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A Study of the Most Outstanding Problems of Boys in the Third Year of Three Catholic High Schools

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A STUDY OF THE MOST OUTSTANDING PROBLEMS
OF BOYS IN THE THIRD YEAR OF THREE
CATHOLIC HIGH SCHOOLS

by

James Merwick

A THESIS SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
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LIFE

James Joseph Merwick, Jr. was born in Chicago, Illinois on December 21, 1924.

He was graduated from St. Rita High School, Chicago, Illinois June, 1942, and from the Loyola University, February, 1951, with the degree of Bachelor of Science.

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CHAPTER I

A REVIEW OF RELATED STUDIES

It is the purpose of this study to investigate the most outstanding problem of Catholic high school boys in the eleventh grade, (junior year), both from their own viewpoint and from the viewpoint of the high school faculty members. It would seem that conducting the investigation in a school affords a twofold advantage:

1. The school setting and group administration permits the boy to evaluate his problems objectively and impersonally.
2. He is in a position to appraise himself and to be appraised by others in comparison with his contemporaries. In effect, he is subject to increased self-awareness as he associates with others his own age and he, in turn, is in a position to be observed by those who are charged with aiding in his moral, intellectual, and emotional growth, namely, his teachers and other members of the faculty.
3. It also permits a comparison between the boys' and their teachers' views as to the outstanding problem.

It would hardly seem necessary to comment on the timeliness

of a study of this nature, but it would seem that a moment spent on the subject would prove profitable. One can hardly be unaware of the tremendous amount of attention which is currently being directed toward human problems in all walks of life. No longer are problems looked upon as characteristic of the minority. In studies of human growth and development at all levels there can be seen the increasing preoccupation with the concept of self and of those things which will or may affect the individual positively or negatively. In some way of looking for an explanation for the apparent increase of this interest we are singularly impressed by the observations on the subject by C. Spearman to the effect that

The progress of mankind, their defense against and mastery over the rude forces of their environment, has been in large measure the effect of their strong urge to obtain information. But this craving is insatiable. Gratification only offers to it new fields to be satisfied. Man had begun with inquiries which referred to his immediately urgent needs, such as safety, food, and propagation. But when once these had become sufficiently secure, his questions inevitably enlarged their scope. As we saw, he began to ruminate on dreams, apparitions, life, and souls. But ventured to raise their eyes and ask, What is the constitution, the unity and the significance of the whole cosmos.¹

The need for information about this period arises from the increasing awareness of teachers, psychologists, and other child-guidance workers that the high school student is subjected to many worries, doubts, and instances of confusion. These often have their inception outside of the classroom situation, but are

¹Spearman, C. Psychology Down The Ages. VI, pp. 105-106.

intensified, or at least manifested in some way, in his school work and relationships with fellow students and teachers. Consequently, if we can obtain some picture of what are the most outstanding problems for the largest percentage of boys in this particular year under study, namely, the third year, the efforts of counselors can be directed to more pertinent problem-areas and thereby afford more concrete and genuine assistance to the student.

Some of the more intensive studies which have been made in the realm of adolescent problems and which constitute the primary sources of consultation for this thesis are:

1. Mother Rosemary Moody's A Survey of The Problems of Girls In Catholic High Schools;
2. Doctor Urban H. Fleege's Self-Revelation of The Adolescent Boy; and
3. Father Joseph P. Finn's A Study of The Problems of Certain Catholic Boys as Told by Themselves and Their Teachers.

Mother Moody's study, which also utilized the Mooney Problem Check List, was done on 743 girls in three Catholic high schools in the Chicago area. The findings of Mother Moody's study disclosed that there are numerous problems which appear serious to girls. The degree of seriousness was indicated by the fact that the girls manifestly desired help. However, they also disclosed that they are not being adequately aided in meeting their personal and psychological problems of courtship, school and marriage

either at home or in school.

The overall conclusion that Mother Moody drew from her findings was that the majority of the high school girls' problems may be dealt with by formulation of a group guidance program which would have as its focal point the problems which were highest in frequency with provisions being made for individual counseling whenever indicated.

A self-devised "Problemnaire" was the testing instrument used in Doctor Urban H. Fleege's Self-Revelation of The Adolescent Boy --an investigation which included some 2,000 boys in twenty Catholic high schools in eighteen cities and towns. The purpose of the study "was to obtain, analyze, interpret, and appraise confidential information on the modern adolescent's problems as he himself sees and experiences them in his efforts at adjusting himself to his complex environment."² Fleege intended that the end-result of his efforts would be:

1. to provide teachers, parents, and priests with a knowledge of the high school boy's problems as he himself sees them; and thus
2. indirectly to provide the material for helpful and understanding guidance of the adolescent boy in meeting the problems that arise during this period; and
3. to point the way to further and more detailed research by outlining the trends of the modern adolescent's problems.³

²Fleege, U. H. Self-Revelation of the Adolescent Boy. P.6.

³Ibid. P. 6.

The problems which were found to be of major concern for the boys were purity; decision in the matter of a vocation; the feeling of not being understood by people; the lack of social opportunities; financial difficulties; and difficulties within the school.⁴

Doctor Fleege is of the opinion that adults, and, in particular, teachers, must accord patience, sympathy, and wisdom in providing guidance for the adolescent. And in the administering of this guidance the emphasis should be on the methods of solving their problems rather than handing out ready-made solutions-- always remembering that as the young person progresses through the teen years his problems are constantly changing and becoming more complicated.⁵

Father Joseph P. Finn conducted a study of twenty-nine teachers and 2,440 boys in five selected urban Catholic high schools in the Province of Ontario in Canada. The responses of the subjects were submitted in essay forms and the end-result of the project was entitled: A Study of Certain Catholic High School Boys As Told by Themselves And Their Teachers.

Father Finn had as his objective the presentation of a comprehensive picture of the requisites of secondary school guidance in terms "of the problems of high school adolescents as seen by

⁴Ibid. P. 6.

⁵Ibid. P. 361.

themselves, the adequacy of present guidance utilized by them, the viewpoints of their teachers about these problems and implications for more effective guidance of Catholic high school students in the future."⁶

As a consequence, the author determined that the boys' problems could be designated by general categories which, according to a descending order of frequency were: Moral (17.4%); Family Life (8.5%); Personality Adjustments (7.6%); Boy-Girl Problems (5.6%); Financial (3.3%); Health (.6%); Unusual Problems (.5%). Three out of four problems revealed were moral, scholastic or vocational. Family life, personality adjustments, boy-girl problems, and financial problems accounted for almost 25% of the total problems.

In the main, it also seemed to Father Finn that there was a common factor of agreement between teachers and students as to the more prevalent problem-areas. He thought that the study brought to light the need for organized guidance programs--both on an individual and group basis--in the schools participating in the investigation. However, the students could also profit from taking advantage of already existing agencies for consultation; both at home and at school.

In 1938, Howard M. Bell set down the findings of a survey

⁶Finn, (Fr.) J.P., A Study Of The Problems of Certain Catholic High School Boys As Told By Themselves and Their Teachers. Pp.13-14.

conducted by the American Youth Commission of the American Council on Education regarding the major needs of young people.⁷ Although the survey took place in two states: Pennsylvania and Maryland; and two municipalities: Dallas, Texas and Muncie, Indiana; and forty rural villages throughout the country, Mr. Bell confined his study to information obtained from interviews with 13,528 youths between the ages of sixteen and twenty-four in the State of Maryland. It was found that 57.7% or 8,111 of the group defined as their most pressing situation some form of an economic problem.⁸

It is interesting to note that while 56 per cent of the youth who were from families on relief and who felt that their universal problem was economic, they were joined by 58 per cent of the young people from families not on relief, but who also selected said problem. Mr. Bell points out that this state of affairs was manifested by the fact that the 54 per cent of school "drop-outs" were for economic reasons. However, he does not specifically call attention to the fact that the country was still very much in the recovery stages from the Great Depression.

The other problem areas, and their relative positions of prominence, as delineated in Youth Tell Their Story, were: Conduct, or Morals (11.1); Education, Vocational Choice (10.6); Home (7.1);

⁷Howard Bell, Youth Tell Their Story, p. 65.

⁸Ibid. pp. 250-251.

Recreation (4.9); other (8.6).

Another study which was conducted in a manner similar to that of the author's was that of Doctor Ho Chun Dai who administered the Mooney Problem Check List to 2,498 students at McKinley High School in Honolulu, Hawaii in 1947. In his work, Doctor Ho Chun Dai had a twofold objective, namely, to ascertain what were the outstanding problems of young people in high school and thereby to enable their teachers better to understand them with a view toward possible reorganization of the school's curriculum. Some of the more pertinent of Doctor Ho Chun Dai's findings were the following:

1. McKinley students were concerned over many personal problems. They marked an average of 27.6 problems varying from none to 151. Of the 330 problems in the Check List, 102 of them were marked by 10 per cent or more of more of the students.
2. Students marked a substantial number of problems in all eleven areas of the Check List, but the bulk of their problems were concentrated in the areas, "Adjustment to School Work," 'Personal-Psychological Relationships,' 'Health and Physical Development' and 'Future: Vocational and Educational.' They checked the fewest problems in the areas, 'Home and Family,' 'Courtship, Sex, and Marriage' and 'Morals and Religion'.
3. The study revealed some significant differences among sex, class, 'ability', and ethnic groups. Girls seemed to be more concerned over personal-psychological issues and matters pertaining to physical development. Boys seemed to be more concerned over the attainment of academic skills, relationship to the opposite sex, and matters that are active and specific.
4. The XYF section (highest 'ability' group) consistently marked a smaller percentage of problems than any other section and the XY section (next highest in 'ability') consistently checked the largest percentage. A larger

percentage of students in the YZR section (lowest 'ability') checked problems pertaining to specific academic skills. A larger percentage of the students in the XYF section marked problems pertaining to their educational and vocational future.⁹

Doctor Lund, an Associate Professor of Education in the University of California's School of Education, and Miss Gladys V. Noble, an instructor of Sociology in the Berkeley Senior High School, conducted a study of 127 students in an unnamed senior high school of "incidents or experiences, either in or out of school, which caused them to feel fearful, nervous, excitable, or tense."¹⁰ At the same time, the students were requested to cite an example of a culture pattern which they felt was instrumental in producing friction, unhappiness, fear, or hostility in an individual or in a social group. In this instance, the testing instrument was that of pupils' responses to the topics: "Emotions and Our Reactions to Them" and "How Our Culture Patterns Influence Our Behavior." The upshot of the responses was:

1. School tests.....34%
2. School grades.....31%
3. Speeches or oral reports before a class.....25%
4. Class recitation.....24%

⁹Ho Chun Dai, "A Study of The Personal Problems of McKinley High School Students in Honolulu, Hawaii, with Implications for Curriculum Reorganization."

