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The Comparison of Problem Areas for Entering Juniors and Leaving Seniors at Jones Commercial High School

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THE COMPARISON OF PROBLEM AREAS FOR ENTERING
JUNIORS AND LEAVING SENIORS AT
JONES COMMERCIAL HIGH SCHOOL

by

Ruth Mary Gorman

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts

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LIFE

Ruth Mary Gorman was born in Chicago, Illinois, February 24, 1915.

She was graduated from Oak Park High School, Oak Park, Illinois, June, 1933, and from Mundelein College, June, 1937, with the degree of Bachelor of Science.

From 1937 to 1954 the author taught Physical Education in the Chicago high schools, the last eight years being in Jones Commercial High School. She began her graduate studies at Loyola University in September, 1948.

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CHAPTER I

INTRODUCTION

Since man was created, he has had problems and has sought ways of solving them, means of handling them, avenues of avoiding them. These problems have differed according to age, physical environment, financial and economic status, ideals, religious and moral convictions, and his mental and physical health.

It has long been one of the aims of education to help man to live his life, meet his responsibilities, and work out his life purpose. Psychologists and mental hygienists are also interested in helping man to recognize and accept his problems, to solve those he can solve, and to adjust to those he can do nothing about.

It further has been apparent to educators that many problems of adolescents may be avoided or recognized, accepted, and solved if a program based on knowledge of their specific problems can be worked out. Individual differences have long been the bugaboo in educational planning.

Many means have been devised for discovering what problems concern various groups of individuals. The problem check list has been found to give a very good all around picture to both the one administering the list for purposes of counselling or research, and to the one checking the list. It

provides a variety of types of problems. It enables a person to put something into words which he heretofore has been unable to do.

To those educators working in high schools, the fact that boys and girls have problems is nothing new. The fact that they will admit to those problems has been more widely questioned.

The special group under observation in this study has had two years of high school training before transferring to a vocational school. One of the important aspects of the school this group attends, Jones Commercial High School, is its Personality Program. Its importance has been recognized by business men who are the recipients of its concrete results. Its contents have been revised to meet current needs. However, its practical application in the lives of its students has never been scientifically measured.

In an attempt to determine how personally and individually the Personality Program affects the life of the Jones girls, the present study was considered. It was necessary to know what problems the girls had, how they solved them, whether or not the problems changed much during their two years at Jones, and what, if anything, the Personality Program had to do with the problems' solution and change.

The theory that a difference of one year in age and specialized educational experience may significantly affect these problems is investigated by this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Though to the writer's knowledge, there has been no previous survey, involving the same type school groups and the same methods and tools, many related studies are available.

Mother Moody¹ in her study found that girls admit to numerous problems, many of which are of a serious nature; that they feel the need of help and counsel; that there seems to be evidence of help given through group guidance. Many of her findings may prove of interest in the present study. These will be reviewed in greater detail later.

Sister M. Mildred Knoebber² O.S.B., made an extensive survey of the problems of girls as seen by themselves, the results of which are published in her book, The Self-Revelations of the Adolescent Girl. Early in the book Sister stated that "Its purpose is twofold, first to afford our girls a more definite, constructive, and sympathetic direction in meeting life's problems,

1 Moody, Mother Rosemary, A Survey of the Problems of Girls in Catholic High Schools, Loyola University, Chicago, 1950.

2 Knoebber, Sister M. Mildred, O.S.B., The Self-Revelation of the Adolescent Girl, Milwaukee, 1937.

and secondly to place before those who are charged with the God-given task of directing girl-life a convenient approach to a more accurate study of the girl as she is passing through the troublesome years of adolescence."³ She devised her own questionnaire.

Interestingly enough, attitudes and problems were found to be fairly uniform throughout the country. The three most important problems were:

- (1) Future vocation;
- (2) Question of being only partially understood;
- (3) Lack of social privileges.

J.P. Finn⁴ found that there were significant quantitative grade level patterns in a study he made in five urban Catholic high schools in Ontario. He reported that moral problems are less frequent after the tenth grade level; school life problems show irregular decline from the ninth to the twelfth grades; vocational problems increase with the grade level; family life, personal adjustment and financial problems appear with similar frequencies at all grade levels; and boy-girl problems are numerous in grades ten to twelve.

Richard Kohs⁵ conducted an investigation as to what difference an after-class job made in the life of high school students and reported that in general, employed students have more problems, need more specialized direction

3 Ibid, p.5

4 Finn, J.P., A Study of Problems of Certain Catholic High School Boys as Told by Themselves and Their Teachers, Washington, D.C., Catholic University of American Press, 1950.

5 Kohs, Richard, Working Youngsters Have It Tough, Personnel and Guidance Journal, January, 1953.

and guidance, are more apt to withdraw before graduation. Some of the pertinent details of his study will be compared later in this study.

Revel L. Fich⁶ and L.L. Belanger made comprehensive studies of techniques and instruments available to find a simple way to determine problems confronting counsellors.

They concluded that there is no ideal way, but that the problem check list is the most helpful. In their study they examined twenty-three, and concluded that the best of these are the SRA Youth Inventory⁷ and the Mooney Problem Check List.⁸

George Lawton,⁹ in his book, How to be Happy Though Young, revealed the content of letters written by young people and sent to him through Scholastic Magazine. Wide variety of problems was described from areas such as self, family, people, friends, school, career, opposite sex, etc.

Pepe¹⁰ found that the most pressing problems in a group of students in Cleveland High School (St. Louis) were as follows: Study-Learning, Occupational Adjustments, Personal Adjustment, Home-Life Adjustment.

6 Fich, Revel, L., The Problem Check List, A valuable approach in counselling, Occupations, 1952, XXI, 110-12.

7 SRA Youth Inventory, Science Research Associates, Chicago, 1947.

8 Mooney, Ross L., Problem Check List, High School Form, Bureau of Educational Research, Ohio State University, Columbus, Ohio, 1941.

9 Lawton, George, How to be Happy Though Young, Vanguard Press, Inc. New York, 1949.

10 Pepe, C., "Personal Problems of High School Pupils," School and Society, LVII, 1943, 113-8.

In a report in the National Education Association Journal,

H.H. Remmers and L.M. Spencer¹¹ stated that all young people have problems, but that school itself at the high school level is favorably rated. Only sixty per cent of those interviewed hated school enough to quit; twenty per cent clashed with their parents; thirty to sixty per cent were concerned over post-graduate activities. There was great concern over "not belonging", and the problems of sex, fear of war, and race prejudice were relatively serious.

The State Supervisor of Occupational Information and Guidance in Helena, Montana, worked out a questionnaire and gave it to high school students. This educator, Truman Cheney,¹² based his material on the following three questions: What do you think are, or have been, the three most important problems: 1, while you were in school; 2, after school; 3, in selecting a vocation? The results show that the school life problems include getting studies done, and gaining confidence; those with post-school living, with selecting the right vocation, deciding whether to go to college, and, if so, what college; those with vocational selection varied with the different vocations.

The study of the American Youth Commission under the sponsorship of the American Council on Education brought out special problems of youth. E. Lloyd-Jones and Ruth Fedder,¹³ analyzed the report and published their

¹¹ Remmers, H.H. and Spencer, L.M., "All Young People Have Problems," N. E. A. Journal, March, 1950.

¹² Cheney, Truman, "A method of identifying problems of high school students," Occupations 1949, XXVII. 387-95

¹³ Lloyd-Jones, E. and Fedder, R., Coming of Age, New York, 1941.

findings in a book called Coming of Age. They classified problems of adolescence as being related to economic cycles and national crises and as being permanent features of adolescence.

It is necessary for young people to solve courageously and with some success all the various problems that confront them if they are to move on into their late twenties and thirties with fair assurance of being able to meet successfully the problems typical of those later years.¹⁴

The authors' comments on the special problems of adolescence are interesting:

The very process of growing up, of gaining independence from one's primary family group, of establishing a successful home of one's own, of turning from self-concern to concern for others, of discovering a set of values by which one can live—all this at times thrills and at other times completely discourages a young person as he is swept chronologically on through his late teens into early adulthood.¹⁵

Lloyd-Jones and Fedler brought out the basic personality needs of security, love and success; the main problems of helping in the selection of a mate and in obtaining adequate sex instruction; and the need of personal goals, including the maintenance of physical and mental health; learning to work and to play; to think; to make choices and to accept responsibility; learning from experience; appreciating beauty and learning to balance helping, giving and taking.

Billet, R.O., and Yeo, J.,¹⁶ worked with one thousand boys and girls for over a year to work out a course focused on the important personal and

14 Ibid, v

15 Ibid, vi

16 Billet, R.O. and Yeo, J., Growing Up, New York, 1951.

social problems of youth. They emphasize the fact that those in school now are the citizens who will control America's future, and that each individual should be able to evaluate his own problems and the possible solutions for solving them.

In an interesting report, W.C. Olson,¹⁷ reported that he used the Woodworth-Mathews Personal Data Sheet and found that more symptoms were reported when the papers were unsigned.

In her thesis about the problems and interests of college students, Clare McCarthy,¹⁸ found some interesting relationships:

Low mechanical score is related significantly to dissatisfaction and insecurity in personal and social life. High musical preference is related significantly to domination by emotions and insecurity and dissatisfaction with self. A low persuasive score and dependence on others relate closely. A high persuasive score and managing own affairs relate closely.

Leo Gordon¹⁹ reported that the Mooney Problem Check List is highly successful in reflecting problems which the individual is willing to admit. Jacobs²⁰ stated that with proper control and cautious interpretation the problem check list techniques should serve a useful function in secondary

17 Olson, W.C., "The Waiver of Signatures in Personal Data Reports," Journal of Applied Psychology, 20, 442-50, 1936.

18 McCarthy, Clare N., "The Relation Between the Problems and Interests of College Students", Loyola University, Chicago, 1950.

19 Gordon, Leo V., "The reflection of problem changes by the MPLC", Educational and Psychological Measurement, 1949, 9, 749-52.

20 Jacobs, Robert, "Reports on experimental use of SRA Youth inven-

school guidance.

McIntyre²¹ reported in his investigation that the Mooney Problem Check List is used as one of the personality tests administered in the Pennsylvania State College psychological clinic. In his attempt to prove the validity of the tool, McIntyre made the following predictions:

- In the area HF, children from broken homes would have more problems than those in intact homes.
- In the area FLE, Negroes more problems than whites.
- In the area ASW, greater intelligence, fewer problems.
- In the area FVE, seniors more problems than sophomores.
- In the area CSM, girls more problems than boys.

The study was made in Chester High School, Chester, Pennsylvania, from grades ten to twelve inclusive, embracing the four curricula of the school: academic, general, commercial and vocational. Sixty-one significant differences were found, twenty-one of which strongly supported the predictions made, and, hence, the validity of the check list.

Many other sources were read and found to be interesting. These are listed in the bibliography. However, since they were not directly concerned with the problem at hand, they have not been reviewed.

After reading and comparing material related to the problems of high school students, this investigator proceeded to the present problem.

tory in full testing program of Education Record Bureau" Educational Record Bulletin, 1950, No. 56747-60.

21 McIntyre, Charles J., "The Validity of the Mooney Problem Check List," Pennsylvania State College, 1951.

CHAPTER III

PRESENT INVESTIGATION

The purpose of this study has been to compare the problems of junior and senior grade students in a specialized school, Jones Commercial High School.

