

ADJUSTMENT PROBLEMS OF A GROUP OF
SEVENTH AND EIGHTH GRADE PUPILS

by

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ADJUSTMENT PROBLEMS OF A GROUP OF
SEVENTH AND EIGHTH GRADE PUPILS

CHAPTER I

INTRODUCTION

The pupils in our public schools of today are more fortunate than their parents and grandparents. Their problems -- both academic and personal -- are being studied by many of their teachers with the hope that the pupils can be better understood and, consequently, a better program can be developed to suit their needs. No longer is reading, writing, and arithmetic the main concern of the instructors. Gradually, it has become more and more apparent that the pupils are individuals with varying personalities and not identical robots that can be made to think and to do the same things by the use of one method of teaching. Modern educators realize that, as far as possible, the schools must accept the responsibility to help the pupils who need assistance with their problems, and to encourage those who can manage alone.

Guidance programs are being perfected in order to equip the teacher with the most complete information and material to enable him to cope with the most troublesome pupil and his problems.

However, it is not the writer's intention to advocate having the classroom teacher work with the personal

problems of each pupil in his room. The average teacher has too much academic work to do to be able to find time to solve the problems of each pupil in the class. However, he should have the wisdom if the need arises.

Many pupils apparently do not have conflicts or problems. From all outward appearances they are perfectly happy, normal pupils. But -- are they? Who knows what they think and feel inwardly? Given a chance, these pupils will usually reveal many causes for the heartaches, disillusion, disgust, and many other conflicts from which they suffer without any outward manifestations. In many cases, the size of the problem diminishes with its revelation. Too often pupils are inclined to build up their troubles in their minds until the problems become entirely out of proportion to the actual size. When placed on paper or discussed with an understanding person, the difficulty can be seen by the pupil as it actually is.

Similarly, the teacher is aided by the pupils' revelations. Instead of individual questioning and counseling, there are various other means of discovering the problems and attitudes of the pupils available to the teacher. A few of the main methods are through the use of tests, reports, interviews and records, case studies and others of similar design. Arnold and Mooney state that when a check list is given a pupil "The items marked are 'signs' for a more complete story which becomes clear and meaningful only

through further inquiry. The check list is a starting point not a stopping place". (2:48) If the teacher can gain an insight to the pupils' problems, he is in a much better position to give actual help when and where it is needed.

This study is based on the Mooney Check List, in which pupils are given an opportunity to check any number of problems that may be confusing them.

Roberts and Bauman indicate the value of the check list in the statement "Through the check list it is possible to reach some facts indirectly. Particularly in the area of personality problems, it is often difficult for the counselor to win the students' confidence to the point where he will talk freely". (20:316) The check list is a method of letting down the barrier between the pupil and his counselor. As such, it is the means by which the pupils in this study have been queried in an effort to gain a more thorough understanding of the problems of the individual and hence of the group.

CHAPTER II

PURPOSE OF THE STUDY

The purpose of this study is to present the every-day problems of a group of seventh and eighth grade boys and girls who are normal, average pupils. Of course, their problems cannot be used as an example for other groups, because every community is different in its environment and background and the pupils face problems peculiar only to their own community. However, from this study it is expected that the outstanding conflicts confronting the West Linn group of pupils will be brought out and that a school program can be built to offset the conflicts, or aid in the solving of them; or that the program can be varied according to the needs of specific groups of pupils.

This study was carried out with the thought in mind, given by Charles Wrenn and R. Bell, "Unless the problems of goal, attitudes, habits of work, and social adjustment are given effective consideration, the intellectual achievement of the student will suffer". (25:129) If the teachers have information regarding these problems, they will be in a better position to adequately serve all pupils.