¹⁰G. L. Noble and S. E. Lund, "High School Pupils Report Their Fears." Journal of Educational Sociology, No. 25: pp. 97-101, October 1951.

5. Teachers.....23%
6. Report cards.....21%
7. Athletic contests.....17%
8. Parents.....16%
9. Ridicule.....13%
10. Culture patterns--sample: "Because father still wants to be head of family and make all decisions for wife and children.".....11%
11. Minority groups.....11%
12. Friendship and Popularity.....11%
13. Dating..... 9%
14. Social Class..... 8%
15. Homework..... 8%
16. People..... 8%
17. Authority or "The Office"..... 8%
18. Specific school requirements..... 7%
19. Non-athletic extra-class activities..... 6%
20. Tardiness..... 6%

Each of the following categories included responses from less than 5 per cent of the pupils: school classes, 'getting into trouble,' school clubs, clothes and dress, money, competition with others, insufficient time, girls, jobs.¹¹

As a means of assisting 440 incoming freshmen to adjust to college life, V. M. Houston and Marzoff report that the Student Personnel Committee at Illinois State Normal University, in 1942, inaugurated the use of the Mooney Problem Check List. Tabulation

¹¹Ibid. p. 100.

of the records disclosed that the average number of items considered as problems was 18.7 and the average number appraised as serious was 5.8. No significant sex differences were evident. The items which ranked highest in terms of frequency and seriousness indicated that the students were chiefly concerned about academic success, personality improvement, and military service. An especially significant factor which was discovered in the results of this first administration of the Mooney Problem Check List were that the areas from which the students selected the fewest problems were in 'Morals and Religion.'¹²

In March, 1941, an investigation was conducted by Mr. Hugh S. Bonar among 1,229 pupils of the Public Schools in Manitowoc, Wisconsin. The procedure of this study was to ask the students to list in order the three problems about which they were the most concerned. Since this study was made without any previous announcement it was believed that a high degree of validity resulted therefrom. With respect to the high school Juniors, it was found that they were more concerned with preparations for securing a job--as contradistinguished from actually securing a job and those which were second as major areas of concern. The third most prominent area had to do with problems which were encountered as students in school.¹³

¹²H. S. Bonar, "High School Pupils List Their Anxieties." School Review 500: 512-15, September 1942.

¹³V. M. Houston and Marzolf, "Faculty Use of The Problem Check List." Journal of Higher Education, XV, June 1944.

Olive Y. Lewis conducted a study of problems which are predominant in the lives of high school students by having 701 students of the Franklin Junior High School, Vallejo, California fill in blanks which stated the pupil's school, age, and a listing of any personal problems or concerns that they had at that particular time. This particular inquiry was administered to 1,449 and of the 701 blanks returned, 339 were submitted by boys ranging in age from 11 to 17. A breakdown of the problems which they cited were as follows:¹⁴

<u>TYPE OF PROBLEM</u>	<u>TOTAL PROBLEMS</u>
School.....	172
Home Life.....	74
Social.....	116
Leisure.....	18
Future.....	77
Money.....	52
Religion.....	8
Health.....	76
No Problems.....	69

Percival M. Symonds structured a list of fifteen areas of individual concern and, in 1936, submitted to 373 boys and 439 girls from the junior and senior high schools of Tulsa, Oklahoma and 411 boys and 418 girls in the Grover Cleveland High School of New York City in order that they might rank them in terms of their personal appraisal of importance and of interest. The areas

¹⁴O. Y. Lewis, "Problems of The Adolescent." California Journal of Secondary Education: 24: 215-221, April 1949.

in question were:

1. Health-eating, exercise, etc.
2. Sex adjustment-love, petting, etc.
3. Safety-avoiding accidents.
4. Money-earning, spending, saving, etc.
5. Mental hygiene-fears, worries, inhibitions, etc.
6. Study habits-skills used in study.
7. Recreation-sports and games, reading, etc.
8. Personal and moral qualities.
9. Success and citizenship.
10. Manners and Courtesy-etiquette.
11. Personal attractiveness-personal appearance, voice, etc.
12. Daily schedule.
13. Civic interests, attitudes.
14. Getting along with other people.
15. Philosophy of life-personal values, ambitions, ideals, religion.

A final tabulation of the rankings disclosed that:

Items ranked as of greatest importance as problems are Money, Health, and Personal Attractiveness. Items ranked as of least importance as problems are Sex Adjustments, Daily Schedule, and Civic interests, attitudes, and responsibilities. Items ranked highest for interest are Recreation, Health, and Personal Attractiveness.

Items ranked lowest for interest are Daily Schedule, Civic Interests, attitudes, and responsibilities, and Sex Adjustments.

Items ranked higher for importance as problems than for interest are Study Habits, Daily Schedule, and Money.

Items ranked higher for interest than for importance as problems are Recreation, Sex Adjustments, and Manners and Courtesy.¹⁵

Another example that students themselves are aware of, and actually seek assistance with, their personal problems is found in a survey that was conducted with "over a thousand high school seniors (699) and college students (378) covering ten counties in

¹⁵Symonds, P. M. "Problems and Interests of Adolescents." The School Review. 44: 506-18, September 1936.

the Diocese of Pittsburgh by Doctor Thomas J. Zuigles in which it is reported that students want and need help

..."to meet such personal problems and they are not getting it in high school. They are loath to discuss them with teachers, but quite willing to do so with a priest where one is available in the school. There is some evidence that they would talk with teachers, if the teachers could display a greater interest in them. Apparently they expect parents, teachers, and priests to know that they have problems, and to take the initial step toward any personal guidance. They hesitate to open the discussion but will gladly talk at least to a priest, or their parents, if the subject is broached to them.¹⁶

From the foregoing we can readily see that interest in the problems of the young have been, and are of ever-increasing concern to educators, psychologists, sociologists, and all those who are in anyway connected with the training and/or assistance of young people.

¹⁶T. J. Quigley (Doctor) "Inquiry into the Religious Knowledge and Attitudes of Catholic High School Girls." Educational Office Report, Report of Pittsburgh, Pa., p. 23.

CHAPTER II

THE PRESENT STUDY

This investigation was conducted with 900 boys and their teachers in the eleventh grade of three Catholic high schools which are hereafter designated as School A, School B, and School C. The materials used were the Mooney Problem Check List and an additional question which was devised by the author and included with each booklet: "Do you feel that the possibility of being drafted into military service plays an important part in your most outstanding problem?"

Two of the schools, namely, A and B, are located on the south side of Chicago while the third is situated on the far north side. Although all three schools are populated by boys whose parents, for the most part, have sufficient finances to afford a private school education for their children, there is a divergency of the economic strata of the three groups.

In School A the parents of the boys are in the middle income bracket, being employed, generally speaking, in non-professional or labor positions. In School B the boys are a group whose parents might be regarded as being in the middle income group and are engaged in professional and semi-professional positions. The

sons of professional persons who are largely in the upper-middle, or in the high income brackets make up the student body of School C.¹⁷

With respect to the academic standards of the three schools-- entrance examinations are conducted at all three institutions for incoming students. However, it is recognized that the degree of difficulty of the three tests is commensurate with the author's estimate of the schools according to the economic situation of the families. This also holds true with regard to the individual requirements of the three schools from the point of view of academic grades. The requirements of School A are not as stringent as those of School B. Those of School B are not as high as those of School C.

A final note of divergence among the three schools is found in the particular emphasis that each places upon curriculum formulation. School A has a predominance of technical courses to offer its students while School B concentrates largely upon commercial and college preparatory courses and School C is entirely a college preparatory institution. It is the author's belief that these foregoing factors will prove very significant when we look to the data proper and compare the outstanding problems and problem-area responses among the three schools.

¹⁷Information obtained by the author from interviews with administrators of the respective schools.

The Mooney Problem Check List, Form H, was presented to all these students. It includes eleven problem areas comprising some three hundred and thirty individual problems. In addition, the booklet incorporated four essay questions:

1. "Do you feel that the items you have marked on the list give a well-rounded picture of your problem?...add anything further you may care to say to make the picture more complete.
2. How would you summarize your chief problems in your own words?...Write a brief summary.
3. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?
4. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? ...If so, do you have any particular person(s) in mind with whom you would like to talk?"¹⁸

A fifth question was devised by the author and included with each booklet: "Do you feel that the possibility of being drafted into military service plays an important part in your most outstanding problem?"

