

PROBLEMS AND INTERESTS OF A SELECTED GROUP  
OF HIGH SCHOOL STUDENTS

A THESIS

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## CHAPTER I

### INTRODUCTION

Rationale.-- It is generally agreed that the most effective learning takes place when the learner is engaged in activities which he considers important. A program for promoting effective learning among adolescents, therefore, will provide opportunities for young people to deal with the problems which are of concern to them.<sup>1</sup> Teachers who understand the problems and interests the student is experiencing, can better help him develop in line with his capabilities.

The school program must concern itself with more than subject matter, if it is to function effectively as a social agency. The increased complexity of our social order has brought about a greater demand for guidance and training, if boys and girls are to be able to meet satisfactorily the conditions that they face today and will face tomorrow.

Upon the grounds of immaturity, and an inability to foresee the future, subject matter is frequently imposed upon students regardless of interests or felt needs, without any attempt to discover the actual problems that face youth in our present society.<sup>2</sup> Situations of this sort breed and foster problems. School programs which do not consider the interests and needs of the learner lead to frustrated personalities.

How can the school help students with their problems we might well ask? The teacher who realizes that the school embraces more than subject matter

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1

Chester T. McNerney, The Curriculum (New York, 1953), p. 16.

2

Harold Albery, Reorganizing the High School Curriculum (New York, 1953), p. 90.

to be taught, will help pupils identify problems which are of concern to them, and will help them make decisions for action in solving their problems. In addition to helping pupils deal with problems that are of primary concern to youth, teachers will assist pupils in gaining an understanding of broad problems of society which are of concern to both youth and adults. Through dealing effectively with their problems youth will achieve competence in making decisions and in choosing appropriate ways for solving these broad problems effectively.

Statement of Problem.-- The problem involved in this study is concerned with identifying the problems and interests of the students enrolled at Sims High School, Union, South Carolina, 1956-57 as indicated by them on the Mooney Problem Check-List, the Heston Personal Adjustment Inventory, and the Kuder Vocational Preference, with implications for a program of guidance and counseling in the school.

Scope and Limitation of Problem.-- This research was concerned itself with identifying the life problems, personal adjustments and vocational preferences of the students in the Sims High School, Union, South Carolina for 1956-57.

Purpose of the Study.-- The main purpose of this study was to ascertain the nature of the problems, personal adjustments and vocational preferences of the students enrolled in the Sims High School for the school year 1956-57 as a basis for a more effective program of guidance in the school. The specific purposes were:

1. To determine the areas in which the students were aware of the problems which were troubling them
2. To determine the ten ranking specific problems within the respective

problem-areas which the students felt were troubling them

3. To determine the sex differences, if any, in the ten ranking specific problems troubling the students.
4. To determine the extent to which the students indicated the desire for guidance with their problems
5. To determine the extent to which the teachers could interpret and understand the problems of the students
6. To determine the personality adjustment of the students as indicated by the Heston Personal Adjustment Inventory
7. To determine the vocational preferences of the students as indicated by the Kuder Preference Record
8. To suggest significant educational and guidance implications that might stem from the findings of this research

Definition of Terms.-- The significant terms used throughout this study are characterized below:

1. The term "problem,"<sup>1</sup> as used in this study, refers to the problem items on the Mooney High School Problem Check-List.
2. The term, "personal problem,"<sup>2</sup> as used in this study, refers to the personal problem items on the Heston Personal Adjustment Inventory.
3. The term, "guidance,"<sup>3</sup> as used in this study, is defined as follows: Guidance is a process of helping individuals and groups of individuals and groups of individuals to make choices relative to

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<sup>1</sup> Ross L. Mooney, Mooney Problem Check List (New York, 1950)

<sup>2</sup> Joseph C. Heston, Heston Personal Adjustment Inventory (New York, 1949).

<sup>3</sup> Lidley J. Stiles and Mattie Dorsey, Democratic Teaching in Secondary Schools (New York, 1950), p. 238.

recognized problems, the solution of which will lead to continued adjustment.

Subjects and Materials.-- The subjects and materials involved in this study are identified below:

- A. Subjects: The subjects involved in this study were the eighth, ninth, tenth, eleventh, and twelfth grade students of the Sims High School, Union, South Carolina, 1956-57.
- B. Materials: The instruments used in this study were the Mooney Problem Check-List, Heston Personal Adjustment Inventory, and Kuder Preference Record-Vocational.

The subjects involved in securing data for this study included the students and teachers of the eighth, ninth, tenth, eleventh, and twelfth grades of the Sims High School, Union, South Carolina, 1956-57.

Locale and Period of Study.-- This research was conducted during the regular and summer sessions of the 1956-57 school year at the Sims High School, Union, South Carolina and Atlanta university, School of Education, Atlanta, Georgia.

Union is located in the North Central part of South Carolina in Union County. Union is the county seat.

The school is the only high school in the county. The enrollment was eight hundred twelve students embracing grades eight, nine, ten, eleven, and twelve. At least two-thirds of the students were transported.

Of the twenty-eight teachers who comprise the faculty, all hold either the Bachelor of Arts or the Bachelor of Science degree from accredited colleges; six have the Masters degree, and nine have done further study at the graduate level.

There are two brick buildings which are connected by a covered walkway. The main building houses the principal's office, 18 classrooms, science department, library, clinic, faculty lounge, home economics department, gymnasium, cafeteria, auditorium, and music rooms. The smaller building houses the industrial arts department. There are two spacious rooms for industrial training, one academic classroom, and an office.

Despite the fact that this building is relatively new, having been completed in February, 1955, it is literally "bursting at the seams" necessitating the use of the two home economics rooms as homerooms.

There is adequate space for recreational activities.

Description of Instruments.-- The instruments which were used in this research are described in separate paragraphs below:

1. The Mooney High School Problem Check-List: This check-list was developed in the 1940's and was revised in 1950. It is divided into eleven specific problem areas, with each area containing 30 separate items. The eleven problem areas are: Health and Physical Development; Finances, Living Conditions and Employment; Social and Recreational Activities; Social-Psychological Relations; Personal-Psychological Relations; Courtship, Sex and Marriage; Home and Family; Morals and Religion; Adjustment to School Work; the Future, Vocational and Educational; Curriculum and Teaching Procedure.

1. Heston Personal Adjustment Inventory: The inventory comprises a list of 270 questions, to which the person tested is asked to answer "Yes" or "No." The questions deal with six aspects of adjustment, designated as follows: A - Analytical Thinking; S - Sociability; E - Emotional Stability; C - Confidence; P - Personal Relations; and H - Home Satisfaction.

The scores may be readily converted into adequate percentile-norm equivalents. High scores indicate the possession of much of the trait measured and are, in general, preferable since high scores tend to represent good adjustment and low scores poor adjustment.

3. The Kuder Preference Record-Vocational: The Kuder Preference Record helps make a systematic approach to the problem of narrowing the occupational field as a means of helping individuals choose occupations most likely to suit him. The Record measures preferences in ten broad areas: 0 - outdoor, 1 - mechanical, 2 - computational, 3 - scientific, 4 - persuasive, 5 - artistic, 6 - literary, 7 - musical, 8 - social service, and 9 - clerical. One additional scale, the Verification or V scale, is included. This scale is not a measure.

Method of Research.-- The descriptive Survey Method of Research employing the survey-testing procedures, and employing the techniques of statistical analysis, was used to gather data for this study.

Procedure.-- The purposes of this study were achieved through the following procedural steps:

1. Permission to carry out the proposed research was obtained from the administrative staff of the school involved in the study.
2. A stratified-random sampling of the school population was taken.
3. The teachers were orientated to the project.
4. The students concerned with the study were contacted to secure their cooperation and to acquaint them with the purpose and nature of the problem.
5. The Mooney Problem Check-List, the Personal Adjustment Inventory, and the Kuder Preference Record were administered to all subjects

who participated in the study.

6. The data derived from the Mooney Problem Check-List, the Heston Personal Adjustment Inventory, and the Kuder Preference Record were analyzed and interpreted.
7. The Findings, Conclusions, Implications, and Recommendations derived from the analysis and interpretation were presented in the final chapter.

Value of the Study.-- It is hoped that the study will be of value in that:

1. The findings may be used by teachers to motivate the school learning and to broaden and deepen the interest of the students of Sims High School, Union, South Carolina.
2. The findings may serve to create a greater awareness in the teachers of the problems of the students of Sims High School, Union, South Carolina.
3. The findings may be the basis for rendering guidance to the students of Sims High School, Union, South Carolina.
4. The findings may be the basis for curriculum reorganization of the Sims High School, Union, South Carolina.

Review of Related Literature.-- The literature pertinent to this subject was reviewed under the following headings:

1. Organization of the curriculum
2. Personal problems of high school students as curricular content
3. Research findings on studies pertinent to problems of high school



students

4. Adjustment problems of high school students as curricular content
5. Vocational preferences of high school students as curricular content

Organization of the Curriculum.— Educators have long been concerned with the "best" method of curriculum organization. Commenting on this search Gwyn makes this observation:

Intensive investigation of the curriculum in the secondary school of the United States have been under way for more than a decade. Some educators hold the view the existing organization of secondary education is doing a good job, and that it is capable of expansion to meet the needs of youth. Other educators believe that the secondary school as now organized and administered, and as its subjects are organized, is distinctly out of line with the needs of the present changing society; they maintain that the secondary school should be reorganized thoroughly and that it should be supplemented by other types of agencies.<sup>1</sup>

McNerney has this to say:

The methods in curriculum organization that persist are progressively more pupil-centered and concentrate upon helping pupils solve their problems in a satisfactory manner.<sup>2</sup>

<sup>3</sup>  
Alberty expresses an awareness of the urgency of the situation when he says: "The school must help the adolescent to weave some sort of unity and consistency into his life. Democracy may not survive if youth is not prepared to meet its perplexing problems."

Personal Problems of High School Students as Curricular Content.— Many studies have been made relative to the problems of adolescents. Most

<sup>1</sup>  
J. Minor Gwynn, Curriculum Principles and Social Trends (New York, 1943), p. 297.

<sup>2</sup>  
Chester T. McNerney, op. cit., p. 15.

<sup>3</sup>  
Harold Alberty, op. cit., p. 90.

young people do have problems which cause them a great deal of emotional distress.

McDermott and Nicholas make this observation:

Boys and girls in the teen-age period almost always have troubles to worry about at least some of the time. In many cases the problems are very serious, and in other cases the problems are minor ones, although they may seem desperately important to those who are doing the worrying about them.<sup>1</sup>

Featherstone believes that:

The needs of youth are not only valid but also necessary guides to practical action in developing a suitable curriculum. They are the sources of criteria and standards for judging the suitability and adequacy of any teaching and learning enterprise. They are both the beginning and the end of education.<sup>2</sup>

The view that the curriculum should reflect an awareness and concern for the students' problems is expressed by Saylor, Alexander, and Caswell who say:

Acceptance of the needs concept of curriculum designs may well call for the development of new types of problems courses in the junior and senior high school. Thus we believe that new type courses in such areas as marriage and family relations, problems of the consumer, social problems, problems of living, problems of democracy, and the like may well utilize to a considerable extent the basic needs of learners as organizing centers for educational experiences to be provided.<sup>3</sup>

That teachers should understand the problems of the students is attested by Garrison who says:

The various studies reveal that educational difficulties loom large among the problems of high school students. Results

<sup>1</sup> Irene McDermott and Florence Williams Nicholas, Living for Young Moderns (New York, 1956), p.

<sup>2</sup> William B. Featherstone, A Functional Curriculum for Youth (New York, 1950), p. 89.

<sup>3</sup> J. Galen Saylor, William M. Alexander, and Hollis L. Caswell, Curriculum Planning for Better Teaching and Learning (New York, 1954), p. 304.

from various inventories indicate that fifty per cent of the problems reported by pupils were in the study learning area. The fact that most adolescents are in school would provide an opportunity for this to be a major issue.<sup>1</sup>

The view that the school should concern itself with the problems of its youths is presented in the bulletin, "Developing Programs for Young Adolescents," as follows:

As young adolescents the behavior patterns which were appropriate to them as children are no longer acceptable either to themselves or to their adult contemporaries. Their problem is to achieve responsible, mature status as adult participating citizens. The task of the school is to design a program which will assist these young people in achieving this status.<sup>2</sup>

Research Findings on Studies Pertinent to the Problems of High School

Students.-- The pertinent studies reviewed in the study was limited to studies relative to life problems and problems of adjustment.

According to King,<sup>3</sup> who made a study on the problems and interests of 80 ninth grade students enrolled in the Athens High and Industrial School, Athens, Georgia, these ninth grade students were concerned with the overall problems that deal with emotional stability, personal freedom, wholesome family and friendly relations.

In another study of the problems of youth Sims<sup>4</sup> concluded that there

<sup>1</sup> Earl L. Garrison, Psychology of Adolescence (New York, 1951), p. 21.

<sup>2</sup> National Education Association, Developing Programs for Young Adolescence (Washington, 1956).

<sup>3</sup> Elizabeth G. King, "A Study of the Problems and Interests of the Ninth Grade Class of the Athens High and Industrial School of Athens, Georgia." Unpublished M.a. Thesis, School of Education, Atlanta University, 1949.

<sup>4</sup> Lefor Depree Sims, "A Study of the Problems of Pupils Enrolled in Greenwood High School, Winder, Georgia." Unpublished Master of Arts Thesis, School of Education, Atlanta University, 1956.

is a need for parents and educators, and others who work with youth to substantially increase their knowledge of adolescents as individual and unique personalities, as well as a group; and to study the many problems which adolescents face in their efforts to grow into effective, all-around adults in a highly complex and rapidly changing world.

Adjustment Problems of High School Students as Curricular Content.---

Teachers who are cognizant of students problems of adjustment can be of great service to researchers. Teachers ratings are frequently used for diagnostic, prognostic, guidance, and research purposes because of their ready accessibility.

A further advantage of teachers ratings is the fact that they can be based on frequent and prolonged observations of behavior under a variety of conditions.

Vocational Preferences of High School Students as Curricular Content.---

The vocational interests of pupils show a high degree of permanence during the junior high school period. After three years, three children out of four still adhere to their original type of vocational preference and three out of five still cling to the actual choices which they originally expressed.<sup>1</sup>

Dressel has this to say of vocational interests:

Much vocational and academic counseling is based heavily on the use of tests which purport to select with more-or-less reliability the vocation, group of vocations, or areas which appear most promising from the viewpoint of the interests of the individual. It is apparent that counseling based on such

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1

Peter P. Hale and Regis J. Leonard, "The Kuder Preference Record and the Professional Curriculum," Journal of Educational Research, 1 (September, 1956), 74.

interest indicators assumes some stability in the interest pattern of individuals.<sup>1</sup>

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1

Paul Dressel, "Interests - Stable or Unstable," Journal of Educational Research, XLVIII (October, 1954), 95.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.--- The purpose of this chapter will be the presentation, analysis and interpretation of data which have been presented and organized under the following four captions:

1. The data on the observed statistical differences between the girls and boys as indicated by the students on the Mooney Problem Check-List.<sup>1</sup>
2. The data on the observed statistical difference, between students' problems and teachers' opinions of students' problems as indicated by students and teachers on the Mooney Problem Check-List.
3. The data on personal adjustment as indicated by the students on the Heston Personal Adjustment Inventory.<sup>2</sup>
4. The data on the vocational preferences of the students as indicated by the students on the Kuder Preference Record.<sup>3</sup>

The criteria of reliability of the statistics of the various variables of the data were: Fisher's "t" of the significant difference at or beyond the five per cent level of confidence; and the standard error of the difference of the means.

The summations, conclusions, implications, and recommendations originating from the interpretation of the data are reserved for treatment in

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<sup>1</sup> Ross L. Mooney, Mooney Problem Check-List (New York, 1950).

<sup>2</sup> Joseph C. Heston, Heston Personal Adjustment Inventory (New York, 1949).

<sup>3</sup> Frederick C. Kuder, Kuder Preference Record (Chicago, 1948).

the third and final chapter.

The Appendix holds specimen copies of the Problem Check-List, the Personal Adjustment Inventory, and the Kuder Preference Record.

Significant Questions of Pertinence.-- Besides the eleven problem areas, the Mooney Problem Check-List has four overall questions that seek students' reaction as to the adequacy of the Check-List items in identifying students' problems, the desire of the student for the opportunity to talk over problems of personal concern to them, the desire of students for counseling in helping them solve their problems, and students' preferences for particular counselors. These four questions were responses. The immediate discussion to follow will be an analysis of the students to the four questions as captioned and presented in Tables 1 through 4 below.

Adequacy of the Check-List.-- The three hundred fifty-six students enrolled in Sims High School in grades eight, nine, ten, eleven, and twelve during the school year of 1956-57 responded to the question: "Do you feel that the items give a well-rounded picture of your problem?", with "Yes" or "No" answers as seen in Table 1.

The data on the adequacy of the check-list with regard to identifying the problems of the two hundred four girls tested, as shown in Table 1, reveal that one hundred eighty-two or 89.22 per cent checked "Yes", that eight or 14 per cent checked "No", and fourteen or 6.86 per cent did not check either "Yes" or "No".

The data on the adequacy of the check-list with regard to the one hundred fifty-two boys tested reveal that one hundred twenty-one or 79.61 per cent checked "Yes"; thirteen or 8.55 per cent checked "No"; and that eighteen or 11.84 per cent did not check either "Yes" or "No."

TABLE 1

DISTRIBUTION OF THE RESPONSES OF THE THREE HUNDRED FIFTY-SIX STUDENTS OF THE SIMS HIGH SCHOOL, UNION, SOUTH CAROLINA, TO THE QUESTION: "DO YOU FEEL THAT THE ITEMS YOU HAVE MARKED GIVE A WELL-ROUNDED PICTURE OF YOUR PROBLEM?"

Group	Yes		No		Blank	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Girls	182	89.22	8	3.92	14	6.86
Boys	121	79.61	13	8.55	18	11.84
Total	303	168.83	21	12.47	32	18.70

On the "Yes" answer as to the adequacy of the test, there was a difference of sixty-one or 9.61 per cent in favor of the girls; on the "No" answer there was a difference of four or 4.98 per cent in favor of the boys.

Opportunities to Write Out, Think About and Discuss Matters of Personal Concern.— The three hundred fifty-six students enrolled in the Sims High School in grades eight, nine, ten, eleven, and twelve during the school year 1956-57 responded to the question: "Would you like to have more opportunities in school to write out, think about, and discuss matters of personal concern to you?", with "Yes" and "No" responses as shown in Table 2. The responses of the boys and girls are reported in the paragraphs which follow.

As indicated by the check-list one hundred seventy-three girls or 84.80 per cent of the 204 tested checked "Yes" as to whether or not they desired



to discuss their personal problems; nine or 4.41 per cent checked "No" to this question, and twenty-two or 10.78 per cent made no response to the question.

TABLE 2

DISTRIBUTION OF THE RESPONSES OF THE THREE HUNDRED FIFTY-SIX STUDENTS OF THE SIMS HIGH SCHOOL, UNION, SOUTH CAROLINA, TO THE QUESTION:  
"WOULD YOU LIKE TO HAVE MORE CHANCES IN SCHOOL TO WRITE OUT, THINK ABOUT AND DISCUSS MATTERS OF PERSONAL CONCERN TO YOU?"

Group	Yes		No		Blank	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Girls	173	84.80	9	4.41	22	10.78
Boys	114	75.00	5	3.29	33	21.71
Total	287	159.80	14	7.70	55	32.49

One hundred fourteen boys or 75.00 per cent of the one hundred fifty-two tested desired the opportunity to discuss their personal problems; five or 3.29 per cent did not want to discuss their personal problems, and thirty-three or 21.71 per cent made no response to the question.

In "Yes" responses there was a difference of fifty-nine or 9.80 per cent in favor of the girls; in "No" responses there was a difference of four or 1.12 per cent in favor of the girls, and as to those making no response there was a difference of eleven or 1p.78 per cent in favor of the boys.

Desire for Counseling with Someone.-- The three hundred fifty-six

students enrolled in the Sims High School in grades eight, nine, and eleven, and twelve during the school year of 1956-57 responded to the question: "Would you like to talk with someone about some of the problems you have marked on the Mooney Problem Check-List?", with "Yes" and "No" responses as shown in Table 3. The reactions of the boys and girls are reported below.

TABLE 3

DISTRIBUTION OF THE RESPONSES OF THE THREE HUNDRED FIFTY-SIX STUDENTS OF THE SIMS HIGH SCHOOL, UNION, SOUTH CAROLINA, TO THE QUESTION: "IF YOU HAD THE CHANCE, WOULD YOU LIKE TO TALK WITH SOMEONE ABOUT SOME OF THE PROBLEMS YOU HAVE MARKED ON THE MOONEY CHECK-LIST?"

Group	Yes		No		Blank	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Girls	189	92.65	8	3.92	7	3.43
Boys	132	86.84	4	2.63	16	10.53
Total	321	179.49	12	6.55	23	13.96

As indicated by the check-list, one hundred eighty-nine of the 204 girls tested or 92.65 per cent checked "Yes" as to whether or not they desired counseling on their personal problems; eight girls or 3.92 per cent checked "No" to this question, and seven or 3.43 per cent made no response to the question.

One hundred thirty-two or 86.84 per cent of the boys checked "Yes"; four or 2.63 per cent checked "No", and sixteen or 10.53 per cent made no response to the question.

There was, between the "Yes" responses of the boys and girls, a difference of fifty-seven or 5.81 per cent in favor of the girls; there was a difference of four or 1.29 per cent on "No" responses in favor of the girls, and of those making no response there was a difference of nine or 7.10 per cent in favor of the boys.

Preference of Counselor.-- The three hundred fifty-six students enrolled in the Sims High School in grades eight, nine, ten, eleven, and twelve during the school year 1956-57 responded to the question: "Do you have any particular person or persons in mind with whom you would like to talk?" with "Yes" and "No" responses as shown in Table 4.

TABLE 4

DISTRIBUTION OF THE RESPONSES OF THE THREE HUNDRED FIFTY-SIX STUDENTS OF THE SIMS HIGH SCHOOL, UNION, SOUTH CAROLINA, TO THE QUESTION: "DO YOU HAVE ANY PARTICULAR PERSON (S) IN MIND WITH WHOM YOU WOULD LIKE TO TALK?"

Group	Yes		No		Blank	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Girls	176	86.27	21	10.29	7	3.43
Boys	138	90.79	9	5.92	5	3.29
Total	314	177.06	30	16.21	12	6.72

The data on preference of a counselor by the two hundred four girls tested as shown in Table 4 reveal that one hundred or 86.27 per cent checked "Yes", that twenty-one or 10.29 per cent checked "No" and seven

or 3.43 per cent made no response.

The data on preference of a counselor by the one hundred fifty-two boys tested as shown in Table 4 reveal that one hundred thirty-eight or 90.79 checked "No", and five or 3.29 per cent made no response.

Table 4 also reveals that there was a difference of thirty-eight or 4.52 per cent in the boys' and girls' "Yes" responses in favor of the girls, twelve or 4.37 per cent in "No" responses in favor of the girls, and two or .14 per cent who indicated no preference in favor of the girls.

Health and Physical Development.-- The analysis of the data on the problems in the area of Health and Development as identified with boys and girls, and students and teachers, as presented in Table 5 is to be found in the paragraphs below.

TABLE 5

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX STUDENTS AND TWENTY-EIGHT TEACHERS IN THE PROBLEM AREA OF HEALTH

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	20.65	15.00	2.79	4.67	62.99	14.83
Girls	83.64	20.16	3.74			
Students	48.8	34.00	6.30	6.33	42.17	6.68
Teachers	6.63	3.59	.67			

These data indicate that in the area of Health and Development the incidence of these problems ranked first with the girls. The students, boys and girls, by their rating of the problems ranked second. The boys indicated by their ranking that the problems were of least concern to them.

The low mean for the group of teachers shows that they were of the opinion that the incidence of problems in the area of Health and Development was much more infrequent for these students than was identified by the boys and girls themselves.

Table 5 shows further, that for the paired groups of boys and girls the difference between the two means was 62.99 in favor of the group of girls, the standard error of the difference between the two means was 4.67 with a "t" value of 14.83, which was statistically significant since it was greater than 1.96 at the five per cent level of confidence. Therefore, the difference in the responses identifying problems in the area of Health and Physical Development between the boys and girls was in favor of the group of girls and was statistically significant.

This table further shows that for the paired groups of the total group of boys and girls and the group of teachers, the difference between the two means was 42.17 in favor of the total group of students, the standard error of the difference between the two means was 6.33, with a "t" value of 6.68, which was statistically significant. Therefore, the difference in the responses identifying problems in the area of Health and Physical Development between the group of total students and the group of teachers was in favor of the group of students and was statistically significant.

A summary of the data in Table 5 justifies the conclusion that these girls and boys have more problems in this area than the teachers who were

called upon to assess their behavior attribute to them.

Relationship Between Responses of Students and Teachers on the Area of Health and Physical Development.-- The "r" between the students' responses to the Health and Physical Development component of the Mooney Problem Check-List as shown in Table 27 is .23, with a standard error of .17. The obtained "r" is not statistically significant since it is not three times its standard error. The obtained "r", itself, is positive but is not large enough to warrant the conclusion that the indicated relationship is reliable. Therefore, the data imply that there is no statistically significant relationship between the students' and teachers' responses to the Health and Physical Development component of the Mooney Problem Check-List.

Ten Ranking Problems in Health and Physical Development.-- The data on ten ranking problems which were common in the area of Health and Physical Development for the boys and girls of the Sims High School, Union, South Carolina, 1956-57,

The ten ranking problems common to the boys and girls ranged from a low of 9.21 per cent for "poor complexion," for the boys and 12.25 per cent for "too short" for the girls to a high of 36.84 per cent for "not healthy" for the boys and 39.22 per cent for "weak eyes" for the girls. The total per cents ranged from a low of 15.73 per cent for "too short" to a high of 33.43 per cent for "weak eyes," with the second ranking problem being 32.30 per cent for "being underweight," and the third of 30.90 per cent for "not healthy."

The students expressed considerable interest in the problems in the area of Health and Physical Development. The girls were more concerned with having a "poor appetite" and having "poor complexions" than the boys were,

whereas the boys were more concerned with "not getting enough sleep," and being "too short" than were the girls.

TABLE 6

DISTRIBUTION OF TEN HIGHEST RANKING PROBLEMS IN HEALTH  
AND PHYSICAL DEVELOPMENT

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Being underweight	25.33	29.90	32.30
Not getting enough exercise	21.05	25.98	23.88
Frequent headaches	21.71	20.10	20.79
Weak eyes	25.65	39.22	33.43
Poor appetite	11.18	24.51	18.82
Not healthy	36.84	26.47	30.90
Not getting enough sleep	34.87	24.51	28.93
Frequent colds	17.76	25.00	21.91
Poor complexion	9.21	27.94	19.94
Too short	20.39	12.25	15.73

Finance, Living Conditions, and Employment.-- The analysis of the data on the problems in the area of Finances, Living Conditions, and Employment as identified by the boys and girls and students and teachers as represented in Table 7 is to be found in the paragraphs which follow.

These data indicate that in the area of Finances, Living Conditions, and Employment the incidence of these problems ranked first with the total group of students. The girls ranked second in identifying themselves with

problems in this area. The boys indicated that the problems in this area were of least concern to them.

TABLE 7

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX STUDENTS AND TWENTY-EIGHT TEACHERS IN THE PROBLEM AREA OF FINANCES, LIVING CONDITIONS, AND EMPLOYMENT

Group	Mean	S.D.	S.E.	S.E. <sub>M<sub>1</sub>-M<sub>2</sub></sub>	M <sub>1</sub> -M <sub>2</sub>	t
Boys	28.55	22.64	4.20	4.25	2.94	.69
Girls	31.49	3.40	.63			
Students	60.84	44.7	8.30	8.34	51.03	6.36
Teachers	7.83	4.44	.82			

The low mean for the group of teachers reveals that they were of the opinion that the incidence of problems in the area of Finance, Living Conditions, and Employment was much more infrequent for these students than was shown by these boys and girls themselves.

Table 7 also shows that for the paired groups of boys and girls the difference between the means was 2.94 in favor of the group of girls, the standard error of the difference between the two means was 4.25 with a "t" value of .69 which was not statistically significant because it was less than 1.96 at the five per cent level of confidence. Therefore, the difference in responses identifying problems in the area of Finance, Living Conditions, and Employment was in favor of the girls, but was not statistically significant.



This table shows that for the paired groups of the total group of boys and girls and the group of teachers the difference between the two means was 51.03 in favor of the total group of students, the standard error of the difference between the two means was 8.34 with a "t" value of 6.36 which was statistically significant. Therefore, the difference in responses identifying problems in the area of Finances, Living Conditions, and Employment between the total group of students and the group of teachers was in favor of the students and was statistically significant.

A summary of the data in Table 7 leads to the conclusion that these boys and girls have more problems in this area than the teachers attribute to them.

Relationship Between Responses of Students and Teachers on the Area of Finances, Living Conditions and Employment.-- Table 27 reveals that on the Finances, Living Conditions, and Employment component of the Mooney Problem Check-List the "r" between the students' and teachers' responses is  $-.04$ , with a standard error of the "r" of  $.18$ . The obtained "r" is not statistically significant because it is not three times its standard error index. The obtained "r" itself was negative but is not large enough to warrant the conclusion that the indicated relationship is reliable. Therefore, the data imply that there is no significant relationship between the students and teachers on the Finance, Living Conditions, and Employment component of the Mooney Problem Check-List.

Ten Highest Ranking Problems in Finances, Living Conditions, and Employment.-- The data on the ten ranking problems which were common in the area of Finances, Living Conditions, and Employment for the boys and girls of the Sims High School, Union, South Carolina, 1956-57, are presented in

Table 8.

