0	2	2	0	1
5.	1.	10	18	17	8	11	7
	2.	73	67	48	64	63	55
	3.	2	3	10	6	7	3
	4.	0	0	0	0	0	0
6.	1.	5	10	11	13	7	3
	2.	52	58	45	45	42	46
	3.	17	12	12	10	8	10
	4.	1	1	0	0	11	0
7.	1.	23	8	16	16	8	6
	2.	34	39	34	19	15	17
	3.	15	30	16	24	39	28
	4.	8	11	10	17	18	15
8.	1.	9	7	6	9	4	5
	2.	66	72	62	62	71	56
	3.	4	1	1	2	1	3
	4.	3	6	5	2	0	1
	5.	2	1	3	1	1	1

		<u>Boys</u>			<u>Girls</u>		
		<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>	<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>
9.	1.	34	34	42	41	42	32
	2.	31	34	23	28	31	28
	3.	16	19	11	8	6	4
	4.	0	1	1	0	0	1
10.	1.	9	7	4	5	5	9
	2.	46	37	43	46	45	34
	3.	11	11	8	8	6	5
	4.	1	6	1	1	1	4
	5.	16	7	20	18	23	16
11.	1.	37	33	27	32	15	27
	2.	36	45	28	34	52	25
	3.	7	6	11	1	3	3
	4.	0	0	0	0	0	0
	5.	4	4	10	11	6	11
12.	1.	31	27	25	23	24	15
	2.	12	12	5	7	5	5
	3.	19	28	11	11	13	21
	4.	4	2	4	3	3	3
	5.	15	19	30	20	32	21
	6.	0	2	5	2	2	0
13.	1.	32	43	42	41	47	34
	2.	27	24	18	13	20	16
	3.	21	19	13	21	11	13
	4.	2	1	0	0	0	2
	5.	2	1	1	0	0	1
14.	1.	29	32	38	48	33	31
	2.	45	43	34	27	39	31
	3.	9	9	2	2	7	3
	4.	1	1	1	0	1	1
15.	1.	40	41	37	33	33	33
	2.	42	48	36	43	44	33
	3.	2	0	3	2	1	0
	4.	0	0	0	0	1	0
16.	1.	59	66	54	52	53	41
	2.	10	1	3	6	0	3
	3.	5	9	4	6	5	11
	4.	20	5	4	1	2	1
	5.	3	8	9	8	18	9
	6.	4	1	1	3	1	1
17.	1.	9	6	13	5	9	4
	2.	61	71	54	64	63	56
	3.	12	9	7	8	7	6
	4.	2	2	2	1	0	0

		<u>Boys</u>			<u>Girls</u>		
		<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>	<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>
18.	1.	31	31	35	35	37	35
	2.	44	40	30	40	34	29
	3.	6	16	7	1	6	2
	4.	4	1	0	1	2	0
	5.	1	2	5	1	3	0
19.	1.	25	19	24	19	27	24
	2.	51	57	41	51	44	31
	3.	7	9	7	8	6	10
	4.	1	1	3	0	1	1
	5.	0	1	1	1	1	1
20.	1.	36	48	25	25	33	22
	2.	25	23	16	21	19	24
	3.	5	8	14	7	5	5
	4.	17	12	17	25	21	13
	5.	0		0	0	1	0
21.	1.	6	8	10	4	5	2
	2.	67	71	52	65	61	47
	3.	11	10	14	10	11	16
	4.	0	0	0	0	2	3
22.	1.	25	14	26	22	13	11
	2.	49	62	43	53	63	51
	3.	8	8	5	3	3	4
	4.	2	0	0	0	0	0
	5.	1	2	2	0	1	0
23.	1.	27	26	21	19	24	21
	2.	52	52	42	50	46	37
	3.	3	7	10	6	9	7
	4.	1	2	5	0	2	1
	5.	0	0	0	1		2
24.	1.	30	38	24	27	18	15
	2.	29	27	20	26	34	20
	3.	17	12	22	13	14	19
	4.	5	7	8	7	9	12
	5.	0	1	1	2	1	0
25.	(A) 1.	5	2	12	6	3	10
	2.	29	29	33	26	37	19
	3.	32	41	20	39	29	27
	4.	18	16	10	7	11	10
(B)	1.	13	20	24	18	21	19
	2.	37	27	22	34	23	17
	3.	25	38	27	23	28	23
	4.	6	2	1	2	5	3

	<u>Boys</u>			<u>Girls</u>		
	<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>	<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>
26.	1. 2	17	19	13	18	15
	2. 58	48	40	53	46	34
	3. 2	12	7	2	5	3
	4. 0	1	1	2	1	2
	5. 13	10	9	7	8	14
27.	1. 51	45	44	32	58	45
	2. 20	31	23	21	18	17
	3. 7	7	4	2	1	2
	4. 1	3	5	0	1	0
	5. 6	1	1	3	2	1
28.	1. 22	21	24	18	15	14
	2. 23	18	14	21	21	16
	3. 30	39	27	29	37	28
	4. 2	1	1	2	0	2
	5. 4	7	5	7	3	5
29.	1. 3	3	7	1	8	3
	2. 26	36	31	35	32	28
	3. 39	45	35	40	33	35
	4. 16	6	3	2	8	0
30.	1. 13	16	18	20	10	15
	2. 43	46	34	40	45	34
	3. 10	14	14	9	7	7
	4. 3	1	4	2	1	10
	5. 10	12	6	5	14	
31.	1. 9	0	11	6	5	6
	2. 34	45	37	40	25	29
	3. 21	24	15	14	29	14
	4. 11	13	10	9	9	6
	5. 10	7	2	9	10	11
32.	1. 7	10	10	6	7	11
	2. 61	61	47	57	57	45
	3. 12	12	14	65	7	3
	4. 1	0	0	2	0	1
	5. 6	2	3	3	3	2
	6. 0	1	0	1	1	1
33.	1. 32	37	44	34	41	37
	2. 48	26	24	40	37	26
	3. 1	3	5	1	1	2
	4. 2	3	3	3	0	1
34.	1. 17	13	19	14	23	23
	2. 29	32	24	9	19	12
	3. 28	30	30	37	24	24
	4. 7	11	7	14	12	7
	5. 3	3	1	4	2	1

		<u>Boys</u>			<u>Girls</u>		
		<u>Seph.</u>	<u>Jr.</u>	<u>Sr.</u>	<u>Seph.</u>	<u>Jr.</u>	<u>Sr.</u>
35.	1.	24	13	9	13	11	9
	2.	40	32	35	42	30	36
	3.	12	31	20	13	22	18
	4.	6	11	6	1	5	0
	5.	2	3	6	9	8	2
36.	1.	31	22	24	16	20	17
	2.	37	40	34	36	30	30
	3.	8	16	10	12	14	14
	4.	2	6	3	3	1	2
	5.	1	4	0	4	10	2
37.	1.	25	33	31	32	32	31
	2.	42	32	31	31	36	21
	3.	5	8	3	5	1	2
	4.	3	14	10	10	11	12
38.	1.	16	20	18	14	21	18
	2.	37	31	28	32	31	19
	3.	19	22	20	18	14	17
	4.	3	11	9	13	11	12
	5.	0	0	0	1	2	0
39.	1.	18	9	13	5	9	3
	2.	43	46	36	38	32	36
	3.	16	19	17	24	24	22
	4.	3	9	8	6	9	2
	5.	3	5	2	3	5	3
40.	1.	27	19	21	17	15	15
	2.	26	56	42	46	49	39
	3.	22	10	8	9	0	8
	4.	1	2	4	2	8	0
	5.	1	0	0	2	1	1
41.	1.	14	11	8	19	16	16
	2.	58	65	53	54	54	48
	3.	7	11	12	4	8	1
	4.	3	0	1	0	1	0
42.	1.	14	4	4	5	3	4
	2.	56	63	50	56	58	51
	3.	8	15	20	11	12	9
	4.	2	2	2	1	1	1
	5.	3	4	0	5	8	1
43.	1.	15	17	10	27	13	15
	2.	52	47	43	38	38	34
	3.	3	21	18	9	18	10
	4.	3	1	5	1	3	6
	5.	2	2	2	2	6	1

<u>Boys</u>				<u>Girls</u>			
	<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>	<u>Soph.</u>	<u>Jr.</u>	<u>Sr.</u>	
44.	1.	26	38	39	36	22	34
	2.	37	37	22	28	33	28
	3.	15	5	6	10	17	14
	4.	2	1	2	1	0	0
	5.	0	0	0	0	3	0
	6.	1	2	3	1	1	0

The first part of the report discusses the general situation of the country and the progress of the work. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the prospects for the future.

APPENDIX 6

This appendix contains a list of the various projects and the results achieved. It is arranged in alphabetical order of the names of the projects.

MANUAL

to accompany

ROSS L. MOONEY'S

Problem Check List, High School Form

SECOND EDITION

Prepared by

ROSS L. MOONEY

and

MARY ALICE PRICE

Copyright, 1948

The Bureau of Educational Research
Ohio State University
Columbus, Ohio

PREFACE TO THE SECOND EDITION

In contrast to the first edition of the Manual,* the second restricts discussion to the uses of data which have been in most demand and to the statistical treatment of data which most schools will find appropriate. This is possible, without marked loss, since a sizable bibliography now offers suggestions for special research and for a wide variety of methods of handling data.

Part I is devoted to the general discussion; Part II contains illustrative data on 533 students of both sexes from nine different schools in Grades 10, 11, and 12; Part III suggests ways to classify items for particular purposes.

We will appreciate evaluation of the Problem Check List and of this Manual.

ROSS L. MOONEY
January 1, 1948

* Ross L. Mooney. *Manual to Accompany the Problem Check List, High School Form*. Experimental edition, 1943. Columbus, Ohio: Bureau of Educational Research, Ohio State University. (Out-of-print and not available.)

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PART I

GENERAL DISCUSSION

FUNCTIONS OF THE PROBLEM CHECK LIST

The immediate function of the Problem Check List is to help students in the expression of their personal problems. They read through the Check List, underline the problems which are of concern to them, circle the ones of most concern, and write a summary in their own words.

By so marking and writing, students can make a rough sketch of many of their concerns, which may be used:

To make group surveys

- To find out what youth are thinking about in their personal lives.
- To help locate students who want and need counseling or other personal aid (on health, school, home, social, psychological or other personal problems).
- To help locate the most prevalent problems expressed with a student body as a basis for new developments and revisions in the curricular, extra-curricular, and guidance programs of a school.

As a basis for homeroom, group guidance, and orientation programs

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

To increase teacher understanding in regular classroom teaching

- To provide an opening by which a teacher can establish an individual and personal relation with each of his students.
- To enable special analysis of students who are hard to "reach" or understand.

To facilitate guidance interviews

- To prepare students for an interview by giving them an opportunity to review and summarize their own problems and see the full range of personal matters they might discuss with their counselor or teacher.
- 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.

To conduct research on the problems of youth

- To show changes and differences in problems in relation to age, sex, social background, school ability, interest patterns, and the like.
- To discover clusters of problems which tend to be associated with particular problems.

DEVELOPMENT OF THE HIGH SCHOOL FORM

Source of Items

The items for the High School Form were selected and developed from a master list of over 5,000 items. The master list was accumulated from:

1. Past experience of the author.
2. Review of the literature.
3. Analysis of paragraphs written by 4,000 high school students describing their personal problems.
4. A detailed report on the personal and social problems expressed by 250 students in Grades 7 through 12.
5. A review of the 5,000 cards, itemizing the "personal educational needs" expressed by 950 sixth, ninth, and twelfth graders.
6. Other miscellaneous sources.