The Mooney Problem Check List, Form H, was used in the study because previous studies, as cited in the Manual, indicated that ninety-three per cent of the pupils who utilized the Check List were of the opinion that it adequately covered the immediate problems. Furthermore, it seemed to be the best available instrument for investigating the problems of boys at the highschool level as they themselves see them. A further advantage lies in

¹⁸R. L. Mooney, "Problem Check List, High School Form, Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1941.

the fact that we were not conducting a test as such, but rather a survey of major problems and problem-areas which are outstanding for boys of this particular age and school level. Previous investigators have agreed in commending it for facility of administration. As noted in a study by Rael L. Fick, the Mooney Problem Check List embraces both values and limitations.

...all problems may not be covered; frank responses may not be made; it is difficult to phrase problems in language meaningful to all; there is no way to determine the intensity of a problem; problems of great intensity may be omitted; only consciously felt problems will be expressed, and these may be highlighted and others disregarded.²⁰

On the other hand, Fick finds the following values:

'Primary source data' would be revealed. If the instruments were properly constructed and used, the results should be both reliable and valid. If they are extensive enough and suitably presented, a full range of responses is possible. Readily comparable results might be forthcoming. Economy, in terms of both time and money, is possible.²¹

In conclusion, it was noted by Fick that the values of the Problem Check List outweighed the limitations because the items embrace a wide area. They are also sufficiently brief for rapid reading and generalized to such a degree that the subject does not feel as though he were disclosing too much by checking the item.

Ross L. Mooney provides us with information regarding the validity and reliability of his instrument in his manual for the

²⁰R. L. Fick, "The Problem Check List: A Valuable Approach in Counseling." Occupations: 30, March, 1952. pp. 410-412.

²¹Ibid. p. 411.

1950 revision of the Check List. Herein he calls attention to the fact that this is not a test, therefore, the Check List cannot be judged by any single factor such as "determining the extent to which the predicted behavior patterns corresponded with actual behavior as judged by other criteria."²² Instead, he feels that its value lies in the following factors:

1. Responsiveness...students check a wide range of number of items.
2. Constructive Attitude...in response to the essay question 'Have you enjoyed filling out the List?' 'Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?'; 'If you had the chance, would you like to talk to someone about some of the problems you have marked on the List?' --for various groups, usually over 85 per cent of those responding have said 'Yes' to the first question and over 70 per cent of those responding have said 'Yes' to each of the last two questions.
3. Coverage of Problems...In answer to the question: 'Did you feel that the items you have marked on the List give a well-rounded picture of your problems?'--in a study at Ohio State University 92 per cent of those who responded felt that the items gave a fairly complete picture of their problems.
4. Acceptance by Educators and Counselors...Without any promotional effort, over a half of a million of the various pre-1950 Problem Check Lists have been used in a great variety of schools and colleges throughout the nation.
5. Usefulness in researches...²³

²²R. L. Mooney and L. V. Gordon, Manual: The Mooney Problem Check Lists. The Psychological Corporation, New York, New York. 1950. p. 7.

²³Ibid.

On the subject of reliability of the Problem Check List, Ross L. Mooney points out that it is difficult to apply the standard methods of ascertaining same, namely, the test-retest, split-half, and Kuder-Richardson formulae because of the nature of some of the items in the list, for example, items such as "too tall" and "too short" (which appear consecutively in the Health and Physical Development Area) cannot logically be divided for a split-half reliability appraisal.

Contrariwise, Mooney does provide evidence for the reliability of the Check List when he cites the findings of a study made by Gordon with the Check List at Ohio State University in which the Problem Check List was administered twice to 116 college students and found to produce a correlation coefficient of $+ .93$ when the frequency with which each of the items was marked on the first administration was correlated with the frequency with which each of the same items was marked on the second administration.²⁴ In addition, four educational groups in which the Problem Check List was repeated one to ten weeks after a first administration produced rank order correlations which extended from $+ .90$ to $+ .98$.²⁵

Form H of the Mooney Problem Check List is comprised of three hundred and thirty items which are divided into eleven areas of thirty items each. It is true that some of the items are related to two or more classifications; however, they are listed in only

²⁴Ibid. p. 9.

²⁵Ibid. p. 9.

one counting scheme. The eleven problem areas are:

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

The students were examined in groups of regular class size. The regular class period of 45 minutes proved adequate for this task. The author was introduced to the class by its teacher as one who was doing a study of the problems of boys of their particular age and circumstance. The boys were assured that they were not taking a test as such insofar as there were no Right or Wrong answers and that they were not working for a score of any kind. Rather, an attempt was being made to find out what are the most outstanding problems for boys of their age and year level in high school. The purpose for such a study was explained as being that of making it possible for teachers, counselors, etc. to do a more effective job in assisting young people not only in strictly academic success, but also in adjusting to life in a more effective manner. An appeal was made to the altruistic sense of the student by pointing this out and explaining that although they themselves might not realize much benefit from filling out the booklet, they would enable us to draw up a picture of the most outstanding problems of most boys at this particular age level.

It was further pointed out that we hope to facilitate the most frank responses possible by having the students leave their names off of the booklets and thus leave them unidentifiable. This would assure them of the greatest possible degree of privacy in return for their complete cooperation.

The introductory remarks were concluded with a commentary that there was an incidental benefit to be derived from filling out the booklet, even anonymously. It would actually provide a unique opportunity to appraise and decide upon problems which might be pertinent for them and to reevaluate their relative importance. This factor was attested to on more than one occasion during the course of the study by students who commented on it to the examiner and to their teachers.

CHAPTER III

PRESENTATION OF THE DATA

The final results of this study are based upon the responses of 785 third year high school students and 16 of their teachers. These represent a total of 397 students from eleven sections in School A; a total of 208 students from six sections in School B; and a total of 180 students from School C.

These data included all students enrolled with the exception of those absent from school on the day of the examination and so should be accurate expressions of these groups as a whole. However, it was possible to receive the cooperation of only sixteen faculty members, representing thirty per cent of the total number. The thirty per cent from whom we did receive cooperation produced pertinent material which is helpful even though this does not seem to be an adequate sampling.

The data yielded by the Check List from each of the three schools, as well as the total data, were studied under the following headings:

- I The total number underlined as existing problems.
 - II The total number encircled as serious problems.
- The total of 33,889 items were underlined, indicating the

total number of problems experienced by the 785 boys in all three schools. The distribution is seen in the following table.

TABLE I
TOTALS OF UNDERLINED ITEMS

AREA	SCHOOL A	SCHOOL B	SCHOOL C	TOTALS
HPD	1106	618	468	2,192
FLE	1602	796	403	2,801
SHA	2068	924	714	3,706
CSM	1601	738	655	2,994
SPR	1332	695	564	2,591
PPR	1479	775	605	2,859
MR	1470	697	553	2,720
HF	1184	501	405	2,090
FVE	2132	999	724	3,855
ASW	2724	1251	863	4,838
CTP	1926	802	515	3,243
TOTALS	18,624	8,796	6,469	33,889

The problems which were encircled as being of especial concern to the students were distributed as shown in the following table.

TABLE II
TOTALS OF ENCIRCLED ITEMS

AREA	SCHOOL A	SCHOOL B	SCHOOL C	TOTALS
FPD	270	221	113	604
FLE	329	241	87	657
SRA	444	291	198	933
CSM	459	285	285	1,029
SPR	277	235	172	684
PPR	321	219	175	715
MR	304	197	192	693
HF	286	203	157	646
FVE	490	316	265	1,071
ASW	632	387	246	1,265
CTP	261	162	99	522
TOTALS	4,073	2,757	1,989	8,819

The data showed that among the total population the greatest number of problems existed in the following areas: (1) adjustment to school work (ASW); (2) future vocational-education (FVE); (3) social and recreational activities (SRA); (4) curriculum and teaching procedure (CTP); and (5) courtship, sex, and marriage (CSM). The distribution is shown in the following table:

TABLE III
 THE FIVE OUTSTANDING PROBLEM AREAS UNDERLINED
 BY ALL THREE SCHOOLS

RANK	AREA	TOTAL	PER CENT
1	ASW	4,965	14.30
2	FVE	3,922	11.30
3	SRA	3,773	10.87
4	CTP	3,325	9.58
5	CSM	3,074	8.85

The highest frequency of items which were encircled as serious problems by all three schools is again seen in the areas adjustment to school work (ASW); the future vocational and educational (FVE); and social and recreational activities (SRA). However, the areas of courtship, sex, and marriage (CSM) and personal-psychological relations (PPR) ranked as fourth and fifth in frequency among problems regarded as serious. Though social and recreational activities (SRA) rank fourth in serious problems, it ranked third in the frequency of occurrence.

TABLE IV
THE FIVE OUTSTANDING PROBLEM AREAS ENCIRCLED
BY ALL THREE SCHOOLS

RANK	AREA	TOTAL	PER CENT
1	ASW	1,302	14.40
2	FVE	1,083	11.97
3	CSM	1,064	11.76
4	SRA	949	10.49
5	PPR	732	7.11

In spite of the rather close agreement among the schools, both in regard to the frequency (underlining) and seriousness (encircling) problems experienced, it may be of interest to study the individual differences among the schools. In terms of problems which were underlined, School A, with one exception, showed the same pattern as did the group as a whole. The exception was a heavier mass of responses to finances, living conditions and employment (FLE) than that of courtship, sex and marriage (CSM).

TABLE V

THE FIVE OUTSTANDING PROBLEM AREAS UNDERLINED BY SCHOOL "A"

RANK	AREA	TOTAL	PER CENT
1	ASW	2,724	14.51
2	FVE	2,132	11.45
3	SRA	2,068	11.05
4	CTP	1,926	10.34
5	FLE	1,602	8.60

The students of School B were in perfect harmony with those of School A not only with respect to selection of the five outstanding areas which were underlined, but also in the manner in which they ranked in order of importance.