TABLE 8

## DISTRIBUTION OF TEN HIGHEST RANKING PROBLEMS IN FINANCES, LIVING CONDITIONS, AND EMPLOYMENT

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Needing to learn how to spend money wisely	57.24	39.71	47.19
Having to ask parents for money	38.16	36.76	37.36
Too few nice clothes	13.14	29.41	22.47
Wanting to earn some money	53.95	38.24	44.94
Wanting to buy some of my things	40.73	37.75	39.04
Needing money for education after high school	33.55	22.55	27.25
Needing a part time job now	36.84	17.16	25.56
Needing a job during vacations	40.13	31.86	35.39
Having no car in the family	21.05	15.20	17.70
Parents working too hard	24.34	19.61	21.63

The ten ranking problems common to both boys and girls ranged from a low of 13.14 per cent for "too few clothes" for the boys, and 15.20 per cent for "having no car in the family" for the girls, to a high of 57.24 per cent for "needing to learn how to spend money wisely" for the boys, and 39.71 per cent for "needing to learn how to spend money wisely" for

the girls. The total per cent for the ranking problems ranged from a low of 17.70 per cent for "having no car in the family" to a high 47.19 per cent for "needing to learn how to spend money wisely," with the second ranking problem being 44.94 per cent for "wanting to earn some money," and the third ranking problem being 39.04 per cent for "wanting to buy some of my things."

Great interest was evinced in the area of Finances, Living Conditions, and Employment. While both boys and girls were concerned with "needing to learn to spend money wisely" the problem was more pressing with the boys than with the girls. The boys were also more concerned with "wanting to earn some money," and "needing a part time job now" than the girls were. The girls were more concerned with having "too few nice clothes" than were the boys.

Social and Recreational Activities.--- The analysis of the data on the problems in the area of Social and Recreational Activities as identified with boys and girls, and students and teachers, as presented in Table 9 is to be found in separate paragraphs below.

These data indicate that in the area of Social and Recreational Activities the incidence of these problems ranked first with the total group of students. The girls ranked second in their rating of the problems in this area. The boys ranked third in their ranking of problems in this area.

The low mean for the group of teachers indicates that they were of the opinion that the problems in this area were of much less concern to the students than was portrayed by the ranking given by the boys and girls themselves.

Table 9 shows also that for the paired groups of boys and girls, the

difference between the two means was 12.83 in favor of the group of girls, the standard error of the difference between the two means was 2.04 with a "t" value of 6.29 which was statistically significant because it was greater than 1.96 at the five per cent level of confidence. The differences, therefore, in the responses identifying problems in the area of Social and Recreational Activities between the boys and girls was in favor of the group of girls and was statistically significant.

TABLE 9

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX STUDENTS AND TWENTY-EIGHT TEACHERS IN THE PROBLEM AREA OF SOCIAL AND RECREATIONAL ACTIVITIES

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	19.67	10.55	1.96	2.04	12.83	6.29
Girls	32.5	3.10	.57			
Students	81.84	24.60	4.56	4.51	74.77	14.89
Teachers	7.07	3.51	.67			

This table shows further that for the paired groups of the total student group of boys and girls and the group of teachers the differences between the two means was 74.77 in favor of the total group of students, the standard error of the difference between the two means was 4.51, with a "t" value of 14.89, which was statistically significant.

A summary of the data in Table 9 justifies the writer in concluding that

these boys and girls have more problems in this area than the teachers who were asked to assess their behavior attribute to them.

Relationship Between Responses of Students and Teachers on the Area of Social and Recreational Activities.-- Table 27 shows that on the Social and Recreational Component of the Money Problem Check-List the "r" between the students and teachers' responses is .34, with a standard error of the "r" of .16. The obtained "r" is not statistically significant because it was not three times its standard error index. The "r" itself was positive but was not large enough to warrant the conclusion that the indicated relationship was significant. Therefore, the data imply that there is no significant relationship between the students and teachers on the Social and Recreational component of the Mooney Problem Check-List.

Ten Highest Ranking Problems in Social and Recreational Activities.-- The data on the ten ranking problems which were common in the area of Social and Recreational Activities for the boys and girls of the Sims High School, Union, South Carolina, 1956-57, are presented in Table 10.

The ten ranking problems common to both boys and girls ranged from a low of 7.89 per cent for "not allowed to go out at night often" for the boys, and 14.71 per cent for "too little chance to get into sports" for the girls, to a high of 38.16 per cent for "wanting to learn how to dance" for the boys, and 35.29 per cent for "wanting to learn how to dance" for the girls. The total per cent for the ranking problems ranged from a low 16.01 per cent for "too careless with clothes and belongings," to a high 36.80 per cent for "wanting to learn how to dance," with the second ranking problem being 29.78 per cent for "trouble in conversing," and the third ranking problem being 28.09 per cent for "wanting to improve my appearance."

TABLE 10

## DISTRIBUTION OF TEN HIGHEST RANKING PROBLEMS IN SOCIAL AND RECREATIONAL ACTIVITIES

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Trouble in conversing	28.95	30.39	29.78
Not enjoying many things like others	19.08	17.75	18.26
Too little chance to go to shows	12.50	26.96	20.79
Wanting to learn how to dance	38.16	35.29	36.80
Wanting to improve my appearance	21.71	32.35	28.09
Too careless with clothes and belongings	13.82	17.75	16.01
Too little chance to do what I want	14.47	17.75	16.29
Too little chance to get into sports	21.05	14.71	17.42
No good place for sports around home	13.14	23.53	19.10
Not allowed to go out at night often	7.89	26.96	18.82

The girls were far more concerned with the problem of having "too little chance to go to shows" than were the boys. They also indicated more interest in "wanting to improve my appearance," and with "not allowed to go out at night often."

The response of the boys and girls to the remaining seven problems in

this area was almost parallel.

Courtship, Sex and Marriage.-- The analysis of the data on the problems in the area of Courtship, Sex, and Marriage as identified with boys and girls, and students and teachers as presented in Table 11 is to be found in separate paragraphs which follow.

TABLE 11

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX STUDENTS AND TWENTY-EIGHT TEACHERS IN THE PROBLEM AREA OF COURTSHIP, SEX, AND MARRIAGE

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	13.74	8.88	1.64	3.03	14.96	4.93
Girls	28.70	13.60	2.55			
Students	48.5	20.64	3.83	3.88	40.43	10.42
Teachers	8.07	3.24	.60			

These data indicate that in the area of Courtship, Sex and Marriage the incidence of these problems ranked first with the total group of students. The girls were second in their ranking of these problems. The boys, by their ranking, indicated that the problems in this area were of relatively less concern to them than they were to the other two groups involved.

The low mean for the group of teachers indicates that they were of the opinion that the problems in this area were much less a source of concern

to the students than was indicated by the boys and girls themselves in their rankings.

Table 11 reveals also that for the paired groups of boys and girls, the difference between the two means was 14.96 in favor of the groups of girls, the standard error of the difference between the two means was 3.03 with a "t" value of 4.93 which was statistically significant because it was greater than 1.96 at the five per cent level of confidence. The differences, therefore, in the responses identifying problems in the area of Courtship, Sex and Marriage between the boys and girls was in favor of the group of girls and was statistically significant.

This table further shows that for the paired groups of the total student group of boys and girls and the group of teachers the difference between the two means was 40.33 in favor of the total group of students, the standard error of the difference between the two means was 3.88, with a "t" value of 10.42 which was significant statistically.

The difference, therefore, in the responses identifying problems in the area of Courtship, Sex, and Marriage between the group of total students and the group of teachers was in favor of the group of students and was significant statistically.

A summary of the data in Table 11 leads the writer to conclude that problems in the area of Courtship, Sex, and Marriage are more prevalent for the students, boys and girls, than was attributed by the teachers who were asked to assess them.

Relationship Between Responses of Students and Teachers on the Area of Courtship, Sex and Marriage.-- As shown on Table 27 the "r" between the students' and teachers' responses on the Courtship, Sex, and Marriage



component of the Mooney Check-List is .24, with a standard error of the "r" of .17. The obtained "r" is not statistically significant because it is not as great as three times its standard error index. The "r" itself is positive, but is not large enough to warrant the conclusion that the indicated relationship is reliable. Therefore, the data suggest that there is no significant relationship between the students and the teachers on the Courtship, Sex, and Marriage component of the Mooney Problem Check-List.

Ten Highest Ranking Problems in Courtship, Sex, and Marriage.-- The data on the ten ranking problems which were common in the area of Courtship, Sex, and Marriage for the boys and girls of the Sims High School, Union, South Carolina, 1956-57, are presented in Table 12.

The ten ranking problems common to both boys and girls ranged from a low of 9.21 per cent for "deciding whether I'm in love" for the boys, and 15.20 per cent for "loving someone who doesn't love me" for the girls to a high of 40.13 per cent for "no suitable place to go on dates" for the boys, and 31.86 per cent for "wondering if I'll find a suitable mate" for the girls. The total per cent for the ranking problems ranged from a low of 13.76 per cent for "loving someone who doesn't love me" to a high of 35.11 per cent for "no suitable place to do on dates," with the second ranking problem being 29.49 per cent for "wondering if I'll find a suitable mate, and the third ranking problem being 22.47 for "needing information about sex matters.

In this area the boys were considerably less interested in the problem of "having dates" than the girls were, whereas the girls were more concerned than the boys with "deciding whether I'm in love," and with "needing information about sex matters." The girls evinced more concern with the problems in all the areas with the exception of "having no suitable place

to go."

TABLE 12  
DISTRIBUTION OF TEN HIGHEST RANKING PROBLEMS IN COURTSHIP, SEX,  
AND MARRIAGE

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Having dates	9.87	19.75	15.45
No suitable place to go on dates	40.13	31.37	35.11
Too few dates	12.50	16.18	14.61
Wondering if I'll find a suitable mate	26.32	31.86	29.49
Loving someone who doesn't love me	11.84	15.20	13.76
Deciding whether I'm in love	9.21	21.08	16.01
Afraid of losing one I love	11.84	20.10	16.57
Wondering if I'll ever get married	13.14	23.55	19.10
Wondering how far to go with the opposite sex	10.52	17.16	14.33
Needing information about sex	14.47	28.43	22.47

Social-Psychological Relations.— The analysis of the data on the problems in the area of Social-Psychological Relations as identified with boys and girls, and students and teachers as presented in Table 13 is presented in separate paragraphs below.

TABLE 13

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX  
STUDENTS AND TWENTY-EIGHT TEACHERS IN THE AREA OF SOCIAL-  
PSYCHOLOGICAL RELATIONS

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	20.03	16.24	3.01	4.63	22.87	4.94
Girls	42.9	18.97	3.52			
Students	66.81	33.70	6.25	6.30	59.61	9.46
Teachers	7.20	4.09	.76			

These data imply that in the area of Social-Psychological Relations, the incidence of these problems ranked first with the total group of students. The girls ranked second in proportion to the number of problems troubling them in this area.

The low mean for the group of teachers suggests that they considered the problems in this area of less importance to the students than did the students themselves as indicated by their rankings.

Table 13 also discloses that for the paired groups of boys and girls the difference between the two means was 22.87 in favor of the group of girls, the standard error of the difference between the two means was 4.63, with a "t" value of 4.94 which was statistically significant because it was greater than 1.96 at the five per cent level of confidence.

Consequently, the difference in the responses identifying problems in the area of Social-Psychological Relations between the boys and girls was in favor of the group of girls and was statistically significant.

Table 13 likewise reveals that for the paired groups of the total student group of boys and girls and the group of teachers, the differences between the two means was 59.61 in favor of the total group of students, the standard error of the difference between the two means was 6.30, with a "t" value of 9.46 which was statistically significant.

The difference, therefore, in the responses identifying problems in the area of Social-Psychological Relations between the group of teachers was in favor of the group of students and was statistically significant.

A summary of the data in Table 13 leads the writer to conclude that problems in the area of Social-Psychological Relations are of more concern to the students, boys and girls than was realized by the teachers who were asked to assess them.

Relationship Between Responses of the Students and Teachers on the Area of Social-Psychological Relations.-- Table 27 indicates that the "r" between the students and teachers responses on the Social-Psychological component of the Mooney Problem Check-List is  $-.19$ , with a standard error of the "r" of  $.18$ . The obtained "r" is not statistically significant because it is not three times as great as its standard error index. The obtained "r" itself is positive but is not large enough to warrant the conclusion that the indicated relationship was reliable. Therefore, the data imply there that there is no significant relationship between the students and teachers on the Social-Psychological component of the Mooney Problem Check-List.

Ten Highest Ranking Problems in Social and Psychological Relations.--

The data on the ten ranking problems which were common in the area of Social and Psychological Relations for the boys and girls of Sims High School, Union, South Carolina, 1956-57, are presented in Table 14.

TABLE 14

DISTRIBUTION OF TEN RANKING PROBLEMS IN SOCIAL AND PSYCHOLOGICAL RELATIONS

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Getting into arguments	28.95	26.47	27.53
Being talked about	16.45	25.98	21.91
Wanting a more pleasing personality	23.03	24.51	23.88
Feeling easily hurt	11.84	20.06	17.70
Being watched by other people	15.13	23.53	19.94
Wanting to be more popular	17.76	23.53	21.07
Being disliked by someone	17.76	23.04	20.79
Speaking or acting without thinking	14.47	15.69	15.17
Finding it hard to talk about my trouble	13.82	26.47	21.07
No one to tell my trouble to	10.52	23.53	17.98

The ten ranking problems common to both boys and girls ranged from a low of 10.52 per cent for "no one to tell my trouble to" for the boys, and 15.69 per cent for "speaking or acting without thinking" for the girls to a high of 28.95 per cent for "getting into arguments" for the boys and 26.47 per cent for "getting into arguments," and "finding it hard to talk about my trouble" for the girls. The total per cents for the ranking problems ranged from a low of 15.17 per cent for "speaking or acting without thinking" to a high of 27.53 per cent for "getting into arguments," with the second ranking problem being 23.88 per cent for "wanting a more pleasing personality," and the third ranking problem being 21.91 per cent for "being talked about."

The girls were more concerned than the boys with all of the problems in this area except one, and that one had to do with "getting into arguments."

Personal-Psychological Relations.-- The analysis of the data on the problems in the area of Personal-Psychological Relations as identified with boys and girls, and students and teachers as presented in Table 15 is to be found in separate paragraphs below.

These data disclose that in the area of Personal-Psychological Relations the total group of students had the highest incidence of problems. The had the second highest rating. The boys rated third in concern with problems in this area.

The low mean for the group of teachers reveals that they assumed that the problems in this area were not nearly so pertinent to the students, as was shown by the students themselves in their rankings.

Table 15 shows also that for the paired groups of boys and girls, the

TABLE 15

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX STUDENTS AND TWENTY-EIGHT TEACHERS IN THE PROBLEM AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	14.97	12.35	2.29	3.64	16.20	4.45
Girls	31.17	15.25	2.83			
Students	76.5	23.40	4.34	4.41	69.33	15.71
Teachers	7.17	4.16	.77			

difference between the two means was 16.20 in favor of the group of girls, the standard error of the difference between the means was 3.64, with a "t" value of 4.45 which was statistically significant because it was greater than 1.96 at the five per cent level of confidence. The difference in the responses identifying problems in the area of Personal-Psychological Relations between the boys and girls was, therefore, in favor of the girls and was statistically significant.

This table shows too, that for the paired groups of the total students group of boys and girls and the group of teachers the difference between the two means was 69.33 in favor of the total group of students, the standard error of the difference between the two means was 4.41, with a "t" value of 15.71 which was statistically significant.

The difference, therefore, in the responses identifying problems in the area of Personal-Psychological Relations between the total group of students and the group of teachers was in favor of the group of students and was statistically significant.

A summary of the data in Table 15 substantiates the conclusion by the writer that problems in the area of Personal-Psychological Relations are of more concern to students than is realized by the teachers who were asked to approximate them.

Relationship Between the Responses of the Students and Teachers on the Area of Personal-Psychological Relations.--- As shown on Table 27, the "r" between the students and teachers responses to the Personal-Psychological Relations component of the Mooney Problem Check-List is .25, with a standard error of the "r" of .17. The obtained "r" is not statistically significant because it is not three times its standard error index. The obtained "r" itself is positive, but is not large enough to warrant the conclusion that the indicated relationship is reliable. Therefore, the data indicate that there is no significant relationship between the students and teachers on the Personal-Psychological Relations component of the Mooney Problem Check-List.

Ten Highest Ranking Problems in Personal-Psychological Relations.--- The data on the ten ranking problems which were common in the area of Personal-Psychological Relations for the boys and girls of the Sims High School, Union, South Carolina, 1956-57, are presented in Table 16.

Ten ranking problems common to both boys and girls ranged from a low of 4.83 per cent for "forgetting things" for boys, and 24.51 per cent for "taking some things too seriously" for the girls to a high 28.95 per cent



TABLE 16

## DISTRIBUTION OF TEN RANKING PROBLEMS IN PERSONAL-PSYCHOLOGICAL RELATIONS

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Losing my temper	25.66	29.90	28.09
Taking some things too seriously	18.42	24.51	21.91
Being nervous	26.32	31.86	29.49
Worrying	24.34	26.47	25.56
Daydreaming	21.05	33.33	28.09
Not taking some things seriously enough	28.95	32.84	31.18
Forgetting things	4.83	44.61	46.07
Trouble making up my mind about things	21.05	31.86	27.25
Afraid of making mistakes	26.32	33.33	30.34
Sometimes wishing I'd never been born	12.50	25.49	19.94

for "not taking some things seriously enough," for the boys and 44.61 per cent for "forgetting things" for girls. The total per cent for the ranking problems ranged from a low 19.94 per cent for "sometimes wishing I'd never been born" to a high 46.07 per cent for "forgetting things," with the second ranking problem being 31.18 per cent for "not taking some things seriously enough," and the third ranking problem being "afraid of making mistakes" with 30.34 per cent.

The problems in this area were of less concern to the boys than they were to the girls. There was a noticeable difference in their ranking of the problem of "forgetting things." Only 4.83 per cent of the boys expressed concern whereas it disturbed 44.61 per cent of the girls.

Morals and Religion.-- The analysis of the data on the problems in the area of Morals and Religion as identified with boys and girls, and students and teachers as presented in Table 17 is to be found in the paragraphs which follow.

TABLE 17

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX STUDENTS AND TWENTY-EIGHT TEACHERS IN THE PROBLEM AREA OF MORALS AND RELIGION

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	11.17	6.16	1.14	2.20	8.07	5.87
Girls	19.24	10.16	1.88			
Students	30.66	15.15	2.81	2.90	22.93	7.88
Teachers	7.73	3.96	.73			

As shown by the data in the area of Morals and Religion, the incidence of these problems ranked first with the total group of students. The girls placed second by their ranking of these problems in this area were of least concern to them.

The low mean for the group of teachers indicates that they did not rate the problems as being of as much concern to the students to the degree as was indicated by the students themselves.

Table 17 discloses also that for the paired groups of boys and girls, the difference between the two means was 8.07 in favor of the group of girls, the standard error of the difference between the two means was 2.20 with a "t" value of 3.67 which was statistically significant because it was greater than 1.96 at the five per cent level of confidence. The differences therefore, in the responses identifying problems in the area of Morals and Religion between the boys and girls was in favor of the group of girls and was statistically significant.

This table shows further that for the paired groups of the total student group of boys and girls, and the group of teachers the difference between the two means was 22.93 in favor of the total group of students, the standard error of the difference between the two means was 2.90, with a "t" value of 7.88 which was significant statistically.

A summary of the data in Table 17 leads the writer to conclude that problems in the area of Morals and Religion are of greater concern for the students, boys and girls, than was realized by the teachers who were asked to assess them.

Relationship Between the Responses of the Students and Teachers on the Area of Morals and Religion.-- Table 27 reveals that the "r" between the students' and teachers' responses as to the Morals and Religion component of the Mooney Problem Check-List is  $-.07$ , with a standard error of the "r" of  $.18$ . The obtained "r" is not statistically significant because it is three times its standard error index. The obtained "r" itself was positive,

but was not large enough to warrant the conclusion that the indicated relationship was reliable. Therefore, the data suggests that there is no significant relationship between the students and teachers on the Morals and Religion component of the Mooney Problem Check-List.

Ten Highest Ranking Problems in Morals and Religion.--- The data on the ten ranking problems which were common in the area of Morals and Religion for the boys and girls of the Sims High School, Union, South Carolina, 1956-57, are presented in Table 18.

TABLE 18

## DISTRIBUTION OF TEN RANKING PROBLEMS IN MORALS AND RELIGION

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Wanting to feel close to God	28.29	34.31	31.74
Parents old-fashioned in their ideas	12.50	26.96	20.79
Wanting to understand more about the Bible	32.89	31.86	32.30
Wondering what becomes of people when they die	18.42	24.02	21.63
Can't forget some mistakes I've made	26.32	34.80	31.18
Bothered by ideas of heaven and hell	13.82	13.73	13.76
Sometimes lying without meaning to	13.82	23.53	19.38
Having a certain bad habit	20.39	17.16	18.54
Sometimes not as honest as I should be	21.05	20.10	20.51
Being punished for something I didn't do	15.79	24.02	20.51

Ten ranking problems common to both boys and girls ranged from a low of 12.50 per cent for "parents old-fashioned in their ideas" for the boys, and 13.75 per cent for "bothered by ideas of heaven and hell" for the girls to a high 32.89 per cent for "wanting to understand more about the Bible" for the boys and 34.80 per cent for "can't forget some mistakes I've made" for the girls. The total per cent for the ranking problems ranged from a low of 13.76 per cent for "bothered by ideas of heaven and hell" to a high of 32.30 per cent for "wanting to understand more about the Bible," with the second ranking problem being 31.74 per cent for "wanting to feel close to God," and the third ranking problem being 31.18 per cent for "can't forget some mistakes I've made."

In this area the boys and girls expressed almost equal concern for each of the following problems: "wanting to understand more about the Bible," "bothered by ideas of heaven and hell," and "sometimes not as honest as I should be." The girls were more concerned about "parents old-fashioned in their ideas" than were the boys.

Home and Family.-- The analysis of the problems in the area of Home and Family as identified with boys and girls, and students and teachers as presented in Table 19 is to be found in separate paragraphs which follow.

These data indicate that in the area of Home and Family the incidence of these problems was given first rating by the total group of students. The girls by their ranking of these problems placed second. These problems were of least concern for the boys as indicated by their ratings of the problems.

The low mean for the group of teachers indicates that they believed the problems in the area of Home and Family to be or relatively little concern

to the students. This view was not shared by the students themselves as indicated by their rating of the problems.

TABLE 19

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX STUDENTS AND TWENTY-EIGHT TEACHERS IN THE PROBLEM AREA OF HOME AND FAMILY

Group	Mean	S.D.	S.E.	S.E. $M_1-M_2$	$M_1-M_2$	t
Boys	18.00	13.00	2.41	4.42	10.2	2.32
Girls	28.2	19.95	4.70			
Students	45.5	31.30	5.83	5.86	38.77	6.71
Teachers	6.73	3.65	.68			

Table 19 also points out that for the paired groups of boys and girls, the difference between the two means was 10.2 in favor of the group of girls, the standard error of the difference between the two means was 4.42 with a "t" value of 2.32 which was statistically significant because it was greater than 1.96 at the five per cent level of confidence. The differences, therefore, in the responses identifying problems in the area of Home and Family between the boys and girls was in favor of the group of girls and was statistically significant.

In addition this table shows that for the paired groups of the total student group of boys and girls and the group of teachers the difference

between the two means was 38.77 in favor of the total group of students, the standard error of the difference between the two means was 5.86, with a "t" value of 6.71 which was statistically significant.

The resulting difference in the responses identifying problems in the area of Home and Family between the group of total students and the group of teachers was in favor of the group of students and was statistically significant.

A summary of the data in Table 19 impels the writer to conclude that problems in the area of Home and Family are of more importance for the students, boys and girls, than was suspected by the teachers who were asked to assess them.

Relationship Between the Responses of the Students and Teachers on the Area of Home and Family Living.-- As shown by Table 27, the "r" between students and teacher responses on the Home and Family Living component of the Mooney Check-List is  $-.10$ , with a standard error of the "r" of  $.18$ . The obtained "r" was not statistically significant because it was not three times as great as its standard error index. The obtained "r" itself was negative but was not large enough to warrant the conclusion that the indicated relationship was reliable. Therefore, the data imply that there is no significant relationship between the students and teachers on the Home and Family component of the Mooney Problem Check-List.

Ten Highest Ranking Problems in Home and Family.-- The data on the ten ranking problems which were common in the area of Home and Family for the boys and girls of the Sims High School, Union, South Carolina, 1956-57, are presented in Table 20.

The ten ranking problems common to both boys and girls ranged from a

low 5.26 per cent for "parents not trusting me" for the boys, and 9.80 per cent for "family quarrels" for the girls to a high 19.08 per cent for "wondering about a member of the family" for the boys, and 20.59 per cent for "parents not understanding me" for the girls. The total per cent

TABLE 20

## DISTRIBUTION OF TEN RANKING PROBLEMS IN HOME AND FAMILY

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Wondering about a member of the family	19.08	12.75	15.45
Sickness in the family	14.47	14.71	14.61
Parents not understanding me	15.13	20.59	18.26
Being treated like a child	9.21	16.67	13.48
Being criticized by my parents	10.52	12.25	11.52
Parents not trusting me	5.26	16.18	11.52
Wanting more freedom at home	9.21	15.69	12.92
Family quarrels	10.52	9.80	10.11
Wanting to leave home	7.24	10.29	8.99
Not telling parents everything	12.50	20.10	16.85

for the ranking problems ranged from a low 8.99 per cent for "wanting to leave home" to a high 18.26 for "parents not understanding me," with the



second ranking problem being 16.85 per cent for "not telling parents everything," and the third ranking problem being 15.45 per cent for "wondering about a member of the family."

The girls were far more concerned with "being treated like a child," "parents not trusting me," and "wanting to leave home" than the boys were. The boys were more concerned with "wondering about a member of the family," and "family quarrels" than were the girls.

The Future: Vocational and Educational.--- The analysis of the problems in the area of the Future: Vocational and Educational as indicated with boys and girls, and with students and teachers as presented in Table 21 is to be found in the paragraphs which follow.

TABLE 21

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX STUDENTS AND TWENTY-EIGHT TEACHERS IN THE PROBLEM AREA OF THE FUTURE: VOCATIONAL AND EDUCATIONAL

Group	Mean	S.D.	S.E.	S. E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	29.13	17.15	3.18	5.32	7.94	1.49
Girls	37.03	23.03	4.27			
Students	66.5	38.25	7.11	7.15	54.67	7.66
Teachers	11.83	4.00	.74			

These data show that in the area of the Future: Vocational and Educational the incidence of these problems was assigned first place by the total group

of students. The girls were in third place, having evidenced least concern about problems in the area of the Future: Vocational and Educational.

The low mean for the group of teachers suggests that they were of the opinion that the incidence of problems in the area of the Future: Vocational and Educational was much less frequent for these students than as identified by these boys and girls themselves.

In addition Table 21 shows that for the paired groups of boys and girls the difference between the two means was 7.94 in favor of the group of girls, the standard error of the difference between the two means was 5.32 with a "t" value of 1.49 which was not statistically significant because it was less than 1.96 at the five per cent level of confidence. Therefore the differences in responses identifying problems in the area of the Future: Vocational and Educational was in favor of the girls, but was not statistically significant.

This table reveals that for the paired groups of the total group of boys and girls and the group of teachers, the difference between the two means was 54.67 in favor of the total group of students, the standard error of the difference between the two means was 7.15 with a "t" value of 7.66 which was statistically significant. Therefore, the difference in responses identifying problems in the area of the Future: Vocational and Educational between the total group of students and the group of teachers was in favor of the students and was statistically significant.

A summary of the data in Table 21 warrants the conclusion that this area presents more problems for the boys and girls than the teachers who were asked to assess them had been led to believe.

The Relationship Between the Responses of the Students and Teachers on the Area of the Future: Vocational and Educational.-- Table 27 shows that the "r" between students and teachers responses on the Future: Vocational and Educational component of the Mooney Problem Check-List is .43, with a standard error of the "r" of .15. This obtained "r" is not significant statistically since it is not three times its standard error index. The obtained "r" itself was positive but was not large enough to warrant the conclusion that the indicated relationship was reliable.

Therefore, the data imply that there is no significant relationship between the students and teachers on the Future: Vocational and Educational component of the Mooney Problem Check-List.

Ten Highest Ranking Problems in the Future: Vocational and Educational.--

The data on the ten ranking problems which were common in the area of the Future: Vocational and Educational for the boys and girls of the Sims High School, Union, South Carolina, 1956-57, are found in Table 22.

The ten ranking problems common to both boys and girls ranged from a low 15.79 per cent for "choosing best subjects to prepare for college" for the boys, and 12.75 per cent for "choosing best subjects to prepare for a job" for the girls, to a high 50.66 for "wanting advice on what to do after high school" for the boys, and 40.20 per cent for "wanting advice on what to do after high school" for the girls. The total per cents for the ranking problems ranged from low 17.42 per cent for "choosing best subjects to prepare for a job," to a high 44.66 per cent for "wanting advice on what to do after high school," with the second ranking problem being 30.62 per cent for "deciding whether or not to go to college," and the third ranking problem being 26.40 per cent for "wanting to learn a trade."

TABLE 22

## DISTRIBUTION OF TEN RANKING PROBLEMS IN THE FUTURE: VOCATIONAL AND EDUCATIONAL

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Wanting advice on what to do after high school	50.66	40.20	44.66
Needing to decide on an occupation	31.58	15.69	22.47
Needing to know more about occupations	27.63	14.71	20.22
Choosing best subjects to take next term	15.79	21.57	19.10
Choosing best subjects to prepare for college	19.08	19.75	19.38
Needing to plan ahead for the future	20.39	16.67	18.26
Wanting to learn a trade	35.53	19.61	26.40
Deciding whether or not to go to college	32.24	29.41	30.62
Needing to know more about Colleges	19.08	23.53	21.63
Choosing best subjects to prepare	23.68	12.75	17.42

The problems in this area were generally of more concern to the boys than they were to the girls. This is particularly true in the areas of "needing to decide on an occupation," "wanting to learn a trade," and "choosing best subjects to prepare for a job." The girls were more concerned with "Choosing the best subjects to take next term," and "needing to know more

about college."

Adjustment to School Work.-- The analysis of problems in the area of Adjustment to School Work as indicated with boys and girls, and with students and teachers as presented in Table 23 is to be found in the paragraphs which follow.