This school is listed as a special one because of its population and curriculum. The student body is comprised of eleventh and twelfth grade students who have had two years of high school work, preferably with some commercial background. The total enrollment is about five hundred. Since ninety-eight per cent of the students are girls, this study was limited to these.

The commercial training is divided into four different curricula; stenography, accounting, calculating machines, and general clerical, enabling each student to concentrate in the field of business in which he or she is most interested, and in which he or she can excel. In addition, each student spends the last semester on the cooperative work program, working half a day for school credit and on a salary, and attending classes at school half a day.

Perhaps the most unique feature at Jones is its Personality Program, which was developed in 1942 to meet the need for and the obvious lack of an adequate program in the field of character training and personality development. The students represent a wide variety of home background. Many of them having had little social training showed a need for help in developing suitable

standards.

This need was recognized by both faculty members and business men, and was deemed important enough to demand immediate action.

The program is carried out through an additional fifteen minute period following the division or home room period, and follows a prescribed course of study, which has been revised more than once to meet ever-changing social needs.

Jones attracts the more serious minded type of student for the most part, inasmuch as the graduate is going directly into the business world and wants to be prepared for it. Hence, one would expect a minimum of discipline problems. On the other hand, since the students are forced to grow up quickly, mentally, physically, and socially, one might expect other problems to arise.

It was hoped that this study might throw some light on the nature of their problems, as well as on the modification of the problems in the course of a year of specialized vocational study, accompanied by a definite program of personality development.

The two groups (11B and 12B) were selected because they were uniform in size and previous experience both having had two years of successful high school experience before coming to Jones.

With the permission of the director of Jones Commercial High School, the Mooney Problem Check List was administered through the Physical Education classes. To insure all girls checking the list the same day, these classes were combined with the Music and Grooming classes each period. Thus, the entire 11B and 12B group checked the list during one school day. The following

explanation was given to each group:

This is a personal request of this experimenter and has nothing to do with Jones Commercial High School records, teachers, programs, etc. No counselling or follow-up will be attempted as a result of the problems checked unless you desire it. You may voluntarily identify yourself after completing the Check List if you want to. You may take more than the forty-minute period if you need it. You are asked to note in which grade (12B or 11B) you are and in which section of the city you live. If there are any questions, please raise your hand and I will come to you. Begin now.

The Mooney Problem Check List was chosen as the instrument to be used in this study because of the ease and speed with which it can be administered and scored, the overlying picture of problems it presents, and the relationship between problems which show in the associated areas.

The Mooney Problem Check List was developed by Ross L. Mooney¹ at Ohio State University. Collaborating with him were Miles E. Carey and Dai Ho Chun at McKinley High School, Honolulu, Hawaii; John H. Herrick at Shaker Heights High Schools, Cleveland, Ohio; G.O. Rosen at Johnsville-Lebanon High School, New Lebanon, Ohio; and Arthur N. Coombs at Alliance Public School, Alliance, Ohio.

It has been revised many times since the first form made from the investigation of five thousand items expressed by four thousand students. In addition, the experience of the author as counselor and administrator, the analyses of case records, interviews, and related literature all helped to bring about the first form.

¹ Mooney, Ross L., Problem Check List, High School Form, Bureau of Educational Research, Ohio State University, Columbus, Ohio, 1941.

As reported by Mooney² the current revision, 1950, was based on the original form, 1941, and on these studies:

1. The study of Lovelass, made in Illinois, comprising a total of 4,082 boys and 4,361 girls from fifty-seven schools.
2. The study of Cowan, made in North Carolina, comprising a total of 230 boys, 373 girls in a Negro school.
3. The study of Chun in Honolulu, Hawaii, comprising 1,182 boys and 1,316 girls.
4. The study of Jamson and Mooney in Louisiana comprising a total of 202 boys and 233 girls.
5. From the 1948 manual, cases representing rural and small-town communities.

There are no standardized forms; nor can this be considered a test.

"....it is not a test. Rather it is a method of self-description, and as such all the stronger if it allows individual differences to appear."³

The check list is made up of 330 items divided into eleven problem areas, which will be described and discussed later in this study.

The Mooney Problem Check List may be administered for any one of the following reasons:

1. To facilitate counselling.

2 Ibid, ii

3 Mooney, Ross L., "Survey of High School Problems by Means of a Problem Check List", Educational Research Bulletin, 1942, 21, 65.

2. To make group surveys leading to plans for individual action.
3. As a basis for home-room, group guidance and orientation

programs.

4. To increase teacher understanding in regular class-room teaching.
5. To conduct research on the problems of youth.

Actually, the present study is concerned with two of these reasons: namely, two and five. Information as to the most prevalent problems expressed by the girls is invaluable in planning or revising a Personality Program course of study. Subsequently, it may be possible to use the check list as a means of measuring changes brought about by the Personality Program.

After considerable work was done on the statistical analysis of the study, it was deemed advisable to administer a follow-up questionnaire to determine the church affiliation, family relationships, and athletic activities. The students were given the questionnaire in the same way in which the check list was administered, and were asked to make the same identification on the second sheet, so that individual papers could be matched. For the most part, these factors showed little significance relative to the problems reported, but revealed some interesting facts which follow.

Results of the second questionnaire yield the following information:

1. 53.7 per cent of the seniors belong to one or more clubs.
57.0 per cent of the juniors belong to one or more clubs.
2. 24.5 per cent of the seniors play on one or more athletic teams.
24.7 per cent of the juniors play on one or more athletic teams.
3. 81.6 per cent of the seniors attend church.
81.7 per cent of the juniors attend church.

4. 39.5 per cent of the seniors live in a broken home.
43.0 per cent of the juniors live in a broken home.
5. 54.1 per cent of the seniors attend church once a week.
52.6 per cent of the juniors attend church once a week.
6. 50.3 per cent of the seniors are Catholic.
51.3 per cent of the juniors are Catholic.
7. 27.9 per cent of the seniors are Protestant.
26.0 per cent of the juniors are Protestant.
8. 76.2 per cent of the seniors believe in the teachings of their Church.
76.6 per cent of the juniors believe in the teachings of their Church.

The second questionnaire mentioned earlier had some interesting, if not pertinent, data. A brief explanation of the listings may be in order.

1. Clubs refers to any organized groups whose purpose is other than athletic. This includes church groups, choirs, social clubs of all kinds. The number of clubs to which Jones' girls belong range from none to ten.

2. Teams refers to any organized group whose purpose is athletic. These include bowling teams, local playground groups, park activities, neighborhood teams. The number of teams to which Jones' girls belong range from none to ten.

3. Church refers to any religious affiliation reported by the student. Approximately one hundred different churches were mentioned which were classified into seven different groups by this writer, i.e., Catholic, Protestant, by sect, Jewish, Greek Orthodox, etc.

4. Broken home indicates one from which one or both natural parents are missing.

5. Attend church once a week was in answer to the question "How often do you attend this church?" (to which you belong). Answers ranged from "not at all" to "once a day"; the greater number checked "once a week."

6. Catholic means that affiliation with a Roman Catholic Church is indicated.

7. Protestant means that affiliation with one of several Protestant Churches is indicated; i.e., Episcopalian, Methodist, Presbyterian, Lutheran, etc.

8. Believe in the teachings of this church refers to the admission of acceptance and following of doctrines and tenets of the church to which they belong. The students were asked to give examples of how they put these teachings into practice. Many answers were given, such as, "Going to church on Sunday", or "No meat on Friday", "Following the Golden Rule", etc.

The results of the second questionnaire allow for many deductions.

1. More than one-half of the group examined belong to clubs (53.7 per cent of seniors, fifty-seven per cent of juniors).

2. About one-fourth of the group is actively interested in sports, a relatively small number for a teen-age group, but understandable because of the school and work hours of the group.

3. The great majority of the group attend church and have some religious background.

4. A large group might be expected to have problems in the Home and Family area because of the "broken home" condition.

5. An interesting fact is that while about eighty-one per cent attend church, only about seventy-six per cent believe in the teachings of the

church. This writer would consider this evidence that some of the group attend church only because their families have insisted they do so.

A few of these results are surprising in view of the social history herein described. In view of the high percentage of broken homes and the fact that almost one-fourth of each group does not believe in the teachings of the church they attend, one would expect many problems in the Home and Family area and in the Morals and Religion area. The fact that this was not born out may indicate that at this age these problems are not seen as particular difficulties, or that the questions were not well adapted to bring out differences of this kind.

The study was received very favorably by most of the girls, perhaps because of its novelty; perhaps because most people like to talk about themselves; perhaps because it gave some an opportunity to put their problems into concrete form. One girl commented afterward on the fact that she had learned how fortunate she is, having so few of the many problems expressed by many other teenagers.....

Another said she hadn't realized what was bothering her until she checked the list.

The groups checked a total of 15,535 problems, of which 3,452 were marked as serious ones. This means that the 147 seniors had an average of forty-five problems, while the 158 juniors had an average of fifty-five problems. A complete discussion and breakdown of these problems follows in Chapter IV.

The problem areas into which thirty each of the 330 problems fall

are:

HPD	Health and Physical Development
FLE	Finances, Living Conditions and Employment
SRA	Social Recreational Activities
CSM	Courtship, Sex and Marriage
SPR	Social Psychological Relations
PPR	Personal Psychological Relations
MR	Morals and Religion
HF	Home and Family
FVE	The Future: Vocational and Educational
ASW	Adjustment to School Work
GTP	Curriculum and Teaching Procedure

Mooney stated that thirty items seemed the best number to cover the range of problems in each area. Some items are related to two areas, but have been listed only once, and then in the area in which it has been found to be most relevant.

Henceforth, any mention to the problem areas will be by the initial symbol ONLY: i.e., HPD for Health and Physical Development, etc.

CHAPTER IV

RESULTS AND INTERPRETATION

The frequency with which each of the 330 problems were checked by each group were converted into a percentage of that whole group for the purpose of comparing the quantities.

To determine the significance of differences the following formula was used:

$$\frac{D}{\sqrt{D}} = \frac{P_1 - P_2}{\sqrt{PQ \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

On the basis of the Null hypothesis we assume that there is no real difference in the two percentages, (i.e., that they represent the same population); in other words, we assume that any differences we do measure are due to chance factors and then we test this hypothesis. We then use the t-technique, or the charts.

It can be assumed that about one-twentieth of the comparisons will equal or exceed a P of 0.05 due entirely to the operation of chance factors (in this study, one-twentieth would be 16.5 pairs). Hence, considerably more than this number must be found to be significantly different to maintain that the check list does differentiate between the two groups.

1 McNemar, Psychological Statistics, Formulae 27a, p.76

Using unpublished charts, developed from this formula for this purpose, the corresponding pairs of percentages were compared to determine whether the difference between them was significant.

The charts are based on the $p=0.05$ level of confidence. Though the charts are not completely accurate, the error introduced operates always in the same direction, and in such a manner that one is less likely to assume real differences when they do not exist, and more likely to miss real differences when they do exist. Thus, any error will be in the conservative direction.

With these charts, the clearly significant and the clearly non-significant pairs of percentages were determined. Where there was a question as to the placing of any one pair on the significant or non-significant group, the aforementioned formula was used.

Those differences which are significantly different at the 0.05 level of confidence include a total of sixty-two items, almost four times the quantity needed to rule out the probability of chance factors, this quantity being about one fifth of the whole. The largest number of these differences are in the field of Adjustment to School Work. The entire spread of these can be seen in Table I.