TABLE VI

THE FIVE OUTSTANDING PROBLEM AREAS UNDERLINED BY SCHOOL "B"

RANK	AREA	TOTAL	PER CENT
1	ASW	1,251	14.22
2	FVE	999	11.36
3	SRA	924	11.50
4	CTP	802	9.12
5	FLE	796	9.05

It is interesting to note the second appearance of the area ~~personal psychological relations (PPR) and the continued prevalence~~

of the areas adjustment to school work (ASW), the future vocational and educational (FVE); and social and recreational activities (SRA) are obviously areas from whence the students selected problems as being pertinent to their individual situations. It will be interesting to note whether or not this is further substantiated when we look to the results of those areas which prevail in the numbers of items which were encircled as being especially troublesome.

TABLE VII

THE FIVE OUTSTANDING PROBLEM AREAS UNDERLINED BY SCHOOL "C"

RANK	AREA	TOTAL	PER CENT
1	ASW	863	13.31
2	FVE	724	11.19
3	SRA	714	11.04
4	CSM	655	10.13
5	PPR	605	9.35

Next we turn to an appraisal of the problem areas which contained the largest number of problems which were underlined by the faculty members of all three schools as those which they felt the students would select. Again, since the number of faculty members filling out this questionnaire is relatively small their data will be handled as a group. We find an overwhelming

number of responses in the area of adjustment to school work (ASW). By the same token, there is a note of agreement between the selections of the students and the faculty members with the emergence of the area courtship, sex, and marriage (CSM)--which also figured prominently with the students of Schools A and B. A further element of agreement between the areas of highest frequency of items which were underlined by both the students and the faculty members is seen in the selection of the area curriculum and teaching procedure (CTP) by the former and the students of School A. On the other hand, the areas of social-psychological relations (SPR) and home and family (HF) make their appearance for the first time.

TABLE VIII
THE FIVE OUTSTANDING AREAS UNDERLINED BY FACULTY
MEMBERS OF ALL THREE SCHOOLS

RANK	AREA	TOTAL	PER CENT
1	ASW	127	15.38
3	SPR	82	9.93
3	HF	82	9.93
3	CTP	82	9.93
5	CSM	80	9.69

Thus, we have a fairly comprehensive picture of the five outstanding problem areas which were evolved from a compilation

of individual problem items which had been underlined. Subsequently, we take under consideration the five outstanding problem areas which predominated following a summation of those problem items which were encircled as being of the most important concern to the student in each school.

Upon looking to School A we are acquainted with the fact that the areas of adjustment to school work (ASW), the future vocational and educational (FVE); and social and recreational activities (SRA) and courtship, sex and marriage (CSM) prevail. And in so doing, they coincide with the results cited in Table IX. (outstanding Problem Areas Underlined by All Three Schools). However, an aspect of divergence is seen when these results are compared with Table V (Outstanding Problem Areas Underlined by School A) wherein CTP was ranking in the place of CSM.

TABLE IX
THE FIVE OUTSTANDING PROBLEM AREAS ENCIRCLED
BY SCHOOL A

RANK	AREA	TOTAL	PER CENT
1	ASW	632	15.05
2	FVE	490	12.03
3	CSM	459	11.03
4	SRA	444	10.09
5	FLE	329	8.08

Duplication of the resultant outstanding areas with encircled problems is forthcoming in the case of School B also. Consequently, there is manifested a similar relationship to the latter mentioned tables. However, in this instance, the rankings of social and recreational activities (SRA) and courtship, sex, and marriage (CSM) are transposed.

TABLE X
THE FIVE OUTSTANDING PROBLEM AREAS ENCIRCLED
BY SCHOOL B

RANK	AREA	TOTAL	PER CENT
1	ASW	387	14.04
2	FVE	316	11.46
3	SRA	291	10.56
4	CSM	285	10.34
5	FLE	241	8.15

Although it is evident that the four areas of adjustment to school work (ASW); the future vocational and educational (FVE); social and recreational activities (SRA); and courtship, sex, and marriage (CSM) are once again predominant, with respect to School C, there is also to be seen, for the first time, the indication of morals and religion (MR) as an outstanding area of concern. By the same token, it should be observed that the rank-

ings of the four cited areas differ from those of the other two schools.

TABLE XI
THE FIVE OUTSTANDING PROBLEM AREAS ENCIRCLED
BY SCHOOL C

RANK	AREA	TOTAL	PER CENT
1	CSM	285	14.83
2	FVE	265	13.32
3	ASW	246	12.37
4	SRA	198	9.94
5	MR	192	9.85

In the results obtained from booklets turned in by faculty members there was evidenced a predominance of adjustment to school work (ASW) and courtship, sex, and marriage (CSM) as areas which they felt would be of concern to the students. Contrariwise, there were revealed the areas of social-psychological relations (SPR), home and family (HF) and curriculum and teaching procedure (CTP) as the other three areas which would seem to complete this aspect of the study. A conjecture may be hazarded in attempting to explain the divergence between the students' and faculty members' respective points of view as stemming from the tendency, on the part of the educators, to concern themselves with the causative factors of the students' problems rather than with the problems as

such. This factor has been previously encountered.

TABLE XII
THE FIVE OUTSTANDING PROBLEM AREAS ENCIRCLED BY
THE FACULTY MEMBERS OF ALL THREE SCHOOLS

RANK	AREA	TOTAL	PER CENT
1	ASW	37	16.44
2	CSM	35	15.56
3	SPR	28	12.44
4.5	HF	24	10.67
4.5	CTP	24	10.67

By way of summarizing this aspect of the results we find that all concerned ranked adjustment to school work (ASW) and courtship, sex and marriage (CSM) as areas of special concern to the students. At the same time, it is evident that, from the students' point of view, the areas of adjustment to school work (ASW) and courtship, sex and marriage (CSM) and the future vocational and educational (FVE) and social and recreational activities (SRA) are predominant with regard to containing problems which are of the most significant import.

Even more important is the fact that these results bear out those which we have already studied with regard to problems which were underlined and, in turn, gave rise to the most outstanding problem areas. Thus, substantially, the area which faculty

members regarded as most serious was adjustment to school work (ASW) which ranked first. However, they ranked the area of courtship, sex, and marriage (CSM) fifth whereas students ranked it second among serious problems. Faculty members agreed with the students in ranking social-psychological relations third. Faculty members placed problems of home and family life third among the serious problems of their students, while the students themselves placed these problems in eighth place.

At this juncture, we can proceed to look at the specific problems which were selected most frequently by the students and faculty members participating in this study. Once again, we shall follow the procedure of progressing from the general to the particular in considering first the twenty most outstanding problems which were selected by all three schools. Thereafter, we shall present the outstanding problems which were underlined by School A; School B; School C; etc. The final treatment of this portion of the study will be concerned with the outstanding twenty problems which were encircled by all three schools.

It is of particular significance to discern that the twenty outstanding problems underlined by students in all three schools, for the most part, correspond to the outstanding areas which were heretofore indicated as sources of outstanding problems. Consequently, we find that nine of the outstanding problems are peculiar to the adjustment to school work (ASW) area. The quantitative appraisal of the remaining problems in this consideration and the

areas to which they belong are: three in the future vocational and educational (FVE) area; two in the morals and religion (MR) area; two in the personal-psychological relations (PPR) area; two in the social and recreational activities (SRA) area; one in the social-psychological relations (SPR) area; and one in the health and physical development (HPD) area.

The following table shows the specific twenty problems which were underlined most frequently by the students of all three schools. They are arranged according to their rank, the particular items, the areas to which they belong, the total number of responses, and the per cent that they represented in terms of the overall total number of responses. Nine of the twenty items were selected from the area of adjustment to school work (ASW).

TABLE XIII
 THE SPECIFIC TWENTY PROBLEMS MOST FREQUENTLY
 UNDERLINED BY ALL THREE SCHOOLS

RANK	ITEM	AREA	TOTAL	PER CENT
1	Not spending enough time in study	ASW	378	48.00
2	Wanting to learn to dance	SRA	340	43.31
3	Worrying about grades	ASW	336	42.82
4	Worrying about exams	ASW	332	42.28
5	Concerned about military service	FVE	298	37.96
6	Not interested in some subjects	ASW	295	37.58
7.5	Worrying	PPR	290	36.94
7.5	Having a certain habit	MR	290	36.94
9	Trouble keeping conversation going	SRA	264	33.63
10	Cannot keep mind on subjects	ASW	260	33.12
11	Do not like to study	ASW	254	32.36
12	Wanting advice on what to do after high school	FVE	252	32.10
13	Trouble with hearing	HPD	249	31.73
14	Trouble with mathematics	ASW	248	31.59
15	Wanting to be more popular	SPR	247	31.47
16	Needing to decide on occupation	FVE	244	31.08
17	Too many personal problems	PPR	243	28.15
18	Afraid of failing in school work	ASW	242	30.84
19	Being unable to break bad habit	MR	234	29.81
20	Swearing, dirty stories	MR	233	28.41

Turning next to an analysis of the twenty outstanding problems that were underlined by School A it will be noted that there is almost a precise duplication of the preceding results insofar as nine of the problems were from the adjustment to school work (ASW) area while two were from the social and recreational activities (SRA) area, four from the future vocational and educational (FVE), two from the morals and religion (MR) area, one from the personal-psychological relations (PPR) area, and two from the social-psychological relations (SPR) area, respectively. In this instance, however, we note, in this aspect of the study, the first appearance of problems from the curriculum and teaching procedure (CTP) area, whereas none of the outstanding twenty underlined problems were selected from the social-psychological relations (SPR) and health and physical development (HPD) areas. Of added interest is the study of specific problems below which indicate that the following problem numbers: 231, 50, 269, 320, 253, and 211. On the other hand, problem number 211 was selected in common with School B and School C while problem number 206 was also outstanding at School B; number 266 at School C; 254 at School A; 96 at School B; and number 30 also at School B.