TABLE 23

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX STUDENTS AND TWENTY-EIGHT TEACHERS IN THE PROBLEM AREA OF ADJUSTMENT TO SCHOOL WORK

Group	Mean	S.D.	S.E.	S.E. $M_1-M_2$	$M_1-M_2$	t
Boys	25.4	17.15	3.18	4.57	.27	.06
Girls	26.67	17.78	3.29			
Students	53.01	32.85	6.09	6.13	45.58	7.34
Teachers	7.43	3.78	.71			

These data show that in the area of Adjustment to School Work the incidence of these problems was more prevalent with the total group of students. The girls were in second place in being disturbed by these problems as was shown by their ratings. The boys indicated that they were least disturbed by problems in this area.

The low mean for the group of teachers implies that they were of the belief that the incidence of problems in the area of Adjustment to School Work was much less urgent for these students than was implied by the boys

and girls themselves.

In addition, Table 23 reveals that for the paired groups of boys and girls the difference between the two means was .27 in favor of the group of girls, the standard error of the difference between the two means was 4.57 with a "t" value of .06 which was not significant statistically because it was less at 1.96 at the five per cent level of confidence. Therefore, the differences in responses identifying problems in the area of Adjustment to School Work was in favor of the girls, but was not significant statistically.

This table reveals that for the paired groups of the total group of boys and girls and the group of teachers, the difference between the two means was 45.58 in favor of the total group of students, the standard error of the difference between the two means was 6.13 with a "t" score of 7.34 which was significant statistically. Therefore, the difference in responses identifying problems in the area of Adjustment to School Work between the total group of students and the group of teachers was in favor of the students and was statistically significant.

A summary of the data in Table 23 leads the writer to conclude that the problems were more acute for the boys and girls than was realized by the teachers who were asked to assess them.

Relationship Between Responses of Students and Teachers on the Area of Adjustment to School Work.-- Table 27 reveals that the "r" to School Work component of the Mooney Problem Check-List the "r" between the students and teachers was .49, with a standard error of .14 which is statistically significant because it was three times greater than its standard error index. The obtained "r" itself is positive and is large enough to warrant the conclusion that the indicated relationship is reliable. Therefore, the

data indicate that there is a significant relationship between the students and teachers on the Adjustment to School Work component of the Mooney Problem Check-List.

Ten Highest Ranking Problems in Adjustment to School Work.— The data on the ten ranking problems which were common in the area of Adjustment to School Work for the boys and girls of the Sims High School, Union, South Carolina, 1956-57, are found in Table 24.

TABLE 24

## DISTRIBUTION OF TEN RANKING PROBLEMS IN ADJUSTMENT TO SCHOOL WORK

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Not spending enough time in study	52.63	46.57	49.16
Unable to express myself well in words	34.21	25.00	28.93
Trouble with oral reports	26.32	20.10	22.75
Not interested in some subjects	25.00	20.06	23.31
Trouble with mathematics	30.93	32.84	32.02
Weak in spelling or grammar	28.29	21.57	24.44
Worrying about examinations	39.54	44.61	42.42
Worrying about grades	19.08	30.88	25.84
Getting low grades	27.63	20.59	23.60
Just can't get some subjects	29.67	28.43	28.93

The ten ranking problems common to both boys and girls ranged from a low 19.08 per cent for "worrying about grades" for the boys, and 20.06 per cent for "not interested in some subjects" for the girls to a high 52.63 per cent for "not spending enough time in study" for the boys, and 46.57 per cent for "not spending enough time in study" for the girls. The total per cent for the ranking problems ranged from a low 22.75 per cent for "trouble with oral report" to a high 49.16 per cent for "not spending enough time in study," with the second ranking problem being 42.42 per cent for "worrying about examinations," and the third ranking problem being 32.02 per cent for "trouble with mathematics."

Both boys and girls were greatly affected by the problems in this area. The boys were more affected by the problems of "not spending enough time in study," "unable to express myself well in words," and "trouble with oral reports." The girls were more affected by "worrying about examinations" than the boys were.

Curriculum and Teaching Procedures.--- The analysis of problems in the area of Curriculum and Teaching Procedures as indicated with boys and girls, and with students and teachers as presented in Table 25 is to be found in the paragraphs below.

The data show that in the area of Curriculum and Teaching procedures the incidence of these problems was more frequent with the total group of students. The girls were second in rating problems in this area as being of particular concern to them. The boys indicated least concern with these problems.

The low mean for the group of teachers suggests that they were of the opinion that the incidence of problems in the area of Curriculum and Teaching



was of less importance for the students, boys and girls, than was shown by the students themselves.

TABLE 25

ANALYSIS AND INTERPRETATION OF RESPONSES OF THREE HUNDRED FIFTY-SIX STUDENTS AND TWENTY-EIGHT TEACHERS IN THE PROBLEM AREA OF CURRICULUM AND TEACHING PROCEDURES

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	16.64	10.08	1.85	2.85	5.92	2.07
Girls	22.56	11.72	2.17			
Students	39.16	23.10	4.28	4.32	31.49	7.29
Teachers	7.67	3.00	.56			

Further, Table 25 indicates that for the paired groups of boys and girls the difference between the two means was 5.92 in favor of the group of girls, the standard error of the difference between the two means was 2.85 with a "t" value of 2.07 which was statistically significant because it was greater than 1.96 at the five per cent level of confidence. Therefore, the differences in the responses identifying problems in the area of Curriculum and Teaching Procedure between the boys and girls was in favor of the group of girls and was significant statistically.

Further, this table reveals that for the paired groups of the total student group of girls and boys, and the group of teachers, the difference

between the two means was 31.49 in favor of the total group of students, the standard error of the difference between the two means was 4.32, with a "t" value of 7.29 which was significant statistically.

The difference, therefore, in the responses identifying problems in the area of Curriculum and Teaching Procedures between the group of total students and the group of teachers was in favor of the group of students and was significant statistically.

A summary of the data in Table 25 leads the writer to conclude that problems in the area of Curriculum and Teaching Procedure have more significance for the students, boys and girls, than the teachers were aware of who were asked to assess them.

Relationship Between Responses of Students and Teachers on the Area of the Curriculum and Teaching Procedure.-- Table 27 indicates that the "r" between the responses of students and teachers on the Curriculum and Teaching Procedure component of the Mooney Problem Check-List is .30, with a standard error of the "r" of .17. The obtained "r" is not statistically significant because it is not three times its standard error index. The obtained "r" itself is positive but is not large enough to warrant the conclusion that the indicated relationship was reliable. Therefore, the data indicate that there is no significant relationship between the students and teachers on the Curriculum and Teaching Procedure component of the Mooney Problem Check-List.

Ten Highest Ranking Problems in Curriculum and Teaching Procedure.-- The data on the ten ranking problems which were common in the area of Curriculum and Teaching Procedure for the boys and girls of the Sims High School, Union, South Carolina, 1956-57, are presented in Table 26.

TABLE 26

DISTRIBUTION OF TEN RANKING PROBLEMS IN CURRICULUM AND TEACHING  
PROCEDURE

Problems	Per Cent Boys	Per Cent Girls	Per Cent Total
Family not understanding what I have to do in school	16.45	21.57	19.38
Wanting subjects not offered by school	15.79	13.73	14.61
Made to take subjects I don't like	20.39	12.25	15.73
Teachers too hard to understand	14.47	11.27	12.64
So often feel restless in class	28.29	23.53	25.56
Too little freedom in classes	11.18	16.67	14.33
Too much work required in some subjects	17.76	20.59	19.38
Not enough school spirit	12.50	12.75	12.64
School is too strict	16.45	25.00	21.35
Classes too dull	11.18	16.18	14.04
Lunch hour too short	31.58	28.89	30.06

The ten ranking problems common to both boys and girls ranged from a low of 11.18 per cent for "too little freedom in classes" and "classes too dull" for the boys, and 11.27 per cent for "teachers too hard to understand" for the girls, to a high 31.58 per cent for "lunch hour too short" for the boys, and 28.89 per cent for "lunch hour too short" for the girls. The total per cent for the ranking problems ranged from a low 12.64 per cent

each for "teachers too hard to understand" and "not enough school spirit," to a high 30.06 per cent for "lunch hour too short," with the second ranking problem being 25.56 per cent for "so often feel restless in class," and the third ranking problem being 21.35 per cent for "school is too strict."

The boys were more anxious than the girls about "made to take subjects I don't like," and "so often feel restless in class." The girls were more anxious about "family not understanding what I have to do," and "school is too strict."

TABLE 27

CORRELATIONS BETWEEN TEACHERS' AND STUDENTS' RESPONSES TO QUESTIONS

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
r	.23	-.04	.34	-.19	.25	.24	.10	.07	.49	.43	.30
S.E. <sub>r</sub>	.17	.18	.16	.18	.17	.17	.18	.18	.14	.15	.17

Comparative Data and "t" Ratio.— Table 28 reveals that the mean score for the boys on the Confidence component of the Heston Personal Adjustment Inventory was 23.74. The mean score for the girls was 21.22 with a difference of 2.52 in favor of the boys. This leads the writer to conclude that the boys have more confidence than the girls have.

The "t" score for these data was 3.94 which was significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Confidence component

of the Heston Personal Adjustment was statistically significant.

TABLE 28

COMPARATIVE DATA OF SCORES ON THE HESTON PERSONAL ADJUSTMENT INVENTORY (CONFIDENCE) FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	23.74	6.12	.42	.64	2.52	3.94
Girls	21.22	5.85	.42			

Comparative Data and "t" Ratio on the Heston Personal Adjustment Inventory (Sociability).--- Table 29 indicates that the mean score for boys on the Sociability component of the Heston Personal Inventory was 22.45. The mean score for the girls was 22.90 with a difference of .45 in favor of the girls. This reveals that the girls are slightly more sociable than are the boys.

The "t" score for these data was 1.49 which was not significant because it was less than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and the girls on the Sociability component of the Heston Personal Adjustment Inventory was not statistically significant.

Comparative Data and "t" Ratio on the Heston Personal Adjustment Inventory (Analytical).--- Table 30 reveals that the mean score for the boys was 22.63 on the Analytical component of the Heston Personal Adjustment Inventory.

TABLE 29

COMPARATIVE DATA ON SCORES ON THE HESTON PERSONAL ADJUSTMENT INVENTORY (SOCIALITY) FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	22.45	6.48	.50	.67	.45	1.49
Girls	22.90	6.12	.44			

TABLE 30

COMPARATIVE DATA ON SCORES ON THE HESTON PERSONAL ADJUSTMENT INVENTORY (ANALYTICAL) FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	22.63	4.89	.38	.54	1.17	.46
Girls	21.46	5.43	.39			

The mean score for the girls was 21.46 with a difference of 1.17 in favor of the boys. This leads the writer to conclude that the boys made a more satisfactory adjustment in Analytical Thinking than did the girls.

The "t" score for these data was .46 which was not significant because

it is less than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Analytical Thinking component of the Heston Personal Adjustment Inventory is not statistically significant.

Comparative Data and "t" Ratio on the Heston Personal Adjustment Inventory (Personal Relations).-- Table 31 shows that the mean score for the boys on the Personal Relations component of the Heston Personal Adjustment Inventory was 18.16. The mean score for the girls was 17.62 with a difference of .44 in favor of the boys. This indicates that the boys had a slight advantage over the girls in their home relations.

TABLE 31

COMPARATIVE DATA ON SCORES ON THE HESTON PERSONAL ADJUSTMENT INVENTORY (PERSONAL RELATIONS) FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	S.E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	18.16	5.31	.41	.61	.44	.72
Girls	17.62	6.36	.46			

The "t" score for these data was .72 which was not significant because it was less than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Personal Relations component of the Heston Personal Adjustment Inventory was not statistically significant.

Comparative Data and "t" Ratio on the Heston Personal Adjustment Inventory (Home Satisfaction).-- Table 32 reveals that the mean score for the boys was 30.79 on the Home Satisfaction component of the Heston Personal Adjustment Inventory. The mean score for the girls was 29.05 with a difference of 1.74 in favor of the boys. This indicates that the boys were slightly better adjusted in their home relations than were the girls.

TABLE 32

COMPARATIVE DATA ON SCORES ON THE HESTON PERSONAL ADJUSTMENT INVENTORY (HOME SATISFACTION) FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	$S.E._{M_1 - M_2}$	$M_1 - M_2$	t
Boys	30.79	8.25	.64	.91	1.74	1.91
Girls	29.05	8.94	.65			

The "t" score for these data was 1.91 which was not significant because it was less than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Home Satisfaction component of the Heston Personal Adjustment Inventory was not statistically significant.

Comparative Data and "t" Ratio on the Heston Personal Adjustment Inventory (Emotional Stability).-- Table 33 indicates that the mean score for the boys was 23.93 on the Emotional Stability component of the Heston Personal Adjustment Inventory. The mean score for the girls was 20.53 with a difference of 3.40 in favor of the boys. This shows that the boys were



TABLE 33

COMPARATIVE DATA ON SCORES ON THE HESTON PERSONAL ADJUSTMENT INVENTORY (EMOTIONAL STABILITY) FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL FOR THE SCHOOL TERM 1956-1957

Group	Mean	S.D.	S.E.	S. E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	23.93	6.18	.48	.67	3.40	5.07
Girls	20.53	6.45	.47			

more stable emotionally than were the girls.

The "t" score for these data was 5.07 which was significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Emotional Stability component of the Heston Personal Adjustment Inventory was not statistically significant.

The Percentile of Means on the Heston Personal Adjustment Inventory.--

The Analytical Thinking Component - the boys' mean score of 22.63 fell at the forty-ninth percentile, the girls' mean score of 21.46 fell at the twenty-ninth percentile. Both scores were below expected scores, but were in the lower part of the middle fifty per cent of the distribution.

The Sociability Component - The mean score of 22.45 for the boys fell at the fortieth percentile, the mean score of 22.90 for the girls fell at the thirty-fourth percentile. Both were below the expected scores.

The Emotional Stability Component - The boys' mean score of 23.93 fell at the twenty-ninth percentile, the girls' mean score of 20.53 fell at the forty-fourth percentile. Both scores were below the norms, but the girls' were in the lower part of the middle fifty per cent of the distribution.

The Confidence Component - The mean score of 23.47 for the boys fell at the thirty-ninth percentile, the girls' mean score of 21.22 fell at the forty-third percentile. Both scores were below the norms, but were in the lower part of the middle fifty per cent of the distribution.

The Personal Relations Component - The mean score of 18.16 fell at the twenty-second percentile, the girls' mean score of 17.62 fell at the twenty-fifth percentile. Both scores were below the norms.

The Home Satisfaction Component - The mean score of 30.79 for the boys

fell at the twenty-ninth percentile, the mean score of 29.05 for the girls fell at the twenty-third percentile. Both scores were below the norm, but the boys' were in the lower part of the middle fifty per cent of the distribution.

Comparative Data and "t" Ratio on the Kuder Preference Record (Outdoor).

-- Table 34 shows that the mean score for the boys was 33.79 on the Outdoor component of the Kuder Preference Record. The mean score for the girls was 28.84 with a difference of 4.95 in favor of the boys. The standard deviation for the boys was 7.38, for the girls it was 8.54. This indicates that more boys prefer outdoor preferences than do the girls, but there is a wider range of preferences among the girls than among the boys.

TABLE 34

COMPARATIVE DATA ON SCORES ON THE KUDER PREFERENCE RECORD (OUTDOOR)  
FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH  
SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	$S.E._{M_1 - M_2}$	$M_1 - M_2$	t
Boys	33.79	7.38	.62	.95	4.95	5.20
Girls	28.84	8.54	.72			

The "t" score for these data was 5.20 which was significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Outdoor component of the Kuder Preference Record (Vocational) was statistically significant.

Comparative Data and "t" Ratio on the Kuder Preference Record

(Mechanical).-- Table 35 shows that the mean score for the boys was 33.08 on the Mechanical component of the Kuder Preference Record. The mean score for the girls was 21.04 with a difference of 12.04 in favor of the boys. The standard deviation for the boys was 3.14, for the girls it was 4.98. This shows that there was a wider range of preferences among the girls despite the fact that the boys are more mechanical minded than the girls.

TABLE 35

COMPARATIVE DATA ON SCORES ON THE KUDER PREFERENCE RECORD (MECHANICAL)  
FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL  
FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	S. E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	33.08	3.14	.26	.43	12.04	28.00
Girls	21.04	4.98	.34			

The "t" score for these data was 28.00 which was significant because it is greater than 1.96 at the one per cent level of confidence. Therefore, the difference between the boys and girls on the Mechanical component of the Kuder Preference Record-Vocational was statistically significant.

Comparative Data and "t" Ratio on the Kuder Preference Record (Computational).-- As indicated in Table 36, the mean score of the boys was 22.72, for the girls it was 28.78 with a difference of 6.06 in favor of the girls. The standard deviation for the boys was 3.42, for the girls it was 4.74.

TABLE 36

COMPARATIVE DATA ON SCORES ON THE KUDER PREFERENCE RECORD (COMPUTATIONAL) FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	S. E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	22.72	3.42	.29	.43	6.06	14.10
Girls	28.78	4.74	.32			

This indicates that not only did the girls score higher on the Computational component, but they showed a wider range of preferences than did the boys.

The "t" for these data was 14.10 which was significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Computational component of the Kuder Preference Record-Vocational was statistically significant.

Comparative Data and "t" Ratio on the Kuder Preference Record (Scientific).--- As indicated in Table 37, the mean score of the boys was 33.72, for the girls it was 25.24 with a difference of 8.48 in favor of the boys. The standard deviation for the boys was 3.84, for the girls it was 8.61. This indicates that while the boys are more scientific than the girls, the girls had a wider range of scientific preferences than did the boys.

The "t" score for these data was 12.65 which was significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Scientific component

of the Kuder Preference Record-Vocational was statistically significant.

TABLE 37

COMPARATIVE DATA ON SCORES ON THE KUDER PREFERENCE RECORD (SCIENTIFIC)  
FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH  
SCHOOL FOR THE SCHOOL TERM 1956 AND 1957

Group	Mean	S.D.	S.E.	S. E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	33.72	3.84	.32	.67	8.48	12.65
Girls	25.24	8.61	.59			

Comparative Data and "t" Ratio on the Kuder Preference Record (Persuasive).--- As indicated in Table 38, the mean score for the boys was 50.4, for the girls it was 33.10 with a difference of 17.30 in favor of the boys. The standard deviation for the boys was 3.92, for the girls it was 5.34. This indicates that although the boys had the greater incidence of persuasive preferences, the girls had a wider range of persuasive preferences than did the boys.

The "t" for these data was 34.60 which was highly significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Persuasive component of the Kuder Preference Record-Vocational was statistically significant.

Comparative Data and "t" Ratio on the Kuder Preference Record (Artistic).--- As indicated in Table 39, the mean score of the boys was 24.80,

TABLE 38

COMPARATIVE DATA ON SCORES ON THE KUDER PREFERENCE RECORD (PERSUASIVE) FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	$S_{M_1 - M_2}$	$M_1 - M_2$	t
Boys	50.4	3.92	.33	.50	17.30	34.60
Girls	33.10	5.34	.37			

TABLE 39

COMPARATIVE DATA ON SCORES ON THE KUDER PREFERENCE RECORD (ARTISTIC) FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	$S_{M_1 - M_2}$	$M_1 - M_2$	t
Boys	24.80	4.40	.37	.45	2.72	6.05
Girls	27.52	3.76	.26			

for the girls it was 27.52 with a difference of 2.72 in favor of the girls. The standard deviation for the boys was 4.40, for the girls it was 3.76 which indicated that although the girls had the greater incidence of artistic preferences, the boys had the wider range.

The "t" for these data was 6.05 which was significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Artistic component of the Kuder Preference Record-Vocational was statistically significant.

Comparative Data and "t" Ratio on the Kuder Preference Record (Literary).— Table 40 shows that the mean score for the boys was 18.02, for the girls it was 48.97 with a difference of 30.95 in favor of the girls. The standard deviation for the boys was 4.74, for the girls it was 8.97. This indicates that the girls had a wider range as well as the greater incidence of literary preferences than did the boys.

TABLE 40

COMPARATIVE DATA ON SCORES ON THE KUDER PREFERENCE RECORD (LITERARY)  
FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH  
SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	S. E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	18.02	4.74	.40	.73	30.95	42.80
Girls	48.97	8.97	.61			

The "t" for these data was 42.80 which was highly significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Literary component



of the Kuder Preference Record-Vocational was statistically significant.

Comparative Data and "t" Ratio on the Kuder Preference Record (Musical).

-- As shown in Table 41, the mean score of the boys was 11.42, for the girls it was 40.06, with a difference of 28.64 in favor of the girls. The standard deviation for the boys was 2.88, for the girls it was 7.14. This indicates that the girls had a wider range and a greater incidence of musical preference than did the boys.

TABLE 41

COMPARATIVE DATA ON SCORES ON THE KUDER PREFERENCE RECORD (MUSICAL)  
FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH  
SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	$S.E._{M_1 - M_2}$	$M_1 - M_2$	t
Boys	11.42	2.88	.24	.54	28.64	53.05
Girls	40.06	7.14	.49			

The "t" for these data was 53.05 which was highly significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and the girls on the Musical component of the Kuder Preference Record-Vocational was statistically significant.

Comparative Data and "t" Ratio on the Kuder Preference Record (Social Service).-- As indicated in Table 42, the mean score for the boys was 51.52,

for the girls it was 52.5 with a difference of .98 in favor of the girls.

TABLE 42

COMPARATIVE DATA ON SCORES ON THE KUDER PREFERENCE RECORD (SOCIAL SERVICE) FOR THE THREE HUNDRED FIFTY-SIX STUDENTS IN THE SIMS HIGH SCHOOL FOR THE SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	S. E. $M_1 - M_2$	$M_1 - M_2$	t
Boys	51.52	3.54	.30			
Girls	52.5	4.70	.32	.44	.98	2.23

The standard deviation for the boys was 3.54, for the girls it was 4.70. This indicates that the girls had a slightly larger incidence of Social Service preferences and a slightly wider range than did the boys.

The "t" for these data was 2.23 which was significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Social Service component of the Kuder Preference Record-Vocational was statistically significant.

Comparative Data and "t" Ratio on the Kuder Preference Record (Clerical).

As indicated in Table 43, the mean score for the boys was 49.96, for the girls it was 67.93 with a difference of 17.97 in favor of the girls. The standard deviation for the boys was 8.88, for the girls it was 11.70. This indicates that the girls had a wider incidence of preferences as well as a

wider range than did the boys.

TABLE 43

COMPARATIVE DATA ON SCORES ON THE KUDER PREFERENCE RECORD  
(CLERICAL) FOR THE THREE HUNDRED FIFTY-SIX STU-  
DENTS IN THE SIMS HIGH SCHOOL FOR THE  
SCHOOL TERM 1956-57

Group	Mean	S.D.	S.E.	$S.E. \frac{M_1 - M_2}{\sqrt{2}}$	$M_1 - M_2$	t
Boys	49.96	8.88	.75	1.10	17.97	16.32
Girls	67.93	11.70	.80			

The "t" for these data was 16.32 which was significant because it is greater than 1.96 at the five per cent level of confidence. Therefore, the difference between the boys and girls on the Clerical component of the Kuder Preference Record-Vocational was statistically significant.

## CHAPTER III

### GENERAL SUMMARY, SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Problems and Methodology.-- It is generally agreed that effective learning takes place when the learner is engaged in activities which he considers important. The problems which perplex young people are of prime concern to them; therefore the school should provide opportunities for students to work out solutions to their problems.

It is not enough in the present social order for the school to concern itself with subject matter alone if it is to function effectively as a social agency, but it must provide guidance if boys and girls are to be able to satisfactorily meet the conditions that they face today and will face tomorrow.

The main purpose of this study is concerned with identifying the life problems, personal adjustments and vocational preferences of the students in the Sims High School, Union, South Carolina for 1956-57.

The specific purposes were:

1. To determine the areas in which the students were aware of the problems which were troubling them.
2. To determine the extent to which the teachers could interpret and understand the problems of the students.
3. To determine the ten highest ranking specific problems within the respective problem-areas which were troubling the students.
4. To determine the sex differences, if any, in the ten highest ranking specific problems troubling the students.
5. To determine the extent to which the students indicated the desire

for guidance with their problems.

6. To determine the personality adjustment of the students as indicated on the Heston Personal Adjustment Inventory.
7. To determine the vocational preferences of the students.
8. To suggest significant educational and guidance implications that might stem from the findings.

The significant terms used throughout this study are characterized below.

The term "problem" as used in this study refers to items on the Mooney Problem Check-List.

The term "personal problem" as used in this study refers to the personal problems on the Heston Personal Adjustment Inventory.

The term "guidance" as used in this study refers to the process of helping individuals and groups of individuals to make choices relative to recognized problems, the solution of which will lead to continued adjustment.

This research was conducted during the academic year 1956-57 at the Sims High School, South Carolina.

Subjects used were eighth, ninth, tenth, eleventh and twelfth grade students of the Sims High School, Union, South Carolina.

Instruments used were the Mooney Problem Check-List, the Heston Personal Inventory, and the Kuder Preference Record-Vocational. The Descriptive-Survey Method of Research, employing the survey-testing procedure, and employing the techniques of statistical analysis was used to gather data for this study.

The purposes of this study were achieved through the following procedural steps:

1. Permission to carry out the proposed research was obtained from the

administrative staff of the school involved in the study.

2. A stratified random-sampling of the school was taken.
3. The teachers were orientated to the project.
4. The students involved in this study were contacted to secure their cooperation and to acquaint them with the purpose and nature of the problem.
5. The Mooney Problem Check-List, the Personal Adjustment Inventory, and the Kuder Preference Record were administered to all subjects who were to participate in the study.
6. The data derived from the Check-List, the Heston Personal Adjustment Inventory, and the Kuder Preference Record were analyzed and interpreted.
7. The Findings, Conclusions, Implications, and Recommendations derived from the analysis and interpretation of the data were presented in the final chapter.

Summary of Pertinent Questions.-- The following statements summarize the findings of the pertinent questions:

1. To the question "Do you feel that the items you have marked give a well-rounded picture of your problem?", the girls checked one hundred eighty-two or 89.22 per cent "Yes", eight or 3.92 per cent "No," and fourteen or 6.86 per cent made no response. The boys checked one hundred twenty-one or 79.61 per cent "Yes", thirteen or 8.55 per cent "No," and eighteen or 11.84 per cent made no response.

Of the three hundred fifty-six students tested, three hundred checked "Yes," twenty-one checked "No" and thirty-two made no response.

2. To the question "Would you like to have more chance in school to

write out, think about and discuss matters of personal concern to you?" the girls checked one hundred seventy-three or 84.80 per cent "Yes", nine or 4.41 per cent "No," and twenty-two or 10.78 per cent made no response. The boys checked one hundred fourteen or 75.00 per cent "Yes," five or 3.29 per cent "No," and thirty-three or 32.49 per cent made no response.

Of the three hundred fifty-six students tested, a total of two hundred eighty-seven checked "Yes," fourteen or 7.70 per cent "No," and fifty-five or 32.49 per cent no response.

3. In response to the question, "If you had the chances would you like to talk with someone about your problems?" One hundred eighty-nine or 92.65 per cent of the girls indicated "Yes," eight or 3.92 per cent indicated "No," and seven or 3.43 per cent made no response. The boys indicated one hundred thirty-two "Yes," four or 2.63 per cent "No," and sixteen or 10.53 per cent made no response.

Of the three hundred fifty-six students tested, three hundred twenty-six or 179.49 per cent indicated "Yes," twelve or 6.55 per cent "No" and twenty-three or 13.96 per cent made no response.

4. In answer to the question "Do you have any particular person (s) with whom you would like to talk?" one hundred seventy-six or 86.27 per cent of the girls checked "Yes," twenty-one or 10.29 per cent checked "No," and seven or 3.43 per cent made no response. The boys checked one hundred thirty-eight or 90.79 per cent "Yes," nine or 5.92 "No," five or 3.29 per cent made no response.

Of the three hundred fifty-six students checked, three hundred-fourteen, or 177.06 per cent checked "Yes," thirty or 16.21 per cent checked "No," and twelve or 6.72 per cent made no response.

The summary of the Basic Findings - of the ten highest ranking problems of each of the eleven problem areas with reference to the data presented in Chapter II will be given in the paragraphs which follow.

In the area of Health and Physical Development - the response of the students indicated that they are very much concerned about problems pertaining to health. The girls indicated more interest than the boys in "poor appetites," "frequent colds," "poor complexion" and being "too short" otherwise the boys and girls expressed about the same interest in the problems.

In the area of Finances, Living Conditions, and Employment - there was tremendous interest shown by the boys and girls. Both groups were particularly interested in "wanting to earn some money" and "needing to learn how to spend money wisely," the boys were more concerned with "needing a part time job now" than were the girls.

In the area of Social and Recreational Activities - the girls and boys indicated much interest in social affairs particularly in the areas "trouble in conversing," and "wanting to learn to dance." "Not allowed to go out at night" often was a big problem for the girls, but not too much for the boys.

In the area of Courtship, Sex and Marriage - a major problem for the boys and girls was "no suitable place to go on dates." Both groups also indicated much concern with "wondering if I'll find a suitable mate." The girls showed greater interest in all the problems in this area except one, "no suitable place to go on dates."

In the area of Social and Psychological Relations - the boys and girls were about equally interested in the problems "getting into arguments" and "wanting a more pleasing personality," but the girls showed more interest



in all of the other areas on this component than the boys did.

In the area of Personal-Psychological Relations - there was much interest in the problems in this area by the boys and girls, with a slight advantage in favor of the girls. In the areas "forgetting things" and "sometimes wishing I'd never been born," however, the girls showed a much greater degree of interest.

In the area of Morals and Religion - these boys and girls indicated much concern over the problems in this area. Both groups were about equally interested in "wanting to feel close to God," and "wanting to understand more about the Bible."

In the area of Home and Family - there was less interest displayed in this area than any other. There was not too much difference in the response of the boys and girls except in "parents not trusting me" and "wanting more freedom at home" area in which the girls showed more concern than the boys did.

In the area of The Future: Vocational and Educational - these students evinced an unusual amount of interest in this area, and there was less difference in responses between the boys and the girls in this area than in any other.