Criteria for Selection of Items

Selection and phrasing of the particular items used in the Check List were based on the following criteria. The items should be:

1. In the language of the students.
2. Short enough for rapid reading.
3. Self-sufficient as individual phrases.
4. Consistent in style of expression.
5. Common enough to appear frequently in large groups of students or serious enough to be important in an individual case.
6. Graduated in seriousness from minor difficulties to major concerns.
7. 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.
8. 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 naive, rapid, "feeling" response from the student. Spontaneous rather than deliberate reaction was sought.

Using these criteria, judges assisted in the selection of items for the first mimeographed edition, which contained 370 items. This edition was administered to 200 students in a large city school, the results analyzed, and a second edition prepared using 320 items. The second edition was administered to 110 students in a rural school and 237 students in a city school, the results were analyzed in detail, and the third, or present printed edition, was prepared using 330 items.

As many as 330 items seemed to be necessary to get a maximum response from a variety of individuals. Though superficial inspection may lead one to feel that many of the items are "just about alike," use of the Check List in practical situations shows that a shading of difference in the wording of items is important in getting the reaction of different individuals. Items which look alike to one individual apparently do not look alike to another.

The total of 330 items also proves to be a practical number since most students can finish with the Check List within one class period. Two-thirds finish in 35 minutes and 90% finish in 50 minutes.

Criteria for Classification of Items

While developing and selecting items for the three editions, categories for the items were also developed. The first edition contained 17 categories, the second 16, and the third 11. The criteria for the classification schemes were that the categories should:

1. Cover the range of problems collected.
2. Allow for a relatively equal distribution of the problems among the areas.
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 section on interpretation.)

In each of the 11 categories in the current edition, 30 items are listed. The number 30 seemed best suited to cover the range of problems in each area without stretching some areas too far and compressing others too much. Some items are related to two or more classifications but are listed only under one in the counting scheme, since the advantage of direct comparison of responses by areas was considered greater than the advantage of refinements which might have been possible by including a few more than 30 in some areas. Other classifications are nevertheless useful and possible, some of which are suggested in Part III of the Manual. Factor analysis may eventually establish still different classifications for different purposes.

ADMINISTRATION

The methods of administering the Check Lists to students will vary with the purpose of the particular project in which they are used. Whatever the purpose of the project, it should be explained to the students so that the students will know who is going to see the data and what the purposes are.

The great majority of students can easily finish with the Check List in one class period. Past experience shows that two-thirds of the students will finish in 35 minutes and 90% will finish in 50 minutes.

Students may write in their own names, be identified by code, or respond anonymously, depending on the degree to which it is possible and desirable to treat each case with an individual follow-up. Normally a code system is used such that it is possible to protect the identity of each case against those who should not know, while at the same time allowing counselors or teachers an opportunity to trace down individual cases when it is desirable. A spirit of understanding and sincere cooperation between the administrators of the Check List and the students is essential.

INTERPRETATION OF THE INDIVIDUAL CASE

Suggested Procedure

When using the Check List to interpret the individual case, the aim is to understand the student's problems in relation to his total life situation and to come to some conclusion concerning a plan of action which may be indicated for improving his situation. The significant problems become apparent only when the items marked are considered in relation to the whole matrix of factors which comprise the on-going life of the student. The process of interpretation is similar to that required in the use of data from free conversation or free writing. A useful procedure for interpreting the Check List is as follows:

1. Look at the identifying data on the first page.
2. Turn to the three pages of problems and read all of the items marked, letting associations come as they will.
3. Count and record the number of items marked by areas.
4. Reflect on the meaning of the leading areas and of low or omitted areas.
5. Review the circled items.
6. Formulate hypotheses as to the leading difficulties and the interrelationships of the problems marked.
7. Read the data on the summarizing questions as a check on the student's attitudes and conceptions of himself.
8. Examine any additional data that may be available, such as, family background, academic standing, previous counseling records, medical data, intelligence scores, interests, etc., and alter hypotheses as necessary to develop possibility for action.

Evaluation of Problems Marked

In using data from the Check List for the analysis of the individual case, a number of points should be kept in mind:

1. The items marked by the individual should be considered as signs for avenues of further exploration into the complexity of experiences and situations which comprise his problem world. The items or problems checked should not be mistaken for the problem world itself.
2. 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.
3. 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 might mark.
4. Two students may mark the same problem or 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.
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" in an individual case depends upon 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. No single list can contain all the symbols of all the problems sensed by all individuals.
7. No given item can be expressed in terms which are equally meaningful for all individuals.
8. An outside observer may feel that a given problem exists for a student, though the student himself may not recognize that such a problem exists for him.

9. Students will check only those problems which they are willing to check under the specific circumstances in which the Check List is given. If they are afraid the data will not be treated fairly, or become confused by some extraneous circumstances at the time of administration, or 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.
10. Students who refuse to 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.

In the light of such points, it becomes clearly necessary to evaluate the problems marked by an individual in terms of his particular environmental and psychological situations, and in terms of the particular circumstances in which the Check List was given, if interpretation is to result in a realistic appreciation of the individual's problem world, and subsequently, in guidance that is appropriate in concrete situations. Numbers of problems alone clearly do not suffice for these purposes. This is a fact to be borne in mind, particularly by those of us who have been so long associated with tests, that we come to the Check List expecting, once again, to use numerical scores as arbitrary signs for interpretation.

INTERPRETATION OF DATA ON GROUPS OF STUDENTS

Numbers of problems marked do have a value, however, when one moves from consideration of the individual case to the problem of organizing activities for groups of people. In the latter case, it is frequently necessary for the school to organize data for three purposes: (1) to select cases for individual counseling; (2) to plan school programs in terms of the prevalent needs of the students; and, (3) to vary programs according to the needs of specific groups of students.

In using the Check List to *select students for counseling*, any one of four procedures may be followed depending on the purpose of selection, and the availability and training of counselors. Students may be located by (1) their responses to Question 5 on the Check List, which asks, "If you had the chance would you like to talk to someone about some of the problems you have marked on the List?"; (2) the number of problems marked on the Check List; (3) the number of problems marked in areas; and, (4) responses to particular problems.

Students who say they want to talk to someone about their problems make logical choices for counseling, since they are already desirably motivated to receive help. If they know the particular person to whom they wish to talk, opportunity can be afforded for 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 interview.

Students whose total number of problems fall in either the upper or lower quarter of the distribution make likely candidates for counseling. Those in the upper quarter have shown themselves to be expressive about many problems and are likely to be appreciative of the opportunity to be more expressive through conferences. Those in the lower quarter, while less likely to invite counseling, are nevertheless worthy of particular attention because, among this group, there are likely to be students who "clamp the lid on too tight" and who need help in learning how to express themselves and accept themselves.

Students who mark unusually large numbers of problems in particular areas are also likely candidates for counseling, especially in situations where there are counselors who are equipped to deal with the specific types of problems appearing in particular areas.

When the Check List is used in *planning school programs in terms of the prevalent needs of the student group* or to *vary programs according to the needs of specific groups of students*, two sorts of procedures are usually followed in organizing the data: (1) finding the average number of problems marked in each area, and/or grouping the Check Lists according to those showing a high number or high proportion of problems in the respective areas; and, (2) finding the per cent of students marking each problem on the Check List, and/or grouping the Check Lists according to those showing response to particular items.

The data on areas may show, for example, that girls are relatively more concerned than are the boys with problems of personality and social adjustment, particularly in the sophomore year, suggesting that the homeroom programs for that year might well offer girls special opportunities for discussion and study of such problems. Or the data may show that students of relatively high intelligence have more problems than those of average ability, and have a different trend in their concerns than those of relatively low ability. Though superior students may not cause many

academic problems for the staff, they may well have difficult adjustments, the outcomes of which are important for their eventual value to society.

The data on items may show, for example, that 15% of the students mark "poor teeth," indicating that the health program might be reviewed for the service it is giving on dental care, while the individual students marking the item are chosen for early examination. Though such cases will not contain all those who actually have dental defects, it would include those students who are most likely to respond to attempts to help them.

Other areas and items offer possibilities for use in relation to other types of special programs and school services. Students emphasizing problems in each of the areas might be referred to such persons and agencies as suggested below.

AREA EMPHASIZED	REFERRALS
Health and Physical Development	School nurse, doctor, hygiene teachers, physical education teachers
Finances, Living Conditions, and Employment	Placement officer, scholarship committee, welfare agencies
Social and Recreational Activities	Advisers to extra-curricular groups, home economics teachers
Courtship, Sex and Marriage	School nurse, doctor, psychological counselor, special counselor
Social-Psychological Relations	Psychological counselor
Personal-Psychological Relations	Psychological counselor
Morals and Religion	Psychological counselor, special counselors on religious problems
Home and Family	Psychological counselors, teachers visiting homes
The Future: Vocational and Educational	Vocational counselor, teachers of vocational courses
Adjustment to School Work	Homeroom teachers, subject matter teachers
Curriculum and Teaching Procedures	Homeroom teachers, curriculum committees

VALIDITY

If the Check List were a personality test designed to predict definite patterns of behavior, the process of validation would be simply that of testing the degree to which the patterns of behavior predicted by the instrument were judged to be existent by some other criteria. The Check List, however, is not built as a test. It is used for a variety of purposes and is so constructed that its data, when used, come to be interrelated with many other factors. Eleven general uses for the Check List are suggested in the first part of this Manual, and each use requires that the data be considered in relation to specific situations, specific people, and specific purposes. This makes a categorical conclusion about the validity of the Check List, per se, an impossibility. Validity must be determined in terms of the particular purpose and the particular situation.

As experience with the Check List has accumulated, however, it has become possible to evaluate certain aspects of the instrument in terms of the assumptions on which it was built and the purposes for which it was intended. When the Check List was devised, it was assumed that:

1. The great majority of students would find it possible to be responsive.
2. They would "accept" it with a constructive attitude.
3. They would find that it reasonably well covered the range of personal problems with which they were concerned.
4. School administrators, teachers, and counselors would find the Check List usable and use it.
5. Research workers would find the Check List useful in various lines of inquiry.

That *students find it possible to be responsive* is indicated by the fact that the median number of problems marked is approximately 23; the upper quartile, approximately 38; and the top decile approximately 55 (See Table I). Further, a group of 100 students, among them, usually mark 93% of the problems on the Check List. This is ample responsiveness to give clues to many factors in individual and group situations deserving further inquiry and action.

That *students accept the Check List with constructive attitudes* is indicated by the degree of positive response to the questions, "Have you enjoyed filling out the List?" and "Would you like to have more chances in school to write out, think about and discuss matters of personal concern to you?" Eighty-seven per cent of those responding to the first question gave an affirmative answer, and 74% gave an affirmative answer to the second question.

In response to the question, "If you had the chance, would you like to talk to someone about some of the problems you have marked on the List?" 73% of those who responded, answered "yes." This indicates that if the opportunity were given to express their problems and to get help 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 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 or right of the school to take on the personal problems of students as part of its work. This should provide a good and healthy caution to see that when the Check List is used there is both intention and ability to follow through with appropriate action.

That *students find the Check List reasonably well covers the range of problems with which they are concerned* is indicated by the fact that approximately 93% of those who responded to the question, "Do you feel that the problems you have marked give a well-rounded picture of your problems?" answered "yes." Those who do not feel that the Check List contains items which cover the range of their problems are given an opportunity at the end of the Check List to express their additional problems in free writing.

That *schools, teachers, and counselors find the Check List usable and use it*, is indicated by the fact that over 100,000 of the High School Form have been distributed to date.

The bibliography of articles at the end of this Manual gives further evidence that *the Check List is usable in school operations* and that *it has been used productively in a wide variety of research problems*. Annotations within the bibliography help to locate the particular reports which discuss various uses.

RELIABILITY

If the Check List were a personality test designed to predict specific patterns of behavior, the determination of its reliability would be simplified to the extent of testing the degree to which responses to items and categories remain stable from one administration to the next. Stability of response, in this case, would be the particular characteristic which makes the test a dependable instrument for the purpose for which it is to be used. The function of the Check List, however, is not one of predicting specific patterns of behavior, and stability of response is not an adequate criterion of its dependability.