In considering these differences, several factors may be assumed to be responsible: For example, some problems may vary because of the difference in experience; some because of the difference in chronological age; some because the older group may have learned to solve some of their problems; some because of the special program under which both groups are working, i.e., the cooperative work program and the personality program.

Some differences seem to be self-evident. Some seem to be open for conjecture. All of them are interesting. The discussion which follows considers the problems by areas, following the divisions in Table I.²

In the field of Health-Physical Development (HPD) three problems show significant differences between the groups, with the juniors having a significantly higher percentage than the seniors. Of these, two, "Poor complexion" and "Poor Posture", may be accounted for by the physical changes brought about by one year's growth. That is, the junior may be suffering from early adolescent skin and figure problems, which the senior has "out-grown". However, inasmuch as great emphasis is placed upon skin and figure per se, in the Personality Program, it seems likely that this Program may in part be responsible for the lessening of the problem in the senior group. The problem of "Often not hungry for meals" leaves room for conjecture. One possible explanation is the fact that the students must travel away from their home neighborhoods to attend Jones school. This may involve a drastic change in their usual meal hours, leading to habits of eating between meals, and, hence, affect their appetites. Some students find it physically impossible to eat breakfast preceding a bus or subway ride, too.

In the area of Finances, Living Conditions, and Employment (FLE), seven problems are significantly different. Four of these, "Having no regular allowance", "Too few nice clothes", "Wanting to earn some of my own money", and "Wanting to buy more of my own things" are checked by a greater percentage of

2 See Table I, page 22

TABLE I
SIGNIFICANT DIFFERENCES

AREA	PROBLEMS	PERCENTAGES	
		Juniors	Seniors
<u>HPD</u>	Often not hungry for meals	22.8	13.6
	Poor complexion or skin trouble	36.1	25.2
	Poor posture	21.9	15.0
<u>FLE</u>	Having no regular allowance	15.2	7.5
	Too few nice clothes	27.2	16.3
	Wanting to earn some of my own money	48.7	24.5
	Wanting to buy more of my own things	34.2	23.8
	Needing money for education after high school	3.2	8.8
	Needing a job during vacation	24.1	4.1
	Getting low pay for my work	4.4	10.7
<u>SRA</u>	Nothing interesting to do during vacation	17.7	3.4
	Wanting to improve my appearance	51.3	38.1
<u>CSM</u>	Awkward in making a date	9.5	2.0
	Not being attractive to the opposite sex	20.4	8.2
	Too few dates	31.0	17.0
	Embarrassed by talk of sex	15.2	4.8
	Deciding whether to become engaged	3.8	9.6
<u>SPR</u>	Wanting a more pleasing personality	47.5	34.7
	Getting embarrassed too easily	30.4	15.6
	Being called "hi-hat" or "stuck-up"	9.5	17.0
	Wanting to be more popular	52.2	37.4
	Being disliked by someone	17.7	9.5
	Speaking or acting without thinking	24.7	15.0
No one to tell my troubles to	20.9	10.9	

TABLE I (continued)
SIGNIFICANT DIFFERENCES

AREA	PROBLEMS	PERCENTAGES	
		Juniors	Seniors
<u>PPR</u>	Being careless	15.2	8.2
	Unhappy too much of the time	20.9	11.6
	Having bad luck	13.9	4.1
	Having memories of an unhappy childhood	14.6	4.8
	Bothered by bad dreams	5.1	1.4
<u>MR</u>	Not going to church often enough	26.0	13.6
	Wanting to feel close to God	26.0	12.2
	Parents old-fashioned in ideas	24.9	14.3
	Wondering what becomes of people when they die	24.7	11.6
	Afraid God is going to punish me	12.7	6.8
	Being unable to break a bad habit	22.2	12.9
<u>HF</u>	Being criticized by my parents	21.5	12.9
	Not getting along with brothers or sisters	23.6	11.6
	Wanting more freedom at home	26.6	15.6
	Wishing I had a different family background	12.7	3.4
	Not telling parents everything	35.4	23.1
<u>FVE</u>	Can't see that school is doing me much good	18.4	6.8
	Wanting to be on my own	24.7	13.6
	Choosing best subjects for a job	13.9	4.1
	Needing to know more about college	3.2	8.8
	Afraid of unemployment after graduation	8.2	2.7
<u>ASW</u>	Adjust to a new school	12.7	1.4

TABLE I (continued)
SIGNIFICANT DIFFERENCES

AREA	PROBLEMS	PERCENTAGES	
		Juniors	Seniors
	Not really interested in books	19.6	10.9
	Trouble with oral reports	46.8	27.9
	Afraid to speak up in class discussions	50.7	29.9
	Don't know how to study effectively	27.9	10.2
	Trouble with mathematics	28.5	18.4
	Trouble in organizing papers and reports	19.0	7.5
	Slow in reading	17.7	5.4
	Worrying about exams	45.6	23.1
	Not smart enough	24.1	12.2
	Afraid of failing in school work	31.0	9.5
<u>GTF</u>	So often restless in class	11.4	25.8
	Too many poor teachers	7.0	15.0
	Unfair tests	3.2	10.9
	School activities poorly organized	3.2	8.8
	Not enough school spirit	7.0	15.6
	Poor assemblies	6.3	15.0

juniors than seniors. It could be assumed that the three mentioning money specifically are more of a problem to the juniors as most of the seniors have part-time jobs. However, two of these problems are still relatively high for the seniors, "Wanting to earn own money" and "Wanting to buy own things". Possibly parents have not allowed the complete freedom of money the individuals would like to have.

The problem of "Too few nice clothes" is more a problem to the juniors possibly because of the code of conduct in dress which students at

Jones must follow: nylon hose, heeled shoes (no bobby sock and loafers), tailored dresses and suits (no sweaters and skirts), hats and gloves (no babushkas and mittens). Since the students have chosen this school, they have chosen the regulations regarding dress, per se, and become aware immediately of the possible lack in their wardrobe. On the other hand, the seniors, who are more settled in part-time jobs, may be better able to solve this problem.

At Jones, the problem of "Finding a job during vacation" is a real one only for the juniors, since all seniors, who are interested in one, have been placed in a full or part-time job.

The problem of "Needing money for education after high school", significantly more common among the seniors, suggests that the seniors have become more aware of the importance of further education, or that they may now foresee a means of handling part of the expense involved in college attendance. "Getting low pay for my work", more common on the senior side than on the junior, may show increased appreciation of the value of energy expended on a job. For example, a senior, who has been working part-time in a selling capacity, may become aware of the difference between what she is earning and what she could be earning as an office worker. Relatively few of the juniors would have had sufficient experience to have drawn this conclusion.

The two groups show great uniformity in social-recreational activities, since in the SRA area only two problems are found to differ significantly. "Nothing interesting to do during vacation" is a problem to more juniors than seniors. Both the seniors' opportunity for employment during vacation, and the difference in social relationship which result from a year's difference in age

may explain this. Also, the senior may enjoy everything more, simply because of the greater degree of poise she has developed. "Wanting to improve my appearance" is relatively high on both lists, but is significantly higher on the junior list. This would be expected in view of the physical and psychological problems of adolescence.

The teenager is more aware than at an earlier age of the changes within herself and more acutely conscious of her relationship with others. Partly to gain self-respect, partly to gain admiration and acceptance from others, the teenager is concerned with appearance. A knowledge of the importance of appearance in winning the favor of others would add to this problem.

The physical changes which sometimes are accompanied by severe skin and weight abnormalities add to the teenagers worries about appearance.

The area, Courtship, Sex, and Marriage (CSM) has five problems which are significantly different. A small percentage (9.5 per cent), of juniors admit to being "Awkward in making a date", but a much smaller percentage (2.0) of the seniors find it a difficulty. The difference in age and greater social experiences, are, of course, contributing factors. Another factor may be the work on manners and etiquette included in the Personality Program. "Not being attractive to the opposite sex", marked more frequently by the juniors may indicate that they are more unsure of themselves than the seniors, having had less opportunity and less freedom for social contacts with boys than their older schoolmates. However, since many of the activities in the Personality Program, namely, movies, lectures, demonstrations, contribute to the solving of the problem, this may also be a factor in the lessening of it for the senior group.

"Too few dates" is a problem for many in both groups, but for a significantly higher number in the junior group. This may be because the juniors have less dating privileges than the seniors due to parental supervision. Less experience in facilitating social contacts may also be a factor.

The problem of "Embarrassed by talk of sex" is significantly lower on the senior list. One senior remarked, "We aren't less embarrassed; we've just learned to show it less." This might lead one to the assumption that the seniors have learned to take things in stride, without as much outward emotional display.

"Deciding whether to become engaged" is definitely a problem more common to seniors than juniors. This would seem to follow logically, considering differences of military service for the boy in the very near future.

The older boy would be nearer to required military service than the younger. Hence, the problem would be more imminent. In addition, the proximity of separation may make the question of marriage and engagement an acute problem, lacking time to consider all aspects thoroughly. The younger group would not be considering this as an immediate danger; hence no factor in provoking a decision. This is a very real problem for this group and may account for some of the problems in other areas.

In the area Social Psychological Relations (SPR) there are seven problems which proved to be different significantly. "Wanting a more pleasing personality" is a major problem for both groups, ranking thirteenth on the senior list, seventh on the junior list. The difference between the two may be explained by the fact that the seniors have had one year of specialization in the field of personality and have learned some of the ways and means of

developing poise and assurance, of getting along with others, of forgetting self.

"Getting embarrassed too easily" is a problem for twice as many juniors as seniors. This may be explained simply by the self-assurance and poise gained by the group one year older. The strain of a new school, strange teachers and classmates should have lessened after a year, and the accompanying self-consciousness be a thing of the past. Training and experience in meeting social demands also contribute to this adjustment.

"Being called "Hi-hat" or "Stuck-up" is the only problem in this area where the significant percentage is higher on the senior list. When consideration is taken of the Jones Personality Program and the clothes regulations, the cause of this problem seems evident. The girls must dress in a more adult fashion than their former associates and neighborhood friends. They are required to attain and maintain good posture. And it is conceivable that this combination makes them look much different from their former schoolmates. Hence, the implied criticism. (The students report frequently that ticket-sellers and conductors on public transportation refuse to allow them to use student rate passes, because their appearance belies their claim.)

"Wanting to be more popular" is first on the junior list, ninth on the senior list. While it is relatively high on the senior list, the difference may be due in part to the more active social life evidenced by some of the other problems and problem areas. The difference may also be due to the accumulated knowledge of the Personality Program. That this problem is such a frequently checked one indicates a human longing to be wanted, to be needed.

"Being disliked by someone" is a problem for almost twice as many juniors as seniors. The fact that the ability to adjust to situations wherever personalities clash is a major objective of the Personality Program, and may have contributed to alleviating this problem. However, it may also be the outcome of increasing physical, social, and emotional maturity. It is also possible that their increased capacity and opportunity for self-management makes them less dependent upon the favors of others.