TABLE XIV

THE SPECIFIC TWENTY PROBLEMS MOST FREQUENTLY
UNDERLINED BY SCHOOL A

RANK	ITEM	AREA	TOTAL	PER CENT
1	Wanting to learn how to dance	SRA	206	51.80
2	Not spending enough time in study	ASW	190	47.33
3	Worrying about exams	ASW	183	46.10
4	Worrying about grades	ASW	181	45.59
5	Not interested in some subjects	ASW	161	40.55
6	Concerned about military service	FVE	158	39.80
7	Having certain habits	MR	149	37.56
8	Afraid of failing in school work	ASW	148	37.25
9	Trouble in keeping conversation going	SRA	145	36.52
10	Just can't get some subjects	ASW	141	35.52
11	Can't keep mind on studies	ASW	134	33.76
12	Wanting advice on what to do after high school	FVE	133	33.41
13	Deciding whether or not to go to college	FVE	127	31.99
14.5	Trouble with mathematics	ASW	126	31.74
14.5	Don't like to study	ASW	126	31.74
16.5	Being unable to break a bad habit	MR	119	29.97
16.5	Not enough school spirit	CTP	119	29.97
18	Needing to decide on an occupation	FVE	118	29.72
19.5	Worrying	PPR	117	29.47
19.5	Too much work required in same subject	CTP	117	29.47

At School B the twenty outstanding underlined problems were selected from eight of the eleven areas: five from the adjustment to school work (ASW) area; five from the future vocational and educational (FVE) area; two from the social and recreational activities (SRA) area; two from the curriculum and teaching procedure (CTP) area; two from the morals and religion (MR) area; one from the personal-psychological relations (PPR) area. Despite the wider scope of areas from which the problems were selected, there is evidenced a definite agreement of problem areas with the other schools. As for particular problems it is seen that numbers 50, 269, 231, 320, 253, and 211 are common to all three schools while 270 is common with School A; number 158 with School A; number 45 with School A; number 96 with School A; number 206 with School A; number 211 with School A; number 208 with School C; number 254 with School A; and number 43 with School C.

TABLE XV

THE SPECIFIC TWENTY PROBLEMS MOST FREQUENTLY
UNDERLINED BY SCHOOL B

RANK	ITEM	AREA	TOTAL	PERCENT
1	Not spending enough time in study	ASW	98	47.11
2	Worrying about exams	ASW	95	24.68
3	Not interested in some subjects	ASW	80	38.50
4	Worrying about grades	ASW	77	37.02
5.5	Worrying	PPR	76	36.53
5.5	Wanting to learn how to dance	SRA	76	36.53
7	Concerned about military service	CTP	75	36.05
9	Not being allowed to use family car	SRA	74	35.57
9	Having a certain habit	MR	74	35.57
9	Made to take subject I don't like	CTP	74	35.57
11	Wanting advice on what to do after high school	FVE	73	34.62
12.5	Needing to decide on occupation	FVE	71	34.13
12.5	Deciding whether or not to go to college	FVE	71	34.13
14	Not getting enough sleep	HPD	68	32.69
15	Trouble with mathematics	ASW	67	32.21
17	Needing to decide on particular college	FVE	66	31.73
17	Being unable to break bad habit	MR	66	31.73
17	Wanting to be more popular	SPR	66	31.73
19.5	Needing to know vocational abilities	FVE	65	31.63
19.5	Wanting more pleasing personality	SPR	65	31.63

The outstanding underlined problems that ranked highest at School C included six problems from the adjustment to school work (ASW) area; five from the future vocational and educational (FVE) area; three from the social-psychological relations (SPR) area; three from the courtship, sex, and marriage (CSM) area; two from the morals and religion (MR) area; and one from the social and recreational activities (SRA) area. Specific items of agreement are found in the fact that problems fifty (not spending enough time in study); 269 (worrying about grades); 320 (concerned about military service); 253 (having a certain habit); 231 (wanting to learn how to dance); and 158 (not interested in some subjects) are common to all three schools. Additional elements of agreement are discernible in problems 211 (trouble with mathematics) and 270 (worrying about examinations) which were outstanding at School A and School B; problems 159 (can't keep my mind on my studies) and 266 (don't like to study) which were also prominent at School A; and problem 43 (Needing to know my vocational abilities) which was also of importance at School B.

TABLE XVI

THE SPECIFIC TWENTY PROBLEMS MOST FREQUENTLY
UNDERLINED BY SCHOOL C

RANK	ITEM	AREA	TOTAL	PER CENT
1	Not spending enough time in studies	ASW	83	46.11
2	Worrying about grades	ASW	71	38.14
3	Needing to decide upon a particular college	ASW	70	38.89
4	Concerned about military service	FVE	61	33.89
5	Wanting to be more popular	SPR	60	33.34
6	Can't keep my mind on studies	ASW	59	32.79
6.5	Needing to know my vocational studies	FVE	59	32.79
8	Having a certain habit	MR	58	32.22
9	Don't like to study	ASW	56	31.11
10	Needing to decide on an occupation	FVE	55	30.56
11	Wanting to learn how to dance	SRA	54	30.00
12.5	Too few dates	CSM	52	28.89
12.5	Trouble with mathematics	SPR	52	28.89
16	Worrying about examinations	ASW	49	27.22
16	Giving in to temptations	MR	49	27.22
16	Worrying how to impress people	SPR	49	27.22
16	Finding it hard to control sex urges	CSM	49	27.22
18	Not interested in some subjects	ASW	48	26.67
18	Needing to know more about colleges	FVE	48	26.67
18	Wondering if I will find a suitable mate	CSM	48	26.67

In looking to the twenty outstanding problems which were underlined by the faculty members, we note that there were three which were also selected by all three schools and one problem apiece which was outstanding also for the students of School A and School B, respectively. Further, it is evident that adjustment to School work once again predominates with eight of the twenty problems. The other six areas from whence the problems were predominantly selected were: curriculum and teaching procedure (CTP), with five problems; the future vocational and educational (FVE), with three problems; and social and recreational activities, (SRA), home and family (HF), finances, living conditions, and employment (FLE), and social-psychological relations (SPR) one apiece. The particular problems in question are: with all three schools--number 50 (not spending enough time in study), 159 (can't keep my mind on my studies), and 269 (worrying about grades). In addition, the singular problems which were common to the faculty members and the two previously cited high schools are: 266 (don't like to study) and 54 (made to take subjects I don't like).

TABLE XVII

THE SPECIFIC TWENTY PROBLEMS MOST FREQUENTLY
UNDERLINED BY FACULTY MEMBERS

RANK	ITEM	AREA	TOTAL	PER CENT
1	Don't like to study	ASW	131	81.25
2	Parents do not understand me	HF	91	56.25
6	Not liking school	ASW	81	50.00
6	Don't know how to study effectively	ASW	81	50.00
6	Getting low grades	ASW	81	50.00
6	Restless to get out of school for job	FVE	81	50.00
6	Can't see that school work is doing me any good	FVE	81	50.00
6	Being ill at ease at social affairs	SRA	81	50.00
6	Too little money for recreation	FLE	81	50.00
14	Not spending enough time in studies	ASW	7	43.75
14	Afraid to speak up in class discussions	ASW	7	43.75
14	Can't keep my mind on studies	ASW	7	43.75
14	Subjects not related to everyday life	CTP	7	43.75
14	School is too strict	CTP	7	43.75
14	Classes are too dull	CTP	7	43.75
14	Worrying about grades	ASW	7	43.75
14	Not knowing what I really want	FVE	7	43.75
14	Being made fun of	SPR	7	43.75
19.5	Made to take subjects I don't like	CTP	6	37.50
19.5	Restless in class	CTP	6	37.50

Turning to a consideration of the twenty most outstanding problems which were circled as serious by all three schools we find the adjustment to school work (ASW) area produced seven problems; the future vocational and educational (FVE) area--three problems; the social and recreational activities (SRA) area--three problems; the social-psychological relations (SPR) area--two problems; the courtship, sex and marriage (CSM) area--two problems; the morals and religion (MR) area gave rise to one problem.

TABLE XVIII

THE SPECIFIC TWENTY PROBLEMS MOST OFTEN
ENCIRCLED BY ALL THREE SCHOOLS

RANK	ITEM	AREA	TOTAL	PER CENT
1	Worrying about grades	ASW	125	15.90
2	Concerned about military service	FVE	122	15.54
3	Not spending enough time in study	ASW	118	15.03
4	Worrying	PPR	97	12.36
5.5	Not being able to use the family car	SRA	95	12.10
5.5	Afraid of failing in school work	ASW	95	12.10
7.5	Being unable to break a certain habit	MR	92	11.72
7.5	Worrying about examinations	ASW	92	11.72
9	Wanting to learn how to dance	SRA	90	11.47
10	Finding it hard to control sex urges	CSM	88	11.21
11	Having a certain bad habit	MR	87	11.08
12	Needing to decide on an occupation	FVE	86	10.96
13	Getting low grades	ASW	85	10.80
14	Need to know my vocational abilities	FVE	83	10.57
15.5	Wanting a more pleasing personality	SPR	79	10.06
15.5	Trouble with mathematics	ASW	79	10.06
17	Trouble keeping a conversation going	SRA	78	9.94
18	Can't keep my mind on my studies	ASW	76	9.68
19.5	Too few dates	CSM	74	9.43
19.5	Wanting to be more popular	SPR	74	9.43