The problems in this study are representative of all the pupils' experiences rather than the school experiences alone. This is in agreement with Rolla A. Reedy, who points out, "It is to be hoped that in the future we may

see a great increase of interest in the personal problems of adolescents, not only individually, but in groups, and organized steps taken to meet those problems. It is entirely possible and in accord with modern trends in education that a place be made in the regular school curriculum for courses in personal problems". (18:47)

When personal problems are solved, oftentimes the social problems of the pupils are solved, too, because the two are usually interrelated.

The check list used in this study lists 210 situations that can be a basis for inner conflict with a pupil. These situations are listed under the following seven headings:

- HP Health and Physical Development
- S School
- HF Home and Family
- X Miscellaneous
- BG Boy and Girl Relations
- PG Relations to People in General
- SC Self-centered Concerns

In considering the honesty of the pupils in marking the list, Ross L. Mooney states, "There is little indication that students try to hide their problems or to 'play' with the check list. They are surprisingly serious and constructively interested, exposing far more problems than had been originally anticipated". (12:219) This is especially true when the identity of the pupil is not

requested on the check list. There is a tendency to 'hold back' in some pupils, when they know their identity is to be revealed even to an unknown person.

CHAPTER III

PROCEDURE OF SOLUTION

Ross L. Mooney has edited several check lists. The specific list chosen for this study was the Junior High School Form, published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

The 210 items in the list were spaced in such a way that a pupil was required to work on five problems at one time in each of the seven areas. There was a total of 30 items in each area. The pupils' procedure was to study five items in one area, five in another, and so on. On every eighth series of problems he would be starting over again -- in regard to the type of problems and their location on the list.

It was impossible for the writer to administer all of the lists personally. The other two principals of the district were asked to distribute the lists to the seventh and eighth grades during any free period when the pupils would not be rushed for time, and the writer did the same for his group.

Marie Skiens has this to say about the choice of this age group for study: "There is a great need for guidance services at the eighth grade level. This was demonstrated by the results of the test used in this study (for her Master's thesis). A child's capacity for social growth --

his ability to live with his fellows to the fullest -- is as natural and as educable as his other basic capacities for mental and physical growth. The capacity for social growth must be considered an essential concern for the school curriculum". (21:67)

The instructions given with the survey were for each pupil to read the list slowly, and to draw a line under each problem that was troubling him. At the end of the list were four questions. The first question was to be answered in detail, and the last three were to be answered with Yes or No. Those four questions were:

1. Which of the problems you have marked are troubling you most? Write about two or three of these if you care to.
2. Have you enjoyed using this check list of problems?
3. Would you like to spend more time in school in trying to do something about some of your problems?
4. Would you like to talk to someone about some of your problems?

Before further comment is made, heed should be taken of the advice given by Elmer Pflieger: "For individual guidance, the teacher will find the scores useful in locating those students who are in need of counseling. However she should recognize that scores on a test may be influenced by many factors, and that they are, therefore, subject to error. For this reason, the test score should be verified by the teacher's personal observation and by

personal interviews with the student. The test thus becomes a device which aids the teacher in locating the students who seem to need help and the areas in which guidance may be most helpful". (16:277) When no names are required on the lists, the teacher must use a code to identify the pupil and his check list. It is a simple matter to number the pupil on a sheet of paper as the list is handed to the instructor and at the same time place the corresponding number on the corner of the completed list; or, the lists and pupils may be numbered according to the seating arrangement prior to the distribution of the lists to the pupils.

Whereas, Mr. Pflieger spoke of the check lists as tests, Ross L. Mooney has this to say: "It is already clear that standardized norms are not possible. Each school seems to have its own variation. This might be a criticism or unfavorable limitation if the check list were to be a test. But it is not a test. Rather it is a method of self-description and as such is all the stronger if it allows individual differences to appear". (13:62)

The following tables will reveal how the pupils reacted to the lists. It is interesting to note that the responses were entirely spontaneous. There was no suggestion that the lists had to be marked unless the pupils so desired.