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 marked to be somewhat different at each administration of the Check List, if the instrument does what it has been designed to do. The question of dependability then must be resolved by determining whether the shift in items, that does occur, facilitates or renders impractical the use of data for specific purposes.

If the data is to be used to implement understanding of the individual case, it must be capable of reflecting changes in the circumstances surrounding the individual or changes in his feeling toward those circumstances.* Shifts in item responses which reflect these changes do not invalidate the data, and may well facilitate the purpose for which the data is used.

If the data is to be used for survey purposes, on the other hand, there must be some assurance that it reflects a reasonably stable emphasis by the group on certain problem areas for a period of time.

College and junior high school studies give evidence of the tendency for the number and specific items marked on the Check List to change. The number of problems marked by a group of 30 college students dropped one-third after one week and the median case repeated 55% of the original items at that time. In a second group of 69 college students, the number dropped one-fifth after six weeks, and the median case repeated 28% of the original items. In a junior high school group of 118 students, there was a drop of one-fourth after one month, and the median case repeated 30% of the items.

Further examination of the college and junior high school data mentioned above shows that although a shift in the specific items marked by an individual may occur, the general constellation

* 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 re-administration of the Check List, he may mark only one problem, "needing a part-time job now," because he now feels that a part-time job is the solution to the other two problems.

of problem areas remains relatively stable for the group. The rank order correlation for the average number of problems marked in each area on the first and second administration was: $.90 \pm .04$ for the group of 30 college students after one week; $.95 \pm .01$ for the group of 69 college students after six weeks; $.97 \pm .01$ for a group (not mentioned above) of 190 college students after ten weeks; and $.98 \pm .001$ for a group of 118 junior high school students after one month. This is sufficient stability to warrant general program planning for groups of students when data on rank order of the problem areas are used.

ORDERING COPIES

The Problem Check List, High School Form, is sold in lots of 25 copies for \$1.00 on orders of less than 500 copies, and in lots of 25 for 75¢ on orders of 500 or more. Orders are to be placed with and checks made payable to "The Ohio State University Press," Journalism Building, Ohio State University, Columbus 10, Ohio. The cost of shipment is added unless payment for the Check Lists is made with the order. Manuals, 15¢.

PART II

STATISTICAL DATA

The data in the following tables are presented to illustrate how schools may use simple statistical methods to bring out the essential features of data they may collect from their own groups. To serve the purposes of illustration, we found it most convenient to use a population of 553 students, drawn from nine schools in rural and small town communities, seven of which were located in the Mid-West. Although a larger and more diversified population was available, these specific groups were chosen because they included all cases in Grades 10, 11, and 12 of the schools from which they were taken, thus facilitating the comparison of sex and age groups.

While it is probable that the data tend to reflect small town and rural youth problems, we do not have data to establish the degree to which the sample used is representative of all rural and small town youth. Neither do we have a basis upon which to generalize as to the specific nature of "all youth problems." Inspection of data from a number of other schools (urban, northern, southern, etc.) suggests, however, that in respect to the rank order of problem areas, there is sufficient parallelism in results among schools, generally, to justify a particular school in raising leading questions about marked deviations from the data shown in Table III.

Rather than rely on contrasts between local results and the results shown here, however, it would usually be more profitable to go directly to analysis of the meanings of the local data in the local situation. The function of this part of the Manual is primarily to aid that enterprise by showing how data might be arranged, rather than to present findings for generalizations.

TABLE I
PERCENTILE DISTRIBUTION OF PROBLEMS MARKED ON TOTAL LIST

Per- cen- tile	All	By Sex		By GRADES			Boys BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
(No.)	553	236	317	205	208	145	92	83	61	118	120	84
100..												
95..	72	68	74	82	63	62	74	59	64	88	70	62
90..	55	54	56	61	59	50	59	42	49	75	50	55
85..	47	46	48	52	45	46	50	38	43	54	46	47
80..	42	39	44	46	39	42	46	35	38	47	42	43
75..	38	36	40	41	36	38	41	32	36	40	39	40
70..	35	32	37	37	33	35	37	29	33	36	36	37
65..	32	28	34	33	30	32	32	26	30	33	34	34
60..	29	26	31	29	28	30	30	23	27	29	31	31
55..	26	23	28	26	26	27	27	21	24	27	29	28
50..	23	22	26	24	23	24	23	18	20	24	27	27
45..	21	19	24	21	21	21	21	17	18	22	26	24
40..	19	16	21	19	19	19	19	16	16	19	23	22
35..	17	15	19	17	17	17	17	14	15	17	21	19
30..	15	13	17	15	15	15	15	13	12	15	19	17
25..	13	12	15	13	14	13	13	11	11	13	17	15
20..	11	10	12	11	12	11	11	10	10	11	14	12
15..	9	8	10	9	10	9	9	8	7	8	12	10
10..	6	5	7	6	7	6	6	5	5	5	9	8
5..	3	2	3	3	3	3	3	2	2	3	4	4

TABLE II

AVERAGE (MEAN) NUMBER OF PROBLEMS MARKED IN AREAS

Area	All	By Sex		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
(No.)	558	286	272	205	208	145	92	83	61	113	120	84
HPD .	2.3	2.0	2.5	2.3	2.1	2.4	2.2	1.6	2.2	2.4	2.5	2.6
FLE .	2.3	2.1	2.4	2.3	2.2	2.4	2.1	1.9	2.4	2.5	2.5	2.3
SRA .	2.5	2.4	2.5	2.7	2.3	2.4	2.7	2.0	2.6	2.7	2.5	2.4
CSM .	2.0	1.9	2.0	2.2	1.8	1.8	2.4	1.5	1.9	2.1	2.0	1.8
SPR .	2.7	1.9	3.4	2.7	2.7	2.9	2.0	1.6	1.9	3.2	3.4	3.6
PPR .	3.5	2.7	4.1	3.5	3.4	3.6	3.0	2.3	2.9	3.9	3.7	4.2
MR .	1.5	1.6	1.5	1.6	1.4	1.5	1.7	1.3	1.8	1.6	1.5	1.4
HF .	1.4	1.1	1.7	1.6	1.4	1.3	1.1	1.0	1.1	1.9	1.7	1.5
FVE .	3.0	2.7	3.1	2.7	3.0	3.3	2.5	3.0	2.8	2.8	3.1	3.7
ASW .	4.1	4.4	3.9	4.7	3.9	3.4	5.3	3.7	3.9	4.3	4.1	3.0
CTP .	3.1	3.4	2.9	3.9	2.8	2.4	4.2	2.8	3.0	3.6	2.9	2.0
Total..	28.2	26.1	30.0	30.1	27.0	27.6	29.2	22.3	26.4	31.0	30.3	28.4

TABLE III

RANK ORDER OF AREAS IN TERMS OF AVERAGE NUMBER OF PROBLEMS MARKED

Area	All	By Sex		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
(No.)	558	286	272	205	208	145	92	83	61	113	120	84
HPD .	7.5	7.0	6.5	7.5	8.0	6.5	7.0	7.5	7.0	8.0	7.0	5.0
FLE .	7.5	6.0	8.0	7.5	7.0	6.5	8.0	6.0	6.0	7.0	7.0	7.0
SRA .	6.0	5.0	6.5	5.0	6.0	6.5	4.0	5.0	5.0	6.0	7.0	6.0
CSM .	9.0	8.5	9.0	9.0	9.0	9.0	6.0	9.0	8.5	9.0	9.0	9.0
SPR .	5.0	8.5	3.0	5.0	5.0	4.0	9.0	7.5	8.5	4.0	3.0	3.0
PPR .	2.0	3.5	1.0	3.0	2.0	1.0	3.0	4.0	3.0	2.0	2.0	1.0
MR .	10.0	10.0	11.0	10.5	10.5	10.0	10.0	10.0	10.0	11.0	11.0	10.0
HF .	11.0	11.0	10.0	10.5	10.5	11.0	11.0	11.0	11.0	10.0	10.0	11.0
FVE .	4.0	3.5	4.0	5.0	3.0	3.0	5.0	2.0	4.0	5.0	4.0	2.0
ASW .	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	4.0
CTP .	3.0	2.0	5.0	2.0	4.0	6.5	2.0	3.0	2.0	3.0	5.0	8.0

TABLE IV

NUMBER OF PROBLEMS MARKED IN AREAS BY FIVE PER CENT OR MORE OF STUDENTS,
TEN PER CENT OR MORE, TWENTY PER CENT OR MORE

Item	All	By Sex		By GRADES			Boys BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
(No.)	553	286	317	205	203	145	92	83	61	113	120	84
<i>By 5% or more</i>												
HPD .	20	16	22	20	18	21	16	17	21	21	18	22
FLE .	16	18	15	14	14	18	12	14	19	18	14	16
SRA .	22	21	20	22	19	21	20	17	23	20	19	20
CSM .	19	19	17	20	17	19	18	15	18	20	18	19
SPR .	23	18	25	25	21	21	14	17	19	25	22	25
PPR .	20	17	21	21	21	20	18	19	18	22	20	21
MR ..	12	13	12	13	12	12	13	10	16	15	9	11
HF ..	11	7	13	12	10	13	8	10	13	16	14	14
FVE .	21	21	24	18	22	23	18	21	20	19	23	22
ASW .	28	28	26	28	28	23	27	28	27	27	27	21
CTP .	26	26	24	29	20	21	27	22	23	26	23	17
<i>By 10% or more</i>												
HPD .	10	7	11	11	10	9	9	5	9	9	11	10
FLE .	7	7	8	8	8	8	7	7	11	7	6	7
SRA .	11	11	11	13	10	9	13	9	8	13	11	11
CSM .	7	7	8	10	7	6	10	6	6	9	9	8
SPR .	11	6	15	11	9	8	8	7	9	16	15	15
PPR .	14	12	15	12	13	16	12	9	12	14	14	15
MR ..	3	4	4	6	3	3	5	4	5	5	4	3
HF ..	4	1	6	4	3	3	2	3	1	9	6	5
FVE .	11	10	12	11	11	13	10	11	11	10	11	17
ASW .	21	25	18	25	21	18	26	21	20	22	19	15
CTP .	13	15	12	19	10	9	19	11	13	19	11	5
<i>By 20% or more</i>												
HPD .	0	0	2	1	0	0	2	0	2	1	2	3
FLE .	2	3	3	2	3	3	3	2	3	4	4	2
SRA .	2	2	1	2	1	2	4	2	3	1	2	2
CSM .	0	0	1	0	0	0	2	0	0	0	2	0
SPR .	2	0	5	2	2	4	1	0	1	3	6	6
PPR .	9	4	11	9	6	9	7	1	4	11	11	10
MR ..	0	1	1	0	1	1	2	0	1	0	1	1
HF ..	0	0	0	0	0	0	0	0	0	1	0	0
FVE .	5	4	6	2	6	6	3	5	4	3	5	6
ASW .	6	4	6	8	4	3	12	2	7	7	6	3
CTP .	3	5	2	5	4	3	7	5	4	4	4	2