In the area of Adjustment to School Work - this area is one of vital concern to the students as indicated by their responses. The reactions of the boys and girls coincided very much on all facets of this area.

In the area of Curriculum and Teaching Procedure - this was the second lowest area in responses to questions. The boys were primarily concerned with "made to take subjects I don't like," and "so often feel restless in class." The girls were concerned with "family not understanding what I have to do," and "school is too short." Both groups indicated that the "lunch

hour is too short."

The three hundred fifty-six students of Sims High School by their responses to the eleven areas of the Mooney Problem Check-List indicated an awareness of problems in all areas which they must resolve if they are to achieve a normal degree of adjustment.

Interpretive Summary on the Mooney Problem Check-List.-- The data indicate that in the areas of "finance, Living Conditions, and Employment," "The Future: Vocational and Recreational, " and "Adjustment to School Work" there was no difference between the problems troubling the girls and those troubling the boys. In the other eight areas, however, the differences between the two groups were significant.

Table 44, Appendix A, shows further that the difference between responses of the teachers and students was significant in all areas.

Interpretive Summary on the Heston Personal Adjustment Inventory.-- In Table 45, Appendix A, the data indicate that there was no significant difference in the adjustment of the boys and girls except in the areas of Confidence and Emotional Stability, in which the boys indicated the greater adjustment. Both groups fell consistently below the expected norms.

Interpretive Summary on the Kuder Preference Record.-- In Table 46, Appendix A, the data indicate that there were significant differences in responses between the boys and girls in all the ten areas. The boys showed more interest in persuasive, and social studies vocations, whereas the girls indicated decided preference for vocations having to do with clerical activities.

Kuder Preference Record Occupational Profile.-- The boys' mean score of 33.79 fell at the same percentile rank on the Outdoor component as that of members of the National Forest Staff and of Aviators. The girls' mean score of 28.84 was nearest the mean of secondary teachers of commercial

subjects. This indicates that the boys are interested in outdoor vocations whereas the girls are not.

The boys' mean score of 33.08 fell at the same percentile rank on the Mechanical component as that of pharmacists, physicians, and mail order company buyers. The girls' mean score of 21.04 was nearest the percentile rank of social workers. This indicates that neither the boys nor the girls is interested in vocations of a mechanical nature.

The mean score of 22.72 for the boys on the Computational component fell at the corresponding percentile rank for authors, editors, reporters, and camp counselors; the mean score of 28.78 for the girls fell at the corresponding percentile rank for high school teachers of languages, mail order company buyers, and dental hygienists. This indicates that both boys and girls are low in computational interests.

The boys' mean score of 33.72 on the Scientific component fell at the same percentile rank as that of shipping and receiving clerks; the mean score of 25.24 for the girls is the same percentile rank as that for musicians and music teachers, and for artists and art teachers. This reveals that both boys and girls are low in scientific interests.

The mean score of 50.4 for the boys on the Persuasion component was the same as the percentile rank of social and welfare workers, and financial institution clerks; the mean of 33.10 for the girls was the same as the percentile rank for trained nurses. This indicates that both boys and girls have little interests in vocations that require much power of persuasion.

The boys' mean score of 24.80 on the Artistic component fell at the same percentile rank as that of rehabilitation counselors and school administrators; the girls' mean score of 27.52 was the same as the percentile

rank of sales clerks. This reveals that the boys and girls have little interest in artistic vocations.

The mean score of 18.02 for the boys on the Literary component did not approximate any of the percentile ranks listed, the lowest one being 35, the percentile rank for farm supply store managers; the mean score of 48.97 for the girls was comparable to the percentile rank of home economics teachers, and private duty nurses. This indicates that the boys and girls have little interest in literary pursuits.

The boys' mean score of 11.42 on the Musical component was nearest the percentile rank of supervisors of vocational rehabilitation and county agricultural agents whose scores fell at the fifteenth and twenty-eighth percentile respectively; the girls' mean score of 40.06 was nearest that of office machine operators and high school mathematics teachers whose score fell at the forty-fourth percentile. This implies that interest in music as a vocation is very low among the boys and girls.

The mean score of 51.52 for the boys on the Social Service component fell at the percentile rank as that of retail store managers, and buyers for mail order companies; the mean score of 52.5 for the girls fell at the same percentile rank as that of department sales persons and office clerks. This indicates little interest among the boys and girls in social service.

The boys' mean score of 49.96 on the Clerical component fell at the same percentile rank as that of sales managers, and department store managers; the mean score of 67.93 for the girls fell at the same percentile rank as bookkeepers and cashiers. This reveals low clerical interest among the boys, while the girls evinced a high degree of interest in the clerical component.

The teachers did not manifest their ability to interpret and understand the problems experienced by the students.

The ten highest ranking specific problems experienced by the students in the area of Health and Physical Development were: "being underweight," 32.30 per cent; "not getting enough exercise," 23.88 per cent; "frequent headaches," 20.79 per cent; "weak eyes," 33.43 per cent; "poor appetite," 18.82 per cent; "not healthy," 30.92 per cent; "not getting enough sleep," 28.93; "frequent colds," 21.91 per cent; "poor complexion," 19.94 per cent, "too short," 15.73 per cent.

In the area of Finances, Living Conditions, and Employment, the ten highest ranking specific problems were: "needing to learn how to spend money wisely," 47.19 per cent; "having to ask parents for money," 44.94 per cent; "wanting to buy some of my things," 39.04 per cent; "needing money for education after high school," 27.25 per cent; "needing a part time job now," 25.56 per cent; "needing a job during vacations," 35.39 per cent; "having no car in the family," 17.70 per cent; "parents working too hard," 21.63 per cent.

The ten highest ranking specific problems in the area of Social and Recreational Activities were: "trouble in conversing," 29.78 per cent; "not enjoying many things like others," 18.26 per cent; "too little chance to go to shows," 20.79 per cent; "wanting to learn how to dance," 36.80 per cent; "wanting to improve my appearance," 28.09 per cent; "too careless with clothes and belongings," 16.01 per cent; "too little chance to do what I want," 16.49 per cent; "too little chance to get into sports," 17.42 per cent; "no good place for sports around home," 19.10 per cent; "not allowed to go out at night often," 13.82 per cent.

In the area of Courtship, Sex and Marriage the ten highest ranking specific problems were: "having dates," 15.45 per cent; "no suitable place to go on dates," 35.11 per cent; "too few dates," 14.61 per cent; "wondering if I'll find a suitable mate," 29.49 per cent; "loving someone who doesn't love me," 13.76 per cent; "deciding whether I am in love," 16.01 per cent; "afraid of losing one I love," 16.51 per cent; "wondering if I'll ever get married," 19.10 per cent; "wondering how far to go with the opposite sex," 14.33 per cent; "needing information about sex," 22.47 per cent.

In the area of Social-Psychological Relations the ten highest ranking specific questions were: "getting into arguments," 27.53 per cent; "being talked about," 21.91 per cent; "wanting a more pleasing personality," 23.88 per cent; "feeling easily hurt," 17.70 per cent; "being watched by other people," 19.94 per cent; "wanting to be more popular," 21.07 per cent; "being disliked by someone," 20.79 per cent; "speaking or acting without thinking," 15.17 per cent; "finding it hard to talk about my trouble," 21.07 per cent; "No one to tell my troubles to," 17.98 per cent.

The ten highest ranking specific problems in the area of Personal-Psychological Relations were: "losing my temper," 28.09 per cent; "taking some things too seriously," 21.91 per cent; "being nervous," 29.49 per cent; "worrying," 25.56 per cent; "daydreaming," 28.09 per cent; "forgetting things," 46.07 per cent; "not taking some things seriously enough," 31.18 per cent; "trouble making up my mind about things," 27.25 per cent; "afraid of making mistakes," 30.34 per cent; "sometimes wishing I'd never been born," 19.94 per cent.

In the area of Morals and Religion the ten highest ranking specific problems were: "wanting to feel close to God," 31.74 per cent; "parents old

fashioned in their ideas," 20.79 per cent; "wanting to understand more about the Bible," 32.30 per cent; "wondering what becomes of people when they die," 21.63 per cent; "can't forget some mistakes I've made," 31.18 per cent; "bothered by ideas of heaven and hell," 13.76 per cent; "sometimes lying without meaning to," 19.38 per cent; "having a certain bad habit," 18.54 per cent; "sometimes not as honest as I should be," 20.51 per cent; "being punished for something I didn't do," 20.51 per cent.

The ten highest ranking specific problems in the area of Home and Family were: "wondering about a member of the family," 15.45 per cent; "sickness in the family," 14.61 per cent; "parents not understanding me," 18.26 per cent; "being treated like a child," 13.48 per cent; "being criticized by my parents," 11.52 per cent; "parents not trusting me," 11.52 per cent; "wanting more freedom at home," 12.92 per cent; "family quarrels," 10.11 per cent; "wanting to leave home," 8.99 per cent; "not telling parents everything," 16.85 per cent.

The ten highest ranking specific problems in the area of the Future: Vocational and Educational were: "wanting advise on what to do after high school," 44.66 per cent; "needing to decide on an occupation," 22.47 per cent; "needing to know more about occupations," 20.22 per cent; "choosing best subjects to take next term," 19.10 per cent; "choosing best subjects to prepare for college," 19.38 per cent; "needing to plan ahead for the future," 18.26 per cent; "wanting to learn a trade," 26.40 per cent; "deciding whether or not to go to college," 30.62 per cent; "needing to know more about colleges," 21.63 per cent; "choosing the best subjects to prepare for a job," 17.42 per cent.

The ten highest ranking specific problems in Adjustment to School Work

were: "not spending enough time in study," 49.16 per cent; "unable to express myself well in words," 28.93 per cent; "trouble with oral reports," 22.75 per cent; "not interested in some subjects," 23.31 per cent; "trouble with mathematics," 32.02 per cent; "weak in spelling or grammar," 24.44 per cent; "worrying about grades," 25.84 per cent; "worrying about examinations," 42.42 per cent; "getting low grades," 23.60 per cent; "just can't get some subjects," 28.93 per cent.

In the area of Curriculum and Teaching Procedure the ten highest ranking specific problems were: "family not understanding what I have to do in school," 19.38 per cent; "wanting subjects not offered by the school," 14.61 per cent; "made to take subjects I don't like," 15.73 per cent; "teachers too hard to understand," 12.64 per cent; "so often feel restless in class," 25.56 per cent; "too little freedom in classes," 14.33 per cent; "too much required in some subjects," 19.38; "not enough school spirit," 12.64 per cent; "school is too strict; classes too dull," 14.04 per cent; "lunch hour too short," 30.06 per cent.

The differences between the responses of the boys and girls in the ten highest ranking problems on the Health and Physical Development component were: "being underweight;" boys 25.33 per cent, girls, 29.90 per cent, difference of 4.57 per cent in favor of the girls; "not getting enough exercise": boys, 21.05 per cent, girls, 25.98 per cent, a difference of 4.93 per cent in favor of the girls; "frequent headaches": boys, 21.71 per cent, girls, 20.10 per cent, a difference of 1.61 per cent in favor of the boys; "weak eyes": boys, 25.65 per cent, girls 39.22, a difference of 13.57 per cent in favor of the girls; "poor appetite": boys, 11.18 per cent, girls, 24.51 per cent, a difference of 13.33 per cent in favor of the girls, 26.47



per cent, a difference of 10.37 per cent in favor of the boys; "not getting enough sleep": boys, 34.87 per cent, girls, 24.51 per cent, a difference of 10.36 per cent in favor of the boys; "frequent colds": boys 17.76 per cent, girls, 25.00 per cent, a difference of 7.24 per cent in favor of the girls; "poor complexion": boys, 9.21, girls, 27.94 per cent, a difference of 8.73 per cent in favor of the girls; "too short": boys, 20.39 per cent, girls, 12.25 per cent, a difference of 8.14 per cent in favor of the boys.

The differences between the girls in the area of Finances, Living Conditions, and Employment were: "needing to learn how to spend money wisely": boys, 57.24 per cent, girls, 39.71 per cent, a difference of 17.53 per cent in favor of the boys; "having to ask parents for money": boys, 38.16 per cent, girls, 36.76 per cent, a difference of 1.40 per cent in favor of the girls; "too few nice clothes": boys, 13.14 per cent, girls, 29.41 per cent, a difference of 16.27 per cent in favor of the girls; "wanting to earn some money": boys, 53.95 per cent, girls, 38.24 per cent, a difference of 15.71 per cent in favor of the boys; "wanting to buy some of my things": boys, 40.79 per cent, girls, 37.75 per cent, a difference of 3.04 per cent in favor of the boys; "needing money for education after high school": boys, 33.55 per cent, girls 22.55 per cent, a difference of 10.00 per cent in favor of the boys; "needing a part time job now": boys, 36.84 per cent, girls, 17.16 per cent, a difference of 19.68 per cent in favor of the boys; "needing a job during vacations": boys, 40.13 per cent, girls, 31.86 per cent, a difference of 8.27 per cent in favor of the boys; "having no car in the family": boys, 21.05 per cent, girls, 15.20 per cent, a difference of 5.85 per cent in favor of the boys; "parents working too hard," boys, 24.34 per cent, girls, 19.61 per cent, a difference of 4.73 per cent in favor of

the boys.

The differences between the responses of the boys and girls on the area of Social and Recreational Activities were as follows: "trouble conversing": boys, 28.95 per cent, girls, 30.39 per cent, a difference of 1.44 per cent in favor of the girls; "not enjoying many things like others": boys, 19.08 per cent; girls, 17.75 per cent, a difference of 1.33 per cent in favor of the boys; "too little chance to go to shows": boys, 12.50 per cent, girls, 26.96 per cent, a difference of 14.46 per cent in favor of the girls; "wanting to learn how to dance": boys, 38.16 per cent, girls, 35.29 per cent, a difference of 2.87 per cent in favor of the boys; "wanting to improve my appearance": boys, 21.71 per cent, girls, 32.35 per cent, a difference of 10.64 per cent in favor of the girls; "too careless with clothes and belongings": boys, 13.82 per cent, girls, 17.75 per cent, a difference of 3.93 per cent in favor of the girls; "too little chance to do what I want": boys, 14.47 per cent, girls, 17.75 per cent, a difference of 3.28 per cent in favor of the girls; "too little chance to get into sports": boys, 21.05 per cent, girls, 14.71 per cent, a difference of 6.34 per cent in favor of the boys; 13.14 per cent, girls 23.53 per cent, a difference of 10.39 per cent in favor of the girls; "not allowed to go out at night often": boys, 7.89 per cent, girls, 26.96 per cent, a difference of 19.07 per cent in favor of the girls.

The differences in responses of the boys and girls on the area of Courtship, Sex, and Marriage are shown as follows: "having dates": boys, 9.87 per cent, girls, 19.75 per cent, a difference of 9.88 per cent, in favor of the girls; "no suitable place to go on dates"; boys, 40.13 per cent, girls, 31.37 per cent, a difference of 8.76 per cent in favor of the boys; "too few dates"; boys, 12.50 per cent, girls, 16.18 per cent, a difference of 3.68 per cent,

in favor of the girls; "wondering if I'll find a suitable mate": boys, 26.32 per cent, girls, 31.86 per cent, a difference of 5.54 per cent in favor of the girls; "loving someone who doesn't love me": boys 11.84 per cent, girls, 15.20 per cent, a difference of 3.36 per cent in favor of the girls; "deciding whether I am in love": boys, 9.21 per cent, girls, 21.08 per cent a difference of 11.87 per cent in favor of the girls; "afraid of losing one I love": boys, 11.84 per cent, girls, 20.10 per cent, a difference of 8.26 per cent in favor of the girls; "wondering if I'll ever get married": boys, 13.14 per cent, girls, 23.53 per cent, a difference of 10.29 per cent in favor of the girls; "wondering how far to go with the opposite sex": boys, 10.52 per cent, girls, 17.16, a difference of 6.64 per cent in favor of the girls; "needing information about sex matters": boys, 14.47 per cent, girls, 28.43 per cent, a difference of 13.96 per cent in favor of the girls.

The differences in responses between the boys and girls on the area of Social and Psychological Relations were as follows: "getting into arguments": boys, 28.95 per cent, girls, 26.47 per cent, a difference of 2.48 per cent in favor of the boys; "being talked about": boys, 16.45 per cent, girls, 25.95 per cent, a difference of 9.50 per cent in favor of the girls; "wanting a more pleasing personality": boys, 23.03 per cent, girls, 24.51 per cent, a difference of 1.48 per cent in favor of the girls; "feelings easily hurt": boys 11.84 per cent, girls 20.06 per cent, a difference of 8.22 per cent in favor of the girls; "being watched by other people": boys, 15.13 per cent, girls, 23.53 per cent, a difference of 8.40 per cent in favor of the girls; "wanting to be more popular": boys, 17.76 per cent, girls, 23.53 per cent a difference of 5.77 per cent in favor of the girls; "being disliked by someone": boys, 17.76 per cent, girls, 23.04 per cent, a difference of 5.28 per cent in favor of the girls; "speaking or acting without thinking":

boys, 14.47 per cent, girls, 15.69 per cent, a difference of 1.22 per cent in favor of the girls; "finding it hard to talk about my trouble": boys, 13.82 per cent, girls 26.47 per cent, a difference of 12.65 per cent in favor of the girls; "no one to tell my trouble to": boys, 10.52 per cent, girls, 17.98 per cent, a difference of 7.46 per cent in favor of the girls.

In the area of Personal - Psychological Relations the differences in responses as follows: "losing my temper": boys, 25.66 per cent, girls, 29.90 per cent, a difference of 4.24 per cent in favor of the girls; "taking some things too seriously": boys, 18.42 per cent, girls, 24.51 per cent, a difference of 6.09 per cent; "being nervous": boys, 26.32 per cent, girls, 31.86 per cent, a difference of 5.54 per cent; "worrying": boys, 24.34 per cent, girls, 26.47 per cent, a difference of 2.13 per cent in favor of the girls; "daydreaming": boys, 21.05 per cent, girls 33.33 per cent, a difference of 12.28 per cent in favor of the girls; "forgetting things": boys, 4.83 per cent, girls, 44.61 per cent, a difference of 39.78 per cent in favor of the girls; "not taking some things seriously enough": boys, 28.95 per cent, girls, 32.84 per cent, a difference of 3.89 per cent in favor of the girls; "trouble making up my mind about things": boys, 21.05 per cent, girls 31.86, a difference of 10.81 per cent in favor of the girls; "afraid of making a mistake": boys, 26.32 per cent, girls, 33.33 per cent, a difference of 7.01 per cent in favor of the girls; "sometimes wishing I'd never been born": boys, 12.50 per cent, girls, 25.49 per cent, a difference of 12.99 per cent, in favor of the girls.

The differences in responses in the area of Morals and Religion between the boys and girls were as follows: "wanting to feel close to God": boys, 28.29 per cent, girls, 34.31 per cent, a difference of 6.02 per cent;

"parents old fashioned": boys, 12.50 per cent, girls, 26.96 per cent, a difference of 14.46 per cent in favor of the girls; "wanting to understand more about the Bible": boys, 32.89 per cent, girls 31.86 per cent, a difference of 1.03 per cent in favor of the boys; "wondering what becomes of people when they die": boys, 18.42 per cent, girls, 24.02 per cent, a difference of 5.60 per cent in favor of the girls; "can't forget some mistakes I've made": boys, 26.32 per cent, girls, 34.80 per cent, a difference of 8.48 per cent in favor of the girls; "bothered by ideas of heaven and hell": boys, 13.82 per cent, girls, 13.73 per cent, a difference of .09 per cent in favor of the boys; "sometimes lying without meaning to": boys, 13.82 per cent, girls, 23.53 per cent, a difference of 9.71 per cent; "having a certain bad habit": boys, 20.39 per cent, girls, 17.16 per cent, a difference of 3.23 per cent in favor of the boys; "sometimes not as honest as I should be": boys, 21.05 per cent, girls 20.10 per cent, a difference of .95 per cent in favor of the boys; "being punished for something I didn't do": boys, 15.79 per cent, girls, 24.02 per cent, a difference of 8.23 per cent in favor of the girls.

In the area of Home and Family the differences in responses between the boys and girls were as follows: "wondering about a member of the family": boys, 19.08 per cent, girls, 12.75 per cent, a difference of 6.33 per cent in favor of the boys; "sickness in the family": boys, 14.47 per cent, girls 14.71 per cent, a difference of .24 in favor of the girls; "parents not understand me": boys, 15.13 per cent, girls 20.59, a difference of 5.46 per cent; "being treated like a child": boys, 9.21 per cent, girls 16.67 per cent, a difference of 7.46 per cent in favor of the girls; "being criticized by my parents": boys, 10.52 per cent, girls 12.25 per cent, a difference of 1.73 per cent in favor of the girls; "parents not trusting me": boys, 5.26 per cent, girls, 16.18 per cent, a difference of 10.92 per cent in favor of the

girls; "wanting more freedom at home": boys, 9.21 per cent, girls, 15.69 per cent, a difference of 6.48 per cent; "family quarrels": boys, 10.52 per cent, girls, 9.80 per cent, a difference of .72 per cent; "wanting to leave home": boys, 7.24 per cent, girls, 10.29 per cent, a difference of 3.05 per cent in favor of the girls; "not telling parents everything": boys, 12.50 per cent, girls 20.10 per cent, a difference of 7.60 per cent in favor of the girls.

The differences in responses between the boys and girls in the area of Curriculum and Teaching Procedure were as follows: "family not understanding what I have to do in school": boys, 16.45 per cent, girls, 21.57 per cent, a difference of 5.12 per cent in favor of the girls; "wanting subjects not offered by the school": boys, 15.79 per cent, girls, 13.73 per cent, a difference of 2.06 per cent; "made to take subjects I don't like": boys, 20.39 per cent, girls, 12.25 per cent, a difference of 8.14 per cent in favor of the boys; "teachers hard to understand": boys, 14.47 per cent, girls 11.27 per cent, a difference of 3.20 per cent in favor of the boys; "so often feel restless in class": boys, 28.29 per cent, girls, 23.53 per cent, a difference of 4.76 per cent in favor of the boys; "too much work required in some subjects": boys, 17.76, girls 20.59, a difference of 2.83 per cent in favor of the girls; "not enough school spirit": boys, 12.50 per cent, girls, 12.75 per cent, a difference of .25 per cent in favor of the girls; "school is too strict": boys, 16.45 per cent, girls 25.00 per cent, a difference of 8.55 per cent in favor of the girls; "classes too dull": boys, 11.18 per cent, girls 16.18 per cent, a difference of 5.00 per cent in favor of the girls; "lunch hour too short": boys, 31.58 per cent, girls, 28.89 per cent, a difference of 2.69 per cent in favor of the boys.

The differences in responses between the boys and girls in the area of the Future: Vocational and Educational are as follows: "wanting advice on

what to do after high school": boys, 50.66 per cent, girls, 40.20 per cent, a difference of 10.46 per cent in favor of the boys; "needing to decide on an occupation": boys, 31.58 per cent, girls, 15.69 per cent, a difference of 15.89 per cent in favor of the boys; "needing to know more about occupations": boys, 27.63 per cent, girls 14.71 per cent, a difference of 12.92 per cent in favor of the boys; "choosing best subjects to take next term": boys, 15.79 per cent, girls 21.57 per cent, a difference of 4.78 per cent in favor of the girls; "choosing best subjects to prepare for college": boys, 19.08 per cent, girls, 19.75 per cent, a difference of .67 per cent in favor of the girls; "needing to plan ahead for the future": boys, 20.39 per cent, girls, 16.67, a difference of 3.72 per cent in favor of the boys; "wanting to learn a trade": boys, 35.53 per cent, girls, 19.61 per cent, a difference of 15.92 per cent in favor of the boys; "deciding whether or not to go to college": boys, 32.24 per cent, girls, 29.41 per cent, a difference of 2.83 per cent in favor of the boys; "needing to know more about colleges": boys, 19.08 per cent, girls, 23.53 per cent, a difference of 4.45 per cent in favor of the girls; "choosing best subjects to prepare for a job": boys, 23.68 per cent, girls, 12.75 per cent, a difference of 10.93 per cent in favor of the boys.

The differences in responses between the boys and girls in the area of Adjustment to school work are as follows: "not spending enough time in study": boys, 52.63 per cent, girls, 46.57, a difference of 6.06 per cent in favor of the boys; "unable to express myself well in words": boys, 34.21 per cent, girls, 25.00 per cent, a difference of 9.21 per cent in favor of the boys; "trouble with oral reports": boys, 26.32, girls, 20.10 per cent, a difference of 6.22 per cent in favor of the boys; "not interested in some subjects":

boys 25.00 per cent, girls, 20.06 per cent, a difference of 4.94 per cent; "trouble in mathematics": boys, 30.93 per cent, girls, 32.84 per cent, a difference of 1.91 per cent in favor of the girls; "weak in spelling or grammar": boys, 28.29 per cent, girls 21.57 per cent, a difference of 6.72 per cent in favor of the boys; "worrying about grades": boys, 19.08, per cent, girls, 30.88 per cent, a difference of 11.80 per cent in favor of the girls; "worrying about examinations": boys, 39.54 per cent, girls, 44.61 per cent, a difference of 5.07 per cent in favor of the girls; "getting low grades": boys, 27.63 per cent, girls, 20.59 per cent, a difference of 7.04 per cent in favor of the boys; "just can't get some subjects": boys, 29.67 per cent, girls, 28.43 per cent with a difference of 1.24 per cent in favor of the boys.

That the students were anxious for guidance is shown by their responses to the question, "If you had the chance, would you like to talk with someone about your problems?" Three hundred twenty-one or 179.49 per cent, checked "Yes," twelve or 6.55 per cent checked "No," twenty-three or 13.96 per cent made no response.

The teachers did not manifest their ability to interpret and understand the problems experienced by the students.

The boys' mean score on the Confidence component of the Heston Personal Adjustment Inventory fell at the thirty-ninth percentile; the girls mean score fell at the forty-third percentile.

The boys' mean score on the Sociability component fell at the fortieth percentile; the girls' mean score fell at the thirty-fourth percentile.

The mean score for the boys on the Analytical component fell at the forty-ninth percentile; the girls' fell at the twenty-ninth percentile.



The mean score for the boys on the Personal Relations component fell at the twenty-second percentile; the girls' fell at the twenty-fifth percentile.

The mean score for the boys on the Home Satisfaction component fell at the twenty-ninth percentile; the girls' fell at the twenty-third percentile.

The boys' mean score on the Emotional Stability component fell at the twenty-ninth percentile; the girls' fell at the forty-fourth percentile.

The responses of the students on the Kuder Preference Record are given in the following paragraphs:

On the Outdoor component the mean score of 33.79 for the boys fell at the percentile rank as that of members of the National Forest Staff and Aviators; the girls' mean score of 28.84 was nearest the mean of secondary teachers of secondary or commercial subjects.

On the Mechanical component, the boys' mean score of 33.08 fell at the same percentile rank as that of pharmacists and physicians; the girls' mean score of 21.04 was nearest the percentile rank of social workers.

On the Computational component the boys' mean score of 22.72 fell at the corresponding percentile rank for authors, editors and reporters; the mean score of 28.78 for the girls fell at the corresponding percentile rank for school teachers of languages and dental hygienists.

The boys' mean score of 33.72 on the Scientific component fell at the same percentile rank as that of shipping and receiving clerks; the girls' mean score of 25.24 fell at the same percentile rank as that for musicians, music teachers and art teachers.

On the Persuasion component the boys' mean score of 50.4 fell at the same percentile rank as that of social and welfare workers; the girls' mean of 33.10 fell at the same percentile rank as that for trained nurses.

On the Artistic component the boys' mean score of 24.80 fell at the same percentile rank as that of rehabilitation counselors; the girls' mean score of 27.52 fell at the same percentile rank as that of sales clerks.

The mean score of 18.02 for the boys on the Literary component did not approach any of the percentile ranks listed; the girls' mean of 48.97 fell at the same percentile rank as that of home economists teachers, and private duty nurses.

The mean score of 11.42 for the boys' on the Musical component fell at the same percentile rank as that of vocational rehabilitation supervisors; the girls' mean scores of 40.06 fell at the percentile rank of office machine operators.

The implications suggested by these findings are to be found under the caption Implications immediately following the conclusions.

The mean score of 51.52 for the boys on the Social Service component fell at the same percentile rank as that of retail store managers; the mean score of 52.5 for the girls fell at the same percentile rank as that of office clerks and department sales persons.

On the Clerical component the boys' mean score of 49.96 on the clerical component fell at the same percentile rank as that of sales managers; the girls' mean score of 67.93 fell at the same percentile rank as that of bookkeepers and cashiers.

Conclusions.-- The analysis and interpretation of the data of this study warrant the following conclusions:

1. The students indicated by their responses to the eleven areas of the Mooney Problem Check-List that they were aware of the kinds of problems they must resolve if they are to achieve a normal degree of

adjustment.

2. The teachers did not manifest their ability to interpret and understand the problems experienced by the students.
3. The students were vitally concerned with problems relating to their social, educational and vocational welfare.
4. The boys were decidedly more concerned with problems relative to making a satisfactory vocational adjustment after high school, whereas the girls were more concerned with problems relative to personal adjustment.
5. The majority of the students are anxious for guidance in helping them resolve their problems.
6. The students were below the expected norms in their personal adjustment.
7. The boys were interested in outdoor vocations; the girls were interested in vocations of a clerical nature.

Implications.-- The analysis and interpretation of the data of this study warrant the following implications:

1. That there is a need for the teachers at Sims High School to increase their awareness of the problems which are of concern to the students.
2. There is a need for guidance services which will serve the social, educational and vocational needs of the students as expressed in Chapter II.
3. There is a need for the cooperation of parents, and teachers in a concerted effort to improve the personal adjustment of the students.

Recommendations.-- A careful analysis and interpretation of the data presented in this study warrant the following recommendations:

1. That the Sims High School give serious consideration to the inauguration of an in-service program among its teachers for the purpose of increasing the awareness of student problems and needs.
2. That the Sims High School give serious consideration to the inauguration of a guidance committee composed of parents and teachers which will serve the needs and problems of the students.
3. That the Sims High School give serious consideration to the inauguration of a yearly evaluation of the problems and vocational interests of its students.