"Speaking or acting without thinking" is indicated by 24.7 per cent of the juniors, while only 15.0 per cent of the seniors have checked it. It appears that the older group is aware of giving more thought to both actions and words. The problem of "No one to tell my troubles to" seems to indicate a real lack of guidance and counseling for twenty per cent of the juniors, ten per cent of the seniors, and may be the result of having found some trusted confidante, or of having learned to work out solutions to problems without help. However, it seems to be a challenge to anyone interested in helping this age group. It seems to be a cry for help from those who feel unwanted, uncared-for. It seems to indicate loneliness, and a great need for companionship.

In the area Personal Psychological Relations (PPR) there are five problems where the differences are significant. The first of these, "Being careless", may indicate that while 15.2 per cent of the juniors admit this as a problem, as against 8.2 per cent of the seniors, there is a conscious, concerted effort on the part of the student to improve her habits, methods and ways of doing things to produce the difference between the two groups. The problem of "Unhappy too much of the time" is listed by twice as many juniors as seniors. Inasmuch as these students have just made an important change, a drastic change

in their school career, and have taken a serious step toward a life work, the difference in this problem between the two groups may be accounted for by this very choice. It may indicate a discontentment, an unhappiness in their previous school experience, or it may indicate unpleasant home conditions which make it necessary for the student to assume financial responsibility immediately, or in the near future. One or all of these conditions could explain the transfer to a special school such as Jones, and the subsequent alleviation of the problem.

The other problems, "Having bad luck", "Having memories of an unhappy childhood", and "Bothered by bad dreams" leave much room for conjecture as to the reasons for the significant difference between the two groups. The higher percentage is on the junior side, perhaps because the older group has a more realistic view of life and has been able to forget unhappiness in the past. The increase of ability to recognize the relations of cause and effect naturally minimizes the tendency to attribute events to luck. A greater understanding of normal range of joy and sorrow in human life probably decreases the tendency to believe that the inevitable sorrows of a child's life necessarily indicate an unhappy childhood.

There are six significantly different problems in the area dealing with morals and religion (MR), all of them with a greater percentage of juniors checking them than seniors. Approximately one-fourth of the juniors have checked five of the six: "Not going to church often enough", "Wanting to feel close to God", "Parents old-fashioned in ideas", "Wondering what becomes of people when they die", "Being unable to break a bad habit". About half as many seniors in each case have checked the same problems. The one year's difference

in age and the accompanying independence would lead one to the conclusion that this difference in problems indicated less observance of religious customs and practices. The social pressure of neighborhood groups have been removed, also since the students are out of their home neighborhoods. However, there is a slight, though not significant, increase in church attendance (as is seen in the results of the second questionnaire, Page 11). The fact of the older group being as regular in church attendance as the juniors may be the result of their squaring their conduct with their ideals. This, in turn, may be effected partly by the Christian atmosphere of the school. Fifty per cent of the entire group are Catholic, twenty-six per cent Protestant. Eighty-one per cent attend church. There is a definite recognition of God through the fifteen seconds of silent prayer offered each day by the entire school for world peace. There is a recognition of decency and modesty in dress as seen in the dress regulations. At the same time, the girls learn how to be smartly and attractively dressed, to achieve the goal set without the possible curse of dowdiness. The problems of self-consciousness, shyness and insecurity mentioned in other areas may affect these problems also.

The area about the home and family (HF) has five problems in which a significant difference was found. In all cases, the problems are more common to the juniors than the seniors. "Being criticized by my parents" and "Not getting along with brothers and sisters" may indicate that the seniors have learned how to get along with others and to adjust to groups. It may indicate a change in attitude brought about by a year's social and emotional development so that situations which seemed like grave problems at the junior level appear to be unimportant to the more mature student. In addition, the older group may

be partially self-supporting, and be spending less time in the home, because of school and work hours, and, hence be away from the scene of the possible problems.

"Wanting more freedom at home", checked by 26.6 per cent of the juniors as against 15.6 per cent of the seniors, is a problem which ordinarily diminishes with age. "Wishing I had a different family background" moved from 185th on the junior list to 311th on the senior list. It may result from the realization of the futility of worrying about conditions which cannot be changed, from a growing realization that problems and tensions are common to family life, and from the fact that increasing age and independence renders one more independent of his family background.

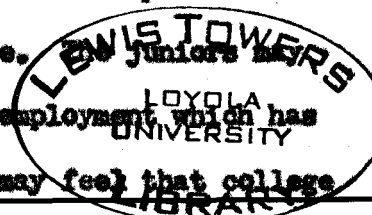
"Not telling parents everything" is a problem frequently checked by more than one-third of the juniors, and by less than one-fourth of the seniors. Reasons for the significant difference between the two groups suggest that perhaps the comparative maturity of the seniors has brought them to a point where they do not feel the obligation of talking over everything with parents; perhaps the realization that "parents are really smarter than we used to think", as one senior states in admitting better relationship with parents. The seniors are more accustomed to independent thought, because of their maturity and experience.

In the area having to do with the future (FVE), there are five problems in which a significant difference is found. "Can't see that school is doing me much good" has been checked by a much greater number of juniors than seniors. This would seem to indicate that the juniors have been greatly dissatisfied with school in general and that the experience in a special school

such as Jones has given the seniors a more purposeful and meaningful outlook on education as well as more concrete and practical results. The frequent checking of the problem of "Wanting to be on my own" shows a strong independent urge on the part of the juniors, since twice as many of them checked it as did the seniors, possibly resulting from a need for more financial security. This is the reason why many girls transfer from a general high school to a commercial school. The significant difference between the two groups seems to indicate that many of the seniors have succeeded in obtaining a measure of independence consistent with their age and experience.

"Choosing the best subjects for a job" is a problem which one would expect to be a more serious one for the juniors than for the seniors, as is indicated here. The older group has had a year's experience in working part-time and can judge more accurately the direct relation between the class work and the job. In addition, the senior has an opportunity to try one of four major types of business courses (i.e., stenography, accounting, calculating machines and general clerical), and to investigate the others, thus giving her a basis for comparisons between the different types of office work. Hence, she can make her choice more accurately.

The problem of "Needing to know more about college", in which the juniors checked 3.2 per cent, the seniors, 8.8 per cent, seems to indicate that the seniors either have recognized the need for further education, or have learned of scholarships or other aids which would enable them to plan for the advanced education which had previously seemed impossible. The juniors may still be conscious only of the need for early full-time employment, which has made them choose a commercial school; in addition, they may feel that college



is well beyond their means, regardless of the goal it would bring.

"Afraid of unemployment after graduation" is a problem which is very low on both the junior and senior list, but the difference between the two is significant, the juniors checking almost four times as many as the seniors. The juniors are still unsure of themselves, lacking confidence in their ability, in the potential training, in the possibilities of job-placement, and job-selection. The seniors apparently have learned that employment after graduation is a routine thing and a natural follow-up from the cooperative work program in their last semester in school. Though some few seniors have listed this as a problem, it is likely that they fear that they may fail to secure employment of a specific nature, rather than a lack of any opportunity to work.

In the area pertaining to adjustment to school work (ASW) there are eleven problems which are significantly different. This is the largest number of problems in any one area, and in each case the greater number of problems is on the junior list. This is to be expected, inasmuch as the juniors have recently entered a strange school wherein the curriculum, faculty and student body are highly specialized, and in which they are expected to substitute adult standards for the accepted behavior of a teenager.

The problem "Adjustment to a new school" shows a significant difference between the two groups for obvious reasons. That twenty of the juniors have checked this as a problem is not surprising, since all of them are making this adjustment at present. Only two (1.4 per cent) of the seniors have checked it (perhaps the very few students who came in recently and are making this adjustment during the current semester).

"Not really interested in books" may indicate that the lack of inter-

est in school in general on the part of the juniors may have carried over to a lack of interest in anything reminiscent of school, i.e., books. It may indicate too, that there has been a lack of time to do more than required reading in academic programs, while the emphasis on some technical, skill subjects which require little outside reading assignments may allow more time for independent reading. However, since it may be assumed that as a commercial school does not attract the book lovers, the difference between the two groups may be accounted for by the seniors' indifference toward reading.

"Trouble with oral reports" is high on both lists, being eighth on the junior list, with 46.8 per cent of the group checking it, and eighth on the senior list, with 27.9 per cent checking it. As can be seen, it is a much more frequently checked problem of the junior list, which may indicate that in a year's time, the added maturity and acquired poise may have resulted in the problem being less frequent. However, the fact that more than one-fourth of the seniors have checked this problem also seems to infer that being able to talk easily and fluently is still a problem. The next one of "Afraid to speak up in class discussions" is very similar; fourth on the junior list, twenty-second on the senior list. The significant difference may be accounted for by the experience of the older group, who have had training in voice, microphone technique, speech recordings, etc. Further, the seniors have had more practice in speaking in classes, and have developed an ease because of being in a familiar group. The very high percentage of the younger group may be the result of feelings of timidity, of inferiority, of self-consciousness. It may also be worthy of note that prior to this time they have been accustomed to speaking in mixed groups in which the fear of making a bad impression on boys is a factor.

It has been generally observed that at the high school age young people are more at ease or less self-conscious when the group consists entirely of those of their own sex.

The problem of "Don't know how to study effectively" indicates an awareness of the lack within the students themselves. The significant difference between the groups may mean that the seniors have learned specific methods and measures which make for more effective results, since 10.2 per cent of them checked this, as against 27.9 per cent of the juniors.

"Trouble with mathematics" shows a significant difference, the juniors checking 28.0 per cent, the seniors, 18.0 per cent. This may result from the fact that the older group has acquired considerable skill in arithmetic through the courses in business arithmetic, business machines, calculating, and accounting. They have for the past year been free from the studies in higher mathematics, such as algebra and geometry, with which the younger group have been struggling more recently. "Trouble in organizing papers and reports" is associated with the problem of studying. The older group has been taught the organization of material and has recognized this as a business necessity. "Slow in reading" has been indicated by three times more juniors than seniors. This may be because habits of studying and of organizing material have been improved and reading may have benefited along with the other skills. Since the students have themselves chosen this school because of their interest in business training, they have the intrinsic motivation which is most effective for facilitating learning. However, reading facility is less essential to commercial subjects than to academic ones.

"Worrying about exams" is a frequently checked problem on both lists; ninth on the junior list with 45.6 per cent checking; forty-fifth on the senior list, 23.1 per cent checking it. The significant difference seems to indicate that the younger group has added worry because of the unfamiliar routine and material, and after one year of experience in this routine, the reason for worry is considerably less. However, with the very high frequency of the problem of "Worrying" (third on both lists, and on the list of the three Catholic girls' high school in Mother Moody's study, the seven colleges for women in Mother Burke's study), it seems logical to assume that this problem of worrying about exams would be a frequently checked one. The problem "Not smart enough" shows a significant difference, possibly because some of the juniors, who have had little interest in academic work and subsequent poor results in it, have grown in the seniors to those who are more successful in school work because of more interest in it. "Afraid of failing in school work" seems to be a more frequent problem for juniors because of unfamiliarity and inexperience with the work of the commercial school.

In the field of Curriculum and Teaching Procedure (CTP) six problems are found to have significant differences. In each case, the junior percentage is smaller than the senior percentage. However, inasmuch as the juniors had attended Jones for only one week at the time the checking was completed, there is hardly a basis for a fair judgment and comparison between this and another school. Hence, this area will not be considered as the other ten areas have been, as intelligent criticism is not possible.

The fore-going discussion presents many reasons for and explanations of the differences in problems as shown in Table I.