Each of the seven areas was listed by code letters on the front of the check list folder for ease in compiling the results of each list. The code letters and their meanings were:

1. HP Health and Physical Development
2. S School
3. HF Home and Family
4. X Miscellaneous
5. BG Boy and Girl Relations
6. PG Relations to People in General
7. SC Self-centered Concerns

A total of 123 seventh and eighth grade boys and girls participated in this study. A breakdown of this total shows that there were 23 seventh grade boys, 36 seventh grade girls, 29 eighth grade boys, and 35 eighth grade girls, or a total of 59 seventh grade pupils, and 64 eighth grade pupils.

To avoid monotonous repetition, only the problems receiving the highest number of checks throughout the entire list will be commented upon until the different groups are compared. Then each problem area will receive individual recognition for its most often checked problems.

TABLE I

Total Number of Problems Marked by the Entire Group

<u>Problem Area</u>	<u>No. Problems Checked by 7th</u>	<u>No. Problems Checked by 8th</u>
HP	192	227
S	308	303
HF	90	80
X	248	245
BG	147	156
PG	142	179
SC	244	215

The average number of problems marked was

23.2 problems for each 7th grade pupil

21.9 problems for each 8th grade pupil

Table I shows that in both groups problems relating to the School (S) ranked foremost. A familiar problem checked in this area was "Trouble with arithmetic". Next in importance was the Miscellaneous Area (X). This area dealt with religion, occupation, free time, and personal monies. The seventh grade had more Self-centered Concerns (SC), while the eighth grade was most concerned over their Health and Physical Development (HP). For example, the most frequently marked problems by the seventh grade (both boys and girls) were "Afraid of making mistakes all the time", "Trying to stop a bad habit", "Daydreaming", "Forgetting things", "Wondering what becomes of people when they die". The eighth grade checked "Have trouble with my teeth", "Not good looking", "Don't like some foods I need", "Overweight", and "Trouble with my eyes" as their Health and

Physical (HP) problems.

As a whole, the check list was an aid in revealing the pupil's personal problems to himself. To quote W. V. Richmond, "The choices and decisions he must make, the faults he must overcome, the degree of popularity he must win with his fellows and with the girls, the depth of his own nature which he must try to understand -- these are the things of great moment -- the business that must come first". (19:208)

TABLE II

Number of Problems Checked and the Rank of
Fifty-nine Seventh Grade Pupils

<u>Problem Area</u>	<u>No. Problems Checked by 7th</u>	<u>Rank</u>
HP	192	4
S	308	1
HF	90	7
X	248	2
BG	147	5
PG	142	6
SC	244	3

The seventh grade apparently had little difficulty with their Homes and Families, neither were they greatly concerned over their relations with other people, except in their Boy and Girl Relations. They were quite concerned about themselves, as is shown in the Self-centered (SC) group. School Problems ranked first, while Miscellaneous Problems were somewhat farther behind in second place.

TABLE III

Number of Problems Checked and the Rank
of Thirty-six Seventh Grade Boys

<u>Problem Area</u>	<u>No. Checked</u>	<u>Rank</u>
HP	119	4
S	183	1
HF	64	7
X	156	2
BG	87	5
PG	65	6
SC	141	3

Here again, School Problems (S) are the main causes for concern, and Miscellaneous Problems (X) are next. "Trouble with arithmetic" and "Not smart enough" were of equal concern in the school problems. Next in order was "Afraid of failing in school work", "Getting low grades in school", and "So often feel restless in classes". In the Miscellaneous area (X) "Wanting to earn some of my own money" ranked high above all the rest of the problems. "Spending money foolishly" and "Can't decide what to take in high school" ranked next, but of somewhat lesser importance. Then came "Having no regular allowance". However, not one pupil marked "Having to earn all the money I get".