TABLE XIX
 THE SPECIFIC TWENTY PROBLEMS MOST OFTEN
 ENCIRCLED BY SCHOOL A

RANK	ITEM	AREA	TOTAL	PER CENT
1	Worrying about grades	ASW	64	16.12
2	Wanting to learn how to dance	SRA	58	14.61
3	Concerned about military service	FVE	55	13.86
4	Afraid of failing in school work	ASW	50	12.60
5	Not spending enough time in study	ASW	49	12.34
6.5	Worrying about examinations	ASW	48	12.09
6.5	Getting low grades	ASW	48	12.09
8	Trouble keeping a conversation going	SRA	43	10.83
9	Not being allowed to use family car	SRA	39	9.82
10	Worrying	PPR	38	9.57
11	Being unable to break a certain habit	MR	37	9.32
12	Having trouble with a certain habit	MR	36	9.07
13.5	Trouble with mathematics	ASW	35	8.82
13.5	worrying	PPR	35	8.82
15	Poor complexion or skin trouble	HPD	34	8.56
16.2	Just can't get some subjects	ASW	33	8.31
16.2	Wanting advice on what to do after high school	FVE	33	8.31
16.2	Awkward in making a date	CSM	33	8.31
16.2	Too few dates	CSM	33	8.31
16.2	Can't keep my mind on my studies	ASW	33	8.31

In proceeding with our appraisal of the findings regarding the twenty circled problems which evoked the largest number of responses from the students at School B, we find that the areas from which they were selected were as follows: future vocational and educational (FVE)--six problems; adjustment to school work (ASW)--five problems; social and recreational activities (SRA)--two problems; personal-psychological relations (PPR)--two problems; health and physical development (HPD)--two problems; and social-psychological relations (SPR), and morals and religion (MR)--one problem apiece. We have already noted, in a foregoing analysis of the twenty most encircled problems for School A, the many individual problems which were selected by students of both schools. Consequently, to reiterate them here would only be needless repetition.

On the other hand, the following problems were found to be shared in this category by Schools B and C:

"Wanting a more pleasing personality" (Lower in rank for School C).

"Needing to decide on an occupation" (Higher in rank for School C).

"Needing to know my vocational abilities" (Higher in rank for School C).

TABLE XX
 THE SPECIFIC TWENTY PROBLEMS MOST OFTEN
 ENCIRCLED BY SCHOOL B

RANK	ITEM	AREA	TOTAL	PER CENT
1	Worrying	PPR	39	18.15
2.5	Not being able to use the family car	SRA	36	17.31
2.5	Not spending enough time in study	ASW	36	17.31
4.5	Worrying about grades	ASW	35	16.83
4.5	Worrying about examinations	ASW	35	16.83
6	Afraid of failing in school work	ASW	34	16.34
7.5	Being unable to break a certain habit	MR	32	15.38
7.5	Concerned about military service	FVE	32	15.38
9	Wanting a more pleasing personality	SPR	31	14.90
10	Afraid I won't be admitted to college	FVE	30	14.42
11.5	Deciding whether or not to go to college	FVE	38	13.46
11.5	Trouble with mathematics	ASW	28	13.46
13.5	Poor complexion or skin trouble	HPD	27	12.97
13.5	Needing to decide on an occupation	FVE	27	12.97
15.5	Needing to know my vocational abilities	FVE	26	12.50
15.5	Wanting advice on what to do after high school	FVE	26	12.50
17.5	Being underweight	HPD	25	11.10
17.5	Having a certain habit	MR	25	11.10
19	Losing my temper	PPR	24	10.54
20	Wanting to learn how to dance	SRA	23	10.06

The twenty outstanding problems that produced the largest number of responses from the students of School C were drawn from the following areas: the future vocational and educational (FVE)--with four problems; social-psychological relations (SPR)--with three problems; adjustment to school work (ASW)--with four problems; morals and religion (MR)--with three problems; courtship, sex and marriage (CSM)--with the two problems; social and recreational activities (SRA)--with two problems; and curriculum and teaching practice (CTP) and personal-psychological relations (PPR)--with oneapiece.

With regard to the relationship which the individual circled problem items bear to those of the other two schools we find that this aspect of the study has been previously encompassed in analyzing the results from the other two schools.

TABLE XXI
THE SPECIFIC TWENTY PROBLEMS MOST OFTEN
ENCIRCLED BY SCHOOL C

RANK	ITEM	AREA	TOTAL	PER CENT
1	Needing to know vocational abilities	FVE	33	18.33
2	Concern about military service	FVE	32	17.78
3	Not spending enough time in study	ASW	31	17.22
4	Needing to decide on an occupation	FVE	27	15.00
5.5	Finding it hard to control sex urges	CSM	26	14.44
5.5	Having a certain bad habit	MR	26	14.44
7	Wanting to be more popular	SPR	25	13.21
9	Too many poor teachers	CTP	24	12.12
9	Worrying about grades	ASW	24	12.12
9	Giving in to temptations	MR	24	12.12
11.5	Don't like to study	ASW	22	12.22
11.5	Being unable to break a certain habit	MR	22	12.22
13	Needing to decide on a particular college	FVE	21	11.78
16	Can't keep my mind on my studies	ASW	19	10.56
16	Worrying	PPR	19	10.56
16	Wanting a more pleasing personality	SPR	19	10.56
16	Not being allowed to use family car	SRA	19	10.56
16	Too little social life	SRA	19	10.56
19.5	Girl friend	CSM	17	9.44
19.5	Feeling inferior	SPR	17	9.44

A two-fold element of particular significance emerges when we look to the twenty encircled problems which were selected by the faculty members of all three schools. Herein, there is noted the predominance of areas courtship, sex and marriage (CSM) --with five problems; personal-psychological relations (PPR)--with three problems; social-psychological relations (SPR)--with three problems; and home and family (HF)--with three problems over those of adjustment to school work and the future vocational and educational (FVE) with one problem each in contrast to the overall students' selection of adjustment to school work (ASW)--with seven problems; the future vocational and educational (FVE) --with three problems; social and recreational activities (SRA)--with three problems, etc. Of even greater significance is the disclosure that the teachers did not select any of the majority of twenty outstanding encircled problems as evidenced by the students' responses. The only exceptions to this were the following problems which were outstanding for only one other school, namely, School C:

"Don't like to study" (Ranked lower at School C)

"Finding it hard to control sex urges".

"Wanting to be more popular".

"Girl friend" (Ranked lower at School C).

TABLE XXII
 THE SPECIFIC TWENTY PROBLEMS MOST OFTEN
 ENCIRCLED BY FACULTY MEMBERS

RANK	ITEM	AREA	TOTAL	PER CENT
1	Don't like to study	ASW	7	80.00
2	Thinking too much about sex matters	CSM	5	31.25
5	Finding it hard to control sex urges	CSM	4	25.00
5	Being ill at ease at social affairs	SRA	4	25.00
5	Worrying how I impress people	SPR	4	25.00
5	Wanting to be more popular	SPR	4	25.00
5	Not living up to my ideal	MR	4	25.00
5	Parents not understanding me	HF	4	25.00
14	Lacking skill in sports and games	SRA	3	18.75
14	Awkward in making a date	CSM	3	18.75
14	Girl friend	CSM	3	18.75
14	Being in love	CSM	3	18.75
14	Being made fun of	SPR	3	18.75
14	Daydreaming	PPR	3	18.75
14	Not taking some things seriously enough	PPR	3	18.75
14	Too easily discouraged	PPR	3	18.75
14	Confused on some moral question	MR	3	18.75
14	Parents expecting too much	HF	3	18.75
14	Wanting love and affection	HF	3	18.75
14	Can't see that school work is doing any good	FVE	3	18.75

By way of clarification, it should be pointed out that the second essay question: "How would you summarize your chief problems in your own words? Write a brief summary." is not being considered in this study since it is designed for an individual situation whereas our objective has been that of ascertaining the most outstanding problems for the largest number of boys. However, it was evident that the summaries generally bore out the individual's selection of problems in the Check List proper which he had encircled as problems of the greatest concern for him.

In responding to the third essay question: "Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?" we have especially interesting results. In Schools A and B, the students were overwhelmingly in favor of having more chances to investigate matters of personal concern, whereas both the students and faculty members in School C almost equally were divided on the subject. The explanation of this situation, we believe, is found in the results of the fourth essay question: "If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? If so, do you have any particular persons in mind with whom you would like to talk?" The persons preferred by the students in School C in the second and third rankings were teachers and priests at school. The significant percentages of students in this particular school who indicated these persons as individuals

with whom they preferred to discuss their problems also were prominent in the inclusion of the student counselor in this category. Thus, it would seem that their highly negative response to essay question number three arose from the fact that an appreciable number of the students felt that the school is providing a generally adequate program in this regard.

The remainder of this chapter is devoted to setting forth the total responses which were made by the students and faculty members to the essay question portion of the Mooney Problem Check List booklet. In so doing, we shall adhere to the following format: each school will be presented in terms of the total number of booklets that were filled out; the total number that answered in the affirmative and in the negative (with respective percentages) and those who didn't reply at all (with respective percentages); and the grand totals of all three schools combined. The final results of tabulating the responses to this question conclusively demonstrate that, for this particular group of subjects, the Check List was certainly an adequate one.

TABLE XXIII

IN ANSWER TO THE QUESTION: "DO YOU FEEL THAT THE ITEMS
YOU HAVE MARKED ON THE LIST GIVE A WELL ROUNDED
PICTURE OF YOUR PROBLEMS?"

SCHOOL	STUDENTS EXAMINED	YES	PER CENT	NO	PER CENT	NO REPLY	PER CENT
A	397	347	88.97	30	7.69	20	3.34
B	208	196	94.23	72	5.77	0	0
C	180	152	84.44	22	12.22	6	3.34
GRAND TOTALS	785	695		64		26	

TABLE XXIV

IN ANSWER TO THE QUESTION: "WOULD YOU LIKE TO HAVE
MORE CHANCES IN SCHOOL TO WRITE OUT, THINK ABOUT,
AND DISCUSS MATTERS OF PERSONAL CONCERN TO YOU?"