Table II shows the total problems and the serious problems checked by the juniors and seniors together. It is interesting to note the similarities in ranking of six of the eleven areas; namely, (1) PPR, (3) SRA, (4) SPR, (9) MR, (10) CTP, and (11) FVE.

TABLE II
TEST RESULTS FOR TOTAL POPULATION

TOTAL PROBLEMS			SERIOUS PROBLEMS	
AREA	NUMBER	RANK ORDER	AREA	NUMBER
PPR	1,991	1	PPR	441
ASW	1,848	2	CSM	399
SRA	1,784	3	SRA	371
SPR	1,652	4	SPR	371
FLE	1,336	5	HF	353
HF	1,334	6	HPD	348
CSM	1,290	7	ASW	339
HPD	1,289	8	FLE	299
MR	1,152	9	MR	198
CTP	1,011	10	CTP	171
FVE	848	11	FVE	162
TOTALS	15,535			3,452

The two groups checked a total of 15,535 problems. More of these were checked in the area PPR (1,991) than in any other. The group checked 3,452 problems as serious ones, the most of these (441) in the area of PPR and the least (162) in the area of FVE.

The most significant difference in ranking is worth noting. The area GSM is second on the serious list, seventh on the total list, indicating that while there are comparatively few problems in this area, they are serious ones for the group. These are serious problems in themselves, and this ranking indicates that the students have a good sense of the relative importance of problems. They realize that many problems in the immediate environment are not actual life problems. The problems in the area ASW are second in rank on the total list, and seventh in rank on the serious list, indicating that while there are a great number of problems in this area, they are recognized as less serious.

More problems are checked in the area PPR, as may well be expected, inasmuch as problems related to personal psychological relations are very prevalent. Problems in the field of FVE one would expect to find low on the list, inasmuch as the subjects in this study have already made a choice of a future vocation and are in the process of training for it. And even at this level of rapidly changing interests, they are still satisfied with their choice, after a year's experience with it.

As seen in Table III³ in the upper ten per cent of the problems (or

3 See Table III, page 40

the top thirty-three problems), ranked by area, six areas are in identical rank on both the junior and the senior lists: namely, (1) PPR, (2) ASW, (3) SRA, (4) SPR, (5) HPD, (9) FVE. This percentage includes thirty-three problems, one-third of which are in the PPR area.

TABLE III

UPPER TEN PER CENT OF PROBLEMS BY AREA

JUNIORS			SENIORS	
AREA	NUMBER	RANK ORDER	AREA	NUMBER
PPR	10	1	PPR	11
ASW	7	2	ASW	5
SRA	3	3	SRA	4
SPR	3	4	SPR	4
HPD	2	5	HPD	2
FLE	2	6	CSM	2
CSM	2	7	MR	2
HF	2	8	CTP	2
FVE	1	9	FVE	1
CTP	1	10	FLE	
MR		11	HF	

The ranking of problems checked differ in that the area MR is seventh on the senior list, with two checked, and eleventh on the junior list, with none checked. Another outstanding difference is the ranking of the area FLE,

tenth on the senior list, with none checked, sixth on the junior list with two checked. Similarly, the area HF, which is eleventh on the senior list with none checked, is eighth on the junior list, with two checked.

Table IV represents the average number of problems checked in any given area.

TABLE IV
MEAN AVERAGE OF PROBLEM AREAS

JUNIORS			SENIORS	
AREA	MEAN	RANK ORDER	MEAN	AREA
PFR	7.01	1	5.90	SPR
ASW	6.96	2	5.69	PPR
SRA	6.24	3	5.38	SRA
SPR	5.06	4	4.91	ASW
HF	4.94	5	3.87	FLE
FLE	4.71	6	3.77	HF
MR	4.23	7	3.68	CSM
HPD	4.00	8	3.61	CTP
CSM	3.16	9	3.04	MR
CTP	3.01	10	3.00	HPD
FVE	2.84	11	2.47	FVE

The problems in area SRA are in identical rank, third place, as considered by the mean, in both the junior and the senior lists. Similarly,

those in area FVE are in the eleventh place on both lists.

The most outstanding difference is the average number of problems checked in the area SPR. This area leads the senior list with an average of 5.9 problems, and falls to fourth place on the junior list, with 5.06 problems.

A similar comparison of serious problems, as ranked by the mean, is shown in Table V⁴. In this listing, area PFR is first on both the junior and senior ranking, but this area is the only one where the rank is identical. The area SRA is fifth on the junior list with an average of 1.14 problems, and is second on the senior list, with an average of 1.29 problems. The area SPR is sixth on the junior list with an average of 1.04 problems, and third on the senior list with an average of 1.27 problems. The area ASW is fourth on the junior list with 1.20 problems, and is eighth place on the senior list, with 0.83 problems.

Interesting is the fact that the same three areas occupy the lower ranking on each list, although in slightly different orders.

Table VI⁵ shows the total number of problems as listed by area and the relation each group is to the entire number of problems checked. It is interesting to note that the problems of the juniors and seniors have very similar ranking. The group ranges from 5.5 per cent of all problems in PFR area to 2.4 per cent of all problems in FVE area for the seniors, and from 7.2 per cent of all problems in PFR area to 2.9 per cent of all problems in CTP area for the juniors. The total number of problems and the average per student

⁴ See Table V, page 43

⁵ See Table VI, page 44

TABLE V
MEAN AVERAGE OF SERIOUS PROBLEM AREAS

JUNIORS			SENIORS	
AREA	MEAN	RANK ORDER	MEAN	AREA
PPR	1.42	1	1.43	PPR
CSM	1.41	2	1.29	SRA
HF	1.25	3	1.27	SPR
ASW	1.20	4	1.19	CSM
SRA	1.14	5	1.08	HF
SPR	1.04	6	1.00	HPD
HPD	1.00	7	.93	FLE
FLE	.99	8	.83	ASW
MR	.70	9	.63	FVE
CTP	.51	10	.60	MR
FVE	.44	11	.58	CTP

can be seen from this table also.

TABLE VI
PROBLEM AREAS OF TOTAL POPULATION
AND PERCENTAGE OF WHOLE

JUNIORS				SENIORS		
AREA	NUMBER	PER CENT	RANK ORDER	AREA	NUMBER	PER CENT
PPR	1,131	7.2	1	PPR	860	5.5
ASW	1,100	7.0	2	SRA	823	5.2
SRA	961	6.1	3	ASW	748	4.8
SPR	948	6.1	4	SPR	704	4.5
HF	770	4.9	5	FLE	568	3.6
FLE	768	4.9	6	HF	564	3.6
CSM	729	4.6	7	HPD	562	3.6
HPD	727	4.6	8	CSM	562	3.6
MR	679	4.3	9	GTP	558	3.5
FVE	465	2.9	10	MR	473	3.0
GTP	453	2.9	11	FVE	383	2.4
Total	8,731			Total	6,805	
Average	55			Average	46	

A similar listing of the serious problems is seen in Table VII⁶. More differences are seen in the rank order; i.e., SRA area, second on the senior

⁶ See Table VII, page 45

list with 5.7 per cent of all serious problems checked in this area, is seventh on the junior list, with 5.04 per cent of all serious problems checked in the same area. The area HF is sixteenth on the senior list, 4.02 per cent of the serious problems falling in this area, while it is third on the junior list, 6.19 per cent of the serious problems being concerned with Home and Family. And the area ASW, which is seventh on the senior list, with 3.93 per cent of the serious problems being checked here, is fifth on the junior list, with 5.88 per cent of the serious problems being checked as having to do with Adjustment to School Work.

TABLE VII

SERIOUS PROBLEM AREAS OF TOTAL AND PERCENTAGE OF WHOLE

JUNIORS				SENIORS		
AREA	NUMBER	PER CENT	RANK ORDER	AREA	NUMBER	PER CENT
PFR	233	6.75	1	PFR	208	6.03
CSM	225	6.52	2	SRA	197	5.7
HF	214	6.19	3	CSM	174	5.04
SPR	211	6.11	4	HPD	168	4.87
ASW	203	5.88	5	SPR	160	4.63
HPD	180	5.21	6	HF	139	4.02
SRA	174	5.04	7	ASW	136	3.94
FLE	167	4.89	8	FLE	132	3.82
MR	111	3.21	9	FVE	96	2.78

TABLE VII (continued)

SERIOUS PROBLEM AREAS OF TOTAL AND
PERCENTAGE OF WHOLE

JUNIORS				SENIORS		
AREA	NUMBER	PER CENT	RANK ORDER	AREA	NUMBER	PER CENT
GTP	82	2.37	10	GTP	89	2.60
FVE	66	1.91	11	MR	87	2.51
Total	1,866			Total	1,586	
Average	12			Average	11	

As shown in Tables VIII⁷ and IX⁸ problems checked most frequently by both classes fall into three areas, namely, PFR, SRA, and SPR. The problems most frequently marked by the juniors fall within these areas and the ASW area, with the single exception of the problem of "Wanting to earn own money", which fell in the FLE area.

All of the problems most frequently marked by the seniors with the single exception of "Too much work in some subjects" (GTP) fell within these three areas.

The chief difference between the two classes was that the problems checked in the ASW area, which was relatively high on the junior list, did not appear at all on the senior list.

7 See Table VIII, page 47

8 See Table IX, page 48

TABLE VIII
TEN SPECIFIC PROBLEMS CHECKED MOST FREQUENTLY
BY JUNIORS

RANK ORDER	AREA	PROBLEM	NO. CHECKING	PER CENT
1	SPR	Wanting to be more popular	84	53.2
2	SRA	Wanting to improve appearance	81	51.3
3	PPR	Worrying	81	51.3
4	ASW	Afraid to speak up in class	80	50.7
5	FLE	Wanting to earn own money	77	48.7
6	SPR	Worrying how I impress people	77	48.7
7	SPR	Wanting a more pleasing personality	75	47.5
8	ASW	Trouble with oral reports	74	46.8
9	ASW	Worrying about exams	72	45.6
10	PPR	Being nervous	70	45.6

The problem in area FLE, "Wanting to earn own money", is found fifth in rank on the junior list. It is fourteenth in rank on the senior list, with 24.5 per cent of the group checking it. This drop would be expected in this study, as most seniors are working part-time, and consequently, are relatively free from this pressure.

The presence of three problems in the ASW area among the first ten on the junior list is highly significant. The group has just entered a different school in which faculty, student body, curriculum and some subject matter

is unfamiliar. Their chief problem as expressed in this study seems to indicate self-consciousness and shyness, in the problems of "Afraid to speak up in class discussions" and "Trouble with oral reports". Their concern with "Worrying about exams" would seem to point to a problem of wanting to succeed, but unsure of their own ability and of the school's standards. Another factor is the lack of knowledge of the teachers with whom they are working.

TABLE IX
TEN SPECIFIC PROBLEMS CHECKED MOST FREQUENTLY
BY SENIORS

RANK ORDER	AREA	PROBLEM	NO. CHECKING	PER CENT
1	PFR	Taking some things too seriously	69	46.9
2	SRA	Trouble in keeping conversation	67	45.6
3	PFR	Worrying	62	42.2
4	CTP	Too much work in some subjects	59	40.1
5	PFR	Losing my temper	57	38.8
6	SPR	Worrying how I impress people	56	38.1
7	SRA	Wanting to improve my appearance	56	38.1
8	PFR	Being nervous	55	37.4
9	SPR	Wanting to be popular	55	37.4
10	PFR	Too easily moved to tears	53	36.0

The problem of "Wanting to be more popular" while appearing on both lists among the top ten, has dropped from 53.2 per cent of the juniors to 37.4 per cent of the seniors. This may be due to a difference in age, to the security developed as a result of one year's experience, to the security of having become well established in this group, to the effect of the special program in Personality Development, or more probably to a combination of these factors.