TABLE V

PER CENT OF STUDENTS MARKING EACH ITEM

1. Area of Health and Physical Development

Item (No.)	All 553	By Sex		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys 286	Girls 817	10 205	11 208	12 145	10 92	11 88	12 61	10 118	11 120	12 84
1 ...	11	14	8	14	10	8	16	13	15	12	8	2
2 ...	11	4	16	11	10	12	3	4	5	18	14	17
3 ...	7	3	10	6	6	8	2	1	7	9	10	10
4 ...	11	8	14	10	12	12	11	7	3	9	16	19
5 ...	3	3	4	4	3	4	4	0	3	4	4	5
56 ...	13	6	18	12	12	16	8	5	7	15	19	23
57 ...	19	15	22	21	18	19	21	10	15	20	23	23
58 ...	5	4	5	6	2	6	7	1	5	6	3	6
59 ...	2	1	3	2	2	4	1	1	2	2	3	6
60 ...	2	2	2	1	2	3	1	1	3	1	2	2
111 ...	8	9	7	10	7	6	11	7	7	9	7	6
112 ...	4	3	5	3	3	8	0	1	12	5	4	5
113 ...	15	6	22	13	15	19	7	4	10	18	23	26
114 ...	10	9	10	10	10	9	11	7	8	9	12	10
115 ...	15	17	14	17	12	16	18	12	20	16	12	13
166 ...	8	4	10	8	7	7	4	4	5	12	10	8
167 ...	5	6	3	5	4	4	8	5	7	4	3	2
168 ...	14	15	13	17	13	11	21	8	16	13	17	7
169 ...	5	2	6	4	5	3	3	2	0	5	8	6
170 ...	9	10	8	9	7	11	10	10	12	9	6	11
221 ...	2	3	1	1	3	1	0	6	2	1	2	1
222 ...	4	2	6	6	3	3	2	2	0	9	3	6
223 ...	4	3	5	4	4	4	2	2	5	6	5	4
224 ...	4	0	7	5	3	5	0	0	0	10	4	8
225 ...	13	17	11	11	13	17	16	15	21	7	13	13
276 ...	6	5	6	5	5	8	3	5	8	6	6	7
277 ...	4	4	3	3	4	4	3	5	5	3	3	4
278 ...	5	10	1	5	3	7	9	7	15	2	1	1
279 ...	4	8	2	4	5	3	8	8	7	1	3	1
280 ...	6	6	5	4	7	6	7	7	3	3	7	7

TABLE V

PER CENT OF STUDENTS MARKING EACH ITEM

2. Area of Finance, Living Conditions and Employment

Item (No.)	All 553	By Sex		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys 286	Girls 817	10 205	11 208	12 145	10 92	11 88	12 61	10 118	11 120	12 84
6 ...	8	11	6	10	6	9	13	10	12	7	3	7
7 ...	18	25	13	19	16	20	21	25	30	18	9	13
8 ...	19	14	23	18	21	18	13	12	16	21	27	19
9 ...	17	15	18	17	18	15	15	15	16	18	20	14
10 ...	38	28	46	35	44	35	33	28	21	36	56	44
61 ...	2	3	1	3	1	3	4	0	7	2	1	0
62 ...	6	6	7	4	4	12	1	1	18	6	7	7
63 ...	11	8	13	13	8	11	4	10	10	20	8	12
64 ...	9	5	12	4	13	9	1	7	7	7	17	11
65 ...	23	22	23	23	21	25	25	18	21	21	23	27
116 ...	2	1	3	2	2	3	0	0	3	3	3	2
117 ...	2	1	2	2	2	2	2	1	0	2	2	4
118 ...	5	5	4	3	3	8	1	4	13	5	3	4
119 ...	6	6	6	5	5	8	4	5	8	5	5	7
120 ...	11	10	12	14	12	6	15	7	5	12	15	7
171 ...	7	8	7	8	6	8	9	4	12	7	8	6
172 ...	3	1	4	3	3	2	1	1	0	5	3	4
173 ...	1	2	1	2	1	1	2	1	2	2	1	0
174 ...	7	6	8	7	5	8	5	2	10	9	8	6
175 ...	3	6	2	6	2	2	9	4	3	4	1	1
226 ...	5	2	7	6	5	2	3	2	0	8	8	4
227 ...	2	3	1	1	1	6	1	1	8	1	0	4
228 ...	3	5	2	2	3	6	2	5	8	1	1	5
229 ...	4	6	2	4	3	4	5	6	5	3	1	4
230 ...	3	5	1	3	3	2	5	5	3	1	2	1
281 ...	5	4	5	4	5	5	3	6	3	4	5	6
282 ...	1	1	2	1	3	1	1	1	0	1	3	1
283 ...	2	1	3	3	2	1	1	0	0	5	3	1
284 ...	3	3	4	4	2	5	3	1	5	4	3	5
285 ...	4	3	4	5	3	1	4	4	2	6	3	1

TABLE V

PER CENT OF STUDENTS MARKING EACH ITEM
3. Area of Social and Recreational Activities

Item (No.)	All	By Sex		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
	553	236	317	205	208	145	92	88	61	118	120	84
11 ...	15	17	13	16	12	18	20	11	23	13	13	14
12 ...	27	26	27	26	27	28	20	28	33	29	26	24
13 ...	21	26	16	22	18	22	32	21	25	15	16	20
14 ...	13	11	13	12	13	12	13	10	12	11	16	13
15 ...	10	6	13	8	11	11	7	2	8	8	17	13
66 ...	11	9	8	14	8	9	15	5	7	13	11	11
67 ...	15	10	19	15	15	16	9	8	13	19	20	18
68 ...	9	7	10	13	6	6	11	2	7	14	9	6
69 ...	8	9	8	8	9	7	7	12	7	9	7	7
70 ...	1	1	1	2	0	0	1	0	0	2	0	0
121 ...	8	10	7	10	7	8	11	11	8	9	5	7
122 ...	6	6	7	6	5	9	3	6	8	7	5	10
123 ...	3	2	3	4	2	2	4	0	2	4	3	2
124 ...	2	2	2	2	2	3	2	2	3	3	2	2
125 ...	7	5	10	8	7	7	5	1	8	11	11	6
176 ...	6	6	7	9	4	5	8	5	3	11	3	6
177 ...	11	10	13	10	11	14	10	5	16	10	16	12
178 ...	3	3	3	1	2	7	0	4	7	2	1	7
179 ...	7	7	7	8	5	7	7	7	7	9	4	7
180 ...	5	7	3	6	4	3	11	5	5	3	4	1
231 ...	5	6	5	7	4	5	8	4	5	6	5	5
232 ...	9	14	6	11	8	8	17	11	13	6	7	4
233 ...	10	17	4	11	12	4	22	17	8	3	8	1
234 ...	3	2	3	3	3	2	3	2	0	3	3	4
235 ...	6	3	8	8	5	6	4	1	5	11	8	6
286 ...	14	12	15	12	17	12	10	15	13	13	19	12
287 ...	12	9	15	15	11	10	11	8	7	19	13	12
288 ...	3	3	3	4	2	3	4	1	3	4	3	2
289 ...	1	1	0	0	0	1	0	0	2	0	0	0
290 ...	1	1	1	1	1	3	0	1	2	1	0	4

TABLE V

PER CENT OF STUDENTS MARKING EACH ITEM
4. Area of Courtship, Sex and Marriage

Item (No.)	All	By Sex		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
	553	236	317	205	208	145	92	88	61	118	120	84
16 ...	13	10	15	15	15	6	15	6	7	15	22	5
17 ...	9	17	4	13	6	9	21	12	16	6	3	4
18 ...	9	11	5	9	8	6	13	13	7	5	4	5
19 ...	4	4	4	5	4	3	4	4	3	5	5	2
20 ...	3	5	1	4	1	3	5	1	8	4	0	0
71 ...	11	8	12	11	10	11	10	6	8	12	13	13
72 ...	8	16	3	14	5	6	24	10	13	5	2	0
73 ...	8	1	14	10	7	7	1	0	2	13	13	11
74 ...	8	7	9	9	7	8	11	4	5	7	10	10
75 ...	16	11	21	17	18	13	15	10	5	19	23	19
126 ...	6	7	10	10	7	7	8	6	10	12	8	5
127 ...	3	2	4	5	2	1	2	1	3	7	3	0
128 ...	4	3	4	2	2	8	3	1	5	2	2	11
129 ...	7	5	8	7	6	8	3	7	3	10	5	11
130 ...	5	5	6	6	5	4	5	5	3	7	5	5
181 ...	12	14	10	13	12	11	15	11	16	11	13	7
182 ...	9	11	8	6	11	10	7	12	15	6	10	7
183 ...	3	2	4	4	1	6	4	0	2	4	2	8
184 ...	4	2	6	4	5	3	3	1	2	4	8	5
185 ...	5	5	5	6	3	5	5	4	7	7	3	4
236 ...	5	4	6	6	5	5	4	2	5	7	7	5
237 ...	11	10	11	12	10	10	13	6	10	11	13	10
238 ...	5	6	4	7	4	3	9	5	2	5	3	4
239 ...	5	3	6	4	4	7	4	1	5	4	6	8
240 ...	2	2	3	2	3	2	1	4	0	3	2	4
291 ...	4	6	2	4	3	3	7	5	8	3	2	0
292 ...	2	3	2	2	2	4	3	1	3	1	2	5
293 ...	11	9	12	10	10	12	11	6	8	10	13	14
294 ...	4	5	3	4	4	2	7	4	3	3	5	1
295 ...	2	2	2	2	2	2	2	1	2	1	2	2

TABLE V
PER CENT OF STUDENTS MARKING EACH ITEM
5. Area of Social-Psychological Relations

Item (No.)	All 558	By Sex		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys 236	Girls 317	10 205	11 208	12 145	10 92	11 88	12 61	10 113	11 120	12 84
21 ...	7	6	8	6	7	8	4	6	7	7	8	8
22 ...	19	14	22	21	17	17	20	11	10	22	22	23
23 ...	11	7	13	12	9	11	9	5	8	14	13	13
24 ...	13	7	18	13	13	13	10	6	3	15	18	20
25 ...	9	8	10	9	8	10	9	6	10	10	9	10
76 ...	26	14	35	26	26	26	14	15	12	35	34	36
77 ...	5	3	5	2	5	7	1	5	5	4	5	8
78 ...	8	8	9	7	9	10	8	7	10	6	10	10
79 ...	4	3	4	4	3	5	3	4	3	5	2	6
80 ...	12	11	13	12	12	12	13	11	10	12	13	14
131 ...	10	12	8	14	8	8	14	10	13	13	7	4
132 ...	17	7	24	16	15	21	11	2	8	20	24	31
133 ...	5	2	8	5	6	4	2	0	3	7	11	5
134 ...	2	2	2	2	2	3	2	2	3	2	2	4
135 ...	4	3	6	2	7	3	4	1	2	1	11	5
186 ...	9	5	11	7	10	8	2	6	7	11	13	10
187 ...	3	2	3	3	3	2	1	2	2	4	3	2
188 ...	5	5	6	7	3	6	7	1	7	8	3	6
189 ...	7	2	10	6	5	9	3	1	0	9	8	16
190 ...	8	3	12	7	7	12	3	2	5	10	11	17
241 ...	20	15	24	17	21	23	15	11	20	19	23	26
242 ...	14	9	18	13	16	14	9	10	8	16	20	17
243 ...	5	1	8	7	4	4	2	0	2	11	7	6
244 ...	5	4	5	5	3	4	3	4	5	7	3	5
245 ...	2	2	3	3	2	3	2	1	2	4	2	4
296 ...	17	10	22	13	7	21	10	11	10	16	22	30
297 ...	4	5	4	5	3	3	4	6	3	5	2	4
298 ...	4	2	6	5	3	4	3	2	0	6	4	8
299 ...	8	6	10	10	7	7	5	7	5	14	7	8
300 ...	10	7	12	8	12	11	4	7	12	11	15	11

TABLE V
PER CENT OF STUDENTS MARKING EACH ITEM
6. Area of Personal-Psychological Relations