The boys ranked their Boy and Girl Relationship higher than did the girls. "Learning how to dance" was the main problem in this area. The second most checked was "Not allowed to use the family car". It is doubtful that this statement is to be considered a real problem since none of

the boys was old enough to consider the use of an automobile. It was probably checked as a statement of a fact rather than a problem that actually concerned them. The next three problems were of equal importance. "Girls don't seem to like me", "Not allowed to have dates", and "Keeping myself neat and looking nice". The lack of Home and Family Problems is interesting when the community environment is considered. Most of the families are permanently settled with an average income and steady work in the paper mill. Rarely was "Parents separated or divorced" marked by these pupils. Although few extravagant luxuries are known, the average pupil does not find his life too bare of pleasures.

TABLE IV

Number Checked and the Rank of
Twenty-three Seventh Grade Girls

<u>Problem Area</u>	<u>No. Checked</u>	<u>Rank</u>
HP	73	5
S	125	1
HF	26	7
X	92	3
BG	60	6
PG	77	4
SC	103	2

The girls are inclined to be more Self-centered (SC) than the boys. "Always afraid of making mistakes" was marked frequently by the girls, and "Daydreaming" was a serious problem for them. "Trying to stop a bad habit" was a problem for both the seventh grade boys and girls.

TABLE V

Rank Comparison of the Seventh Grade
Boys and Seventh Grade Girls

<u>Problem Area</u>	<u>Rank of 7th Boys</u>	<u>Rank of 7th Girls</u>
HP	4	5
S	1	1
HF	7	7
X	2	3
EG	5	6
PG	6	4
SC	3	2

In the School Problem (S) Area, the boys ranked "Not smart enough" and "Trouble with arithmetic" as their difficulty. The girls checked "Worried about grades", and "Too much school work to do at home". All the problems in this area were checked frequently by both sexes. Apparently, neither of these two groups is very seriously concerned about Health and Physical Development (HP). However, the boys rank it fourth, while the girls rank Relations to People in General (PG) in that place.

TABLE VI

Number Checked and the Rank of
Sixty-four Eighth Grade Pupils

<u>Problem Area</u>	<u>No. Checked</u>	<u>Rank</u>
HP	227	3
S	303	1
HF	80	7
X	245	2
EG	156	6
PG	179	5
SC	215	4

The eighth grade also finds School a predominating problem. Specifically, the majority of the troubled pupils checked "Getting low grades in school", "Trouble with arithmetic", "Worried about grades", and "So often feel restless in classes". It has been suggested that this disclosure may be attributed to the environment of the pupils at the time the check list was given to them. For example, if the list had been given during the summer in the homes of the pupils the results probably would have indicated a majority of problems in another area. The reason for this fact is that during vacation periods, few, if any, pupils worry about their standing in school. There are no lessons with which they should be concerned, and, therefore, their minds are centered on other matters of current importance.

In the Miscellaneous Area (X), which ranked second with this group, the problems that received the most numerous checks by these pupils were:

"Wanting to earn some of my own money"

"Having to ask parents for money"

"Spending money foolishly"

"Having no regular allowance"

"Can't decide what to take in high school"

"Wondering what I'll be like ten years from now"

"Wondering if I'll be a success in life".

TABLE VII

Number Checked and the Rank of
Twenty-nine Eighth Grade Boys

<u>Problem</u> <u>Area</u>	<u>No. Checked</u>	<u>Rank</u>
HP	76	3-4
S	147	1
HF	37	7
X	101	2
BG	69	5
PG	51	6
SC	76	3-4

The eighth grade boys found their problems in about equal rank with the entire group. The only difference being that they found their Boy and Girl (BG) Relations and Relations to People in General (PG) in reverse order of importance.

These boys were "Worried about grades" the most and, in close order, came "Getting low grades in school". Outstanding among other problems were "Spending money foolishly", "Afraid of making mistakes all the time", and "Losing my temper". Several boys indicated they had trouble in writing and speaking correct English, too.