The problem of "Wanting to improve my appearance" has dropped from 51.3 per cent of the juniors to 38.1 per cent of the seniors, and may also be the result of improvement already made through the course in Grooming, which accompanies the Personality Program.

In their answers to question two, "How would you summarize your chief problems?", the students gave many answers. This writer classified them into seven divisions, as seen in Table X⁹. The divisions seem fairly self-evident. Those grouped as "Personal" had to do with the individual herself, as apart from her family, her school, etc. "Relation with others" included those which had to do with contact with all others except her family. "School" referred to problems dealing with subject matter, rather than with schoolmates. Fourteen students definitely stated that they had no significant problems. About twenty per cent of the students did not answer this question at all, because either they forgot to do so, failed to finish in time to do so, or purposely ignored

9 See Table I, page 50

it.

TABLE X
STUDENTS' SUMMARY OF CHIEF PROBLEMS

DIVISION	JUNIORS	SENIORS	TOTAL
Personal	72	51	123
Family	38	28	66
Relation with others	21	34	55
School	8	15	23
Religion	5	3	8
No significant problem	8	6	14
No answer	39	32	71
TOTALS	<u>191</u>	<u>169</u>	<u>360</u>

Incidentally, there were more answers than there were students. This may be explained by the fact that many students listed problems in more than one of the divisions listed by this writer.

The two divisions having the highest number of problems relate directly to the problem areas on the check list; i.e., "Personal", with PPR, "Relation with others", with SPR. Interesting, too, is the fact that only eight students in each group listed religion as a problem. This is consistent with the findings on the check list, wherein MR is found to be low on every list.

Some examples selected at random of answers given by juniors to question two on the Check List, "How would you summarize your problem?" follow:

1. Arguing too much at home.
2. Can't get along with parents.
3. Shy
4. Always quiet and backward.
5. Can't have dog to talk problems to.
6. Think I should go to church every week.
7. Too many personal problems, disregarding principles and ideals.
8. Maybe too lazy--don't want to learn.
9. Wondering which parent to live with, Mother so unhappy.
10. Don't like school, but really need it.
11. Wondering if people like me.
12. Too little recreation, too much homework, feelings easily hurt.

Some examples at random of answers given by seniors to question two on the Check List, "How would you summarize your problem?" follow:

1. Mother didn't approve of my steady boy-friend. Now in love with another boy who wants to marry me when he's out of service.
2. Afraid I won't make the grade in school.
3. Unhappy in new neighborhood.
4. Never find time for confession.
5. Wish I had some dates so I wouldn't always be at home and feel so lonely.
6. Want to go with fellow who respects me. Are my standards too high?

7. Crazy about boy who's no good. All but he found me attractive.
8. Foster-parents more like neighbors; no love or affection.
9. Have to put up with school and job, both of which I dislike.
10. Too shy and timid.
11. Need more social life.
12. Improve appearance and ability.

A summary of the answers to question three on the Check List, "Would you like to have a chance to write out, talk about, and discuss matters of personal concern to you?", is presented below:

	JUNIOR		SENIOR	
	Number	Per Cent	Number	Per Cent
Yes	103	65.2	72	49.0
No	38	24.1	61	41.5
No Answer	14	8.9	13	8.8

As can be seen from the above summary, about half of the seniors would like to discuss such matters, whereas almost two-thirds of the juniors would like to do so. This may indicate that the juniors are more in need of someone to talk to, or that they are more dependent on others for direction, advice, and counsel than are the seniors. In addition, the seniors have been in their present school for a year, and may have found a confidante among student or faculty groups, while the juniors are very new in the school, and may not know anyone well enough to feel satisfied on this point.

In answer to question four on the Mooney Problem Check List, some interesting data has been brought to light, as seen in Table XI¹⁰. Approximately seventy per cent of the seniors stated that they would be willing to talk to someone about the problems they had checked. This may indicate needs for attention, for someone to tell their troubles to, for sympathy, for understanding, for sharing experiences, for approbation, for real advice and for information. Interestingly, of this group, forty-two per cent chose to not identify themselves, while a smaller group, 26.6 per cent did so. Perhaps the group which did not identify themselves were going to wait and see what happened to their classmates who did identify themselves.

About twenty-one per cent of the seniors stated that they would not discuss the problems mentioned on the list. Of this group, eight per cent identified themselves, thirteen per cent did not. The same size group on each list, 3.3 per cent and 3.2 per cent, refused or forgot to answer.

Of the juniors, 72.1 per cent indicated a willingness to talk about their problems, although forty-two per cent failed to identify themselves. Almost the same percentage as in the senior group, prevail in the tallying of those who did not care to discuss problems. About twenty-one per cent indicated thus, eight per cent identifying themselves, thirteen per cent refusing. 2.5 per cent of the juniors and 3.2 per cent of the seniors did not answer at all.

In general, the groups have indicated that they would like to discuss personal problems on an impersonal basis, thus avoiding the embarrassment

10 See Table XI, page 54

and self-consciousness which might accompany individual admissions and revelation of an intimate nature.

TABLE XI
STUDENTS' ANSWERS TO QUESTION FOUR
(IDENTIFIED)

	JUNIOR		SENIOR	
	NUMBER	PER CENT	NUMBER	PER CENT
Will discuss	64	41.0	63	42.0
Will not discuss	19	13.1	24	13.0
No answer	5	3.2	5	3.3
TOTALS	88	56.0	92	62.1
(NOT IDENTIFIED)				
Will discuss	50	32.0	40	26.6
Will not discuss	13	8.3	13	8.6
No answer	4	2.5	5	3.3
TOTALS	67	42.6	58	39.1

An interesting fact is brought out in comparing Mother Moody's study with this one. In the list of percentages of frequencies in the top twenty items, three problems on Mother Moody's list and on the present study list tend to maintain a constant rank. Number twenty-seven, taking some things too seriously, number twenty-four, losing my temper, and number 138, afraid of making mistakes, fall consistently into first, fifth and twelfth place for the

Jones juniors and seniors as well as for the larger group studied by Mother Moody.

Those problems which fell in two of the three lists among the first twenty, although not in the same rank order are:

No. 76, Wanting a more pleasing personality

No. 28, Being nervous

No. 250, Lacking self-confidence

No. 14, Trouble in keeping a conversation going

No. 162, Too much work required in some subjects

No. 78, Worrying how I impress people

No. 234, Wanting to improve my appearance

No. 241, Wanting to be more popular

No. 192, Too easily moved to tears

No. 158, Not interested in some subjects

No. 130, Wondering if I'll ever find a suitable mate

The first twenty items fall into areas as follows:

TABLE XII

MOTHER MOODY'S RESULTS

AREA	MOTHER MOODY	JONES SENIOR	JONES JUNIOR
HPD	2	1	1
FLE	2		1
SRA		4	2

TABLE XII (continued)
MOTHER MOODY'S RESULTS

AREA	MOTHER MOODY	JONES SENIOR	JONES JUNIOR
CSM	1	1	1
SPR	1	3	3
PPR	7	7	7
MR		1	
HF			
FVE	2		
ASW	4	2	4
GTP	1	1	1

As can be seen, All groups checked seven problems in the area PPR, among the first twenty, one problem in the area CSM, one in the area GTP, and none in the area HF. In other words, nine of the first twenty problems are within the same areas, whichever group we are considering.

It is apparent from these results that Jones students admit to many of the same problems that the students from three Catholic high schools for girls admit to, as seen in Mother Moody's study. It may be assumed that all these students represent a similar cross-section of the total population or that these specific problems are common to all high school girls.

It is interesting to note, too, that three problems on this list of

those problems common to the Jones group and Mother Moody's groups are among those in the present study wherein a significant difference between the junior and senior group was found. These three are number 76, wanting a more pleasing personality, number 234, wanting to improve my appearance, and number 241, wanting to be more popular. Worthy of note, also, is the fact that Jones students have had help in solving these three problems from the Personality Program.

In reviewing the study made by Kohn¹¹ it is evident that the employed student has many different problems than the unemployed one. Specifically, they have more personality problems and more home and family problems. Kohn suggests that the student may be working to alleviate poor home conditions. The unemployed student has more vocational problems, more health and physical development problems, more in the areas FLE and GSM. The employed student has an average of 31.64 problems, 4.5 of which are serious. The unemployed student has 26.03 problems, 4.6 of which are serious.

In considering this study and comparing the results with those of the present study, it can be assumed that Kohn's unemployed student and his employed one correspond directly to the Jones junior and senior, respectively. In Kohn's study, the employed group had more problems; in this study the juniors had more. In Kohn's study, the employed group was more apt to withdraw after graduation; in this study, the largest drop-outs were in the junior group.

¹¹ Kohn, Richard, "Working Youngsters Have It Tough", Personnel and Guidance Journal, January, 1953.

Kohs' employed student has an average of 31.64 problems, his unemployed student an average of 26.03. This study discloses an average of 45.0 problems for the senior group, 55.0 for the junior group. About four per cent of Kohs' total problems were serious, about twenty-five per cent of this study's total problems were serious.

While these comparative results are not significant, they are highly interesting.

In comparing the problems checked by the students at Jones Commercial High School with those checked in other studies, many similarities are noted. For example, in a study made of more than 15,000¹² teenagers, their worries were found to be centered around their relationship with others and in their social world. These worries correspond to the problems admitted by both juniors and seniors in the present investigation. A few of the specific percentages mentioned are as follows:

Sixty per cent want to make new friends.

Fifty-four per cent want people to like them more; 48.7 per cent Jones juniors, 38.1 per cent seniors worry about how they impress people.

Forty-two per cent wished they were more popular; 52.2 per cent Jones juniors, 37.4 per cent seniors want to be more popular.

Thirty-six per cent want more confidence; 38.0 per cent Jones juniors, 28.6 per cent seniors lack self-confidence.

¹² Kling, Samuel G. and Ester B., "Desire for Social Acceptance is Loading our Teenagers On", The Chicago Daily News, 10-12, 53 p.28.

Thirty-three per cent wished they could converse better; 44.3 per cent Jones juniors, 45.6 per cent seniors have trouble keeping a conversation going.

Thirty-two per cent don't know how to dance; 35.4 per cent Jones juniors, 34.0 per cent seniors want to learn how to dance.

Twenty-five per cent feel ill at ease; 45.6 per cent Jones juniors, 37.4 per cent seniors admit to being nervous.

Twenty-three per cent don't know how to act toward people they dislike.

These similarities emphasize the fact that Jones students are very much like the teenager of other cities and other schools.

CHAPTER V

SUMMARY AND CONCLUSIONS

The comparison of problems of junior and senior students in a special school such as Jones Commercial High School reveals several definite findings. In sixty-two separate problems, there is a significant difference between the two groups, based on several factors; i.e., (1) maturity, the natural change expected in one year's difference in age; (2) work experience, the part-time cooperative work program which the senior students follow; (3) the special program in Personality Development, a prescribed course given to the juniors and the seniors.