Item (No.)	All 558	By Sex		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys 236	Girls 317	10 205	11 203	12 145	10 92	11 88	12 61	10 113	11 120	12 84
26 ...	31	22	39	30	29	35	26	18	21	34	37	45
27 ...	23	14	29	20	26	22	11	19	13	27	31	29
28 ...	21	12	27	21	16	26	12	7	18	28	23	31
29 ...	3	4	3	4	3	2	7	4	2	3	3	2
30 ...	21	14	27	24	17	22	20	10	12	27	23	30
81 ...	21	17	24	22	21	20	22	13	16	23	27	23
82 ...	9	12	6	8	8	10	15	7	13	2	8	8
83 ...	9	3	13	9	9	8	5	2	2	12	14	12
84 ...	27	30	26	27	29	25	36	25	26	20	32	24
85 ...	23	25	22	27	18	26	29	16	33	25	20	20
136 ...	14	7	19	11	17	15	5	8	8	16	23	19
137 ...	17	9	22	17	15	19	11	8	8	21	19	26
138 ...	28	21	30	25	33	26	25	18	18	26	35	30
139 ...	11	10	11	9	8	16	11	6	13	8	9	17
140 ...	17	10	22	16	17	17	8	11	12	23	21	21
191 ...	1	1	1	1	1	2	1	0	2	1	1	2
192 ...	2	2	3	2	3	1	1	5	0	4	3	1
193 ...	3	2	4	5	3	1	2	2	0	6	4	1
194 ...	6	4	7	5	6	6	3	4	5	6	8	7
195 ...	5	6	4	6	6	3	5	7	5	5	3	2
246 ...	3	1	4	3	2	4	2	1	0	4	2	7
247 ...	5	3	7	4	6	5	2	5	0	6	7	8
248 ...	11	9	13	8	12	12	9	8	8	8	15	16
249 ...	4	1	6	4	5	2	0	0	2	7	8	2
250 ...	22	19	25	24	23	20	22	13	21	26	29	19
301 ...	6	5	6	7	5	12	3	5	7	10	5	4
302 ...	3	2	4	2	3	4	2	1	3	3	4	5
303 ...	3	1	5	3	3	5	1	0	2	5	4	7
304 ...	2	3	2	5	1	0	5	1	0	4	0	0
305 ...	1	1	1	1	0	1	1	0	0	1	0	1

TABLE V
PER CENT OF STUDENTS MARKING EACH ITEM
7. Area of Morals and Religion

Item (No.)	All	By SEX		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
	553	236	317	205	208	145	92	88	61	118	120	84
31 ...	7	5	9	7	9	6	7	4	5	7	13	7
32 ...	16	21	12	17	12	19	25	12	26	11	12	13
33 ...	4	6	3	4	5	3	3	8	5	4	3	2
34 ...	1	1	1	0	1	1	0	0	2	0	1	1
35 ...	1	1	1	0	1	2	0	1	2	0	0	2
86 ...	5	7	4	9	3	4	13	1	5	5	4	4
87 ...	2	1	2	2	2	3	3	0	0	0	3	5
88 ...	3	3	4	3	6	3	1	4	3	5	3	2
89 ...	3	3	4	3	3	4	3	1	5	4	3	4
90 ...	3	2	4	4	2	5	2	0	5	6	3	5
141 ...	1	1	2	2	2	1	0	1	0	3	2	2
142 ...	3	6	1	3	2	4	5	4	8	1	0	1
143 ...	5	4	7	3	8	5	1	6	3	5	9	6
144 ...	7	9	5	6	5	9	10	2	16	4	7	4
145 ...	5	6	5	5	4	6	4	5	8	5	4	5
196 ...	4	5	4	6	3	6	4	4	7	7	2	5
197 ...	4	2	6	4	3	4	1	2	2	7	4	6
198 ...	9	6	10	10	8	8	7	7	5	12	8	11
199 ...	19	11	25	15	24	20	7	13	15	19	31	24
200 ...	2	1	2	2	2	2	0	2	2	3	1	2
251 ...	1	1	1	2	0	1	1	0	3	2	0	0
252 ...	1	1	1	0	2	1	0	2	2	0	2	1
253 ...	8	13	5	12	7	6	16	11	10	8	4	2
254 ...	2	3	1	3	1	2	7	1	3	1	0	1
255 ...	3	3	2	5	0	4	5	0	7	4	0	2
306 ...	7	8	6	8	7	5	8	8	7	8	6	4
307 ...	3	3	3	3	4	2	2	4	3	4	4	1
308 ...	7	5	8	10	6	3	7	7	2	12	6	4
309 ...	13	17	11	15	13	11	21	12	16	11	14	7
310 ...	3	3	4	3	4	3	3	4	2	3	4	4

TABLE V
PER CENT OF STUDENTS MARKING EACH ITEM
8. Area of Home and Family

Item (No.)	All	By SEX		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
	553	236	317	205	208	145	92	88	61	118	120	84
36 ...	1	1	1	1	2	1	1	2	0	0	1	2
37 ...	4	3	4	4	3	5	1	1	8	6	3	2
38 ...	6	4	8	8	4	6	4	1	7	11	7	5
39 ...	11	6	14	13	9	10	7	6	7	18	11	13
40 ...	7	4	9	4	7	8	3	4	5	5	10	11
91 ...	3	1	4	4	3	2	3	0	0	4	4	4
92 ...	2	1	3	0	4	2	0	2	0	0	6	4
93 ...	3	3	3	2	4	5	1	0	8	3	3	2
94 ...	3	4	3	3	3	3	2	6	3	4	2	2
95 ...	4	3	4	4	3	3	5	2	0	4	4	5
146 ...	8	6	10	8	7	8	4	5	8	12	8	8
147 ...	3	2	4	5	1	2	3	1	2	7	1	2
148 ...	2	1	3	3	2	1	0	1	0	5	3	1
149 ...	2	1	3	2	2	3	0	2	0	4	2	5
150 ...	3	3	3	3	3	3	4	1	2	3	3	4
201 ...	4	6	2	2	6	3	2	10	5	2	3	1
202 ...	13	10	14	11	13	13	12	10	8	11	16	17
203 ...	12	8	15	16	12	6	10	10	2	20	13	8
204 ...	5	3	6	4	6	3	2	2	5	5	8	2
205 ...	5	5	4	3	5	6	3	6	7	4	5	5
256 ...	4	3	6	6	3	3	2	1	5	10	4	2
257 ...	8	4	11	9	9	6	7	2	2	11	13	10
258 ...	3	3	4	5	3	1	5	1	2	5	5	0
259 ...	5	3	7	9	4	3	5	2	2	12	5	4
260 ...	4	3	5	3	4	6	2	5	3	4	3	8
311 ...	1	1	0	1	1	0	2	1	0	0	0	0
312 ...	4	3	5	5	3	4	3	1	3	6	5	5
313 ...	1	1	1	1	1	1	1	0	0	0	1	1
314 ...	4	4	4	3	4	6	1	6	7	4	3	5
315 ...	11	9	13	13	11	10	9	8	10	16	13	10

TABLE V
PER CENT OF STUDENTS MARKING EACH ITEM
9. The Future: Vocational and Educational

Item (No.)	All	By Sex		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
	558	286	317	205	208	145	92	88	61	118	120	84
41 ...	7	9	6	7	6	10	7	7	15	7	6	6
42 ...	9	7	10	8	8	11	8	5	10	9	10	12
43 ...	12	9	15	11	14	12	9	11	7	13	16	16
44 ...	5	3	6	3	6	5	2	6	2	4	7	7
45 ...	31	27	33	31	32	28	32	25	23	31	36	32
96 ...	18	21	15	16	20	17	16	28	20	16	15	14
97 ...	8	6	9	7	8	8	8	8	2	7	8	12
98 ...	4	3	4	3	3	5	4	1	3	3	5	6
99 ...	4	3	5	3	3	3	1	2	7	5	3	10
100 ...	21	38	9	18	20	27	29	40	49	9	7	11
151 ...	28	27	28	21	29	35	27	28	25	16	29	43
152 ...	11	11	11	15	15	0	13	16	0	17	14	0
153 ...	8	6	9	7	8	8	5	10	3	9	7	12
154 ...	16	11	20	17	10	22	15	5	12	19	13	30
155 ...	3	5	1	1	2	6	0	5	10	2	0	2
206 ...	17	11	22	16	16	21	11	11	13	20	20	26
207 ...	7	5	8	6	8	6	7	6	0	5	10	10
208 ...	11	10	11	10	10	12	11	12	7	10	8	17
209 ...	20	15	24	16	20	26	11	18	18	20	22	31
210 ...	4	1	6	3	6	2	0	2	2	6	9	2
261 ...	3	4	2	3	2	4	5	1	7	1	2	2
262 ...	1	1	1	1	1	1	0	1	2	2	0	0
263 ...	5	5	5	4	5	6	4	4	7	4	7	5
264 ...	6	6	6	4	5	8	4	7	5	4	4	11
265 ...	6	5	6	5	5	7	5	5	5	4	6	8
316 ...	20	16	24	16	25	19	13	21	13	19	28	24
317 ...	1	1	2	2	1	1	0	0	3	3	2	0
318 ...	3	2	5	3	3	4	1	0	5	4	6	4
319 ...	2	2	2	2	2	1	1	2	2	3	2	0
320 ...	8	5	10	5	8	12	2	8	5	8	8	17

TABLE V
PER CENT OF STUDENTS MARKING EACH ITEM
10. Area of Adjustment to School Work

Item (No.)	All	By Sex		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
	558	286	317	205	208	145	92	88	61	118	120	84
46 ...	9	8	10	12	9	3	9	8	5	15	9	2
47 ...	3	4	3	3	3	4	4	2	7	3	3	2
48 ...	5	6	4	6	6	2	3	10	3	8	3	1
49 ...	31	36	27	38	29	24	45	29	34	33	28	17
50 ...	9	12	8	12	7	8	14	6	16	11	8	2
101 ...	14	18	11	16	14	11	22	18	13	12	11	10
102 ...	11	12	9	13	12	5	20	10	5	7	14	5
103 ...	25	17	30	28	25	19	21	15	16	35	32	21
104 ...	10	12	9	12	11	7	13	11	12	11	12	4
105 ...	18	20	16	23	14	15	29	11	20	18	17	11
156 ...	15	12	17	17	15	12	15	10	12	19	19	12
157 ...	12	16	8	9	10	16	11	12	30	8	9	7
158 ...	20	26	15	23	17	19	30	21	26	17	14	14
159 ...	9	11	9	12	7	8	14	8	8	11	7	8
160 ...	3	3	2	3	2	3	3	2	5	3	1	2
211 ...	21	18	24	22	23	17	21	15	20	24	29	16
212 ...	12	16	8	13	12	10	17	18	12	9	8	8
213 ...	18	15	20	13	17	25	14	10	23	12	23	26
214 ...	14	13	15	12	14	17	15	11	13	10	17	19
215 ...	20	20	19	23	20	15	27	19	13	20	20	17
266 ...	16	16	15	19	16	10	20	17	10	19	16	10
267 ...	9	12	7	13	8	4	15	12	7	12	5	2
268 ...	17	11	20	18	15	16	14	8	12	22	19	19
269 ...	12	15	10	13	12	11	17	15	13	10	11	10
270 ...	21	19	22	23	17	23	27	8	20	20	23	25
321 ...	6	8	4	7	6	3	11	8	3	4	5	2
322 ...	14	14	14	18	12	11	21	8	10	15	14	12
323 ...	15	17	15	22	13	10	23	13	12	20	13	8
324 ...	11	11	11	16	11	6	16	10	7	16	12	5
325 ...	8	11	6	11	9	2	16	10	3	7	8	1

TABLE V
PER CENT OF STUDENTS MARKING EACH ITEM
11. Area of Curriculum and Teaching Procedures