TABLE VIII

Number of Problems Checked and the Rank
of Thirty-five Eighth Grade Girls

<u>Problem Area</u>	<u>No. Checked</u>	<u>Rank</u>
HP	151	2
S	156	1
HF	43	7
X	144	3
EG	87	6
PG	128	5
SC	139	4

Although the eighth grade girls ranked their problems almost in the same order as did the boys, the number of problems in each area was somewhat higher.

These girls felt they had problems of utmost importance in the School and Health and Physical Development Areas. The most common of all the problems were "Afraid of tests", "Don't like some foods I need", "Wanting to earn some of my own money", "Overweight", and "Wondering if I'll be a success in life".

TABLE IX

Rank Comparison of Eighth Grade Boys
and Eighth Grade Girls

<u>Problem Area</u>	<u>Rank 8th Boys</u>	<u>Rank 8th Girls</u>
HP	3-4	2
S	1	1
HF	7	7
X	2	3
EG	5	6
PG	6	5
SC	3-4	4

This table shows the rank of all the problem areas as checked by the entire group of eighth grade pupils. Since it involves all of the eighth grade, the areas will be commented upon individually to show which problems were checked most frequently, first by the boys and then by the girls.

Eighth Grade Boys

- S School Area ranked first.
- "Worried about grades"
 - "Getting low grades in school"
 - "So often feel restless in classes"
 - "Trouble with arithmetic"
 - "Trouble with writing"
- X Miscellaneous Area ranked second.
- "Wanting to earn some of my own money"
 - "Spending money foolishly"
 - "Can't decide what to take
in high school"
 - "Having no regular allowance"
 - "Having to ask parents for money"
- SC Self-centered Concerns Area ranked third and fourth with the Health and Physical Development Area.
- "Afraid of making mistakes all
the time"
 - "Trying to stop a bad habit"
 - "Fail in so many things I try to do"
 - "Daydreaming"
 - "Being lazy"
- HP Health and Physical Development Area ranked equal with the Self-centered Concerns in third and fourth place.
- "Have trouble with my teeth"
 - "Don't like some foods I need"
 - "Don't get enough sleep"
 - "Too short for my age"
 - "Underweight"

- BG Boy and Girl Area ranked fifth.
 "Learning how to dance"
 "Keeping myself neat and looking nice"
 "Not allowed to use the family car"
 "Awkward in meeting people"
 "Clumsy in my manners"
- PG Relations to People in General Area ranked sixth.
 "Bashful"
 "Feelings too easily hurt"
 "Losing my temper"
 "Being disliked by certain people"
- HF Home and Family Area ranked last in seventh place.
 "Parents favor another child in the family"
 "Family worried about money"
 "Keeping secrets from my parents"
 "Sisters"

The girls had many problems exactly like those of the boys, and still they added many that are peculiar to the female sex. For instance, the girls are more apt to be concerned over a poor complexion than are the boys.

Eighth Grade Girls

- S School Area ranked first again.
 "Afraid of tests"
 "Trouble with arithmetic"
 "Worried about low grades"
 "So often feel restless in classes"
 "Afraid to speak up in class"
 "Afraid of failing in school work"
- HP Health and Physical Development Area ranked second with these girls.
 "Having trouble with my teeth"
 "Don't like some foods I need"
 "Overweight"
 "Don't get enough sleep"
 "Poor complexion"
 "Not good looking"

X Miscellaneous Area ranked third.
 "Wanting to earn some of my own money"
 "Can't decide what to take in high school"
 "Having to ask parents for money"
 "Wanting to buy my own clothes"
 "Wondering if I'll be a success in life"

SC Self-centered Concerns ranked fourth.
 "Afraid of making mistakes all the time"
 "Trying to stop a bad habit"
 "Daydreaming"
 "Being nervous"
 "Taking things too seriously"

PG People in General Area ranked fifth.
 "Feelings too easily hurt"
 "Losing my temper"
 "Being stubborn"
 "Being teased"
 "Wishing people liked me better"
 "Bashful"