SCHOOL	STUDENTS ANSWERING	YES	PER CENT	NO	PER CENT	NO REPLY	PER CENT
A	397	232	58.43	117	29.47	48	12.10
B	208	134	64.42	62	29.86	12	6.72
C	180	87	48.33	81	45.00	12	6.67
GRAND TOTALS	785	453		260		72	

The fourth essay question is divided into two parts: "If you had the chance, would you like to talk to someone about some of the problems you have marked on the list?" and "If so, do you have any particular person(s) in mind with whom you would like to talk?" Subsequently, Table XXV is correspondingly divided into Parts A and B to illustrate respectively the responses and the choices of person(s) with whom the students would like to talk.

TABLE XXV - PART A

IN ANSWER TO THE QUESTION: "IF YOU HAD THE CHANCE,
WOULD YOU LIKE TO TALK TO SOMEONE ABOUT SOME OF
THE PROBLEMS YOU HAVE MARKED ON THE LIST----"

SCHOOL	STUDENTS ANSWERING	YES	PER CENT	NO	PER CENT	NO REPLY	PER CENT
A	397	265	66.75	84	21.31	48	11.94
B	208	158	75.96	43	20.67	7	3.37
C	180	123	68.33	45	24.10	12	7.57
GRAND TOTALS	785	546	68.39	172	21.79	67	9.82

TABLE XXV - PART B

IN ANSWER TO THE QUESTION: "IF SO, DO YOU HAVE ANY
PARTICULAR PERSON(S) IN MIND WITH WHOM
YOU WOULD LIKE TO TALK?"

RANK	PERSON	SCHOOL A	SCHOOL B	SCHOOL C	TOTAL	PER CENT
1	Priest in parish	11	47	11	69	15.03
2	Teacher	28	13	14	55	11.98
3	Priest at school	33	7	11	51	11.11
4	Mother and father	21	10	9	40	8.71
5	Qualified person	12	12	15	39	8.50
6.5	Student counselor	3	1	33	37	8.06
6.5	None in mind	7	15	15	37	8.06
8	Friend (male)	17	13	5	35	7.63
9.5	Father	9	7	11	17	3.70
9.5	Anyone (unnamed)	9	2	6	17	3.70
11	Friend (female)	5	7	0	12	2.61
12	Mother	5	2	3	10	2.18
13	Someone with same problem	8	0	0	8	1.74
14	Brother	2	0	4	6	1.33
15	Facilities adequate	0	0	5	5	1.09
16	Cousin	3	1	0	4	.87
18.5	God	1	1	1	3	.65
18.5	Sister	3	0	0	3	.65
18.5	Uncle	2	1	0	3	.65
21.5	Psychiatric services	0	0	2	2	.44
21.5	Sacrament of penance	0	0	2	2	.44
21.5	Brother-in-law	1	1	0	2	.44
23.5	Nun	0	1	0	1	.22
23.5	Problem acute	0	0	1	1	.22

The results of the fifth essay question: "Do you feel that the possibility of being drafted into military service plays an important part in your most outstanding problem?" which was formulated by the author, indicated that there is sufficient grounds for judging that the affirmative is somewhat predominant. It must be granted that the percentages involved were only somewhat more than fifty per cent. However, in themselves they establish the fact that the draft is an important factor in the lives of boys who are only in third year high school. This would seem to be borne out by the reasons that are given as explanations of the manner in which the draft affected, or played an important role, in their problems, namely, 22.5 per cent of all boys who filled out the booklet felt that military service would interfere with future schooling and, more specifically, the attendance at college.

On the other hand, once again we find that School C does not follow the general pattern of responses and, instead unanimously responds that the draft does not have a bearing upon their most outstanding problem. Could it be that the evidently adequate counseling service at the institution has prepared the boys to consider the draft in a much more positive fashion than at the other two schools?

In this regard the responses of the faculty members were too scattered for an accurate picture, but it was found that they replied in the following ways. In School A, eight of the faculty

members felt that the draft has a definite bearing on the students' most outstanding problems and added comments such as: "It would be for the bright pupils"; "provides for educational and future uncertainties"; "makes them non-caring in studies."

The responses by the faculty members of School B were evenly distributed positively and negatively--those who felt that the draft was of importance gave explanations of: "Interferes with desire for freedom"; "Many use it as an excuse for not solving problems."

At School C the faculty members were unanimous in stating that, in their opinion, the draft posed an important element in the boys' outstanding problems since it engendered a "Don't care attitude."

Table XXVI is divided into Parts A and B. Part A illustrates the frequency of the responses by all of the students to the question: "Do you feel that the possibility of being drafted into military service plays an important part in your most outstanding problem?" Part B presents the particular reasons for the students' feeling that the draft has a bearing in their problems.

TABLE XXVI - PART A

IN ANSWER TO THE QUESTION: "DO YOU FEEL THAT THE POSSIBILITY OF BEING DRAFTED INTO MILITARY SERVICE PLAYS AN IMPORTANT PART IN YOUR MOST OUTSTANDING PROBLEM?"

SCHOOL	STUDENTS ANSWERING	YES	PERCENT	NO	PERCENT	NO REPLY	PERCENT
A	397	203	51.13	169	42.57	25	6.30
B	208	115	55.29	92	44.23	1	.48
C	180	74	41.11	102	56.67	4	2.22
GRAND TOTALS	785	392		363		30	

TABLE XXVI - PART B

REASONS WHY FUTURE MILITARY SERVICE HAD A BEARING
ON THE STUDENTS' OUTSTANDING PROBLEMS

RANK	REASON	SCHOOL A	SCHOOL B	SCHOOL C	TOTAL	PER CENT
1	Interferes with future schooling, specifically college	74	61	38	173	22.50
2	Anxious to join Army or Navy	39	11	9	59	7.67
3	Interferes with future vocational plans	38	12	3	53	6.89
4	Interferes with future plans--unspecified	16	10	14	40	5.20
5.5	Might as well make the best of it	11	1	1	13	1.69
5.5	Fear of death	6	3	4	13	1.69
6	Fearful of injury resulting in disability	7	2	3	12	1.56
7	Obstacle to helping family financially	6	2	3	11	1.43
8	Interferes with love	2	5	2	9	1.16
9	May help in vocational training and/or social growth	6	0	0	6	.78
10	Would miss being in school	2	1	1	4	.52
11	Military life induces laziness	1	1	1	3	.39
12.5	May lose religious vocation	0	0	1	1	.13
12.5	Physically weak	1	0	0	1	.13

CHAPTER IV
INTERPRETATION OF THE DATA AND A COMPARISON
WITH SIMILAR STUDIES

In this chapter it will be our endeavor to compare the findings of this study with those of a similar nature. Specifically, we shall look to a comparison between it and the studies of Mother Moody, Doctor Fleege, Father Finn, Doctor Ho Chun Dai, and V. M. Houston and Marzoff.

Ninety-three per cent of Mother Moody's subjects found the Mooney Problem Check List to be an adequate instrument. By the same token, the subjects in the present study were almost unanimous in adjudging the instrument to be adequate as evidenced by the fact that 567 responses to the question: "Do you feel that items you have marked on the list give a well-rounded picture of your problems?" 557, or 98.24 per cent of the responses were in the affirmative while ten, or 1.79 per cent were in the negative.

As regards the outstanding problems, Mother Moody's subjects indicated that they were not being aided adequately in meeting such personal and psychological problems as courtship, school adjustment, and marriage. The outstanding problem areas in the present study were: adjustment to school work (ASW), the future vocational and educational (FVE), courtship, sex and marriage (CSM).

social and recreational activities (SRA), and personal-psychological relations (PPR).

In both studies subjects agreed in naming the adjustment to school work (ASW), the future vocational and educational (FVE), personal-psychological relations (PPR), and courtship, sex, and marriage (CSM) among the five areas most frequently occurring problems, but Mother Moody's subjects included curriculum and teaching procedure (CTP) in this group while our present subjects omitted this but included social and recreational activities (SRA).

In the study by Mother Moody with 743 girls in three Catholic high schools 25,653 responses were received--18,708, or 72.93 per cent of which were underlined while 6,945, or 27.07 per cent of which were encircled.²⁶ The current investigation is based upon the responses of 785 students and sixteen faculty members who returned a total of 43,759 responses--79.33 per cent of which were underlined while 9,044 or 2067 per cent were encircled.

In conclusion, the girls in Mother Moody's study specifically expressed a desire for adult help that was not being realized, at that time. Our findings on this point are based upon responses to the question: "If you had the chance, would you like to talk to someone about some of the problems you have marked on the list?" Of 718 responses to the query 546, or 68.39 per cent

²⁶ Mother Mary Moody, A Survey of the Problems of Girls of Catholic High Schools, Unpublished Master's Thesis, Loyola University, Chicago, Illinois, 1948. 53.

answered in the affirmative while 172, or 21.79 per cent answered in the negative. Thus, they corroborated the desire for assistance.

In a comparison between the results of the problem areas of serious concern for students examined in the study by Doctor Fleege and the present one there was predominant a similarity in the choice of adjustment to school work (ASW), the future vocational and educational (FVE), and personal-psychological relations (PPR), and courtship, sex, and marriage (CSM). The students of the Fleege study selected social-psychological relations (SPR) and finances, living conditions, and employment (FLE) while our subjects chose the area of social and recreational activities (SRA). Although the majority of areas were similar, the rankings varied for the respective studies. In Doctor Fleege's study courtship, sex, and marriage (CSM), the future vocational and educational (FVE), personal-psychological relations (PPR), social-psychological relations (SPR), finances, living conditions, and employment (FLE) and adjustment to school work (ASW) were ranked first through sixth, whereas adjustment to school work (ASW), the future vocational and educational (FVE), courtship, sex, and marriage (CSM), social and recreational activities (SRA), personal-psychological relations (PPR), and adjustment to school work (ASW) were ranked first through sixth in the current one. An important item of difference between the two studies is the prominence of Purity as a problem. In Doctor Fleege's study it is of much more

concern, it would seem, than it is for the subjects of the present study who selected adjustment to school work (ASW) and the future vocational and educational (FVE) as being more bothersome.