Item (No.)	All	By SEX		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
		Boys	Girls	10	11	12	10	11	12	10	11	12
	553	236	317	205	203	145	92	83	61	113	120	84
51 ...	8	6	9	7	9	7	8	6	5	6	12	8
52 ...	3	5	2	5	3	0	8	5	0	4	1	0
53 ...	18	20	16	11	22	22	11	23	28	11	21	17
54 ...	14	20	10	13	15	8	20	25	13	17	8	5
55 ...	11	16	8	20	6	8	25	6	15	15	6	2
106 ...	11	12	10	15	13	2	19	12	2	12	13	2
107 ...	26	26	27	22	30	27	26	24	30	19	34	25
108 ...	7	4	9	10	6	1	8	2	2	12	9	1
109 ...	1	1	1	2	1	0	2	0	0	2	2	0
110 ...	7	6	8	8	6	6	4	7	7	12	6	6
161 ...	9	8	9	7	9	10	8	5	13	6	12	8
162 ...	11	9	12	12	12	7	12	7	5	12	15	8
163 ...	9	10	9	11	7	8	14	5	10	9	9	7
164 ...	22	27	19	27	22	17	32	23	25	24	21	11
165 ...	5	5	6	9	4	2	9	4	2	9	5	2
216 ...	4	3	5	5	4	3	7	0	2	4	7	3
217 ...	9	11	8	14	6	8	16	7	8	12	5	7
218 ...	11	14	8	19	4	8	21	8	13	17	2	4
219 ...	12	14	10	15	12	7	19	11	12	12	13	4
220 ...	4	4	4	6	3	3	7	2	3	5	3	2
271 ...	15	14	17	18	16	10	16	11	13	20	20	8
272 ...	9	9	8	12	7	6	13	7	5	12	7	6
273 ...	16	17	14	22	13	10	23	13	15	20	13	7
274 ...	9	7	11	9	9	10	4	10	8	12	8	12
275 ...	5	7	4	8	3	3	10	4	7	7	3	1
326 ...	12	14	10	16	8	11	16	11	16	16	7	7
327 ...	7	10	4	10	4	6	13	8	7	7	2	5
328 ...	6	6	7	11	4	3	10	4	3	12	4	4
329 ...	27	31	24	33	22	27	37	25	31	30	19	24
330 ...	5	5	4	5	3	5	8	1	7	4	5	4

TABLE VI
PER CENT OF STUDENTS RESPONDING TO THE SUMMARIZING QUESTIONS

SUMMARIZING QUESTIONS	Response	All	By SEX		By GRADES			BOYS BY GRADES			GIRLS BY GRADES		
			Boys	Girls	10	11	12	10	11	12	10	11	12
			553	236	317	205	203	145	92	83	61	113	120
1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems?	Yes	86	84	86	84	88	84	86	84	82	82	91	86
	No	7	9	6	4	7	10	7	7	13	3	8	7
	Omit	7	7	8	12	5	6	7	9	5	15	1	7
3. Have you enjoyed filling out the list?	Yes	75	72	77	71	76	79	70	71	77	72	79	80
	No	11	12	10	12	12	8	14	16	3	10	9	12
	Omit	14	16	13	17	12	13	16	13	20	18	12	8
4. Would you like to have more chances in school to write out, think out, and discuss matters of personal concern to you?	Yes	57	49	64	48	65	61	39	53	57	55	73	63
	No	21	26	16	25	17	19	35	25	15	17	12	23
	Omit	22	25	20	27	18	20	26	22	28	28	15	14
5a. If you had the chance, would you like to talk to someone about the problems you have marked on the list?	Yes	59	54	62	58	58	62	53	52	59	61	63	64
	No	19	23	16	18	22	17	25	28	11	12	18	20
	Omit	22	23	22	24	20	21	22	20	30	27	19	16
5b. If so, do you have any particular person(s) in mind with whom you would like to talk? (Per cent based on those replying "yes" to 5a.)	Yes	24	23	26	24	25	24	20	25	23	27	24	25
	No	41	42	39	42	37	44	49	36	41	35	38	46
	Omit	35	35	34	35	38	32	31	39	36	38	38	29

PART III

ITEMS CLASSIFIED ACCORDING TO SPECIFIC TOPICS

The eleven areas used to classify the items in the Check List were developed by criteria explained in Part I. For specific purposes, other classifications of the items are possible and desirable. Users of the Check List should not hesitate to create new categories to serve their particular purposes.

To aid in organizing classifications that may be found useful in specific situations, we are presenting a number of possible arrangements in this section of the Manual. These arrangements have been done by inspection. Future clinical and statistical studies may reveal interrelations of items that are not apparent at the present time.

1. *Physical Condition*

	1	111	224
	2	113	276
	4	114	277
HPD	5	115	278
	56	166	279
	57	221	280
	58	222	
	59	223	
CSM	240		
FVE	47		

2. *Physical Attractiveness*

	1	168
	2	169
	111	170
HPD	113	221
	115	277
	166	279
	167	
CSM	19	

3. *Opportunities for Maintaining Health*

HPD	3	112
	60	225
FLE	61	116
	62	118
		227
SRA	122	
	232	

4. *Economic Need*

FLE	6	116	226
	8	118	227
	9	119	228
	61	172	281
	62	173	283
	63	175	284
	64		285
SRA	121	176	231
	125	177	
		179	

5. *Living Conditions*

FLE	61	282
	171	283
	172	284
		285
HPD	60	
CTP	51	
SRA	179	

6. *Present Employment*

FLE	10	120	226
	62	174	227
			228
			229
			230

7. *Opportunities for Social Activities*

SRA	68	121	176
	69	122	177
	70	123	179
		124	231
		125	233
			289
			290
CSM	181		
SPR	21		
HF	36	256	311
MR	35		

8. *Opportunities for Recreational Activities Other Than Social*

SRA	121	176	232
	122	177	234
		178	235
		180	
FLE	62	118	227

9. *Too Limited on Time*

SRA	122	234
	124	
FLE	62	227
ASW	49	101
CTP	329	

10. <i>Social Skills</i>				11. <i>Rejection by Fellow Students</i>				12. <i>Underlying Social Deficiencies</i>			
SRA	11	286		SPR	21	188	244	SPR	76	135	245
	12	287			24	189	245		77	187	
	13	288			77	190	297		78		
	14				134	242	298		79		
	15				186	243	299		80		
CSM	17	126		MR	35	310		CSM	18	20	
	18								19	130	
SPR	76			HF	36			HPD	170		
				CSM	18	181					
13. <i>Over-Sensitivity</i>				14. <i>Discouragement and Fear of Failure</i>				15. <i>Lack of Emotional Control</i>			
SPR	23	131	186	PPR	30	192	301	PPR	26	83	249
	24	132	190		136	193	302		27	84	250
	80	135	244		138	195	304		28	85	302
			297		139	247	305		29	136	303
					140				30	137	304
PPR	27	30	138	FVE	44	263	317		81	138	305
	28	83	139			264			82	140	
			246	ASW	103	211	323	CSM	130	291	295
ASW	268						324	SPR	296		
								MR	144		
16. <i>Courtship</i>				17. <i>Sex</i>				18. <i>Marriage</i>			
CSM	16	73	182	CSM	19	185	291	CSM	75	183	292
	17	74	184		20	238	293		128		293
	18	126	236		129	239	294				
	19	127	237		130	240	295	FVE	99		
	71	128	292	MR	143	199	309				
	72	181	294		144	251	310				
SRA	11	15	233		145	253					
	12	68	286								
	13	125	287								
	14	179									
19. <i>Conflicts at Home</i>				20. <i>Sympathetic Concern for the Home</i>				21. <i>Religious Feelings and Beliefs</i>			
HF	39	149	258	HF	37	94	148	MR	31	86	141
	40	201	259		38	95	149		32	87	142
	91	202	260				150		33	88	196
	92	203	312	FLE	281				34	89	197
	93	204	313							90	198
	146	205	314								200
	147	256	315								
	148	257									
FLE	8										
FVE	261										
22. <i>Moral Feelings</i>				23. <i>Lack of General Adjustment to School Work</i>				24. <i>Lack of Intellectual Discipline</i>			
MR	143	251	306	ASW	46	151	322	ASW	102	212	270
	144	252	307		50	212	323		104	269	322
	145	253	309		102	266	324				
	196	254	310		103	321	325	PPR	29	82	137
	199	255								84	250
	200										
CSM	129	185	291								
	130		295								

25. *Lack of Verbal Facility*

ASW	105	212	267
	157	213	268
	158	214	
	159	215	

CTP 106

HPD 279

26. *Lack of Direction in Life*

FVE	96	206	210
	152	207	262
	154	208	318
		209	320

PPR 191 194

MR 88 143

ASW 321

27. *Vocational Adjustment*

FVE	41	153	263
	42	154	264
	43	155	265
	44	206	316
	96	207	317
	97	208	318
	98	209	319
	99	210	320
	151	261	
	152	262	

ASW 321

28. *Grades and Examinations*

ASW	103	211	323
			324

CTP 274 275

MR 255

29. *Teachers and Teaching*

CTP	55	216	326
	108	217	327
	110	219	
	162	220	
	163	272	
	164	273	

30. *Courses*

CTP	53	165	271
	54		

ASW 50

FVE 152 207 208

31. *Classes*

CTP	55	107	164
		109	

ASW 268

MR 255

32. *Facilities for Study*

CTP	51	161
	52	

FLE 282

33. *Aggressions Against Academic Program*

CTP	54	271	326
	55	273	327
	165	274	328
	218	275	330
	219		

FLE 319

ASW 321

34. *Desire for Counseling*

SPR	298	299
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FVE 43 96 154
97 320

CTP 216 330

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A. GENERAL

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Briefly describes the Check List, outlines its major uses, and lists 14 basic research problems which are opened for investigation.

B. COLLEGE FORM

- MOONEY, ROSS L. *Problem Check List, College Form*. Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1941, 6 pp.
To be used with college students; contains 330 items, 30 in each of 11 areas.
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- . "Personal Problems of Freshman Girls," *Journal of Higher Education*, XIV (1943), pp. 84-90.
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- CONGDON, NORA A. "The Perplexities of College Freshmen," *Educational and Psychological Measurement*, Vol. 3, No. 4 (1943), pp. 367-375.
Reports on results with 190 freshmen, taking the Check List before and after a three months' orientation course; compares results between the Check List and the Bell Adjustment Inventory; reports on correlations between numbers of problems in the area of "Adjustment to College Work," grades and scores on the American Council Psychological Examination; draws conclusions as to values and uses of the Check List in a college orientation course.
- FISCHER, R. P. "Signed Versus Unsigned Personal Questionnaire," *Journal of Applied Psychology*, Vol. 30 (1946), pp. 220-225.
In this study, the Check List was given twice to 102 upperclass women students. On the first administration, the students were asked to sign their names; on the second administration a week later, they were asked to leave their papers free of any identifying marks. The number of items underlined and circled under both conditions is reported.
- HIBLER, F. W., AND LARSEN, A. H. "Problems of Upperclass Students in a Teachers College," *Journal of Applied Psychology*, Vol. 28 (1944), pp. 246-253.
This is a study of the clinical significance of underlined and circled items marked on the Mooney Problem Check List by 110 juniors and 94 seniors at the Illinois State Normal University. It was found that underlined problems tend to reflect minor problems whereas the circled items tend to be diagnostic of major conflicts. The authors did not find a "typical pattern" for serious cases of maladjustment.
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Reports on uses made of Problem Check List results on 404 entering freshmen by a faculty interested in improving the program of their college for meeting the problems of students. Changes were effected in courses, personnel services and administrative practice. Strengths and limitations of the Check List for such uses are discussed.
- MARSH, CHARLES J. "The Worries of the College Woman," *The Journal of Social Psychology*, XV (1942), pp. 335-339.
Reports a study of 370 college women at Stephens College during 1938-40, using an experimental mimeographed form of the Problem Check List, forerunner to the printed form currently available. Items checked by 10% or more of the group are listed and grouped according to 11 headings developed by the author. The category of "personality problems" received the largest proportion of the checkings. Next in order are "academic problems" and "social problems." The article is written as an exploration into the values of the Check List approach to personal problems of students.
- MARZOLF, S. S., AND LARSEN, A. H. "Statistical Interpretation of Symptoms Illustrated with a Factor Analysis of Problem Check List Items," *Educational and Psychological Measurement*, Vol. 5 (1945), pp. 285-294.
An illustration of how factor analysis may be used to clarify the clinical syndromes. Using the ten items marked most frequently by 205 upperclass college students, two syndromes appeared which the authors believe are typical of the usual college counseling cases. Using clinical experience and observation the authors inferred certain casual factors for these syndromes.