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**APPENDICES:**

- A. SUMMARY TABLES 44 THROUGH 46
- B. PRINTED MATERIALS - TESTS

TABLE 44

SUMMARY OF THE MOONEY PROBLEM CHECK-LIST ADMINISTERED TO THE THREE HUNDRED FIFTY-SIX STUDENTS OF THE EIGHTH, NINTH, TENTH, ELEVENTH AND TWELFTH GRADES OF THE SIMS HIGH SCHOOL, UNION, SOUTH CAROLINA, DURING THE SCHOOL TERM 1956-1957

Component	Mean				S.D.				S.E.				S.E. m <sub>1</sub> -m <sub>2</sub>		m <sub>1</sub> -m <sub>2</sub>		t	
	Boys	Girls	Students	Teachers	Boys	Girls	Students	Teachers	Boys	Girls	Students	Teachers	Boys	Students	Boys	Students	Boys	Student
I Health and Physical Developments	20.63	83.64	48.8	6.63	15.00	20.16	34.00	3.59	2.79	3.74	6.30	.67	4.67	6.33	62.99	42.17	14.83	6.68
II Finances, Living Conditions and Employment	28.55	31.49	60.84	7.83	22.64	3.40	44.7	4.44	4.30	.63	8.30	.82	4.25	8.34	2.94	51.03	.69	6.36
III Social and Recreational Activities	19.67	32.5	81.84	7.07	10.55	3.10	24.60	3.51	1.96	.57	4.86	.67	2.04	4.51	12.83	74.77	6.29	14.89
IV Courtship, Sex and Marriage	13.74	28.70	48.5	8.07	8.88	13.60	23.64	23.24	1.64	2.55	3.83	.60	3.03	3.83	14.96	40.43	4.93	10.42
V Social-Psychological Relations	20.03	42.9	66.81	7.20	16.24	18.97	33.70	4.09	3.01	3.52	6.25	.76	4.63	6.30	22.87	59.61	4.94	9.46
VI Personal Psychological Relations	14.97	31.17	76.5	7.17	12.35	15.25	23.40	4.16	2.29	2.83	4.34	.77	3.64	4.41	18.20	69.33	4.45	15.71
VII Moral and Religion	11.17	19.21	30.66	7.73	6.16	10.16	15.10	3.96	1.14	1.88	2.81	.73	2.20	2.90	12.93	22.93	5.87	7.88
VIII Home and Family	18.00	28.2	45.5	6.73	13.00	19.95	31.30	3.65	2.41	4.70	5.82	.68	4.42	5.86	10.20	38.77	2.32	6.71
IX The Future: Vocational and Recreation	29.13	37.03	66.5	11.83	17.15	23.03	38.25	4.00	3.18	4.27	7.11	.74	5.32	7.15	7.94	54.67	1.49	7.66
X Adjustment to School Work	25.4	26.67	53.01	7.43	17.15	17.78	32.85	3.78	3.18	3.29	6.09	.71	4.57	6.13	.27	45.58	.06	7.34
XI Curriculum and Teaching Procedures	16.64	22.56	39.16	7.67	10.08	11.72	23.10	3.00	1.85	2.17	4.28	.56	2.85	4.32	5.92	31.49	2.07	7.29
Correlations																		
Components	I	II	III	IV	V	VI	VII	VIII	IX	X	XI							
r	.23	-.04	.34	-.19	.25	.24	.10	.07	.49	.43	.30							
S.E. r	.17	.18	.16	.18	.17	.17	.18	.18	.14	.15	.17							



TABLE 45

SUMMARY OF THE HESTON PERSONAL ADJUSTMENT INVENTORY ADMINISTERED TO THE THREE HUNDRED FIFTY-SIX STUDENTS OF THE EIGHTH, NINTH, TENTH, ELEVENTH AND TWELFTH GRADES OF THE SIMS HIGH SCHOOL, UNION, SOUTH CAROLINE DURING THE SCHOOL TERM 1956-57

Component	Mean		S.D.		S.E.		S.E. M <sub>1</sub> - M <sub>2</sub>	M <sub>1</sub> - M <sub>2</sub>	t
	Boys	Girls	Boys	Girls	Boys	Girls			
Confidence	23.74	21.22	6.12	5.85	.48	.42	.64	2.52	3.94
Stability	22.45	22.90	6.48	6.12	.50	.44	.67	.45	1.49
Analytical	22.63	21.46	4.89	5.43	.38	.39	.54	1.17	.46
Personal Relations	18.16	17.62	5.31	6.36	.41	.46	.61	.44	.72
Home Satisfaction	30.79	29.05	8.25	8.93	.64	.65	.91	1.74	1.91
Emotional Stability	23.93	20.53	6.18	6.45	.48	.47	.67	2.40	5.07

Percentile Ranks

I. Boys - 39th  
Girls - 43rd

II. Boys - 40th  
Girls - 33rd

III. Boys - 49th  
Girls - 29th

IV. Boys - 22nd  
Girls - 25th

V. Boys - 29th  
Girls - 23rd

VI. Boys - 29th  
Girls - 39th

TABLE 46

THE KUDER REFERENCE RECORD ADMINISTERED TO THE THREE HUNDRED FIFTY-SIX STUDENTS OF THE EIGHTH, NINTH AND TWELFTH GRADES OF THE SIMS HIGH SCHOOL, UNION, SOUTH CAROLINA, DURING THE SCHOOL TERM 1956

	Mean		S.D.		Boys	S.E.		S.E. m <sub>1</sub>
	Boys	Girls	Boys	Girls		Boys	Girls	
	33.79	28.84	7.35	8.54	.62	.72	.95	
	33.08	21.04	3.14	4.98	.26	.34	.43	
	22.72	28.78	3.42	4.74	.29	.32	.43	
	33.72	25.23	3.84	8.61	.32	.59	.67	
	50.4	33.10	3.92	5.34	.33	.37	.50	
	24.80	27.52	4.40	3.76	.37	.26	.45	
	18.02	48.98	4.74	8.97	.40	.61	.73	
	11.42	40.06	2.88	7.14	.24	.49	.54	
	51.52	52.5	3.54	4.70	.30	.32	.44	
	49.96	67.93	8.88	11.70	.75	.80	1.10	

**1950  
REVISION**

**MOONEY PROBLEM CHECK LIST**

**ROSS L. MOONEY**  
Bureau of Educational Research  
Ohio State University

**H HIGH  
SCHOOL  
FORM**

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

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

Name of school.....

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

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

Date.....

**DIRECTIONS**

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, 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.

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. Getting sick too often
5. Tiring very easily
6. Needing to learn how to save money
7. Not knowing how to spend my money wisely
8. Having less money than my friends have
9. Having to ask parents for money
10. Having no regular allowance (or income)
11. Slow in getting acquainted with people
12. Awkward in meeting people
13. Being ill at ease at social affairs
14. Trouble in keeping a conversation going
15. Unsure of my social etiquette
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Not being attractive to the opposite sex
20. Not being allowed to have dates
21. Getting into arguments
22. Hurting people's feelings
23. Being talked about
24. Being made fun of
25. Being "different"
26. Losing my temper
27. Taking some things too seriously
28. Being nervous
29. Getting excited too easily
30. Worrying
31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I'm told
35. Confused on some of my religious beliefs
36. Worried about a member of the family
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 the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school
46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study
51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Subjects not related to everyday life
56. Frequent headaches
57. Weak eyes
58. Often not hungry for my meals
59. Not eating the right food
60. Gradually losing weight
61. Too few nice clothes
62. Too little money for recreation
63. Family worried about money
64. Having to watch every penny I spend
65. Having to quit school to work
66. Not enough time for recreation
67. Not enjoying many things others enjoy
68. Too little chance to read what I like
69. Too little chance to get out and enjoy nature
70. Wanting more time to myself
71. No suitable places to go on dates
72. Not knowing how to entertain on a date
73. Too few dates
74. Afraid of close contact with the opposite sex
75. Embarrassed by talk about sex
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Worrying how I impress people
79. Too easily led by other people
80. Lacking leadership ability
81. Daydreaming
82. Being careless
83. Forgetting things
84. Being lazy
85. Not taking some things seriously enough
86. Parents making me go to church
87. Disliking church services
88. Doubting the value of worship and prayer
89. Wanting to feel close to God
90. Affected by racial or religious prejudice
91. Not living with my parents
92. Parents separated or divorced
93. Father or mother not living
94. Not having any fun with mother or dad
95. Feeling I don't really have a home
96. Needing to decide on an occupation
97. Needing to know more about occupations
98. Restless to get out of school and into a job
99. Can't see that school work is doing me any good
100. Want to be on my own
101. Not really interested in books
102. Unable to express myself well in words
103. Vocabulary too limited
104. Trouble with oral reports
105. Afraid to speak up in class discussions
106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes

- |   |  |   |   |
|---|--|---|---|
| 111. Not as strong and healthy as I should be       | 166. Poor complexion or skin trouble                 | 221. Trouble with my hearing                        | 276. Poor teeth                                   |
| 112. Not getting enough outdoor air and sunshine    | 167. Poor posture                                    | 222. Speech handicap (stuttering, etc.)             | 277. Nose or sinus trouble                        |
| 113. Not getting enough sleep                       | 168. Too short                                       | 223. Allergies (hay fever, asthma, hives, etc.)     | 278. Smoking                                      |
| 114. Frequent colds                                 | 169. Too tall  | 224. Glandular disorders (thyroid, lymph, etc.)     | 279. Trouble with my feet                         |
| 115. Frequent sore throat                           | 170. Not very attractive physically                  | 225. Menstrual or female disorders                  | 280. Bothered by a physical handicap              |
| 116. Wanting to earn some of my own money           | 171. Living too far from school                      | 226. Parents working too hard                       | 281. Borrowing money                              |
| 117. Wanting to buy more of my own things           | 172. Relatives living with us                        | 227. Not having certain conveniences at home        | 282. Working too much outside of school hours     |
| 118. Needing money for education after high school  | 173. Not having a room of my own                     | 228. Not liking the people in my neighborhood       | 283. Working for most of my own expenses          |
| 119. Needing to find a part-time job now            | 174. Having no place to entertain friends            | 229. Wanting to live in a different neighborhood    | 284. Getting low pay for my work                  |
| 120. Needing a job during vacations                 | 175. Having no car in the family                     | 230. Ashamed of the home we live in                 | 285. Disliking my present job                     |
| 121. Nothing interesting to do in my spare time     | 176. Not being allowed to use the family car         | 231. Wanting to learn how to dance                  | 286. Too little chance to do what I want to do    |
| 122. Too little chance to go to shows               | 177. Not allowed to go around with the people I like | 232. Wanting to learn how to entertain              | 287. Too little chance to get into sports         |
| 123. Too little chance to enjoy radio or television | 178. So often not allowed to go out at night         | 233. Wanting to improve myself culturally           | 288. No good place for sports around home         |
| 124. Too little chance to pursue a hobby            | 179. In too few student activities                   | 234. Wanting to improve my appearance               | 289. Lacking skill in sports and games            |
| 125. Nothing interesting to do in vacation          | 180. Too little social life                          | 235. Too careless with my clothes and belongings    | 290. Not using my leisure time well               |
| 126. Disappointed in a love affair                  | 181. Being in love                                   | 236. Going with someone my family won't accept      | 291. Thinking too much about sex matters          |
| 127. Girl friend                                    | 182. Loving someone who doesn't love me              | 237. Afraid of losing the one I love                | 292. Concerned over proper sex behavior           |
| 128. Boy friend                                     | 183. Deciding whether I'm in love                    | 238. Breaking up a love affair                      | 293. Finding it hard to control sex urges         |
| 129. Deciding whether to go steady                  | 184. Deciding whether to become engaged              | 239. Wondering how far to go with the opposite sex  | 294. Worried about sex diseases                   |
| 130. Wondering if I'll find a suitable mate         | 185. Needing advice about marriage                   | 240. Wondering if I'll ever get married             | 295. Needing information about sex matters        |
| 131. Slow in making friends                         | 186. Being criticized by others                      | 241. Wanting to be more popular                     | 296. Being too envious or jealous                 |
| 132. Being timid or shy                             | 187. Being called "high-hat" or "stuck-up"           | 242. Disliking someone                              | 297. Speaking or acting without thinking          |
| 133. Feelings too easily hurt                       | 188. Being watched by other people                   | 243. Being disliked by someone                      | 298. Feeling that nobody understands me           |
| 134. Getting embarrassed too easily                 | 189. Being left out of things                        | 244. Avoiding someone I don't like                  | 299. Finding it hard to talk about my troubles    |
| 135. Feeling inferior                               | 190. Having feelings of extreme loneliness           | 245. Sometimes acting childish or immature          | 300. No one to tell my troubles to                |
| 136. Moodiness, "having the blues"                  | 191. Afraid to be left alone                         | 246. Being stubborn or obstinate                    | 301. Too many personal problems                   |
| 137. Trouble making up my mind about things         | 192. Too easily moved to tears                       | 247. Tending to exaggerate too much                 | 302. Having memories of an unhappy childhood      |
| 138. Afraid of making mistakes                      | 193. Failing in so many things I try to do           | 248. Having bad luck                                | 303. Bothered by bad dreams                       |
| 139. Too easily discouraged                         | 194. Can't see the value of most things I do         | 249. Not having any fun                             | 304. Sometimes bothered by thoughts of insanity   |
| 140. Sometimes wishing I'd never been born          | 195. Unhappy too much of the time                    | 250. Lacking self-confidence                        | 305. Thoughts of suicide                          |
| 141. Wondering how to tell right from wrong         | 196. Can't forget some mistakes I've made            | 251. Sometimes lying without meaning to             | 306. Sometimes not being as honest as I should be |
| 142. Confused on some moral questions               | 197. Bothered by ideas of heaven and hell            | 252. Swearing, dirty stories                        | 307. Getting into trouble                         |
| 143. Parents old-fashioned in their ideas           | 198. Afraid God is going to punish me                | 253. Having a certain bad habit                     | 308. Giving in to temptations                     |
| 144. Wanting to understand more about the Bible     | 199. Troubled by the bad things other kids do        | 254. Being unable to break a bad habit              | 309. Having a troubled or guilty conscience       |
| 145. Wondering what becomes of people when they die | 200. Being tempted to cheat in classes               | 255. Lacking self-control                           | 310. Being punished for something I didn't do     |
| 146. Being criticized by my parents                 | 201. Being an only child                             | 256. Clash of opinions between me and my parents    | 311. Friends not welcomed at home                 |
| 147. Parents favoring a brother or sister           | 202. Not getting along with a brother or sister      | 257. Talking back to my parents                     | 312. Family quarrels                              |
| 148. Mother   | 203. Parents making too many decisions for me        | 258. Parents expecting too much of me               | 313. Unable to discuss certain problems at home   |
| 149. Father   | 204. Parents not trusting me                         | 259. Wanting love and affection                     | 314. Wanting to leave home                        |
| 150. Death in the family                            | 205. Wanting more freedom at home                    | 260. Wishing I had a different family background    | 315. Not telling parents everything               |
| 151. Choosing best subjects to take next term       | 206. Deciding whether or not to go to college        | 261. Lacking training for a job                     | 316. Not knowing what I really want               |
| 152. Choosing best subjects to prepare for college  | 207. Needing to know more about colleges             | 262. Lacking work experience                        | 317. Needing to plan ahead for the future         |
| 153. Choosing best subjects to prepare for a job    | 208. Needing to decide on a particular college       | 263. Afraid of unemployment after graduation        | 318. Family opposing some of my plans             |
| 154. Getting needed training for a given occupation | 209. Afraid I won't be admitted to a college         | 264. Doubting ability to handle a good job          | 319. Afraid of the future                         |
| 155. Wanting to learn a trade                       | 210. Afraid I'll never be able to go to college      | 265. Don't know how to look for a job               | 320. Concerned about military service             |
| 156. Not getting studies done on time               | 211. Trouble with mathematics                        | 266. Don't like to study                            | 321. Getting low grades                           |
| 157. Not liking school                              | 212. Weak in writing                                 | 267. Poor memory                                    | 322. Just can't get some subjects                 |
| 158. Not interested in some subjects                | 213. Weak in spelling or grammar                     | 268. Slow in reading                                | 323. Not smart enough                             |
| 159. Can't keep my mind on my studies               | 214. Trouble in outlining or note taking             | 269. Worrying about grades                          | 324. Afraid of failing in school work             |
| 160. Don't know how to study effectively            | 215. Trouble in organizing papers and reports        | 270. Worrying about examinations                    | 325. Wanting to quit school                       |
| 161. Not enough good books in the library           | 216. Classes too dull                                | 271. Teachers not considerate of students' feelings | 326. School activities poorly organized           |
| 162. Too much work required in some subjects        | 217. Teachers lacking personality                    | 272. Teachers not practicing what they preach       | 327. Students not given enough responsibility     |
| 163. Not allowed to take some subjects I want       | 218. Teachers lacking interest in students           | 273. Too many poor teachers                         | 328. Not enough school spirit                     |
| 164. Not getting along with a teacher               | 219. Teachers not friendly to students               | 274. Grades unfair as measures of ability           | 329. Lunch hour too short                         |
| 165. School is too strict                           | 220. Not getting personal help from the teachers     | 275. Unfair tests                                   | 330. Poor assemblies                              |

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
GTP	
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 6*

**Third Step: Answer the following four questions.**

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.

3. 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.

4. 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.

# HESTON PERSONAL ADJUSTMENT INVENTORY

By JOSEPH C. HESTON, PH.D.

Director of Bureau of Testing and Research and Associate Professor of Psychology  
De Pauw University, Greencastle, Indiana

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## INVENTORY

There are no *right* or *wrong* answers to the questions on the following pages; each person differs in the way he feels about them. We are attempting to study certain aspects of personality that are important factors in one's adjustment to life, school, or work in general. You can help by answering each question thoughtfully and honestly. Your sincere coöperation in this will prove beneficial to you and your counselors. Think carefully, but do not spend too much time on any one question. Let your own personal experience or opinion guide you and record the way *you* feel about each question.

For each question, decide whether your answer is "Yes" or "No." If your answer is "Yes," blacken the "Yes" space on the answer sheet. If your answer is "No," blacken the "No" space. For instance, if your answers to questions 76, 77, 78, 79, and 80 were "Yes," "No," "No," "Yes," "No," respectively, you would fill in the answer spaces as follows:

	YES	NO
(76)	■	.....
	YES	NO
(77)	.....	■
	YES	NO
(78)	.....	■
	YES	NO
(79)	■	.....
	YES	NO
(80)	.....	■

If you think the answer to a particular question is "Yes" under some circumstances and "No" under others, decide which is more often the appropriate answer and mark the corresponding space.

You should be able to decide for every question, or for almost every question, whether the true answer would usually be "Yes" or "No." If, however, there are a small number of questions for which you are absolutely unable to decide whether "Yes" or "No" is the better answer, fill in the circles containing the question numbers. For instance, if you could not choose between "Yes" and "No" for question 281, you would fill in the circle as follows:

	YES	NO
●	.....	.....

However, in nearly every case you should decide which answer is *more commonly characteristic* of you, thus keeping the number of omitted statements down to an absolute minimum.

In filling in answer spaces, be sure to make your marks heavy and black.

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Name \_\_\_\_\_ Date \_\_\_\_\_  
 Last First Middle Mo. Day Yr.  
 Sex \_\_\_\_\_ Age \_\_\_\_\_ Date of Birth \_\_\_\_\_  
 M. or F. Yrs. Mos. Mo. Day Yr.  
 Grade in High School \_\_\_\_\_ or Year in College \_\_\_\_\_  
 Class \_\_\_\_\_ Teacher \_\_\_\_\_  
 School \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Mark your answers on this sheet.  
 Be sure your marks are heavy and black.  
 Erase completely any answers you wish to change.

Page 3	Page 4	Page 5	Page 6	Page 7	Page 8
1 YES NO	26 YES NO	51 YES NO	76 YES NO	101 YES NO	126 YES NO
2 YES NO	27 YES NO	52 YES NO	77 YES NO	102 YES NO	127 YES NO
3 YES NO	28 YES NO	53 YES NO	78 YES NO	103 YES NO	128 YES NO
4 YES NO	29 YES NO	54 YES NO	79 YES NO	104 YES NO	129 YES NO
5 YES NO	30 YES NO	55 YES NO	80 YES NO	105 YES NO	130 YES NO
6 YES NO	31 YES NO	←	←	←	←
7 YES NO	32 YES NO	56 YES NO	81 YES NO	106 YES NO	131 YES NO
8 YES NO	33 YES NO	57 YES NO	82 YES NO	107 YES NO	132 YES NO
9 YES NO	34 YES NO	58 YES NO	83 YES NO	108 YES NO	133 YES NO
10 YES NO	35 YES NO	59 YES NO	84 YES NO	109 YES NO	134 YES NO
11 YES NO	←	60 YES NO	85 YES NO	110 YES NO	135 YES NO
12 YES NO	36 YES NO	61 YES NO	86 YES NO	111 YES NO	←
13 YES NO	37 YES NO	62 YES NO	87 YES NO	112 YES NO	IMPORTANT
14 YES NO	38 YES NO	63 YES NO	88 YES NO	113 YES NO	Before starting
15 YES NO	39 YES NO	64 YES NO	89 YES NO	114 YES NO	page 9, turn the
←	40 YES NO	65 YES NO	90 YES NO	115 YES NO	answer sheet
16 YES NO	41 YES NO	66 YES NO	91 YES NO	116 YES NO	upside down.
17 YES NO	42 YES NO	67 YES NO	92 YES NO	117 YES NO	Then continue
18 YES NO	43 YES NO	68 YES NO	93 YES NO	118 YES NO	with item 134
19 YES NO	44 YES NO	69 YES NO	94 YES NO	119 YES NO	in upper left
20 YES NO	45 YES NO	70 YES NO	95 YES NO	120 YES NO	hand corner.
←	←	←	←	←	←
21 YES NO	46 YES NO	71 YES NO	96 YES NO	121 YES NO	←
22 YES NO	47 YES NO	72 YES NO	97 YES NO	122 YES NO	←
23 YES NO	48 YES NO	73 YES NO	98 YES NO	123 YES NO	←
24 YES NO	49 YES NO	74 YES NO	99 YES NO	124 YES NO	←
25 YES NO	50 YES NO	75 YES NO	100 YES NO	125 YES NO	←

NOTE. This Answer Sheet is not intended for machine scoring.



The End

Page 14

120 YES NO  
 119 YES NO  
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 117 YES NO  
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 2 YES NO  
 1 YES NO



## HESTON PERSONAL ADJUSTMENT INVENTORY

Indicate your answers by marking them on the separate answer sheet. Do not mark this booklet at all. Remember to make your marks in the spaces on the answer sheet heavy and dark. Try to answer "Yes" or "No" to every question.

The answer sheet should be slipped under the right-hand edge of page 3 (or whatever page you are working on) in such a way that the column heading on the answer sheet and the page number on the booklet agree. These two numbers should be right next to each other. When the answer sheet is placed correctly, the arrow tips on it should point directly to the arrow tips on the booklet, and the answer spaces (and question numbers) on the answer sheet should be lined up directly with the questions in the booklet to which they correspond (and the question numbers).

- 
- |  |                    |
|--|--------------------|
| 1. Are you disturbed because some of your family differ from your stand-ards or beliefs? .....   | Page <b>3</b><br>1 |
| 2. Do you daydream often? .....  | 2                  |
| 3. Are you most contented when at home? .....  | 3                  |
| 4. Are you less readily upset or frustrated than most people? .....                              | 4                  |
| 5. Has your association with your father generally been pleasant? .....                          | 5                  |
| 6. Can you keep at a monotonous task for a long time without urging or encouragement? .....      | 6                  |
| 7. Are you often absent-minded? .....  | 7                  |
| 8. Do you like to analyze your thoughts and feelings? .....                                      | 8                  |
| 9. Do you frequently feel self-conscious about your appearance? .....                            | 9                  |
| 10. Do you evaluate new ideas to see if they fit your point of view? .....                       | 10                 |
| 11. Have you any nervous habits, such as twitching your face or fluttering your eyelids? .....   | 11                 |
| 12. Do you avoid asking friends home because it is unattractive? .....                           | 12                 |
| 13. Have you often been lost in thought? .....   | 13                 |
| 14. Does either of your parents become angry readily? .....                                      | 14                 |
| 15. Does it embarrass you greatly to make an error in a social group? .....                      | 15                 |
| 16. If you lose something, are you apt to suspect someone of taking or mis-<br>placing it? ..... | 16<br>➔            |
| 17. Are you a happy-go-lucky person? .....   | 17                 |
| 18. Do you enjoy speaking in public? .....   | 18                 |
| 19. Do you become angry readily? .....   | 19                 |
| 20. Do you like to introduce yourself to strangers at social affairs? .....                      | 20                 |
| 21. Do you often think of smart things to say when it is too late to say them? .....             | 21<br>➔            |
| 22. Do others generally credit you with good judgment? .....                                     | 22                 |
| 23. Can you face a difficult task without worry? .....   | 23                 |
| 24. Do you thoughtfully question the statements and ideas of teachers? .....                     | 24                 |
| 25. Do you ever wish you were more attractive? .....   | 25                 |

*(Go right on to page 4.)*

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26. Does either of your parents insist on obedience, regardless of whether the request is reasonable? . . . . .	Page 4 26
27. Do you become tense under competition, as in tennis, debating, etc.? . . . . .	27
28. Is it hard for you to maintain a pleasant disposition at home? . . . . .	28
29. Are you readily bothered by distractions when doing mental work? . . . . .	29
30. Do you feel your parents have set too high goals for you? . . . . .	30
31. Do you tend to be unconcerned about your work — that is, take it in routine manner? . . . . .	31
32. Are you hesitant about forming decisions? . . . . .	32
33. Were you happier when you were younger? . . . . .	33
34. Do you do much thinking more than that needed by your work? . . . . .	34
35. Have you often felt there are really few things worth living for? . . . . .	35
36. Are you ever disturbed by useless thoughts coming into your mind persistently? . . . . .	➔ 36
37. Do you find less appreciation at home than elsewhere? . . . . .	37
38. Do you dread seeing a snake? . . . . .	38
39. Does your family feel you are not considerate of them? . . . . .	39
40. Do you tend to worry over possible troubles? . . . . .	40
41. Are you often left out of things (maybe unwittingly) in group activities? . . . . .	41
42. Do you usually keep out of the limelight on social occasions? . . . . .	42
43. Do you feel life has a great deal more happiness than trouble? . . . . .	43
44. Do you enjoy having numerous social engagements? . . . . .	44
45. Do you ever feel sorry for all the other people on earth? . . . . .	45
46. Do you enjoy assignments forcing you to derive your own conclusions from a body of facts or data? . . . . .	➔ 46
47. Have you ever had a queer feeling you were not your old self? . . . . .	47
48. Do you usually plan and think things through before acting? . . . . .	48
49. Can you tackle new situations with a reasonable degree of assurance? . . . . .	49
50. Are you challenged by a problem until you reach a satisfactory answer? . . . . .	50

(Go right on to page 5.)

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51. Does either of your parents make you resentful by criticizing your appearance?.....	<b>Page 5</b> 51
52. Are you an impulsive individual?.....	52
53. Do your friends have more fun at home than you do?.....	53
54. Have there been frequent quarrels within your immediate family?.....	54
55. Do you sometimes feel just miserable, even if there is no good reason?.....	55
	<b>➔</b>
56. Do you sometimes tackle work as though it were a matter of life or death?.....	56
57. Do you ever feel too self-conscious?.....	57
58. Do you frequently theorize about the reasons for human behavior?.....	58
59. Are you often unable to reach a decision until too late for action?.....	59
60. Does conversation help you more than reading in formulating your ideas?.....	60
61. Can you regain a state of calm easily after an exciting situation is over?.....	61
62. Do some of your family generally neglect to repay favors?.....	62
63. Do you become easily rattled at critical times?.....	63
64. Do you feel your parents have dominated you too much?.....	64
65. Are your table manners less correct at home than when out in company?.....	65
66. Would you be very disappointed if prevented from having numerous social contacts?.....	66
67. Do you hesitate to accept new acquaintances as real friends?.....	67
68. Is it hard for you to make new friends?.....	68
69. Do you sometimes become angry?.....	69
70. Do you tend to restrict your acquaintances to a chosen few?.....	70
71. Does it seem you never do things in a manner to gain notice and praise from others?.....	<b>➔</b> 71
72. Do you often philosophize concerning the purpose of life?.....	72
73. Does it disturb you for others to watch you while you work?.....	73
74. Have you more interest in athletics than in intellectual activities?.....	74
75. Do you tend to be quick and certain in your actions?.....	75

*(Go right on to page 6.)*

76. Do members of your family consider your rights as much as your friends do? 76
77. Do you sometimes have nightmares (frightening dreams that waken you)? 77
78. Do you become more nervous when at home? . . . . . 78
79. Are your nerves ever raw or on edge? . . . . . 79
80. Do you disagree with your parents about your choice of a vocation? . . . . . 80
81. Do you like discussions of the more serious questions of life with other persons? . . . . . 81 ➔
82. Do you ever wish that you could change your height? . . . . . 82
83. When in a new city, do you like to visit museums? . . . . . 83
84. Do you always feel that you can achieve the things you wish? . . . . . 84
85. Are you frequently restless when attending a lecture? . . . . . 85
86. Do you become upset when you have to consult a physician for your illness? 86
87. Do you ever wish you had been born in a different family? . . . . . 87
88. Would you rather watch sports or contests than participate in them? . . . . . 88
89. Does either of your parents often find fault with your actions? . . . . . 89
90. Do you often feel blocked because you are unable to do as you desire? . . . . . 90
- ➔
91. Are there many jobs you would not accept because they are beneath you? . . 91
92. Can you generally have a really hilarious time at a gay party? . . . . . 92
93. Is the other fellow usually at fault when you have an argument? . . . . . 93
94. Do you converse much with clerks who wait on you? . . . . . 94
95. Do you become impatient if waiting for other persons? . . . . . 95
96. Do you feel few obstacles can hinder you from achieving your final goal? . . 96
97. Do you enjoy time alone with your thoughts? . . . . . 97
98. Do you often have the blues? . . . . . 98
99. Do you have philosophical leanings? . . . . . 99
100. Are you generally confident of your own ability? . . . . . 100

(Go right on to page 7.)