An added note of agreement is established between the two studies when we take into consideration Doctor Fleege's recommendations that adults, and in particular, teachers, must accord patience, sympathy, and wisdom in providing guidance for the adolescent. Even more specifically, in the administering of this guidance the emphasis should be on the methods of solving their problems rather than handing out pre-conceived solutions--being ever mindful of the fact that the young person's problems are constantly changing and becoming more complex.

In comparing the findings of Father Finn with those of the current study it was necessary to indicate the outstanding problem categories from the former study in problem-area titles as they are designated in the Mooney Problem Check List. Further, Father Finn's study is based upon the responses of 2,440 boys in five selected urban Catholic high schools while the current study is based upon 43,759 responses supplied by 785 students and 16 faculty members.

The problem areas selected by the two groups were quite different. In fact, the only area that Father Finn's study and the current one showed predominant was that of personal-psychological relations (PPR). Father Finn's study brought out the remaining areas of serious concern as morals and religion (MR), Home and

family (HF), social-psychological relations (SPR), finances, living conditions and employment (FLE), health and physical development (HPD) while the present investigation found the areas of adjustment to school work (ASW), the future vocational and educational (FVE), courtship, sex, and marriage (CSM) and social and recreational activities (SRA) most prevalent. As in the comparison with Doctor Fleege's study, the present study and that of Father Finn differ in the frequency of which moral problems were indicated as constituting an area of prime concern. Here again, the subjects of the present study responded most often to those problems in the academic areas adjustment to school work (ASW) and the future vocational and educational (FVE).

Results of an even more definitive nature are produced when the current study is compared to that of Doctor Ho Chun Dai and his McKinley high school students. The McKinley students were concerned over many personal problems. They marked an average of 27.0 problems varying from none to 151. Of the 330 problems in the check list, 102 of them were marked by ten per cent or more of the students. The students in the present study marked an average of 54.62 problems. In Doctor Ho Chun Dai's study, a substantial number of problems were selected in all eleven areas of the check list, but the bulk of their problems were concentrated in the areas adjustment to school work (ASW), personal-psychological relations (PPR), health and physical development (HPD), and the future vocational and educational (FVE). The areas of adjustment

to school work (ASW) and the future vocational and educational (FVE) were also of serious concern to the students of the present study; however, the balance of areas were social and recreational activities (SRA) and courtship, sex and marriage (CSM). Although in the current study the area of personal-psychological (PPR) relations is not in the top four, it is in the sixth rank. In addition, the area health and physical development (HPD) is decidedly lower in the ranking of grand totals of the current study than in the study by Doctor Dai.

Doctor Ho Chun Dai's investigation revealed some significant differences among sex, class, ability, and ethnic groups. Girls seemed to be more concerned with personal-psychological issues and matters pertaining to physical development. Boys seemed to be more concerned over the attainment of academic skills, relationships with the opposite sex, and matters that are active and specific.

Although our results are based wholly upon male responses, it is significant that the most prevalent area of responses was that of adjustment to school work (ASW)--which substantiates Doctor Ho Chun Dai's findings.

It is interesting to note that an overall agreement with Doctor Ho Chun Dai's findings are also found in Mother Moody's conclusions that a large proportion of the girls tested felt that their areas of most serious concern had to do with personal-psychological problems.

School C, which would approximate the XYF section in Doctor Ho Chun Dai's study, was found to have similarly marked a smaller percentage of problems than the other two schools. An item of equal importance is found in the fact that the relationships of academic skills and problems of future education is seen also in the present study.

The schools and their respective percentages are as follows: School A: 53.02 per cent; School B: 27.01 per cent; School C: 19.8 per cent.

Looking to the findings of the aforementioned study performed by V. M. Houston and Marzoff²⁷ we find an additional note of verification of the present study's results which, because of their pertinence could bear repeating, namely,

"The items which ranked highest in terms of frequency and seriousness indicated that the students were chiefly concerned about academic success, personality improvement, and military service. An especially significant factor which was discovered in the results of this first administration of the Mooney Problem Check List that the areas from which the students selected the fewest problems was in 'Morals and Religion.'"

Consequently, generally speaking, the foregoing would indicate that there is a significant factor of agreement between the cited studies of Mother Moody, Doctor Fleege, Father Finn, and Dr. Ho Chun Dai and the present study particularly in the predominance of such problem areas as adjustment to school work (ASW), curriculum

²⁷Houston and Marzoff, p. 10.

and teaching procedures (CTP) personal-psychological relations, (PPR), social-psychological relations (SPR), the future vocational and educational (FVE), and social and recreational activities (SRA). In effect, school and its affiliated socio-academic activities would seem to provide a unique opportunity to serve as a socio-psychological medium for the individual to become more aware of himself, his relations with others; and the consequent need to understand himself more fully and to become aware not only of the existence of problems but, what would seem to be equally important, the need for seeking more mature assistance in order to objectively view and intelligently resolve said problems.

Again, it would appear apropos to take cognizance of the decidedly minor appearance of the moral and religion (MR) area as one of singular concern for young people.

CHAPTER V

SUMMARY AND CONCLUSIONS

It has been the purpose of this study to investigate the chief or most outstanding problem of Catholic high school boys in the junior year, both from their own viewpoint and from the viewpoint of the high school faculty members.

This investigation was conducted with 785 boys in the third year and 16 faculty members of three Catholic high schools in the Chicago area. The schools: A, B, and C, are populated by boys whose parents, generally speaking, comprise three distinct economic and employment (or occupational) groups:

In school A the parents of the boys are in the middle income bracket being employed in non-professional and labor positions.

In school B the boys are a group whose parents might be regarded as being in the middle income category and are engaged in professional and semi-professional positions.

The sons of professional persons who are largely in the middle or high income brackets make up the student body of school C.

The testing device which was utilized in eliciting responses from the 785 students and 16 of their faculty members was the Mooney Problem Check List.

Resulting from a tabulation of the data obtained we have the

following conclusions:

1. The students are predominantly concerned with problems associated with school and the future. This is not consistent with the opinion of the faculty members insofar as it was possible to evaluate them.
2. The factor of imminent compulsory military service has an important bearing upon the outstanding problems of the students from the dual order of prominence:
 - A. Future education must be postponed or even lost forever.
 - B. A general upsetting and/or loss of planned vocational objectives.
3. A singular de-emphasis (or lack of significant prominence) of Moral Matters as an area of important concern for the young, and, in particular, the boys of the third year, is truly a positive manifestation of the efficacious indication of Christian principles of everyday living by these schools and by Catholic schools, in general. This is seen in the prominence of the area morals and religion (MR) in only one study previously considered--that of Father Finn. The problems about God and religious doubt were practically non-existent in our findings.
4. The divergence between what the students consider to be their outstanding problems and the general views of those faculty members who participated in the study would seem to indicate that lack of mutual understanding in this field is of serious importance.
5. In two of the schools the counseling program apparently leaves much to be desired both from the standpoint of professional facilities and that of the inadequate counseling relationship between teachers and pupils.
6. There are definite indications that there is a relationship between the type of problem and the general financial background of the majority of students in a particular school. In School A, where the general financial status is that of lower middle income, the boys were primarily concerned with academic problems which would affect them immediately upon graduation, namely, their immediate securing of employment. The boys in School B were more concerned with academic problems which would influence their opportunities in college.

This appears consistent with their backgrounds of middle income and with the high percentage of parents who are of professional status. Almost without exception, the students of School C, whose parents are all of moderately high or high income and professional status, are already coping with their future problems in terms of successful entrance to and completion of higher education in institutions of their own choosing.

7. The majority of the students evidenced a deep awareness of the existence of problems in their lives and a very real desire to be assisted in coping with and resolving them with mature and genuine adult assistance, preferably in a Christian oriented counseling structure.

In the light of the foregoing the following recommendations would seem to be in order:

1. Inform teachers of the prevalent concern with academic problems on the part of the boys.
2. Inform students and educators of the governmental program for continuing one's education during and following completion of military service. It also might be pointed out that the comparatively brief interlude can actually prove beneficial insofar as it can be utilized for reappraising their educational and vocational aims: a unique opportunity for possible growth in over-all maturity.
3. An even more immediate need would seem to be the establishment of professional counseling services in the high schools which would complement and/or supplement the assistance rendered by teachers, religious advisers, and administrators. This might be accomplished through obtaining professionally trained counselors, or possibly even more appropriately, training faculty members who have manifested a singular talent for establishing positive relationships with young people.
4. A consequent of the immediately foregoing gives rise to the recall that the boys' selections of professional individuals as counselors, namely, parish priests, priest-instructors at school, and lay teachers, should not be regarded lightly. An added note of substantiation for this conclusion is supplied by the indications at School C--where the staff has established a strong relationship between students and teachers from whence the boys spontaneously evidence the effectiveness of

good counseling--the students very positively respond to constructive counseling.

The overwhelmingly positive responses to the question of the adequacy of the Mooney Problem Check List (from the aspect of completeness of problem area coverage) suggests the desirability of incorporating it into the formal counseling program.

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APPROVAL SHEET

The thesis submitted by James Merwick has been read and approved by three members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

March 26, 1962
Date

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Signature of Adviser