C. HIGH SCHOOL FORM

MOONEY, ROSS L. *Problem Check List, High School Form*. Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1941, 6 pp.

To be used with high school students, Grades 9 through 12; contains 330 items, 30 in each of 11 areas.

———. "Community Differences in the Problems of High School Students: A Survey of Five Communities by Means of a Problem Check List," *Educational and Psychological Measurement*, III (1943), pp. 127-142.

Presents results from five communities in a southern state showing the differences in the patterns of response among the communities and indicates the potential usefulness of the Check List as a means of studying the effect of community conditions on the personal problems of youth. The data are based on 425 cases in the eleventh grade.

———. "Surveying High School Students' Problems by Means of a Problem Check List," *Educational Research Bulletin*, XXI (1942), pp. 57-69.

Reports on a survey of 603 students in a high school in North Carolina; illustrates the kind of results obtained and some of the uses to which the data can be put in counseling and curriculum building.

MOONEY, ROSS L., AND HICKMAN, MILDRED M. "War at Our Door," *Clearing House*, Vol. 17 (1943), pp. 457-461.

Quotes from the writing of 275 seniors in a large city high school, who, after filling out the Check List, wrote about personal problems which had been created by the war.

CHUN, DAI HO. "A Study of the Personal Problems of McKinley High School Students, in Honolulu, Hawaii, with Implications for Curriculum Reorganization." Ph.D. dissertation, Ohio State University, Columbus, Ohio: 1947.

An example of how the Problem Check List may be used as a basis for curriculum planning. The study shows differences for class, sex, "ability" and ethnic groups both for problem areas and for items marked. The study includes 2,498 cases in Grades 10, 11, and 12 divided among six ethnic groups. There were 1,316 girls and 1,182 boys in the group.

COMBS, ARTHUR W. "The Problems of High School Students in a Typical American Community: A Survey of Major Problems, Trends and Sex Differences." Master's thesis, Ohio State University, Columbus, Ohio: 1941, 136 pp.

Provides data on Alliance, Ohio, as a typical community; describes the development of a preliminary check list; includes findings on 1,565 cases drawn from Grades 9 through 12; discusses findings in terms of the 50 leading items, the 25 trailing items, trends in the responses of the four classes, and sex differences; introduces new categories and interprets area and item findings in mental hygiene terms.

COWAN, VERNON D. "Identifying Pupil Needs, Concerns and Problems as a Basis for Curriculum Revision in Stephens-Lee High School, Asheville, North Carolina." Master's thesis, Ohio State University, Columbus, Ohio: 1942, pp. 53-81, 98-152.

Approaches the problem of curriculum revision from a study of educational principles, sociological conditions in Asheville, and results on the Problem Check List given to 603 students in the high school; Chapter V reports on the Check List results by areas and individual items for sex groups (Grades 8, 9, 10, and 11), and sex groups within classes; Appendix A gives full detail of the findings, including a study of age groups.

JAMESON, AUGUSTA. "The High School Student Speaks," *Louisiana Educational Survey*, Chapter X, Section 6. Louisiana State University, Baton Rouge, Louisiana: 1942, pp. 82-120 (mimeographed).

Part of the mental hygiene section of the Louisiana Educational Survey; reports results by items on 425 eleventh graders in schools from five selected communities as a sampling of the state; includes quotations from students; suggests some of the mental hygiene implications.

PRIEUR, MARJORIE. "A Guidance Point of View and Its Practice Application," *Practical Home Economics*, XXII (1944), pp. 328-329 + (Abbreviated treatment in *Educational Research Bulletin*, XXII, 1943, pp. 118-122 +).

Follows through case treatment of an individual student, showing initial problems on the Check List and how problems shifted under the influence of activities taking place in home economics classes, extra-curricular activities, living arrangements and individual conferences. Presented as an illustration of a way in which the total resources of a school may be used by a teacher in an educational program related to the problems of individual students.

SMITH, C. B. "A Study of Pupils Dropping Out of a Midwestern High School," *The School Review*, LII (1944), pp. 151-156. (Digest in *The Educational Digest*, IX, pp. 18-19.)

Uses the Check List and other data to study the differences between students dropping out of high school (26 cases) and those remaining in school (approximately 425 cases); gives area results and data on leading items.

D. JUNIOR HIGH SCHOOL FORM

MOONEY, ROSS L. *Problem Check List, Junior High School Form*. Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1942, 6 pp.

To be used with junior high school students, Grades 7 through 9; contains 210 items, 30 in each of the seven areas.

———. *Manual to Accompany the Problem Check List, Junior High School Form*. This Manual is in the process of preparation and will be available in 1948.

ARNOLD, DWIGHT L., AND MOONEY, ROSS L. "A Students' Problem Check List for Junior High School," *Educational Research Bulletin*, XXII (1943), pp. 42-48.

Describes the development of a preliminary form of the Check List for use at junior high school level; illustrates the kind of results obtained on 286 students in Grades 7, 8 and 9 from three junior high schools; points out uses and values.

OUTLAND, RICHARD W. "Worry—A Common Problem of Elementary School Children," Master's thesis, Ohio State University, Columbus, Ohio: 1942, 127 pp.

Reports an experiment with an adaptation of the Junior High School Check List for use with Grades 5 and 6; the form contains 124 items, arranged in eight categories; includes area and item results on 650 students in Grades 5 and 6 from three communities; discusses findings by items and derives implications for school practice.

YOUNG, HARRY A. "The Personal-Social Problems of Youth in Relation to Curriculum Planning." Ph.D. dissertation, University of Pittsburgh, Pittsburgh, Pennsylvania: 1945, 150 pp.

A study of the responses of 1,220 seventh and eighth graders from eight community schools, so picked as to represent different communities in Pittsburgh. The findings are grouped to show differences according to community, normal age versus over-age, level of intelligence and ethnic background. Recommendations are made with relation to procedure in curriculum building and with relation to the management of schools to take the problems of youth more effectively into account in the educational program. Differences are not reported by grade; some differences are shown on sex.

WILLIS, JIMMIE EUGENIA. "A Survey of the Personal Adjustment Problems of One Hundred Homemaking Students and the Contribution of the School to Their Solution." Master's thesis, The University of Texas, Austin, Texas: 1945, 161 pp.

This study is an exploration in the development of an instrument which relates students' problems to means within the school for doing something about these problems. It introduces several novel features such as an abbreviated list, giving students an opportunity to indicate whether they had sought help for the problems of concern to them within the past year and the source of help they had received; and asking students why they had not sought help with problems. Fifty-eight junior high school girls and 42 high school girls in homemaking classes in two different schools participated in the study. Results were analyzed in detail showing relations among such factors as kind of problem, source, type, value of help sought, and school differences.

E. FORM FOR SCHOOLS OF NURSING

MORISON, LUELLA J. *Problem Check List, Form for Schools of Nursing*. Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1945, 7 pp.

To be used with students in schools of nursing; contains 364 items, 28 in each of the 13 areas. Adapted from Problem Check Lists developed by Ross L. Mooney.

———. "The Development of a Check List of Problems as a Counseling Instrument for Students in Schools of Nursing." Master's thesis, Ohio State University, Columbus, Ohio: 1945, 77 pp.+

Describes the development of the Check List; reports on results obtained with 321 students (211 freshmen, 110 seniors) in six schools of nursing; presents data on students' reactions, on differences between freshmen and seniors, on differences among the six schools and a discussion of individual cases.

———. "A Problem Check List; Its Use in Student Guidance," *The American Journal of Nursing*, Vol. 47 (April, 1947), No. 4, pp. 248-251.

Presents a reasonably complete digest of Miss Morison's thesis, giving a description of the Problem Check List, results obtained on 321 students, student reactions, and an outline of uses of the Check List and conclusions.

MOONEY, ROSS L. *Manual to Accompany the Problem Check List, Form for Schools of Nursing*. This Manual is in the process of preparation and will be available in 1948.

F. FORM FOR RURAL YOUNG PEOPLE

BENDER, RALPH E. *Problem Check List, Form for Rural Young People*. Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1946, 6 pp.

To be used with rural youth, ages 16 to 30; opens with about 50 items on socio-economic status; lists 300 problems, 30 in each of 10 areas; at the end, space is provided so that the student has opportunity for free response; summary and evaluations. Adapted from Problem Check Lists developed by Ross L. Mooney.

———. "The Development of a Problem Check List and a Demonstration of Its Use in Planning Rural Youth Programs." Ph.D. dissertation, Ohio State University, Columbus, Ohio: 1947. 307 pp.

Reviews previous studies of rural youth problems, describes the development of the Problem Check List, presents results on 625 rural youth from 41 youth groups of various types and scattered widely over Ohio; compares results by sex, by age groups, by farm and "non-farm" groups, by military versus "non-military" service groups, by youth from broken homes versus youth of unbroken homes, and by individual cases; analyzes results of a group in the Young Farmer Program in Vocational Agriculture, showing differences in sociological background and describing operation of one particular rural youth program.

MOONEY, ROSS L. *Manual to Accompany the Problem Check List, Form for Rural Young People*. This Manual is in process of preparation and will be available in 1948.

APPENDIX D

PROBLEM CHECK LIST

HIGH SCHOOL FORM

By ROSS L. MOONEY

Developed through the cooperation of Miles E. Cary and Dai Ho Chun at McKinley High School, Honolulu, Hawaii; John H. Herrick at Shaker Heights City Schools, Cleveland, Ohio; O. O. Royer at Johnsville-New Lebanon High School, New Lebanon, Ohio; and Arthur W. Combs at Alliance Public Schools, Alliance, Ohio.

Please fill out these blanks:

Your date of birth..... Boy..... Girl.....

Your class, or the number
of your grade in school.....

Name of your school.....

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

Your name or other identification,
if desired.....

Date.....

DIRECTIONS FOR FILLING OUT THE CHECK LIST

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, you are to pick out the problems which are troubling you. There are three steps in what you do:

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, *underline* it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight". Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are *troubling you most*. Show these problems *by making a circle* around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, " (1.) Being underweight".

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.

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Ohio State University
Columbus, Ohio

For Counselors' Reference—Space for Area Totals

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
CTP	
TOTAL . . .	