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101.	Do you ever have contradictory moods of love and hate for one of your family? . . . . .	Page 7 101
102.	Are you often in a meditative state? . . . . .	102
103.	Is your greatest obligation to your own family? . . . . .	103
104.	Do you have to alter your body position frequently while sitting? . . . . .	104
105.	Is (was) your mother dominant in the family? . . . . .	105
		➔
106.	Do you ever feel that in life's competition you are generally the loser? . . . . .	106
107.	Do you enjoy solving brain teasers? . . . . .	107
108.	Do you frequently feel unworthy? . . . . .	108
109.	Do you critically evaluate the structure of novels and movies? . . . . .	109
110.	Do you worry over humiliating situations more than most persons? . . . . .	110
111.	Are you embarrassed if you arrive too early or too late at a social engagement? . . . . .	➔ 111
112.	Have the actions of one of your parents ever caused you great fear? . . . . .	112
113.	Do you often feel listless and fatigued for no apparent reason? . . . . .	113
114.	Does your family have as much fun together as you would like? . . . . .	114
115.	Do you think you are a tense person? . . . . .	115
116.	Are you willing to permit others to hesitate or consider before they act? . . . . .	116
117.	Do others judge you a lively individual? . . . . .	117
118.	Do you usually find it easy to form new acquaintances? . . . . .	118
119.	Are there times when everything seems to go against you? . . . . .	119
120.	Are you usually pleased to be in the limelight at social affairs? . . . . .	120
121.	If you could go into a theater without paying and be undetected, would you do it? . . . . .	121
122.	Are you frequently troubled by thoughts of self-guilt? . . . . .	122
123.	Do you enjoy discussing an ideal society or Utopia? . . . . .	123
124.	Does it disturb you to be "different" or unusual? . . . . .	124
125.	Do you prefer biographical movies to those of the musical comedy type? . . . . .	125

(Go right on to page 8.)

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126.	Do others ever whisper or exchange knowing glances when you seem not to be noticing them? . . . . .	Page 8 126
127.	Do you often hesitate about meeting important persons? . . . . .	127
128.	Do you tend to be shy with the opposite sex? . . . . .	128
129.	Do others deliberately seek to annoy you? . . . . .	129
130.	Would you prefer to be a scientist rather than a politician? . . . . .	130
131.	Do you find it hard to continue work when you do not get enough encouragement? . . . . .	131
132.	Are you more of a practical individual than a theorist? . . . . .	132
133.	Are you bothered by inferiority feelings? . . . . .	133
134.	Would you rather have a theory explained than study it out yourself? . . . . .	134
135.	Are you inclined to let people dominate you too much? . . . . .	135

*Important!* Before starting page 9, turn the answer sheet upside down. Then continue with item No. 136, which will be in the upper left-hand corner of the answer sheet.

(Go right on to page 9.)

	<b>Page 9</b>
136. Do your parents too frequently expect you to obey, though you are grown up? . . . . .	136
137. Do you often tell your troubles to others? . . . . .	137
138. Do you talk over important plans with your family? . . . . .	138
139. Are you frightened to be alone in the dark? . . . . .	139
140. Have you ever had an urgent desire to run away from home? . . . . .	140
141. Is the application of principles more interesting than the theoretical evaluation of them? . . . . .	141
142. Are there some people you dislike? . . . . .	142
143. At a party is it easy for you to be natural? . . . . .	143
144. Does it ever seem that everyone is working against you? . . . . .	144
145. Do you converse much with strangers when on a journey? . . . . .	145
146. When disturbed or upset, do you tend to suffer from indigestion or other distress? . . . . .	146
147. Do you have more love for your mother than for your father? . . . . .	147
148. Are your feelings rather easily hurt? . . . . .	148
149. Are your parents too old-fashioned in their beliefs and ideas? . . . . .	149
150. Can you relax yourself easily? . . . . .	150
151. Do you like using leisure time in creative writing (poetry, stories, etc.)? . . . . .	151
152. Have you often wished that your appearance were different? . . . . .	152
153. Would you rather work outdoors than indoors? . . . . .	153
154. Do you often pause just to meditate about things in general? . . . . .	154
155. Do you frequently show yourself up disadvantageously? . . . . .	155
156. Do you usually let others have their own way, even at the expense of your own satisfaction? . . . . .	156
157. Are your friendships limited primarily to members of your sex? . . . . .	157
158. Do you often get into difficulties which you did not seek to cause? . . . . .	158
159. Do you like to be in a crowd just to be with other people? . . . . .	159
160. Are there many persons who do not care to associate with you? . . . . .	160

(Go right on to page 10.) ➔

	<b>Page 10</b>
161. Are there certain things about some of your family which definitely annoy you? .....	161
162. Are your spirits usually on a rather even keel? .....	162
163. Would you be willing to give up everything for your family? .....	163
164. Do you sometimes think the world is distant and dreamlike? .....	164
165. Are there some rather serious handicaps in family life? .....	165
166. Can you become so enthusiastic your spirit generates enthusiasm in others? .....	166
167. Do you feel people frequently misunderstand what you mean? .....	167
168. Are you hesitant to seek assistance from others? .....	168
169. Do you dislike being kidded about your little oddities? .....	169
170. Can you express yourself better in speech than in writing? .....	170
171. Is your mood easily governed by your associates — i.e., by others who are happy or sad? .....	171
172. Have your parents been too strict with you? .....	172
173. Do you ever laugh at a dirty joke? .....	173
174. Does a sudden stimulus startle you easily? .....	174
175. Do you think there have been too little affection and love in your home? ..	175
176. Do you like to read criticisms of articles or books you have previously read? .....	176
177. Does your family believe you are as much a success as you could be? .....	177
178. Do you find pleasure in solving intellectual problems? .....	178
179. Is it generally hard for you to reach decisions? .....	179
180. Do you enjoy work that needs very little thought after it is learned? .....	180
181. When driving, does it bother you considerably to get caught in slow traffic? .....	181
182. Do you generally take the lead in making new friends? .....	182
183. Do others often try to get credit for things you have achieved? .....	183
184. Do you enjoy mixing socially with others? .....	184
185. Are you constantly comparing yourself with others? .....	185

(Go right on to page 11.)



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<b>186.</b>	Do you and your parents exist in different worlds, as far as ideas are involved? . . . . .	<b>Page 11</b> 186
<b>187.</b>	Do you tend to deliberate over your past? . . . . .	187
<b>188.</b>	Do you like all the persons in your family just about equally well? . . . . .	188
<b>189.</b>	Do you blush readily? . . . . .	189
<b>190.</b>	Are your relatives as likable and attractive as those of your friends? . . . . .	190
<b>191.</b>	When traveling, are you more interested in new things and places than in new people? . . . . .	191
<b>192.</b>	Are you frequently irritated by minor annoyances? . . . . .	192
<b>193.</b>	Do you ever need to conquer bashfulness? . . . . .	193
<b>194.</b>	Do you ever feel flattered because you know an important person? . . . . .	194
<b>195.</b>	Have you ever been the life of the party? . . . . .	195
<b>196.</b>	Have you often had to remain quiet or leave the house to have peace at home? . . . . .	196
<b>197.</b>	Do thunder and lightning make you frightened? . . . . .	197
<b>198.</b>	Do you usually have better times at places away from your home? . . . . .	198
<b>199.</b>	When upset emotionally, do you take much time to recover composure? . . . . .	199
<b>200.</b>	Is your father your ideal of manhood? . . . . .	200
<b>201.</b>	Can you play your best in a contest against an opponent much better than you? . . . . .	201
<b>202.</b>	Are you usually carefree? . . . . .	202
<b>203.</b>	Do you sometimes feel isolated and alone when in a group of people? . . . . .	203
<b>204.</b>	Do you tend to be introspective — that is, self-analytical? . . . . .	204
<b>205.</b>	Are you always ready to decide what your next step should be? . . . . .	205
<b>206.</b>	Do others sometimes offend you unwittingly because you cover your feelings? . . . . .	206
<b>207.</b>	Do others often tell you about their personal family problems? . . . . .	207
<b>208.</b>	Have you ever been seriously double-crossed? . . . . .	208
<b>209.</b>	Do you tend to remain quiet in a social group? . . . . .	209
<b>210.</b>	Do you sometimes become irritable when not feeling well? . . . . .	210

(Go right on to page 12.) ➔

<b>211.</b>	Have you ever observed a vague feeling of uneasiness without knowing why? .....	<b>Page 12</b> 211
<b>212.</b>	Do you feel you have been bossed too much? .....	212
<b>213.</b>	Do you ever feel like swearing? .....	213
<b>214.</b>	Do you ever have thoughts too bad to tell others? .....	214
<b>215.</b>	Has either of your parents any personal traits that annoy you? .....	215
<b>216.</b>	If a person goes out of his way to be nice, do you look for his real reasons? ..	216
<b>217.</b>	Have you learned to pay compliments readily when they are deserved? ..	217
<b>218.</b>	Do others frequently blame you for things unjustly? .....	218
<b>219.</b>	Have you been concerned about being shy? .....	219
<b>220.</b>	Are you inclined to be radical in your religious or social attitudes? .....	220
<b>221.</b>	Have you often argued with your parents about how to do work around home? .....	221
<b>222.</b>	Do you often find difficulty in sleeping even though tired? .....	222
<b>223.</b>	Have your parents often objected to the companions you choose? .....	223
<b>224.</b>	Are you readily moved to tears? .....	224
<b>225.</b>	Is your family too curious about your private affairs? .....	225
<b>226.</b>	Would you rather keep your radio on a symphony than turn to popular music? .....	226
<b>227.</b>	Can you adjust yourself readily to new conditions or situations? .....	227
<b>228.</b>	Do you like work involving a great amount of attention to details? .....	228
<b>229.</b>	Do you often feel rather awkward? .....	229
<b>230.</b>	Do you prefer one long complex problem to several simpler ones? .....	230
<b>231.</b>	Are some persons so bossy you like to do just the opposite of what they ask? .....	231
<b>232.</b>	Would you rather visit with only one person than with a group? .....	232
<b>233.</b>	Has lack of money robbed you of opportunities for real success? .....	233
<b>234.</b>	Are people generally interested in your activities? .....	234
<b>235.</b>	In group activity are you often forced to take an insignificant role? .....	235

(Go right on to page 13.)

236. When a critical situation is past, do you often think what you should have done but didn't? .....	Page <b>13</b> 236
237. Is either of your parents a very nervous person? .....	237
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239. Is either of your parents easily upset? .....	239
240. Are you often too conscientious? .....	240
241. Do you become uneasy when waiting for a slow person to finish a task? .....	241
242. Do you like to entertain people? .....	242
243. Have some persons unfairly criticized you to others? .....	243
244. Do you frequently feel ill at ease with others? .....	244
245. Do other persons often misunderstand your real intentions? .....	245
246. Do your parents fail to recognize your maturity and still treat you as a child? .....	➔ 246
247. Does the idea of a fire or an earthquake frighten you? .....	247
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259. Are you considered critical of others? .....	259
260. Can you usually find a ready answer for remarks made to you? .....	260

*(Go right on to page 14.)*

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262. Do you tune the radio away from quiz programs? .....	262
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<b>A</b>	-	<b>S</b>	-	<b>E</b>	-	
<b>C</b>	-	<b>P</b>	-	<b>H</b>	-	
Score	%-ile	Score	%-ile	Score	%-ile	

# HESTON PERSONAL ADJUSTMENT INVENTORY



Page 1	Page 12	Page 11	Page 10	Page 9
(236) YES ..... NO	(211) YES ..... NO	(186) YES ..... NO	(161) YES ..... NO	(136) YES ..... NO
(237) YES ..... NO	(212) YES ..... NO	(187) YES ..... NO	(162) YES ..... NO	(137) YES ..... NO
(238) YES ..... NO	(213) YES ..... NO	(188) YES ..... NO	(163) YES ..... NO	(138) YES ..... NO
(239) YES ..... NO	(214) YES ..... NO	(189) YES ..... NO	(164) YES ..... NO	(139) YES ..... NO
(240) YES ..... NO	(215) YES ..... NO	(190) YES ..... NO	(165) YES ..... NO	(140) YES ..... NO
(241) YES ..... NO	(216) YES ..... NO	(191) YES ..... NO	(166) YES ..... NO	(141) YES ..... NO
(242) YES ..... NO	(217) YES ..... NO	(192) YES ..... NO	(167) YES ..... NO	(142) YES ..... NO
(243) YES ..... NO	(218) YES ..... NO	(193) YES ..... NO	(168) YES ..... NO	(143) YES ..... NO
(244) YES ..... NO	(219) YES ..... NO	(194) YES ..... NO	(169) YES ..... NO	(144) YES ..... NO
(245) YES ..... NO	(220) YES ..... NO	(195) YES ..... NO	(170) YES ..... NO	(145) YES ..... NO
(246) YES ..... NO	(221) YES ..... NO	(196) YES ..... NO	(171) YES ..... NO	(146) YES ..... NO
(247) YES ..... NO	(222) YES ..... NO	(197) YES ..... NO	(172) YES ..... NO	(147) YES ..... NO
(248) YES ..... NO	(223) YES ..... NO	(198) YES ..... NO	(173) YES ..... NO	(148) YES ..... NO
(249) YES ..... NO	(224) YES ..... NO	(199) YES ..... NO	(174) YES ..... NO	(149) YES ..... NO
(250) YES ..... NO	(225) YES ..... NO	(200) YES ..... NO	(175) YES ..... NO	(150) YES ..... NO
(251) YES ..... NO	(226) YES ..... NO	(201) YES ..... NO	(176) YES ..... NO	(151) YES ..... NO
(252) YES ..... NO	(227) YES ..... NO	(202) YES ..... NO	(177) YES ..... NO	(152) YES ..... NO
(253) YES ..... NO	(228) YES ..... NO	(203) YES ..... NO	(178) YES ..... NO	(153) YES ..... NO
(254) YES ..... NO	(229) YES ..... NO	(204) YES ..... NO	(179) YES ..... NO	(154) YES ..... NO
(255) YES ..... NO	(230) YES ..... NO	(205) YES ..... NO	(180) YES ..... NO	(155) YES ..... NO
(256) YES ..... NO	(231) YES ..... NO	(206) YES ..... NO	(181) YES ..... NO	(156) YES ..... NO
(257) YES ..... NO	(232) YES ..... NO	(207) YES ..... NO	(182) YES ..... NO	(157) YES ..... NO
(258) YES ..... NO	(233) YES ..... NO	(208) YES ..... NO	(183) YES ..... NO	(158) YES ..... NO
(259) YES ..... NO	(234) YES ..... NO	(209) YES ..... NO	(184) YES ..... NO	(159) YES ..... NO
(260) YES ..... NO	(235) YES ..... NO	(210) YES ..... NO	(185) YES ..... NO	(160) YES ..... NO

	A	S	E	C	P	H				%ile
Raw Score →										
%ile										
99										99
98										98
95										95
90										90
85										85
80										80
75										75
70										70
60										60
50										50
40										40
30										30
25										25
20										20
15										15
10										10
5										5
2										2
1										1
	A	S	E	C	P	H				

KIND OF PERCENTILE NORMS USED

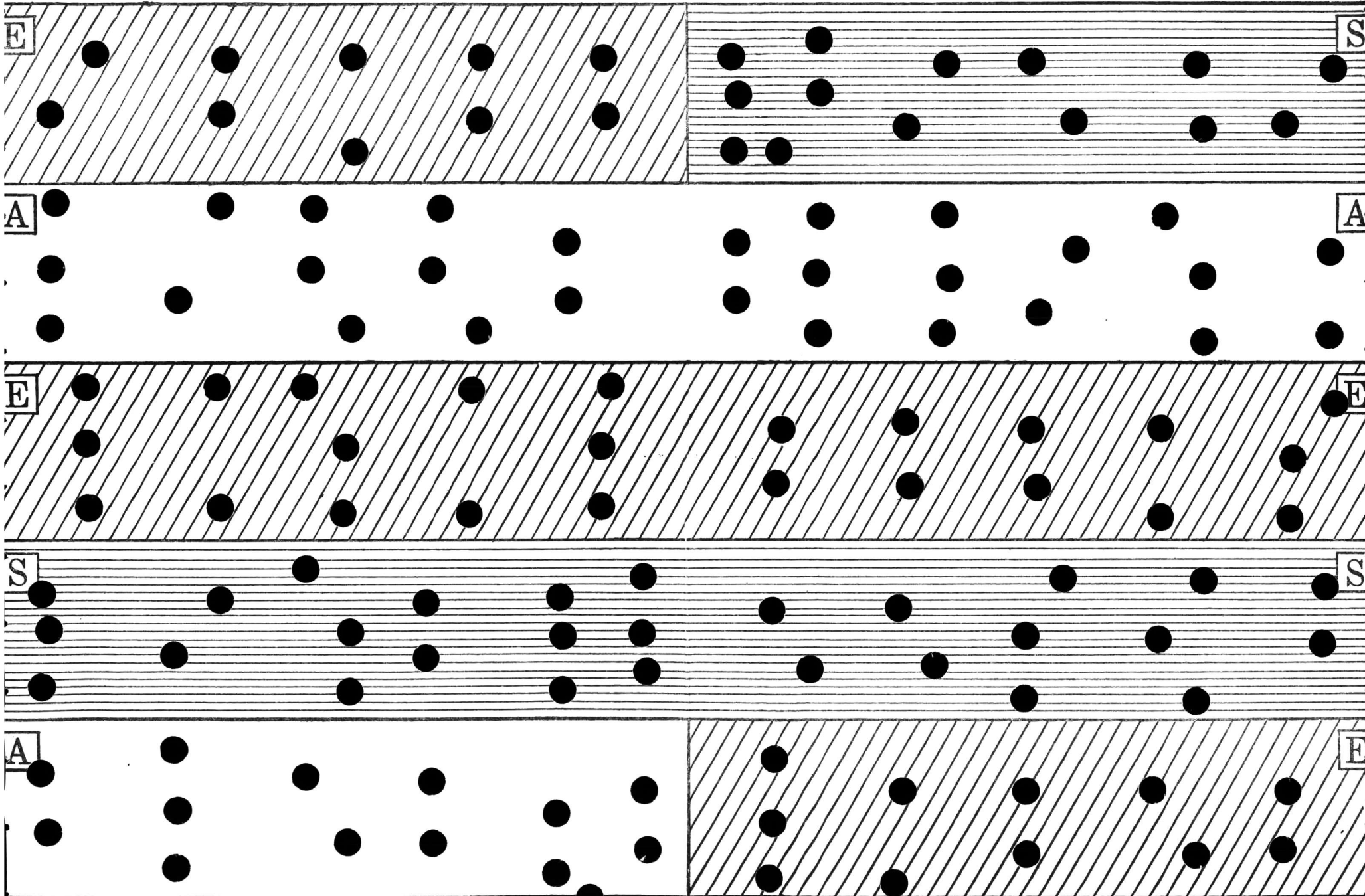
- \_\_\_\_\_ 1. H. S. Seniors      M F
- \_\_\_\_\_ 2. Coll. Fresh.      M F
- \_\_\_\_\_ 3. \_\_\_\_\_      M F

HESTON PERSONAL ADJUSTMENT INVENTORY

KEY 1 — For scoring Scales A, S, E

Detailed directions for scoring are given on page 9 of the Manual.

NOTE. *This key is not intended for machine scoring.*



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# KUDER PREFERENCE RECORD

## VOCATIONAL

### FORM CH



57 WEST GRAND AVENUE, CHICAGO 10, ILLINOIS



# KUDER PREFERENCE RECORD

## VOCATIONAL

FORM CH

Prepared by G. Frederic Kuder, Editor, *Educational and Psychological Measurement*  
 Professor of Psychology, Duke University

This blank is used for obtaining a record of your preferences. It is not a test. There are no right or wrong answers. An answer is right if it is true of you.

A number of activities are listed in groups of three. Read over the three activities in each group. Decide which of the three activities you like **most**. There are two circles on the same line as this activity. Punch a hole with the pin through the left-hand circle following this activity. Then decide which activity you like **least** and punch a hole through the right-hand circle of the two circles following this activity.

In the examples below, the person answering has indicated for the first group of three activities, that he would usually like to **visit a museum most**, and **browse in a library least**. In the second group of three activities he has indicated he would ordinarily like to **collect autographs most** and **collect butterflies least**.

### EXAMPLES

Put your answers to these questions in column O.

- |  |                                   |        |  |  |
|--|-----------------------------------|--------|--|--|
|  | P. Visit an art gallery . . . . . |        |  |  |
|  | Q. Browse in a library . . . . .  |        |  |  |
|  | R. Visit a museum . . . . .       | MOST → |  |  |
|  | S. Collect autographs . . . . .   | MOST → |  |  |
|  | T. Collect coins . . . . .        |        |  |  |
|  | U. Collect butterflies . . . . .  |        |  |  |

O	•	P	•	
•	•	Q	○	← LEAST
○	•	R	•	
○	•	S	•	
•	•	T	•	
•	○	U	○	← LEAST

Some of the activities involve preparation and training. In such cases, please suppose that you could first have the necessary training. Do not choose an activity merely because it is new or unusual. Choose what you would like to do if you were equally familiar with all of the activities.

In some cases you may like all three activities in a group. In other cases you may find all three activities unpleasant. Please show what your first and last choices would be, however, if you *had* to choose.

Some activities may seem trivial or foolish. Please indicate your choices, anyway, for all of the groups. Otherwise we cannot give you a complete report. Your answers will be kept strictly confidential.

Please do not spend a lot of time on one group. Put down your first reaction and go on. Do not discuss the activities with anyone. An answer is worthless unless it is your own judgment.

If you want to change an answer, punch two more holes close to the answer you wish to change; then punch the new answer in the usual way. Hold the pin straight up and down when you punch your answers.

Now go ahead with the activities on the next page.

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## LIST OF WORDS AND PHRASES

Occasionally persons run across words in the *Preference Record—Vocational* which are unfamiliar to them. If you find a strange word or phrase, the list below may help you to understand it.

- Accountant**—a person who keeps and checks financial records
- Accounting**—a system of keeping financial records
- Accounting machines**—machines which calculate and record financial accounts
- Aquarium**—a place where fish and other water animals are exhibited
- Artificial lung**—a machine which helps a person to breathe when he might otherwise be unable to
- Bookkeeper**—a person who keeps financial records
- Bookplate**—a label pasted inside a book to show who owns it
- Browse**—to read here and there in a library or book
- Cabinet-making**—the process of cutting, shaping and putting together wood furniture
- Calculating machine**—a machine which adds, subtracts, multiplies and divides
- Certified public accountant**—an accountant (a person who keeps and checks financial records) who has passed a State examination in accounting
- Chemical analysis**—the process of finding what a substance is made of
- City directory**—a book which lists names and addresses of all people in a city
- Clearance**—(see "Slum clearance projects")
- Clerical**—having to do with the work of clerks in offices
- Community Chest pledges**—sums of money promised to the Community Chest (a charity organization)
- Compile data**—collect information about something
- Compute**—calculate; add up
- Contract bridge**—a card game played by four persons
- Copy**—written material
- Cost accounting**—a system of financial records that show the costs of business
- Critic (dramatic, literary)**—a person who writes opinions about plays or books for a newspaper or magazine
- Data**—information about something, often including numbers
- Directory, city**—(see "City directory")
- Draft of a report**—outline or first copy of a report
- Edit**—prepare for publication
- Effectiveness**—the ability to produce results
- Erection**—construction
- Erosion**—the wearing away of soil by wind or water
- Financier**—man skilled in financial operations
- Graph**—diagram of lines to represent certain statistics
- Handicraft**—a craft requiring skill with one's hands
- Linoleum block**—material in which designs can be cut for printing on cloth and paper
- Literary**—pertaining to books and literature
- Livestock**—cattle
- Machinist**—a man who operates a machine
- Mimeograph**—a kind of machine which copies from a stencil
- Office efficiency systems**—ways to do office work better and faster
- Polo**—a game played on horseback
- Predicting trends in business**—foretelling whether business is going to be good or bad
- Printer's proof**—first printing of a book, magazine, or newspaper which is examined for necessary corrections
- Prompter**—a person who whispers lines when an actor forgets them
- Proof for a newspaper**—(see "Printer's proof")
- Psychologist**—a specialist in studying the way people act
- Psychology**—the study of the way people act
- Salesmanship**—the art of selling things
- Scrapbook**—a book in which pictures and clippings can be pasted
- Shampoo**—hair-wash
- Shorthand**—a rapid method of writing which uses symbols for words
- Slum clearance projects**—projects to tear down old over-crowded buildings and tenements to replace them with new dwellings
- Social worker (social service visitor)**—a person who gives assistance (medical, financial, etc.) to families that are in need
- Sociology**—the science dealing with people living in groups
- Solicit**—to ask for
- Statistical tables**—a collection of statistics
- Statistics**—facts and information given in terms of numbers
- Stenography**—the art of writing in shorthand
- Trends**—(see "Predicting trends in business")

- a. Take special notice of people when you are traveling
- b. Take special notice of the scenery when you are traveling
- c. Take special notice of the crops when you are traveling
- d. Read lessons to a blind student
- e. Keep a record of traffic past a certain point
- f. Interview people in a survey of public opinion
- g. Go to the amusements at a country fair
- h. See the exhibits of canned goods at a country fair
- j. See the livestock at a country fair
- k. Exercise in a gymnasium
- l. Go fishing
- m. Play baseball
- n. Browse in a library
- p. Watch a rehearsal of a large orchestra
- q. Visit an aquarium
- r. Collect the signatures of famous people
- s. Collect butterflies
- t. Collect pieces of different kinds of wood
- u. Visit an exhibit of famous paintings
- v. Visit an exhibit of various means of transportation
- w. Visit an exhibit of laboratory equipment
- x. Sell vegetables
- y. Be an organist
- z. Raise vegetables
- A. Be the chairman of the social committee for a club dance
- B. Decorate the hall for the dance
- C. Send out the announcements of the dance
- D. Visit a museum of science
- E. Visit an advertising agency
- F. Visit a factory in which typewriters are made
- G. Read a story to a sick person
- H. Teach tricks to a dog
- J. Take apart a toy that won't work to see how to repair it
- K. Take a course in sketching
- L. Take a course in biology
- M. Take a course in metal working
- N. Build bird houses
- P. Write articles about birds
- Q. Draw sketches of birds
- R. Tinker with a broken sewing machine
- S. Play a piano
- T. Sketch an interesting scene

- A. Listen to a radio program on how to grow good fruit
- B. Listen to a radio program on how to make things of plastic
- C. Listen to a radio program on how to get natural photographs of wild animals
- D. Write a newspaper column of advice on personal problems
- E. Raise fine dogs
- F. Conduct studies on the effectiveness of different types of sales letters
- G. Be an authority on contract bridge
- H. Be an authority on soil erosion
- J. Be an authority on billboard advertising
- K. Visit a motion picture studio
- L. Visit a national park famous for its mountain scenery
- M. Visit a former battlefield
- N. Read about famous men and women in public life
- P. Read various writers' descriptions of what an ideal world would be like
- Q. Read about the lives of the early pioneers of the country
- R. Advise people concerning improving their personalities
- S. Catch rare animals for a museum
- T. Cash checks for people in a bank
- U. Belong to a group for the discussion of problems of modern life
- V. Belong to a literary discussion club
- W. Belong to an amateur astronomy club
- X. Associate with average people
- Y. Associate with people who look queer and have unusual ideas
- Z. Associate with carefree people whose behavior attracts a good deal of attention
- a. Teach classes in English to applicants for citizenship
- b. Sell stocks and bonds
- c. Be the chief cook in a fine restaurant
- d. Develop new varieties of flowers
- e. Conduct advertising campaigns for florists
- f. Take telephone orders in a florist's shop
- g. Be the director of a group conducting research on propaganda methods
- h. Be a dean in a university
- j. Be an expert on color photography
- k. Draw the pictures for a history of the world
- l. Develop a variety of pitless cherry
- m. Coach a group that wins first place in a national dramatic contest
- n. Earn part of your expenses in college by helping in a laboratory
- p. Earn part of your expenses in college by scoring examination papers
- q. Earn part of your expenses in college by playing in an orchestra
- r. Write a history of the Red Cross
- s. Search for information which would shed new light on a famous historical event
- t. Write a musical comedy

- a. **Teach English**
- b. **Take orders for merchandise over the telephone**
- c. **Ask people's opinion over the telephone for a survey of public opinion**
- d. **Be a person who buys merchandise to be sold in a department store**
- e. **Interview people applying for work in a store**
- f. **Be a cowboy**
- g. **Be in charge of employing people for a business**
- h. **Write articles about wild animals**
- j. **Write a column of personal advice for a newspaper**
- k. **Read about modern business methods**
- l. **Read about customs of people in other countries**
- m. **Read about modern farming methods**
- n. **Work at a weather station in the Arctic**
- p. **Work at a weather station in a city**
- q. **Work at a weather station in the mountains**
- r. **Be well known as a director of scientific research**
- s. **Be well known as a social worker**
- t. **Be well known as a literary critic**
- u. **Design the scenery for a play**
- v. **Make a chemical analysis of a new toothpaste**
- w. **Write an article for housewives on how to repair household appliances**
- x. **Interview applicants for relief**
- y. **Try out different sales letters to see which type works best**
- z. **Work on the development of more efficient methods of handling office work**
- A. **Edit the financial news for a newspaper**
- B. **Work on the development of a lighter and stronger metal**
- C. **Manage a model village for factory workers**
- D. **Visit a fine art museum**
- E. **Visit a recreation center for people in the slums**
- F. **Visit a famous medical research laboratory**
- G. **Be responsible for dismissing unsatisfactory workers from a company**
- H. **Be responsible for talking to workers who are not doing very good work**
- J. **Be responsible for hiring new workers for a company**
- K. **Compile a dictionary of slang**
- L. **Discover a cure for hay fever**
- M. **Install improved office procedures in a big business**
- N. **Read about the history of the drama**
- P. **Read about early musical forms**
- Q. **Read about experiments on the effect of language on behavior**
- R. **Make chemical analyses of new commercial products**
- S. **Work on developing an artificial lung**  
which will allow wearer to move about freely
- T. **Construct charts to show business conditions**

- A. Put advertising circulars in cars passing a street corner . . . . .
- B. Count the number of cars passing the corner at different hours . . . . .
- C. Direct traffic at the street corner . . . . .
- D. Give exercises to crippled children . . . . .
- E. Grow vegetables for the market . . . . .
- F. Teach basket-making and weaving . . . . .
- G. Solicit money for a community chest . . . . .
- H. Write daily reports of the progress of a community chest drive . . . . .
- J. Make a record of the community chest pledges as they come in . . . . .
- K. Take charge of the arrangements for a big wedding . . . . .
- L. Address the invitations to a big wedding . . . . .
- M. Write a news article about a big wedding . . . . .
- N. Write novels . . . . .
- P. Conduct research on the psychology of music . . . . .
- Q. Make pottery . . . . .
- R. Conduct research on the effectiveness of various types of selling methods . . . . .
- S. Sort mail in a post office . . . . .
- T. Raise chickens . . . . .
- U. Write a newspaper column on current events . . . . .
- V. Give popular lectures on chemistry . . . . .
- W. Help young people select their vocations . . . . .
- X. Have someone you trust make your decisions for you most of the time . . . . .
- Y. Have someone you trust make your decisions for you once in a while . . . . .
- Z. Make all your decisions yourself . . . . .
- a. Supervise a large department in a store . . . . .
- b. Conduct research on television . . . . .
- c. Be the director of recreation for a welfare organization . . . . .
- d. Supervise the work of several typists . . . . .
- e. Interview people who are applying for jobs . . . . .
- f. Be a private secretary . . . . .
- g. Draw a comic strip . . . . .
- h. Write advertising for electrical appliances . . . . .
- j. Operate a truck farm . . . . .
- k. Experiment with making some candy for which you don't know the recipe . . . . .
- l. Tell stories to children . . . . .
- m. Paint water colors . . . . .
- n. Do chemical research . . . . .
- p. Interview applicants for employment . . . . .
- q. Write feature stories for a newspaper . . . . .
- r. Sketch an interesting scene . . . . .
- s. Try out various types of sails on a toy sailboat to see which works best . . . . .
- t. Write an essay in the style of a certain author . . . . .