It is apparent from the tabulation of results that these three factors keep repeating themselves as causes of the striking changes. Where maturity is found to be the cause, the problem is such that a change would be expected in the natural course of events; i.e., Deciding whether to become engaged. In the problems where the work experience was thought to be the cause of the changes, it is reasonable to expect that the close touch with the business world has brought about such changes; i.e., Getting low pay for my work. In those problems where the Personality Program was thought to be the causative factor, it is apparent that the change was brought about by the direct effect of the material covered in the Program; i.e., Being called "hi-hat" or "Stuck-up".

In thirty of these problems, the factor of maturity, or the natural change expected in one year's difference in age is thought to be responsible for the significantly different results. The work experience seems to have a direct bearing on twelve of the differences. In twenty-two cases, the Personality Program appears to be the reason for the changes.

More of the significant differences were in the field of ASW than in any other one area. This is to be expected because the juniors have just entered a new school situation, the seniors have one more year's experience in that situation. Least of the significant differences were in the field of SRA, which may be accounted for by the fact that both the juniors and the seniors have about the same number of problems in this area.

Thus it can be seen that a program like the Personality Program is a practical and worth-while course to include in a high school curriculum, inasmuch as it has been an indirect aid in all and a direct help in more than one-third of the lessening of problems as indicated by the students.

The present study has yielded the following data:

1. High school girls have problems and will admit having them.
2. These problems differ greatly between the eleventh grade and the twelfth grade girls in a special school such as Jones Commercial High School.
3. Problems in the PPR area are most frequently checked.
4. Problems in the FVE area are least frequently checked.
5. The girls are receiving some help in solving their problems, possibly from home, from church, from school, from work experience.
6. The girls need more help in solving their problems; from home,

from church, from school, from work experience.

7. Student problems differ from year to year to such an extent that these changes should be considered in programming as well as in organizing classes and materials for guidance and personality programs.

8. The findings suggest that the Personality Program at Jones Commercial High School may help the group to solve their problems, since problems decreased after a year of training there, except in those fields in which increasing maturity normally introduces new problems.

Suggested related studies to make:

1. Study of differences in problems between same group at junior and senior levels.

2. Study of differences in problems between a special school such as Jones Commercial High School and another special school.

3. Study of differences in problems between a special school such as Jones Commercial High School and a regular four-year academic public school.

4. Study of the differences in the problems between a special school such as Jones Commercial High School and a Catholic High School.

5. Study of how the Personality Program at Jones Commercial High School can be altered, improved, revised to meet current needs, as shown by this study.

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1950
REVISION

MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY
Bureau of Educational Research
Ohio State University

H HIGH
SCHOOL
FORM

TALLY OF JUNIOR PROBLEMS

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 . . .	

JUNIOR TOTAL 157

- | PERCENT | NUMBER | PERCENT | NUMBER | PERCENT | NUMBER | PERCENT | NUMBER |
|---------|--------|---------|--------|---------|--------|---------|--------|
| 18.0 | 221. | 24.7 | 3856. | 2.3 | 111. | 5.7 | 166. |
| 36.1 | 572. | 26.8 | 4157. | 3 | 112. | 4.4 | 167. |
| 11.4 | 183. | 22.0 | 3658. | 4.8 | 113. | 2.2 | 168. |
| 5.7 | 94. | 16.5 | 2659. | 2.7 | 114. | 2.4 | 169. |
| 25.3 | 405. | 10.2 | 160. | 1.7 | 115. | 2.7 | 170. |
| 20.7 | 336. | 23.2 | 4361. | 2.7 | 116. | 2.7 | 171. |
| 21.7 | 347. | 14.6 | 2867. | 5.4 | 117. | 4 | 172. |
| 1.7 | 218. | 17.7 | 1868. | 5 | 118. | 4.4 | 173. |
| 2.2 | 399. | 12.3 | 2264. | 4.4 | 119. | 3.5 | 174. |
| 25.2 | 410. | 1.7 | 365. | 3.3 | 120. | 2.1 | 175. |
| 12.0 | 3111. | 2.5 | 3866. | 1.7 | 121. | 1.4 | 176. |
| 20.7 | 3312. | 14.6 | 2867. | 1.3 | 122. | 1.7 | 177. |
| 22.1 | 4613. | 17.7 | 1868. | 2.0 | 123. | 3.0 | 178. |
| 4.3 | 7014. | 20.3 | 3269. | 2.0 | 124. | 1.4 | 179. |
| 23.9 | 3315. | 19.8 | 4770. | 2.8 | 125. | 4.3 | 180. |
| 5.4 | 2916. | 13.3 | 2171. | 3.1 | 126. | 2.6 | 181. |
| 8.3 | 1517. | 9.5 | 1572. | 6 | 127. | 3.1 | 182. |
| 10.8 | 1718. | 21.0 | 4973. | 3.3 | 128. | 4.2 | 183. |
| 20.9 | 3319. | 12.1 | 1674. | 1.7 | 129. | 6 | 184. |
| 10.1 | 1620. | 15.2 | 2475. | 5.8 | 130. | 1.5 | 185. |
| 12.0 | 3021. | 4.2 | 7576. | 2.8 | 131. | 5 | 186. |
| 2.6 | 2322. | 3.2 | 577. | 2.7 | 132. | 1.5 | 187. |
| 12.7 | 2023. | 4.8 | 7778. | 4.5 | 133. | 2.0 | 188. |
| 2.5 | 1524. | 10.8 | 1779. | 4.8 | 134. | 2.6 | 189. |
| 10.1 | 1725. | 20.3 | 3280. | 2.4 | 135. | 4.3 | 190. |
| 36.1 | 5726. | 34.2 | 5981. | 5.2 | 136. | 1.0 | 191. |
| 32.0 | 6027. | 15.2 | 2482. | 3.5 | 137. | 6.0 | 192. |
| 25.6 | 7228. | 24.8 | 4783. | 6.5 | 138. | 2.1 | 193. |
| 25.3 | 4029. | 15.2 | 2484. | 3.7 | 139. | 1.1 | 194. |
| 5.3 | 8130. | 21.5 | 3485. | 6.0 | 140. | 3.3 | 195. |
| 26.0 | 4131. | 3.2 | 586. | 1.4 | 141. | 5.1 | 196. |
| 10.8 | 1732. | 3.5 | 687. | 1.6 | 142. | 1.5 | 197. |
| 5.7 | 933. | 1.9 | 388. | 3.9 | 143. | 2.0 | 198. |
| 2.4 | 1434. | 26.0 | 4189. | 2.0 | 144. | 1.7 | 199. |
| 12.7 | 2035. | 3.2 | 590. | 3.7 | 145. | 1.6 | 200. |
| 20.9 | 3336. | 3.8 | 691. | 3.4 | 146. | 1.0 | 201. |
| 2.0 | 1237. | 7.6 | 1292. | 2.6 | 147. | 2.7 | 202. |
| 10.1 | 1638. | 12.7 | 2093. | 1.5 | 148. | 1.7 | 203. |
| 26.6 | 4239. | 17.7 | 2894. | 1.3 | 149. | 3.0 | 204. |
| 15.8 | 2540. | 12.7 | 2095. | 1.6 | 150. | 4.2 | 205. |
| 4.4 | 741. | 10.1 | 1696. | 3 | 151. | 2.2 | 206. |
| 15.2 | 2442. | 5.7 | 997. | 3 | 152. | 5 | 207. |
| 11.4 | 1843. | 22.2 | 3598. | 2.2 | 153. | 3 | 208. |
| 14.6 | 2344. | 18.7 | 2999. | 1.2 | 154. | 5 | 209. |
| 10.1 | 1645. | 24.7 | 37100. | 8 | 155. | 1.0 | 210. |
| 2.8 | 646. | 17.0 | 31101. | 2.3 | 156. | 4.5 | 211. |
| 2.2 | 1047. | 32.1 | 56102. | 2.6 | 157. | 1.4 | 212. |
| 12.7 | 2048. | 21.5 | 34103. | 5.9 | 158. | 4.5 | 213. |
| 7.0 | 1149. | 20.9 | 34104. | 3.4 | 159. | 2.8 | 214. |
| 5.3 | 5550. | 32.0 | 50105. | 4.4 | 160. | 3.0 | 215. |
| 11.4 | 1851. | 5.1 | 8106. | 1.3 | 161. | 2.5 | 216. |
| 5.7 | 952. | 2.6 | 12107. | 5.9 | 162. | 1.3 | 217. |
| 10.1 | 1653. | 17.7 | 18108. | 7 | 163. | 9 | 218. |
| 2.2 | 3554. | 15.2 | 24109. | 1.0 | 164. | 1.1 | 219. |
| 5.7 | 955. | 2.0 | 11110. | 2.0 | 165. | 7 | 220. |

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| <p>25 4 221. Trouble with my hearing
 44 7 222. Speech handicap (stuttering, etc.)
 70 11 223. Allergies (hay fever, asthma, hives, etc.)
 25 4 224. Glandular disorders (thyroid, lymph, etc.)
 122 20 225. Menstrual or female disorders</p> <p>152 24 226. Parents working too hard
 44 7 227. Not having certain conveniences at home
 133 21 228. Not liking the people in my neighborhood
 264 42 229. Wanting to live in a different neighborhood
 57 9 230. Ashamed of the home we live in</p> <p>354 56 231. Wanting to learn how to dance
 27 43 232. Wanting to learn how to entertain
 20 33 233. Wanting to improve myself culturally
 513 81 234. Wanting to improve my appearance
 17 27 235. Too careless with my clothes and belongings</p> <p>12 19 236. Going with someone my family won't accept
 190 30 237. Afraid of losing the one I love
 44 7 238. Breaking up a love affair
 127 28 239. Wondering how far to go with the opposite sex
 342 54 240. Wondering if I'll ever get married</p> <p>532 84 241. Wanting to be more popular
 158 25 242. Disliking someone
 177 28 243. Being disliked by someone
 12 20 244. Avoiding someone I don't like
 12 27 245. Sometimes acting childish or immature</p> <p>27 38 246. Being stubborn or obstinate
 101 16 247. Tending to exaggerate too much
 129 22 248. Having bad luck
 95 15 249. Not having any fun
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 165 26 267. Poor memory
 177 28 268. Slow in reading
 327 51 269. Worrying about grades
 45 72 270. Worrying about examinations</p> <p>13 21 271. Teachers not considerate of students' feelings
 9 15 272. Teachers not practicing what they preach
 11 273. Too many poor teachers
 14 274. Grades unfair as measures of ability
 32 5 275. Unfair tests</p> | <p>167 26 276. Poor teeth
 7 11 277. Nose or sinus trouble
 127 20 278. Smoking
 75 15 279. Trouble with my feet
 32 5 280. Bothered by a physical handicap</p> <p>47 7 281. Borrowing money
 7 9 282. Working too much outside of school hours
 7 21 283. Working for most of my own expenses
 7 7 284. Getting low pay for my work
 4 10 285. Disliking my present job</p> <p>40 286. Too little chance to do what I want to do
 27 287. Too little chance to get into sports
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 37 297. Speaking or acting without thinking
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 33 300. No one to tell my troubles to</p> <p>38 301. Too many personal problems
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 22 305. Thoughts of suicide</p> <p>36 306. Sometimes not being as honest as I should be
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 39 322. Just can't get some subjects
 38 323. Not smart enough
 49 324. Afraid of failing in school work
 18 325. Wanting to quit school</p> <p>5 326. School activities poorly organized
 1 327. Students not given enough responsibility
 11 328. Not enough school spirit
 24 329. Lunch hour too short
 10 330. Poor assemblies</p> |
|---|---|

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

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

Third Step: Pages 5 and 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.