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Tiring very easily
5. Frequent illnesses
6. Having less money than friends have
7. Learning how to save money
8. Having to ask parents for money
9. Having no regular allowance (or regular income)
10. Wanting to earn some of my own money
11. Being ill at ease at social affairs
12. Wanting to learn how to dance
13. Awkward in meeting people
14. Unsure of my social etiquette
15. Wanting to learn how to entertain
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Lack of sex attractiveness
20. Uninterested in the opposite sex
21. Being left out of things
22. Getting into arguments
23. Hurting people's feelings
24. Being talked about
25. Getting rid of people I don't like
26. Losing my temper
27. Taking some things too seriously
27. Nervousness
29. Laziness
30. Worrying
31. Living up to my ideal
32. Failing to go to church
33. Puzzled about the meaning of God
34. Science conflicting with my religion
35. Being treated unkindly because of my religion
36. Being treated unkindly because of my race
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home
41. Unable to enter desired vocation
42. Doubting wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in chosen vocation
45. Wondering what I'll be like ten years from now
46. Being a grade behind in school
47. Absent from school too often
48. Adjusting to a new school
49. Not spending enough time in study
50. Taking wrong subjects
51. Poor place to study at home
52. No suitable place to study at school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Too little freedom in classes
56. Frequent headaches
57. Weak eyes
58. Lack of appetite
59. Digestive troubles
60. Not getting proper diet
61. Too little money for school lunches
62. Working too much outside of school hours
63. Too few nice clothes
64. Getting money for education beyond high school
65. Learning how to spend my money wisely
66. Taking care of clothes and other belongings
67. Making a good appearance
68. So often not allowed to go out at night
69. In too few school activities
70. Wanting to get into a certain club
71. "Going steady"
72. Girl friend
73. Boy friend
74. Disappointment in a love affair
75. Wondering if I'll find a suitable mate
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Lacking leadership ability
79. Being a poor judge of people
80. Too easily led by other people
81. Stubbornness
82. Carelessness
83. Getting too excited
84. Forgetting things
85. Not taking some things seriously enough
86. Disliking church services
87. Having no chance to go to a church
88. Confused in my religious beliefs
89. Puzzled about prayer
90. Wanting communion with God
91. Not living with my parents
92. Parents separated or divorced
93. Being an only child
94. Mother not living
95. Father not living
96. Needing to decide on an occupation
97. Needing information about occupations
98. Lacking work experience to get a job
99. Trying to combine marriage and a career
100. Concerned over military service
101. Not getting studies done on time
102. Don't know how to study effectively
103. Worrying about grades
104. Poor memory
105. Slow in reading
106. Textbooks hard to understand
107. So often feel restless in classes
108. Teachers too theoretical
109. Classes too large
110. Teachers doing too much of the talking

111. Not as strong and healthy as I should be
112. Not enough outdoor air and sunshine
113. Poor complexion
114. Frequent colds
115. Poor teeth
116. Needing money for better health care
117. Not being allowed to buy my own clothes
118. Too little money for recreation
119. Having to watch every penny I spend
120. Needing a job in vacations
121. Too little chance to do what I want to do
122. Not enough time for recreation
123. Not allowed to go around with the group I like
124. Being made to go to bed too early
125. Too little social life
126. Not knowing how to entertain on a date
127. Not being allowed to have dates
128. Engagement
129. Embarrassed in discussion of sex
130. Afraid of close contact with the opposite sex
131. Shyness
132. Feelings too easily hurt
133. Don't make friends easily
134. Having no close friends
135. Feeling inferior
136. Moodiness, having the "blues"
137. Can't make up my mind about things
138. Afraid of making mistakes
139. Too easily discouraged
140. Sometimes wishing I'd never been born
141. Losing faith in religion
142. Failing to see value of religion in daily life
143. Confused on some moral questions
144. Yielding to temptations
145. Having a guilty conscience
146. Being criticized by my parents
147. Parents favoring another child
148. Mother
149. Father
150. Death in the family
151. Restless to get out of school and into a job
152. Choosing best courses to take next term
153. Getting needed education for chosen occupation
154. Wanting advice on what to do after high school
155. Graduating without being vocationally trained
156. Trouble with mathematics
157. Weak in writing
158. Weak in spelling or grammar
159. Trouble in outlining or note-taking
160. Trouble in using the library
161. Too few books in the library
162. Teachers lacking interest in students
163. Teachers lacking personality
164. Dull classes
165. Wanting subjects I'm not allowed to take
166. Poor posture
167. Being clumsy and awkward
168. Too short
169. Too tall
170. Not very attractive physically
171. Living too far from school
172. Living in a poor neighborhood
173. Borrowing money for school expenses
174. Needing to find a part-time job now
175. May have to quit school to work
176. Too little chance to go to shows
177. Nothing interesting to do in spare time
178. Too little chance to listen to radio
179. No place to entertain friends
180. Having no hobby
181. Too few dates
182. Being in love
183. Marriage
184. Going with a person my family won't accept
185. Concerned over proper sex behavior
186. Being criticized by others
187. Picking the wrong kind of friends
188. Unpopular
189. Being called "high-hat" or "stuck-up"
190. Being watched by other people
191. Lost—no sense of direction in my life
192. Failing to get ahead
193. Not doing anything well
194. Can't see the value of daily things I do
195. Not having any fun
196. Bothered by ideas of heaven and hell
197. Wanting to know what the Bible means
198. Wondering what becomes of people when they die
199. Can't forget some mistakes I've made
200. Afraid God is going to punish me
201. Never having any fun with father or mother
202. Clash of opinions between me and my parents
203. Talking back to my parents
204. Parents not trusting me
205. Wanting more freedom at home
206. Deciding whether or not to go to college
207. Choosing best courses to prepare for college
208. Choosing best courses to prepare for a job
209. Not knowing what I really want
210. Not knowing the kind of person I want to be
211. Worrying about examinations
212. Not fundamentally interested in books
213. Unable to express myself in words
214. Vocabulary too limited
215. Difficulty with oral reports
216. Wanting more help from the teacher
217. Teachers not friendly to students
218. School is too strict
219. Too many poor teachers
220. Teachers lacking grasp of subject matter

- | | |
|---|---|
| <p>221. Physical handicap</p> <p>222. Afraid I may need an operation</p> <p>223. Frequent sore throat</p> <p>224. Menstrual disorders</p> <p>225. Not enough sleep</p> <p>226. Having to earn some of my own money</p> <p>227. Employed late at night on a job</p> <p>228. Working for all my own expenses</p> <p>229. Getting low wages</p> <p>230. Disliking my present employment</p> <p>231. Not enjoying many things others enjoy</p> <p>232. Too little chance to get into sports</p> <p>233. Not being allowed to use the family car</p> <p>234. Not enough time to myself</p> <p>235. Too little chance to read what I like</p> <p>236. Breaking up a love affair</p> <p>237. Deciding whether I'm in love</p> <p>238. Thinking too much about sex matters</p> <p>239. Insufficient knowledge about sex matters</p> <p>240. Sex diseases</p> <p>241. Disliking certain persons</p> <p>242. Being disliked by certain persons</p> <p>243. Being "different"</p> <p>244. Being made fun of</p> <p>245. Losing friends</p> <p>246. Too self-centered</p> <p>247. Unhappy much of the time</p> <p>248. Lacking self-confidence</p> <p>249. Afraid when left alone</p> <p>250. Daydreaming</p> <p>251. Moral code weakening</p> <p>252. Being punished too much</p> <p>253. Swearing, dirty stories</p> <p>254. Drinking</p> <p>255. Cheating in classes</p> <p>256. Getting my family to accept my friends</p> <p>257. Family quarrels</p> <p>258. Brothers</p> <p>259. Sisters</p> <p>260. Relatives</p> <p>261. Family opposing my choice of vocation</p> <p>262. Not interested in entering any vocation</p> <p>263. Afraid of unemployment after graduation</p> <p>264. Doubtful ability to handle a good job</p> <p>265. Don't know how to look for a job</p> <p>266. Not liking school</p> <p>267. Finding it hard to speak correct English</p> <p>268. Afraid to speak up in class discussions</p> <p>269. Don't like to study</p> <p>270. Unable to concentrate when I need to</p> <p>271. Too much work required in some subjects</p> <p>272. Teachers lacking understanding of youth</p> <p>273. Teachers not practicing what they preach</p> <p>274. Grades unfair as measures of ability</p> <p>275. Tests unfair</p> | <p>276. Nose or sinus trouble</p> <p>277. Poor hearing</p> <p>278. Smoking</p> <p>279. Speech handicap (stammering, etc.)</p> <p>280. Foot trouble or ill-fitting shoes</p> <p>281. Family worried about money</p> <p>282. Too crowded at home</p> <p>283. Having no radio at home</p> <p>284. Having no car in the family</p> <p>285. Ashamed of the house we live in</p> <p>286. Unskilled in carrying on a conversation</p> <p>287. Slow in getting acquainted with people</p> <p>288. Not knowing how to dress attractively</p> <p>289. Too much social life</p> <p>290. In too many student activities</p> <p>291. Finding it hard to control sex urges</p> <p>292. Putting off marriage</p> <p>293. Wondering if I'll ever get married</p> <p>294. Petting and making love</p> <p>295. Going too far in love relations</p> <p>296. Being jealous</p> <p>297. Being snubbed</p> <p>298. No one to tell my troubles to</p> <p>299. Feeling that nobody understands me</p> <p>300. Dislike talking about personal affairs</p> <p>301. Too many personal problems</p> <p>302. Unwilling to face a serious problem now</p> <p>303. Bad dreams</p> <p>304. Thoughts of suicide</p> <p>305. Fear of insanity</p> <p>306. Always getting into trouble</p> <p>307. Sometimes being dishonest</p> <p>308. Being punished for something I didn't do</p> <p>309. Trying to break off a bad habit</p> <p>310. Getting a bad reputation</p> <p>311. Being treated as a "foreigner"</p> <p>312. Wanting to leave home</p> <p>313. Afraid of someone in the family</p> <p>314. Parents expecting too much of me</p> <p>315. Not telling parents everything</p> <p>316. Wondering if I'll be a success in life</p> <p>317. Dreading to think of a life of hard work</p> <p>318. Not knowing where I belong in the world</p> <p>319. School of little help in getting me a job</p> <p>320. Needing to plan ahead for the future</p> <p>321. Can't see that school is doing me any good</p> <p>322. Not smart enough</p> <p>323. Getting low grades</p> <p>324. Afraid of failing in school work</p> <p>325. Wanting to quit school</p> <p>326. Not getting along with a teacher</p> <p>327. Having an unfair teacher</p> <p>328. Poor assemblies</p> <p>329. Lunch hour too short</p> <p>330. School too indifferent to students' needs</p> |
|---|---|

Cir.	Tot.
	HPD
	FLE
	SRA
	CSM
	SPR
	PPR
	MR
	HF
	FVE
	ASW
	CTP
	TOTAL...

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.

Third Step: Pages 5 and

Third Step: Answer the following five questions:

SUMMARIZING QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems?Yes.No. Add anything further you may care to say to make the picture more complete.

2. How would you summarize your chief problems in your own words? Write a brief summary.

(Questions are continued on next page →)

3. Have you enjoyed filling out the list?Yes.No.
4. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?Yes.No. Please explain how you feel on this question.

5. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list?Yes.No. If so, do you have any particular person(s) in mind with whom you would like to talk?Yes.No.

Note to Counselors: Normally the statistical summary is to be made by the counselor. In some situations, however, the counselor may want students to make their own summaries. In these cases, students should be given definite instructions and a demonstration of the method, preferably after they have filled out the check list.

Instructions for Making a Statistical Summary

For convenience in summarizing results on an individual case or on groups of students, the 330 problems are classified in eleven areas:

- | | |
|---|--|
| (1) Health and Physical Development (HPD) | (6) Personal-Psychological Relations (PPR) |
| (2) Finances, Living Conditions, and Employment (FLE) | (7) Morals and Religion (MR) |
| (3) Social and Recreational Activities (SRA) | (8) Home and Family (HF) |
| (4) Courtship, Sex, Marriage (CSM) | (9) The Future: Vocational and Educational (FVE) |
| (5) Social-Psychological Relations (SPR) | (10) Adjustment to School Work (ASW) |
| | (11) Curriculum and Teaching Procedures (CTP) |

There are thirty problems in each area, these being arranged in groups of five items across the six columns of problems. The first area is the top group, the second area is the second group, and so on down the pages. On page 4, at the end of each group, is a box in which to record the count of problems marked in each area. In the left half of the box put the number of items circled as important; in the right half, put the total number marked in the area (including the circled items as well as those underlined only.) At the bottom of the page enter the totals for the list. If desired, the area totals can be re-copied to the first page for greater convenience in later reference.

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