BG Boy and Girl Relations Area ranked sixth.
 "Trouble in keeping a conversation going"
 "Keeping myself neat and looking nice"
 "Awkward in meeting people"
 "Clumsy in my manners"
 "Boys don't seem to like me"

HF Home and Family Area ranked seventh.
 "Parents work too hard"
 "Sisters"
 "Talking back to my parents"
 "Brothers"

It is interesting to note that the Home and Family (HF) Area ranked in seventh place in all the tables. With this group, five checks was the highest placed before any one problem in this area.

TABLE X

Rank Comparison of Fifty-nine
Seventh and Sixty-four Eighth Graders

<u>Problem Area</u>	<u>Rank 7th Grade</u>	<u>Rank 8th Grade</u>
HP	4	3
S	1	1
HF	7	7
X	2	2
BG	5	6
PG	6	5
SC	3	4

Both the seventh and eighth grades ranked School (S), Home and Family (HF), and Miscellaneous (X) Problems in the same order. However, the eighth grade felt their Health and Physical Development was as important as the seventh grade felt their Self-centered Concerns were. The Boy and Girl Relations (BG) Area and the Relations to People in General (PG) Area were placed in opposite order by the two groups.

The problem area, its rank, and the most important problems checked by the two groups will be listed below in separate sections. It is to be remembered that all these problems are listed in the order of their importance. Each area will be listed separately throughout the total of seven areas. The reason is that all of the pupils are involved in the next three tables and it is felt that the major problems in the entire check list should be shown.

Seventh grade boys and girls

- S School Area ranked first.
 "Trouble with arithmetic"
 "Worried about grades"
 "Too much school work to do at home"
- X Miscellaneous Area ranked second.
 "Wanting to earn some of my own money"
 "Can't decide what to take in high school"
 "Not knowing the occupation I want to enter"
- SC Self-centered Concerns ranked third.
 "Afraid of making mistakes all the time"
 "Trying to stop a bad habit"
 "Daydreaming"
- HP Health and Physical Development ranked fourth.
 "Don't get enough sleep"
 "Don't like some foods I need"
 "Having trouble with my teeth"
- BG Boy and Girl Relations ranked fifth.
 "Learning to dance"
 "Keeping myself neat and looking nice"
 "Not knowing how to make a date"
- PG People in General ranked sixth.
 "Losing my temper"
 "Feelings too easily hurt"
 "Bashful"
- HF Home and Family ranked seventh.
 "Parents working too hard"
 "Brothers"
 "Sisters"

Eighth Grade Boys and Girls

- S School Area ranked first.
 "Worried about grades"
 "So often feel restless in classes"
 "Getting low grades in school"
 "Afraid of tests"

- X Miscellaneous Area ranked second.
 "Wanting to earn some of my own money"
 "Having to ask parents for money"
 "Having no regular allowance"
 "Wondering if I'll be a success in life"
- HP Health and Physical Development ranked third.
 "Having trouble with my teeth"
 "Overweight"
 "Not good looking"
- SC Self-centered Concerns ranked fourth.
 "Afraid of making mistakes all the time"
 "Trying to stop a bad habit"
 "Daydreaming"
- PG People in General ranked fifth.
 "Losing my temper"
 "Feelings too easily hurt"
 "Bashful"
 "Wishing people liked me better"
- BG Boy and Girl Area ranked sixth.
 "Trouble in keeping a conversation going"
 "Awkward in meeting people"
 "Learning how to dance"
 "Keeping myself neat and looking nice"
- HF Home and Family Area ranked seventh.
 "Sisters"
 "Parents working too hard"
 "Talking back to my parents"

TABLE XI

Rank Comparison of the Seventh Grade
Boys and the Eighth Grade Boys

<u>Problem Area</u>	<u>Rank 7th Boys</u>	<u>Rank 8th Boys</u>
HP	4	3-4
S	1	1
HF	7	7
X	2	2
EG	5	5
PG	6	6
SC	3	3-4

These two groups found their problem areas of almost identical rank. The only difference was that the eighth grade boys found their Self-centered Concerns of equal rank with their Health and Physical Development. However, the individual problems marked varied considerably. The problems with the most checks for each group are listed below.