- a. Sell tickets for an amateur play
- b. Prepare the copy for the programs and tickets for the play
- c. Be the treasurer for the play
- d. Determine the cost of producing a new type of dishwasher
- e. Convince financiers to back a company to make the dishwasher
- f. Teach people to use the dishwasher
- g. Organize results from surveys of public opinion
- h. Write editorials for a newspaper
- j. Teach handicraft in a camp for children from the slums
- k. Read about the causes of various diseases
- l. Read about how leaders of industry achieved success
- m. Read about how to raise livestock
- n. Go to a party where most of the people are strangers
- p. Go to a party where you know most of the people
- q. Go to a party composed equally of strangers and people you know
- r. Sell artists' supplies
- s. Grow seed for florists
- t. Raise white mice for scientists
- u. Perform laboratory experiments
- v. Make furniture
- w. Sell insurance
- x. Weigh packages and look up how much postage they should have
- y. Read manuscripts submitted for publication
- z. Try out new automobiles to find out how they can be improved
- A. Be an expert on cutting jewels
- B. Conduct research on developing a substitute for rubber
- C. Be a radio music commentator
- D. Help in a sickroom
- E. Sell musical instruments
- F. Repair household appliances
- G. Design flower pots
- H. Supervise the manufacture of flower pots
- J. Work out a more efficient method of making flower pots
- K. Compute customers' bills in a cafeteria
- L. Teach children to make model airplanes
- M. Keep the records for a scientist conducting medical research
- N. Direct a playground for underprivileged children
- P. Be a cook in a restaurant
- Q. Sell chemical supplies
- R. Assemble a good assortment of woodworking tools
- S. Make a scrapbook of pictures of paintings you like
- T. Get together a first-aid kit for use in an emergency

- A. Direct an amateur play . . . . .
- B. Get the programs and tickets printed for the play . . . . .
- C. Write the play . . . . .
- D. Play checkers with someone who usually beats you . . . . .
- E. Play checkers with someone who hardly ever beats you . . . . .
- F. Play checkers with someone of about your own ability . . . . .
- G. Prepare the advertising copy for a new dishwasher . . . . .
- H. Determine the cost of producing the dishwasher . . . . .
- J. Sell dishwashers . . . . .
- K. Write a column of local gossip for a newspaper . . . . .
- L. Write a column of personal advice for a newspaper . . . . .
- M. Write a column on gardening for a newspaper . . . . .
- N. Be an explorer . . . . .
- P. Be a designer . . . . .
- Q. Be an inventor . . . . .
- R. Pick cherries . . . . .
- S. Drive a tractor on a farm . . . . .
- T. Work in a chemistry laboratory . . . . .
- U. Take a course in public speaking . . . . .
- V. Study sociology . . . . .
- W. Study story writing . . . . .
- X. Operate a calculating machine . . . . .
- Y. Put together the parts of calculating machines . . . . .
- Z. Sell calculating machines . . . . .
- a. Build boats . . . . .
- b. Settle labor disputes . . . . .
- c. Compose music . . . . .
- d. Be the most successful tractor salesman in the country . . . . .
- e. Be a certified public accountant . . . . .
- f. Be an authority on taxation . . . . .
- g. Develop more efficient office methods for business concerns . . . . .
- h. Be a practical nurse . . . . .
- j. Develop improved recipes for baked goods . . . . .
- k. Repair a broken connection on an electric iron . . . . .
- l. Build a fire in a fireplace . . . . .
- m. Type a letter for a friend . . . . .
- n. Manage a music store . . . . .
- p. Draw plans for buildings . . . . .
- q. Investigate social conditions in various communities . . . . .
- r. Take apart a new mechanical toy to see how it works . . . . .
- s. Play checkers . . . . .
- t. Play chess . . . . .



- a. Keep the books for a business concern
- b. Develop new flowers
- c. Consult with people on their personal problems
- d. Catch fish for a living
- e. Pick out the trees to be cut down in forests
- f. Paint cars in a factory
- g. Be a social service visitor
- h. Be the social secretary of a famous person
- j. Prepare the advertising for a publishing house
- k. Write up a true story for a magazine
- l. Write an article on how to raise poultry
- m. Write an article about first aid methods
- n. Wait on table in a restaurant
- p. Look up addresses of lists of people in a city directory
- q. Take care of sick people
- r. Model in clay
- s. Write an article on the psychology of convincing people
- t. Be the prompter for an amateur play
- u. Be a physician
- v. Be a sculptor
- w. Be a journalist
- x. Answer letters of inquiry about a new make of typewriter
- y. Compile data on the sales of the typewriter
- z. Keep the typewriters in order for customers
- A. Study propaganda methods used in war
- B. Make a study of office-efficiency systems
- C. Make a study of immigration into the United States
- D. Look for errors in the draft of a report
- E. Wash dishes
- F. Cook a meal
- G. Teach architecture
- H. Solicit advertisements for a magazine
- J. Repair watches
- K. Cook a meal
- L. Mend a broken toy
- M. Give someone a shampoo
- N. Go on expeditions to find rare animals
- P. Go on expeditions to fight native epidemics
- Q. Do social welfare work
- R. Be a portrait painter
- S. Conduct research on the causes of earthquakes
- T. Be a mechanical engineer

- A. Help people on relief plan their budgets . . . . .
- B. Put the proper labels on library books . . . . .
- C. Be an expert on the care of trees . . . . .
- D. Sell in a store . . . . .
- E. Work on a ranch . . . . .
- F. Work in a publishing house . . . . .
- G. Be a professor of mathematics . . . . .
- H. Be a publicity director for a big university . . . . .
- J. Be a professor of a foreign language . . . . .
- K. Take a course in business-letter writing . . . . .
- L. Take a course in printing . . . . .
- M. Take a course in selling . . . . .
- N. Draw plans for houses . . . . .
- P. Write the advertising for new real estate developments . . . . .
- Q. Write articles about new ideas in building houses . . . . .
- R. Buy an expensive article on the installment plan . . . . .
- S. Borrow money from a friend to buy the article . . . . .
- T. Save until you can pay cash for the article . . . . .
- U. Decorate furniture . . . . .
- V. Supervise workers in sugar beet fields . . . . .
- W. Raise turkeys . . . . .
- X. Help young people select vocations . . . . .
- Y. Design new fabrics . . . . .
- Z. Make estimates on the cost of printing books and circulars . . . . .
- a. Build a hand loom . . . . .
- b. Derive mathematical formulas for predicting trends in business . . . . .
- c. Make a survey to discover youths' attitudes on attending church . . . . .
- d. Make a life mask of a famous person . . . . .
- e. Write an article on how dealers determine what prices to charge . . . . .
- f. Compose a theme song for a radio program . . . . .
- g. Test various brands of products  
for a co-operative store to see which are best . . . . .
- h. Take care of the bulletin boards in a large business organization . . . . .
- j. Keep accounting machines in good order . . . . .
- k. Have people treat you as a comrade . . . . .
- l. Have people treat you as superior to them . . . . .
- m. Have people pay no attention to you . . . . .
- n. Be a music teacher . . . . .
- p. Be an artist for an advertising agency . . . . .
- q. Conduct research on what makes jokes funny . . . . .
- r. Go shopping for a sick person . . . . .
- s. Make a jigsaw puzzle for a sick person . . . . .
- t. Read to a sick person . . . . .

- a. Help in giving first aid at a hospital
- b. Sell flowers in a florist's shop
- c. Be a private secretary
- d. Edit the financial pages of a newspaper
- e. Farm a large tract of land
- f. Sell real estate
- g. Take care of deaf people
- h. Draw graphs based on statistical tables
- j. Clerk in a store
- k. Be a writer
- l. Be an authority on billboard advertising
- m. Be a religious leader
- n. Have work you like with high pay
- p. Have work you like with low pay
- q. Have work you don't like with high pay
- r. Teach people on relief how to keep in good health
- s. Write feature articles for a newspaper
- t. Be an art dealer
- u. Be the secretary of a Congressman
- v. Teach children to model and paint
- w. Write articles for an art magazine
- x. Choose your own clothes
- y. Get advice on choosing your clothes
- z. Have someone else choose your clothes
- A. Draw plans for bridges
- B. Do work which requires a lot of mental arithmetic
- C. Do clerical work
- D. Supervise the manufacture of greeting cards
- E. Determine the cost of producing the greeting cards
- F. Design the greeting cards
- G. Take a broken lock apart to see what is wrong with it
- H. Check for errors in the copy of a report
- J. Add columns of figures
- K. Have someone make you look foolish
- L. Make someone else look foolish
- M. Not have anyone made to look foolish
- N. Be a psychologist
- P. Supervise the erection of bridges
- Q. Be a landscape architect
- R. Investigate the causes of mental ills
- S. Study music arrangement
- T. Study shorthand

- A. Be a street car conductor . . . . .
- B. Be a lighthouse keeper . . . . .
- C. Be a watchman at a railroad crossing . . . . .
- D. Write advertising . . . . .
- E. Be in charge of a public library . . . . .
- F. Publish a newspaper . . . . .
- G. Take a course in cost accounting . . . . .
- H. Take a course in salesmanship . . . . .
- J. Take a course in business English . . . . .
- K. Write a play . . . . .
- L. Be in charge of selling tickets for a play . . . . .
- M. Be the property manager for a play . . . . .
- N. Draw funny pictures of famous people . . . . .
- P. Paint portraits of famous people . . . . .
- Q. Paint pictures of scenery . . . . .
- R. Draw illustrations for magazines . . . . .
- S. Write articles for magazines . . . . .
- T. Be the sales manager of a magazine . . . . .
- U. Stay at a fashionable resort . . . . .
- V. Go on a camping trip . . . . .
- W. Take a trip over back country roads . . . . .
- X. Live with a famous dramatic critic . . . . .
- Y. Live with a famous social worker . . . . .
- Z. Live with a famous artist . . . . .
- a. Write articles on hobbies . . . . .
- b. Construct tables of figures on costs of living . . . . .
- c. Repair and refinish old furniture . . . . .
- d. Read printer's proof of books for children . . . . .
- e. Tell stories to children . . . . .
- f. Make children's toys . . . . .
- g. Take a course in physical education . . . . .
- h. Take a course in shop work . . . . .
- j. Take a course in mathematics . . . . .
- k. Be a piano tuner . . . . .
- l. Be a school teacher . . . . .
- m. Be a dentist . . . . .
- n. Be a court stenographer . . . . .
- p. Be the business manager for a famous pianist . . . . .
- q. Be a vocational counselor . . . . .
- r. Visit a museum of natural history . . . . .
- s. Visit an airplane factory . . . . .
- t. Visit the slums of a city . . . . .

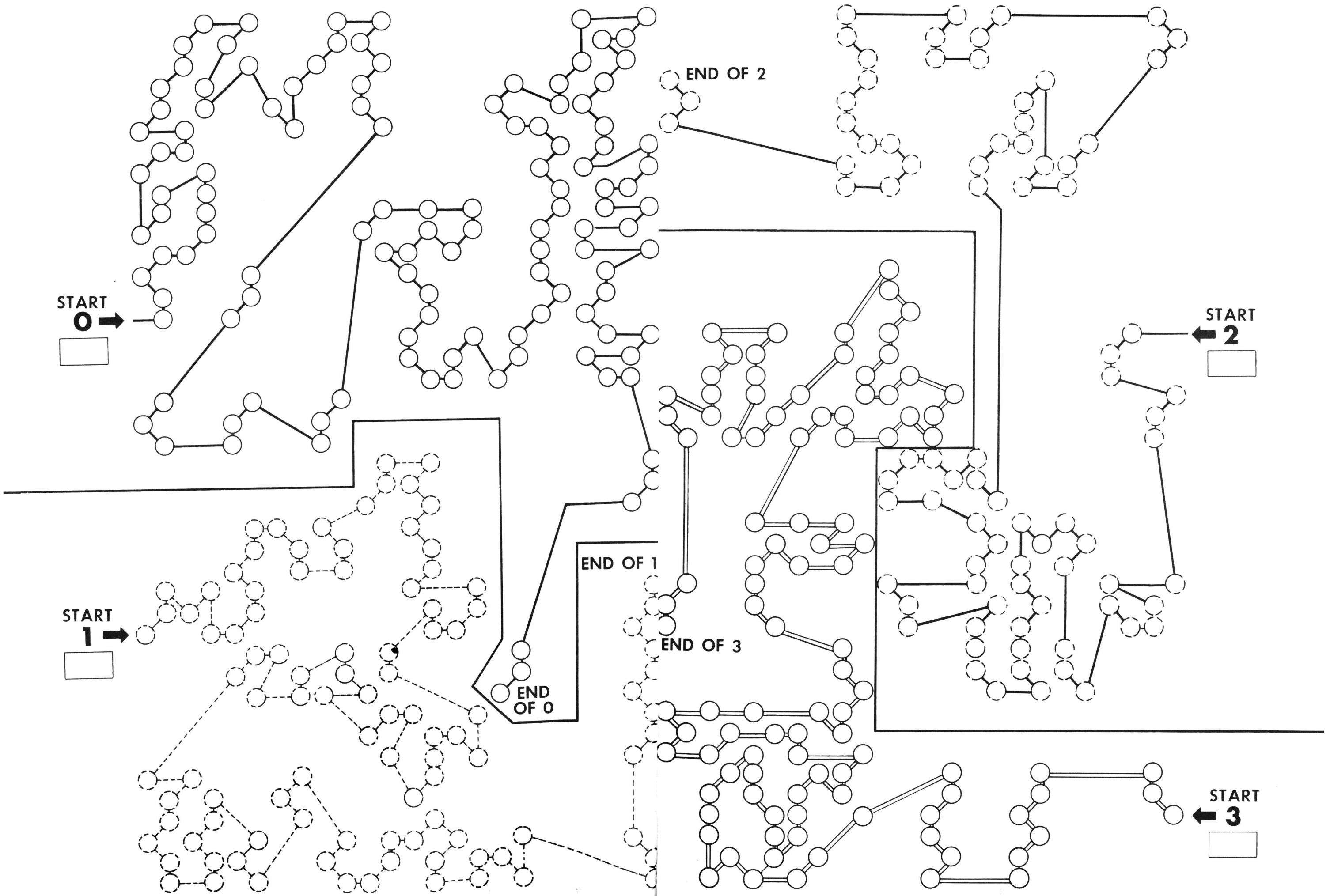
- a. Draw pictures for magazine stories
- b. Raise beef cattle
- c. Grow fruit for the market
- d. Be a bell boy in a hotel
- e. Carry out the dirty dishes in a restaurant
- f. Live by yourself on an island
- g. Be a guide on camping trips
- h. Design camp equipment
- j. Sell camp equipment
- k. Sell life insurance
- l. Write stories for magazines
- m. Be a landscape gardener
- n. Be known as modest
- p. Be known as reliable
- q. Be known as happy-go-lucky
- r. Teach arithmetic
- s. Train dogs to lead blind people
- t. Be the secretary of a famous scientist
- u. Take a course in modern music
- v. Take a course in the modern novel
- w. Take a course in modern painting
- x. Be considered hard-boiled
- y. Be considered fair-minded
- z. Be considered intelligent
- A. Be an orchestra conductor
- B. Be the manager of a large office
- C. Direct slum clearance projects
- D. Grow flowers
- E. Operate a mimeograph
- F. Compute bills for a store
- G. Guide visitors in a national park
- H. Make fine jewelry
- J. Arrange music for an orchestra
- K. Work at a telephone switchboard
- L. Make linoleum block bookplates
- M. Teach games to children
- N. Repair a broken ironing board
- P. Wash dishes
- Q. Put a room in order
- R. Teach cabinet making
- S. Read proof for a newspaper
- T. Import oriental rugs

- A. Be a private secretary . . . . .
- B. Be a bookkeeper . . . . .
- C. Be a salesman . . . . .
- D. Do figure skating . . . . .
- E. Play polo . . . . .
- F. Climb mountains . . . . .
- G. Work at a desk . . . . .
- H. Work on a ranch . . . . .
- J. Do house-to-house selling . . . . .
- K. Work in a candy factory . . . . .
- L. Keep bees . . . . .
- M. Give eye examinations . . . . .
- N. Be a farmer . . . . .
- P. Be a railroad conductor . . . . .
- Q. Be an office worker . . . . .
- R. Do clerical work . . . . .
- S. Teach English literature . . . . .
- T. Sell art supplies . . . . .
- U. Study accounting . . . . .
- V. Study irrigation methods . . . . .
- W. Study stenography . . . . .
- X. Deliver mail . . . . .
- Y. Collect garbage . . . . .
- Z. Sort mail in a postoffice . . . . .
- a. Be a poet . . . . .
- b. Be an artist . . . . .
- c. Be a social  
service worker . . . . .
- d. Work mathematical  
puzzles . . . . .
- e. Play checkers . . . . .
- f. Work mechanical puzzles . . . . .
- g. Start a newspaper . . . . .
- h. Start an art school . . . . .
- j. Start an orchestra . . . . .
- k. Have friends . . . . .
- l. Have power . . . . .
- m. Have fame . . . . .
- n. Be a machinist . . . . .
- p. Be an architect . . . . .
- q. Be a chemist . . . . .
- r. Bind books . . . . .
- s. Look after sick children . . . . .
- t. Type letters . . . . .



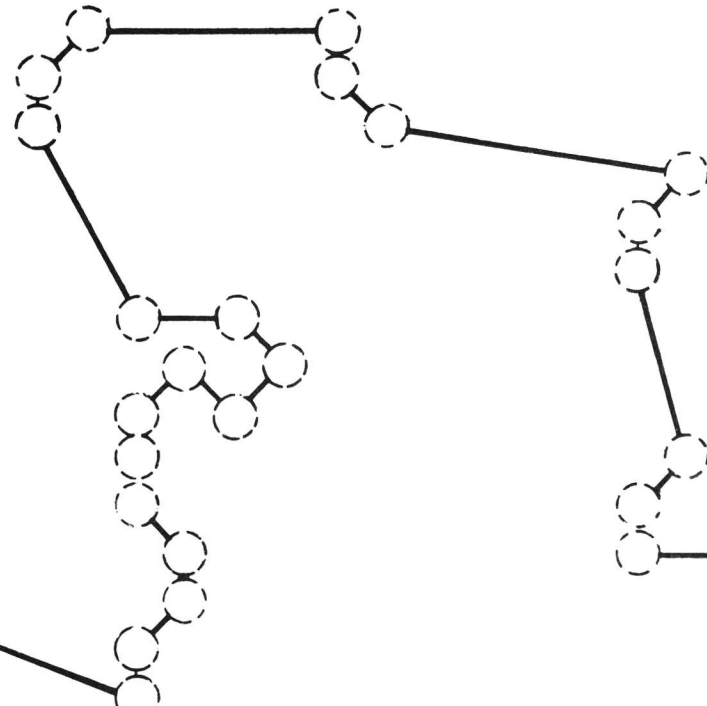
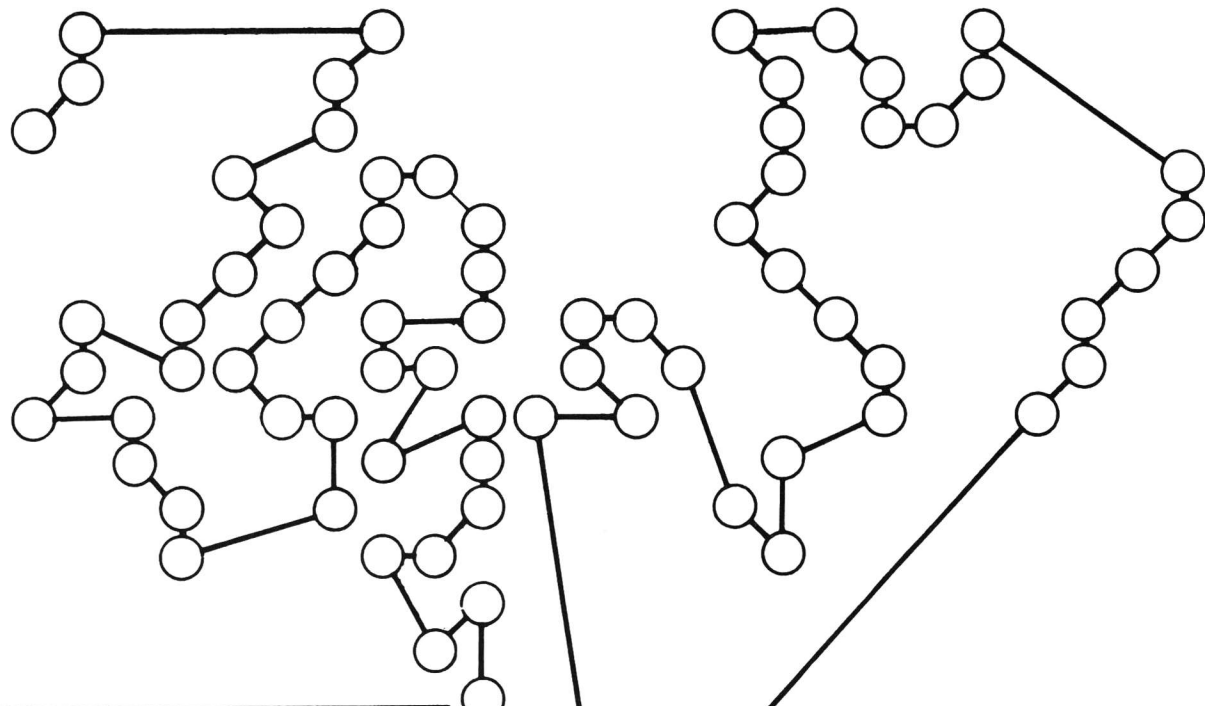
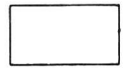






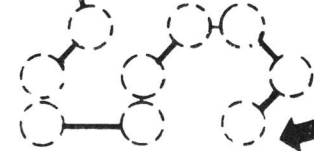
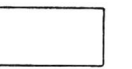
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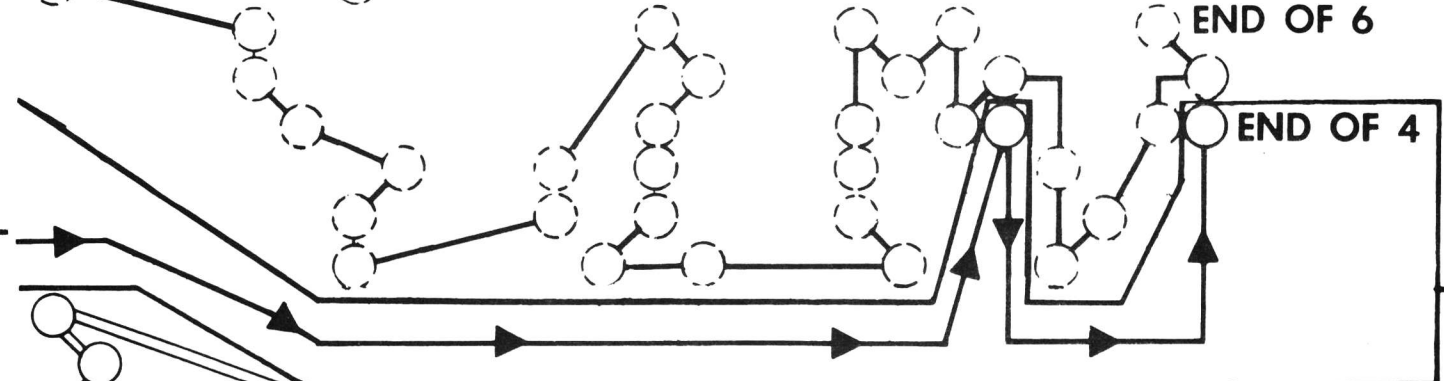
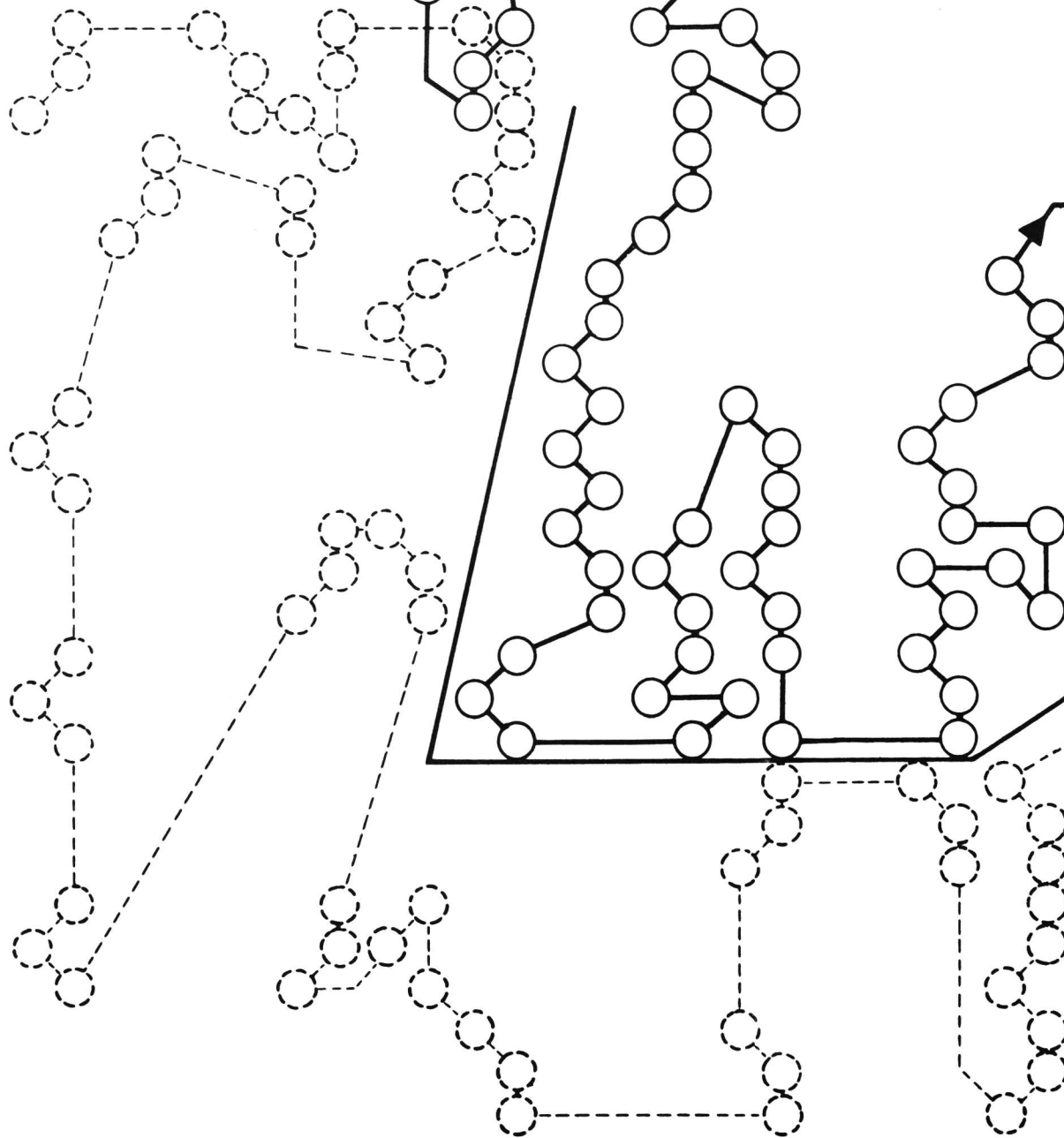
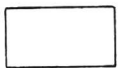
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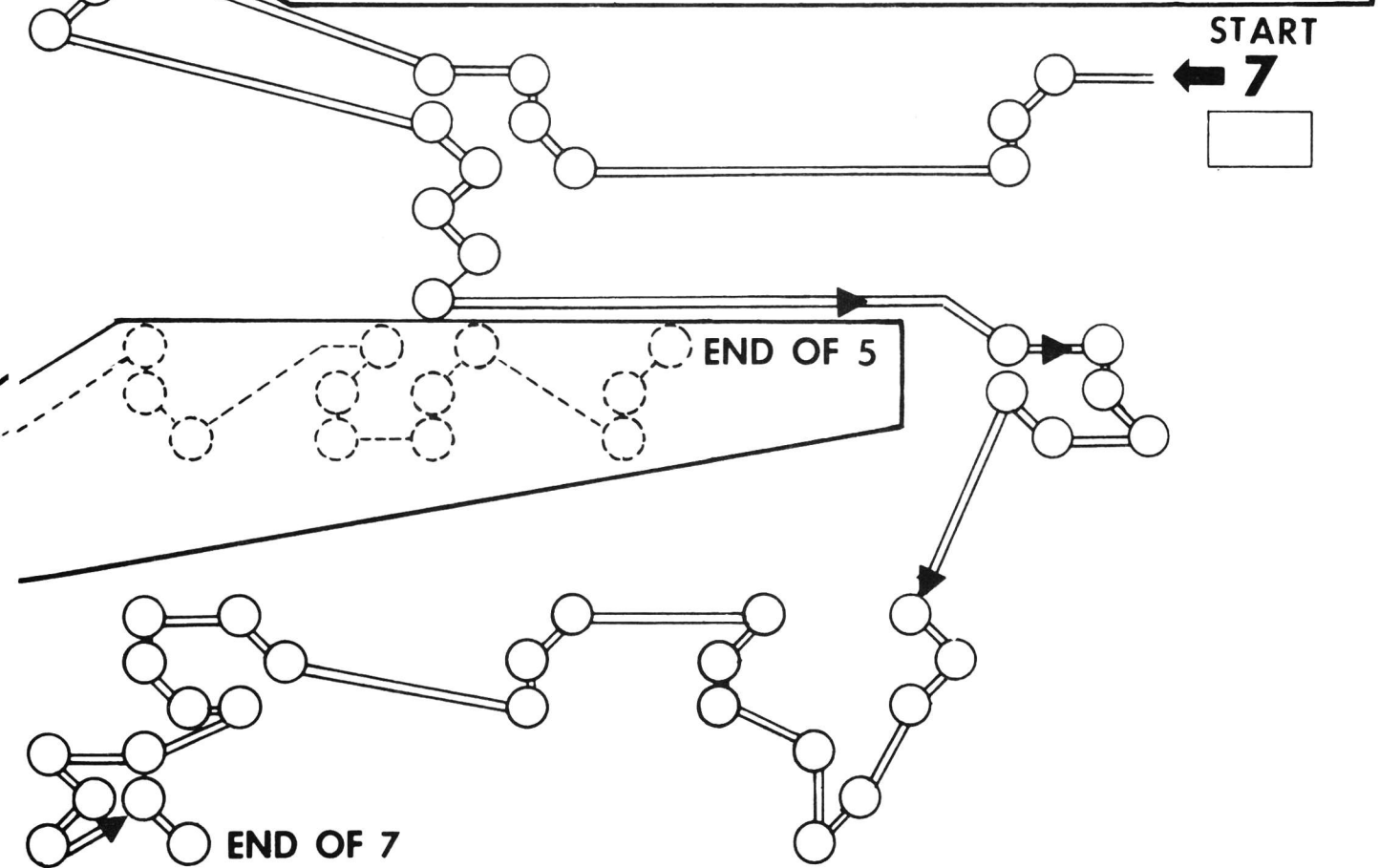
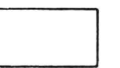