88

1950
REVISION

MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY
Bureau of Educational Research
Ohio State University

H HIGH SCHOOL FORM

TALLY OF SENIOR PROBLEMS

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 . . .

NUMBER

- | | | | | | | | | |
|------|----|--|------|---|------|---|----|--|
| 14.3 | 21 | 1. Being underweight | 24 | 56. Frequent headaches | 16 | 111. Not as strong and healthy as I should be | 37 | 166. Poor complexion or skin trouble |
| 25.8 | 38 | 2. Being overweight | 27 | 57. Weak eyes | 22 | 112. Not getting enough outdoor air and sunshine | 22 | 167. Poor posture |
| 7.5 | 11 | 3. Not getting enough exercise | 20 | 58. Often not hungry for my meals | 38 | 113. Not getting enough sleep | 15 | 168. Too short |
| 7.5 | 11 | 4. Getting sick too often | 15 | 59. Not eating the right food | 24 | 114. Frequent colds | 19 | 169. Too tall |
| 30.6 | 45 | 5. Tiring very easily | 11 | 60. Gradually losing weight | 11 | 115. Frequent sore throat | 20 | 170. Not very attractive physically |
| 20.6 | 30 | 6. Needing to learn how to save money | 24 | 61. Too few nice clothes | 36 | 116. Wanting to earn some of my own money | 22 | 171. Living too far from school |
| 8.2 | 12 | 7. Not knowing how to spend my money wisely | 18 | 62. Too little money for recreation | 35 | 117. Wanting to buy more of my own things | 3 | 172. Relatives living with us |
| 7.5 | 11 | 8. Having less money than my friends have | 19.7 | 63. Family worried about money | 13 | 118. Needing money for education after high school | 20 | 173. Not having a room of my own |
| 21.9 | 32 | 9. Having to ask parents for money | 16.2 | 64. Having to watch every penny I spend | 33 | 119. Needing to find a part-time job now | 23 | 174. Having no place to entertain friends |
| 7.5 | 11 | 10. Having no regular allowance (or income) | 6.7 | 65. Having to quit school to work | 2 | 120. Needing a job during vacations | 26 | 175. Having no car in the family |
| 30.5 | 36 | 11. Slow in getting acquainted with people | 34.3 | 66. Not enough time for recreation | 15 | 121. Nothing interesting to do in my spare time | 18 | 176. Not being allowed to use the family car |
| 7.2 | 29 | 12. Awkward in meeting people | 14.3 | 67. Not enjoying many things others enjoy | 13 | 122. Too little chance to go to shows | 14 | 177. Not allowed to go around with the people I like |
| 32 | 33 | 13. Being ill at ease at social affairs | 22.3 | 68. Too little chance to read what I like | 24 | 123. Too little chance to enjoy radio or television | 22 | 178. So often not allowed to go out at night |
| 15.6 | 67 | 14. Trouble in keeping a conversation going | 22.6 | 69. Too little chance to get out and enjoy nature | 25 | 124. Too little chance to pursue a hobby | 20 | 179. In too few student activities |
| 16.3 | 20 | 15. Unsure of my social etiquette | 21 | 70. Wanting more time to myself | 5 | 125. Nothing interesting to do in vacation | 32 | 180. Too little social life |
| 14.3 | 21 | 16. Having dates | 15 | 71. No suitable places to go on dates | 23.8 | 126. Disappointed in a love affair | 17 | 181. Being in love |
| 20 | 3 | 17. Awkward in making a date | 16 | 72. Not knowing how to entertain on a date | 4 | 127. Girl friend | 19 | 182. Loving someone who doesn't love me |
| 7.5 | 11 | 18. Not mixing well with the opposite sex | 25 | 73. Too few dates | 22 | 128. Boy friend | 37 | 183. Deciding whether I'm in love |
| 12 | 19 | 19. Not being attractive to the opposite sex | 15 | 74. Afraid of close contact with the opposite sex | 17 | 129. Deciding whether to go steady | 14 | 184. Deciding whether to become engaged |
| 8.1 | 13 | 20. Not being allowed to have dates | 7 | 75. Embarrassed by talk about sex | 32.6 | 130. Wondering if I'll find a suitable mate | 17 | 185. Needing advice about marriage |
| 21.8 | 32 | 21. Getting into arguments | 51 | 76. Wanting a more pleasing personality | 14 | 131. Slow in making friends | 6 | 186. Being criticized by others |
| 15.0 | 22 | 22. Hurting people's feelings | 4 | 77. Not getting along well with other people | 23 | 132. Being timid or shy | 27 | 187. Being called "high-hat" or "stuck-up" |
| 8.3 | 13 | 23. Being talked about | 56 | 78. Worrying how I impress people | 39 | 133. Feelings too easily hurt | 14 | 188. Being watched by other people |
| 5.7 | 8 | 24. Being made fun of | 19 | 79. Too easily led by other people | 23 | 134. Getting embarrassed too easily | 22 | 189. Being left out of things |
| 6.1 | 9 | 25. Being "different" | 27 | 80. Lacking leadership ability | 27 | 135. Feeling inferior | 27 | 190. Having feelings of extreme loneliness |
| 36.3 | 57 | 26. Losing my temper | 40 | 81. Daydreaming | 47 | 136. Moodiness, "having the blues" | 7 | 191. Afraid to be left alone |
| 46.9 | 69 | 27. Taking some things too seriously | 8.2 | 82. Being careless | 4 | 137. Trouble making up my mind about things | 53 | 192. Too easily moved to tears |
| 37.9 | 55 | 28. Being nervous | 20.7 | 83. Forgetting things | 51 | 138. Afraid of making mistakes | 11 | 193. Failing in so many things I try to do |
| 19.7 | 29 | 29. Getting excited too easily | 14.0 | 84. Being lazy | 23 | 139. Too easily discouraged | 7 | 194. Can't see the value of most things I do |
| 42.2 | 62 | 30. Worrying | 16.3 | 85. Not taking some things seriously enough | 44 | 140. Sometimes wishing I'd never been born | 17 | 195. Unhappy too much of the time |
| 10.6 | 20 | 31. Not going to church often enough | 0.7 | 86. Parents making me go to church | 15 | 141. Wondering how to tell right from wrong | 48 | 196. Can't forget some mistakes I've made |
| 10.9 | 16 | 32. Not living up to my ideal | 0.7 | 87. Disliking church services | 18 | 142. Confused on some moral questions | 7 | 197. Bothered by ideas of heaven and hell |
| 4.1 | 6 | 33. Puzzled about the meaning of God | 14 | 88. Doubting the value of worship and prayer | 21 | 143. Parents old-fashioned in their ideas | 10 | 198. Afraid God is going to punish me |
| 11.6 | 17 | 34. Doubting some of the religious things I'm told | 12.3 | 89. Wanting to feel close to God | 19 | 144. Wanting to understand more about the Bible | 12 | 199. Troubled by the bad things other kids do |
| 8.2 | 12 | 35. Confused on some of my religious beliefs | 34 | 90. Affected by racial or religious prejudice | 17 | 145. Wondering what becomes of people when they die | 19 | 200. Being tempted to cheat in classes |
| 21.1 | 31 | 36. Worried about a member of the family | 3.0 | 91. Not living with my parents | 19 | 146. Being criticized by my parents | 17 | 201. Being an only child |
| 7.5 | 11 | 37. Sickness in the family | 9.5 | 92. Parents separated or divorced | 15 | 147. Parents favoring a brother or sister | 17 | 202. Not getting along with a brother or sister |
| 12.2 | 18 | 38. Parents sacrificing too much for me | 8.2 | 93. Father or mother not living | 10 | 148. Mother | 18 | 203. Parents making too many decisions for me |
| 22.4 | 33 | 39. Parents not understanding me | 18 | 94. Not having any fun with mother or dad | 7 | 149. Father | 21 | 204. Parents not trusting me |
| 12.2 | 18 | 40. Being treated like a child at home | 15 | 95. Feeling I don't really have a home | 7 | 150. Death in the family | 23 | 205. Wanting more freedom at home |
| 6.1 | 9 | 41. Unable to enter desired vocation | 7 | 96. Needing to decide on an occupation | 3 | 151. Choosing best subjects to take next term | 28 | 206. Deciding whether or not to go to college |
| 10.4 | 16 | 42. Doubting the wisdom of my vocational choice | 6.5 | 97. Needing to know more about occupations | 7 | 152. Choosing best subjects to prepare for college | 13 | 207. Needing to know more about colleges |
| 9.2 | 12 | 43. Needing to know my vocational abilities | 22.6 | 98. Restless to get out of school and into a job | 6 | 153. Choosing best subjects to prepare for a job | 9 | 208. Needing to decide on a particular college |
| 12.7 | 19 | 44. Doubting I can get a job in my chosen vocation | 11.1 | 99. Can't see that school work is doing me any good | 11 | 154. Getting needed training for a given occupation | 6 | 209. Afraid I won't be admitted to a college |
| 8.8 | 13 | 45. Wanting advice on what to do after high school | 11.1 | 100. Want to be on my own | 6 | 155. Wanting to learn a trade | 14 | 210. Afraid I'll never be able to go to college |
| 5.7 | 8 | 46. Missing too many days of school | 16 | 101. Not really interested in books | 20 | 156. Not getting studies done on time | 27 | 211. Trouble with mathematics |
| 3.9 | 5 | 47. Being a grade behind in school | 41 | 102. Unable to express myself well in words | 27 | 157. Not liking school | 18 | 212. Weak in writing |
| 13 | 2 | 48. Adjusting to a new school | 33 | 103. Vocabulary too limited | 52 | 158. Not interested in some subjects | 30 | 213. Weak in spelling or grammar |
| 13 | 13 | 49. Taking the wrong subjects | 41 | 104. Trouble with oral reports | 43 | 159. Can't keep my mind on my studies | 27 | 214. Trouble in outlining or note taking |
| 5.7 | 57 | 50. Not spending enough time in study | 44 | 105. Afraid to speak up in class discussions | 15 | 160. Don't know how to study effectively | 11 | 215. Trouble in organizing papers and reports |
| 14 | 51 | 51. Having no suitable place to study at home | 9 | 106. Textbooks too hard to understand | 49 | 161. Not enough good books in the library | 33 | 216. Classes too dull |
| 6 | 52 | 52. Family not understanding what I have to do in school | 13 | 107. Teachers too hard to understand | 57 | 162. Too much work required in some subjects | 18 | 217. Teachers lacking personality |
| 19 | 53 | 53. Wanting subjects not offered by the school | 38 | 108. So often feel restless in classes | 15 | 163. Not allowed to take some subjects I want | 12 | 218. Teachers lacking interest in students |
| 12.9 | 39 | 54. Made to take subjects I don't like | 18 | 109. Too little freedom in classes | 12 | 164. Not getting along with a teacher | 11 | 219. Teachers not friendly to students |
| 26.5 | 7 | 55. Subjects not related to everyday life | 16 | 110. Not enough discussion in classes | 25 | 165. School is too strict | 6 | 220. Not getting personal help from the teachers |

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