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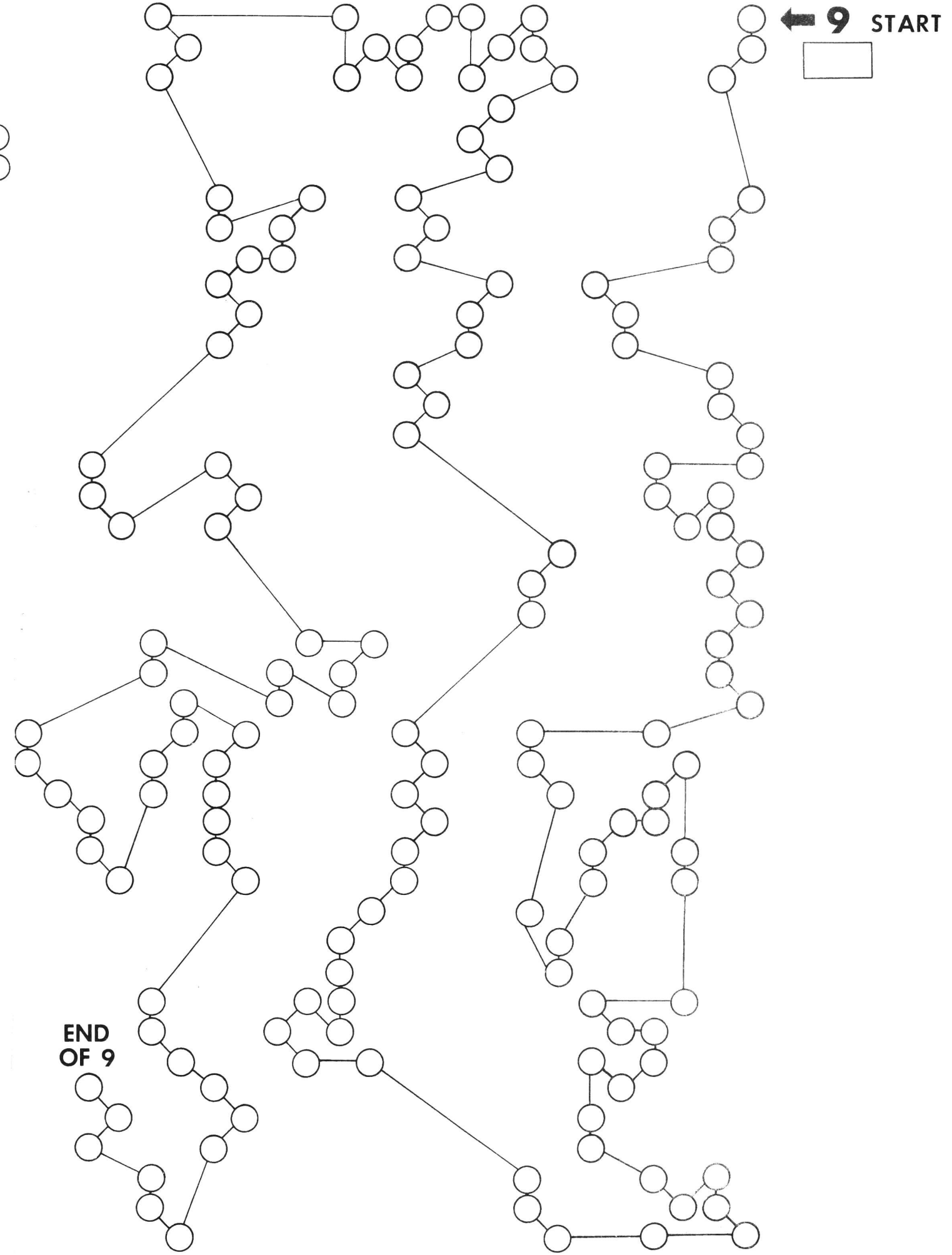
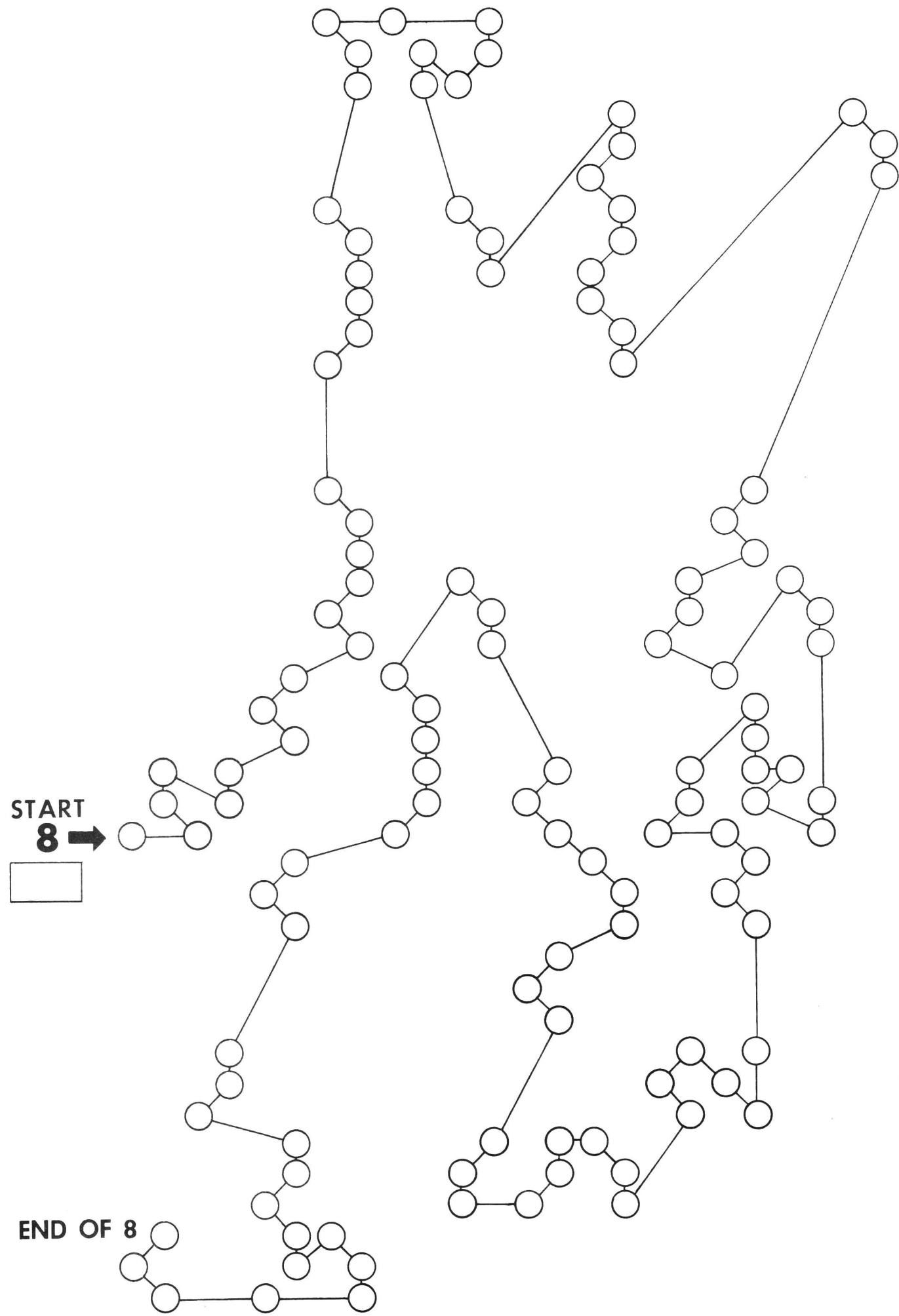
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**7**



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**SELF-SCORING  
ANSWER PAD**  
for the  
**KUDER  
PREFERENCE  
RECORD  
VOCATIONAL**  
FORM CH

Prepared by  
**G. FREDERIC KUDER**

Scores

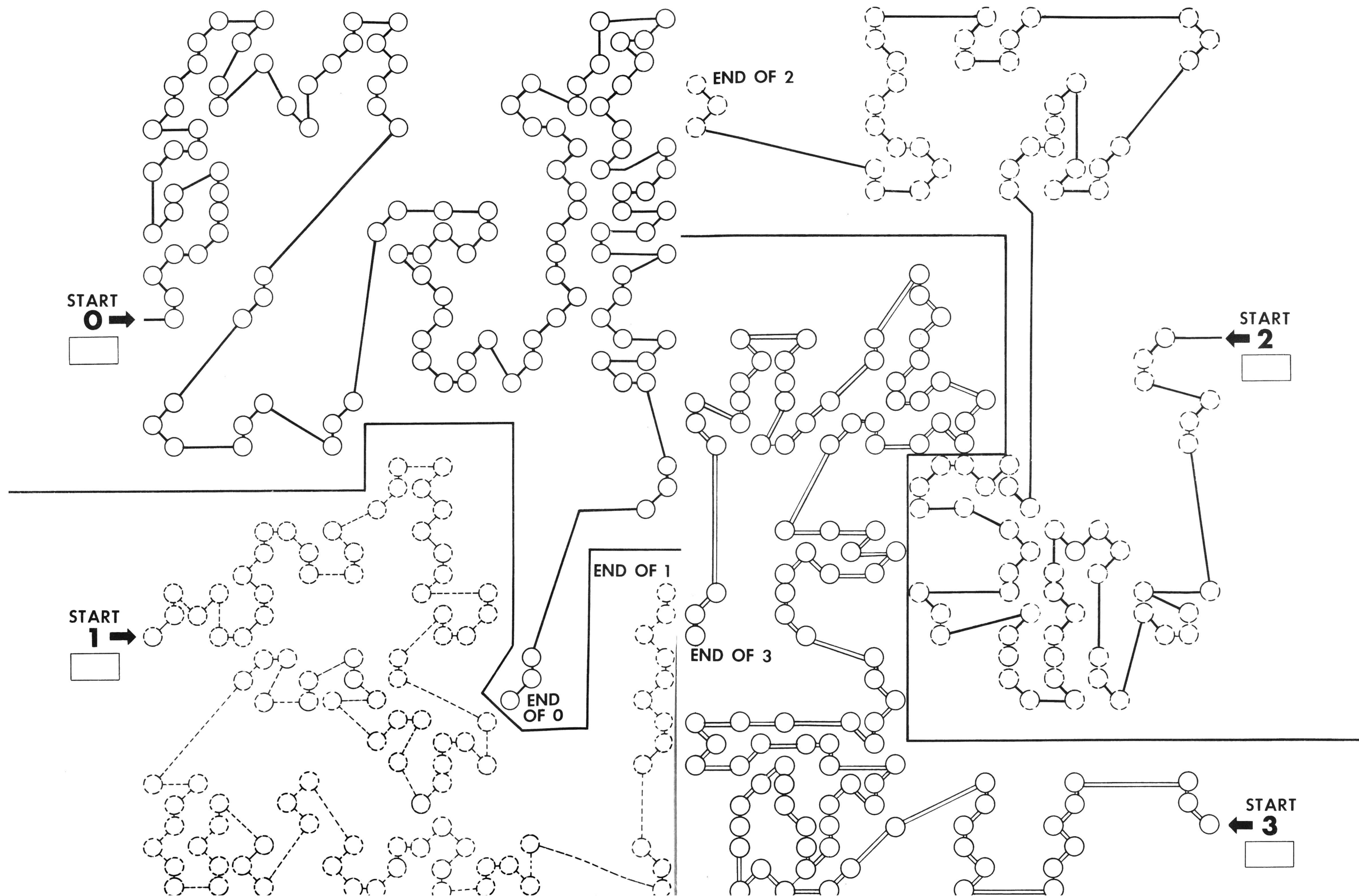
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NAME PRINT \_\_\_\_\_ AGE \_\_\_\_\_  
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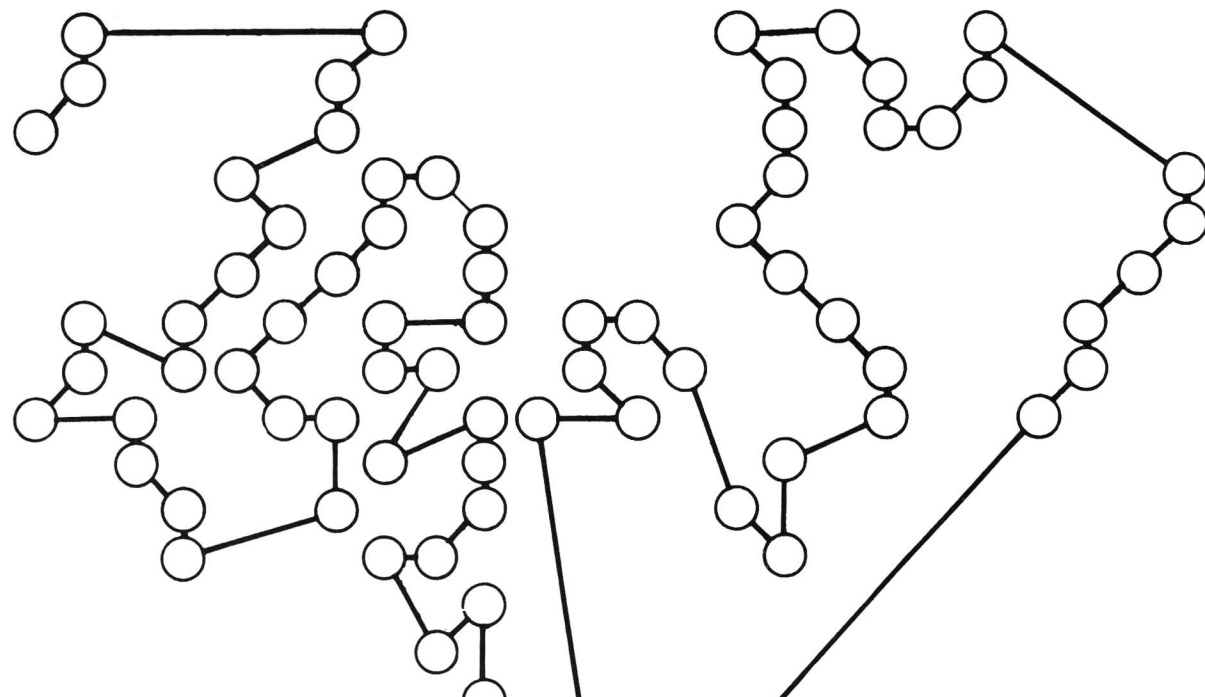
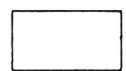
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FACE 12 TABLET	FACE 11 TABLET	FACE 10 TABLET	FACE 9 TABLET	FACE 8 TABLET	FACE 7 TABLET	FACE 6 TABLET	FACE 5 TABLET	FACE 4 TABLET	FACE 3 TABLET	FACE 2 TABLET	FACE 1 TABLET
A	a	A	a	A	a	A	a	A	a	A	a
B	b	B	b	B	b	B	b	B	b	B	b
C	c	C	c	C	c	C	c	C	c	C	c
D	d	D	d	D	d	D	d	D	d	D	d
E	e	E	e	E	e	E	e	E	e	E	e
F	f	F	f	F	f	F	f	F	f	F	f
G	g	G	g	G	g	G	g	G	g	G	g
H	h	H	h	H	h	H	h	H	h	H	h
J	j	J	j	J	j	J	j	J	j	J	j
K	k	K	k	K	k	K	k	K	k	K	k
L	l	L	l	L	l	L	l	L	l	L	l
M	m	M	m	M	m	M	m	M	m	M	m
N	n	N	n	N	n	N	n	N	n	N	n
P	p	P	p	P	p	P	p	P	p	P	p
Q	q	Q	q	Q	q	Q	q	Q	q	Q	q
R	r	R	r	R	r	R	r	R	r	R	r
S	s	S	s	S	s	S	s	S	s	S	s
T	t	T	t	T	t	T	t	T	t	T	t
U	u	U	u	U	u	U	u	U	u	U	u
V	v	V	v	V	v	V	v	V	v	V	v
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X	x	X	x	X	x	X	x	X	x	X	x
Y	y	Y	y	Y	y	Y	y	Y	y	Y	y
Z	z	Z	z	Z	z	Z	z	Z	z	Z	z
a	A	a	A	a	A	a	A	a	A	a	A
b	B	b	B	b	B	b	B	b	B	b	B
c	C	c	C	c	C	c	C	c	C	c	C
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m	M	m	M	m	M	m	M	m	M	m	M
n	N	n	N	n	N	n	N	n	N	n	N
p	P	p	P	p	P	p	P	p	P	p	P
q	Q	q	Q	q	Q	q	Q	q	Q	q	Q
r	R	r	R	r	R	r	R	r	R	r	R
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t	T	t	T	t	T	t	T	t	T	t	T

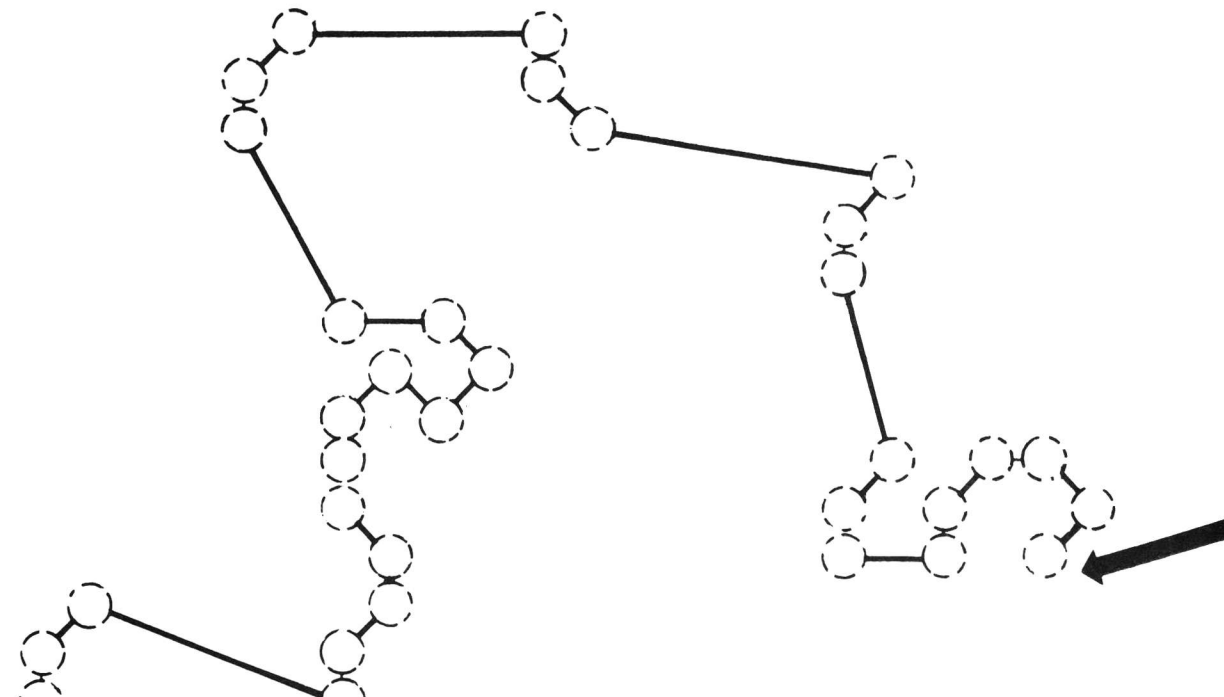
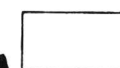




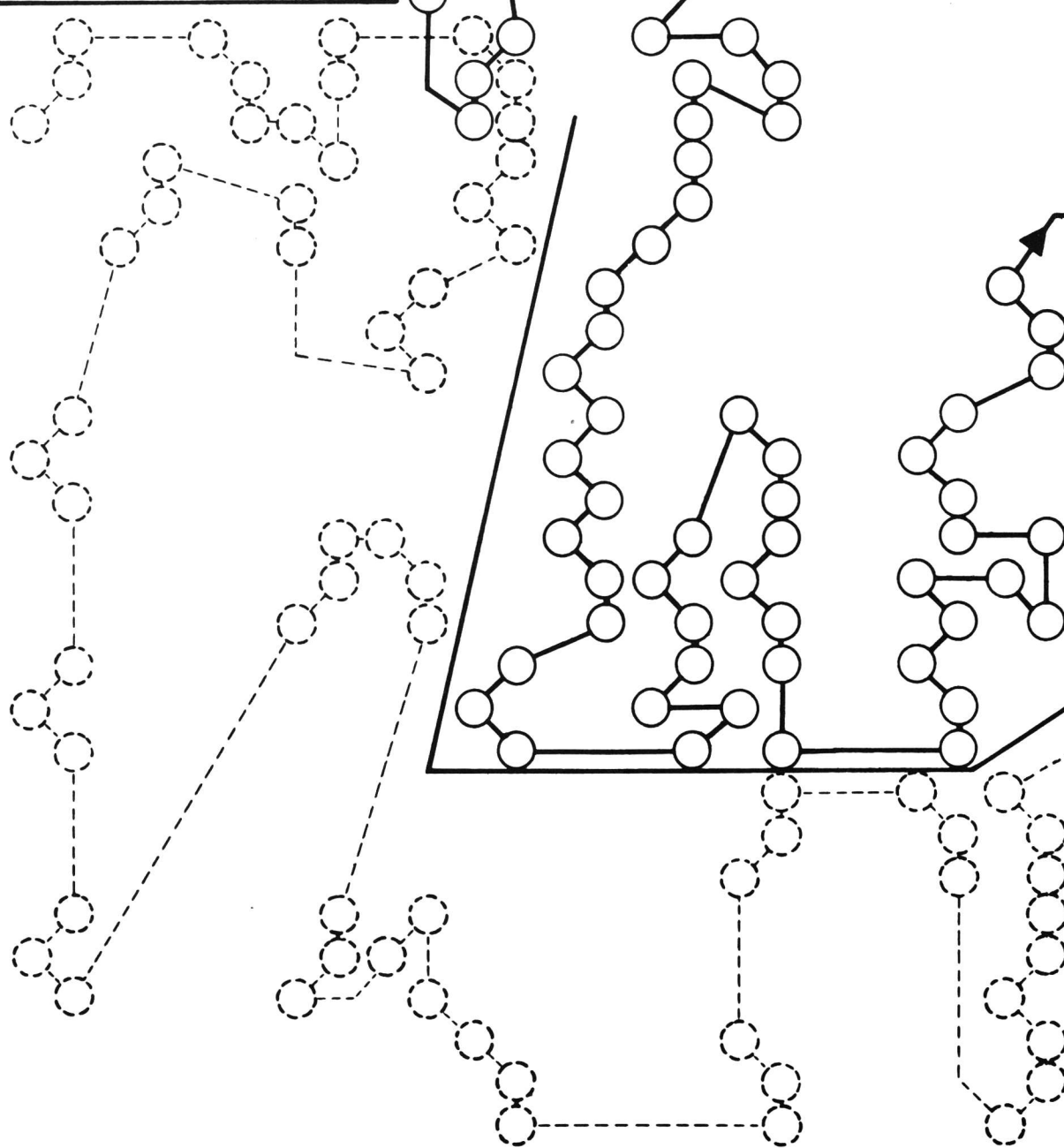
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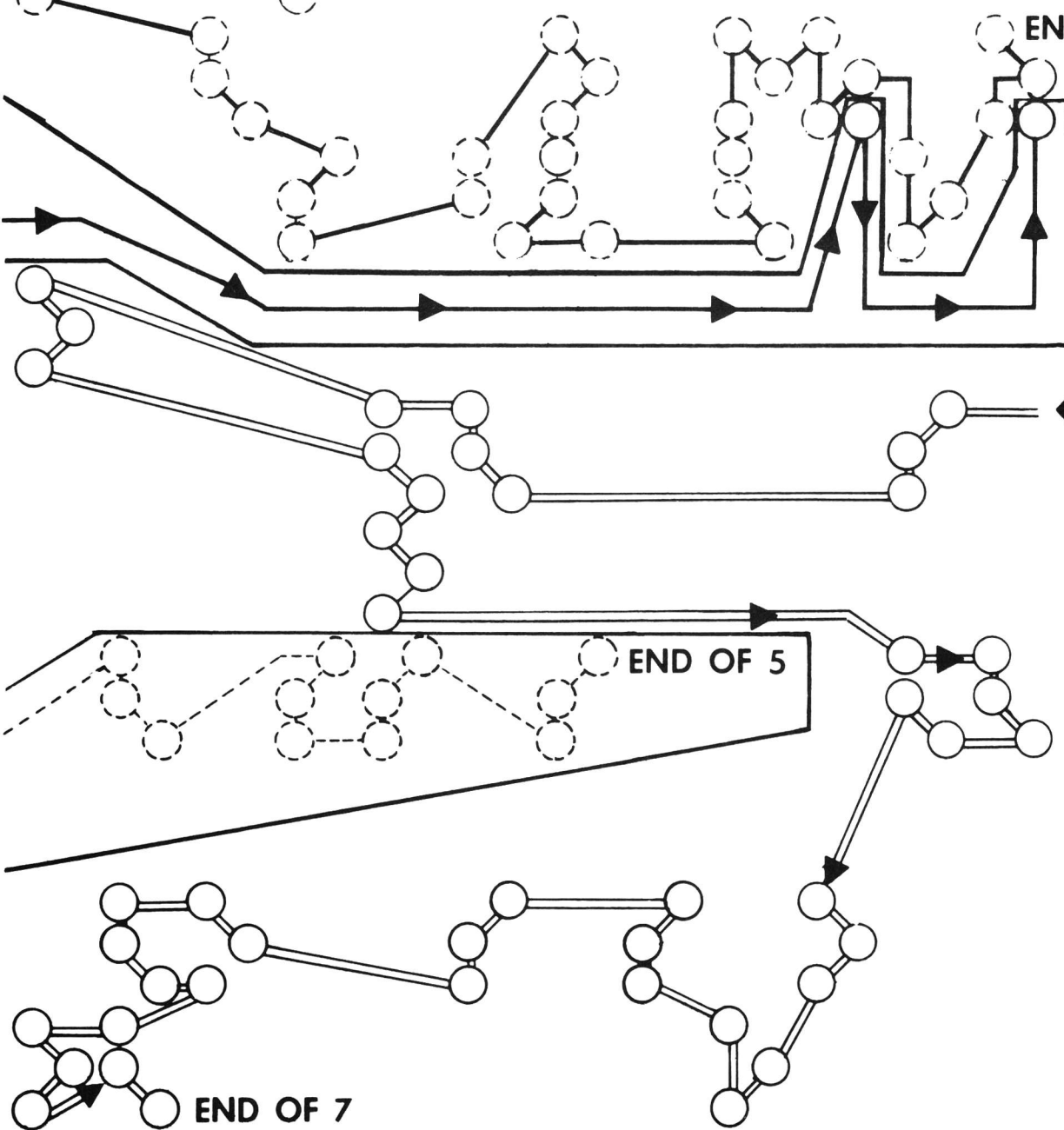
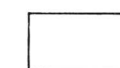
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**7**



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