Seventh Grade Boys

- S School Area ranked first.
- "Trouble with arithmetic"
 - "Afraid of failing in school work"
 - "Not smart enough"
 - "Getting low grades in school"
- X Miscellaneous Area ranked second.
- "Wanting to earn some of my own money"
 - "Spending money foolishly"
 - "Can't decide what to take in high school"
 - "Having no regular allowance"

- SC Self-centered Concerns ranked third.
 "Trying to stop a bad habit"
 "Afraid of making mistakes all the time"
 "Being nervous"
 "Failing in so many things I try to do"
 "Daydreaming"
- HP Health and Physical Development Area ranked fourth.
 "Don't like some foods I need"
 "Often have headaches"
 "Too short for my age"
 "Underweight"
- BG Boy and Girl Relations Area ranked fifth.
 "Not allowed to use the family car"
 "Girls don't seem to like me"
 "Not allowed to have dates"
 "Learning how to dance"
 "Keeping myself neat and looking nice"
- PG People in General Area ranked sixth.
 "Losing my temper"
 "Disliking certain people"
 "Getting into arguments"
 "Being led into trouble by other kids"
 "Picking the wrong kind of friends"
- HF Home and Family Area ranked seventh.
 "Parents working too hard"
 "Sickness at home"
 "Family worried about money"
 "Father not living"

Eighth Grade Boys

- S School Area ranked first.
 "Worried about grades"
 "Getting low grades in school"
 "So often feel restless in classes"
 "Trouble with spelling"
 "Trouble with writing"

- X Miscellaneous Area ranked second.
 "Wanting to earn some of my own money"
 "Having to ask parents for money"
 "Spending money foolishly"
- HP Health and Physical Development ranked equal with Self-centered Concerns (SC) for third and fourth place.
HP "Having trouble with my teeth"
 "Don't like some foods I need"
 "Don't get enough sleep"
SC "Afraid of making mistakes all the time"
 "Trying to stop a bad habit"
 "Failing in so many things I try to do"
- BG Boy and Girl Relations Area ranked fifth.
 "Learning how to dance"
 "Not allowed to use the family car"
 "Keeping myself neat and looking nice"
 "Awkward in meeting people"
- PG People in General Area ranked sixth.
 "Losing my temper"
 "Bashful"
 "Feelings too easily hurt"
 "Being disliked by certain people"
- HF Home and Family Area ranked seventh.
 "Parents favor another child in the family"
 "Family worried about money"
 "Keeping secrets from my parents"
 "Sisters"

TABLE XII

Rank Comparison of Seventh Grade
Girls and Eighth Grade Girls

<u>Problem Area</u>	<u>Rank 7th Girls</u>	<u>Rank 8th Girls</u>
HP	5	2
S	1	1
HF	7	7
X	3	3
BG	6	6
PG	4	5
SC	2	4

Most of the problem areas of the two groups are of the same rank. However, the seventh grade girls placed their Self-centered Concerns in the rank of the eighth grade girls' Health and Physical Development Area.

Considering each group separately, their problems were marked as follows:

Seventh Grade Girls

- S School Area ranked first.
 "Worried about grades"
 "Too much school work to do at home"
 "Trouble with arithmetic"
 "Afraid to speak up in class"
- SC Self-centered Concerns ranked second.
 "Afraid of making mistakes all the time"
 "Being nervous"
 "Taking things too seriously"
 "Worrying"
- X Miscellaneous Area ranked third.
 "Wanting to earn some of my own money"
 "Can't decide what to take in high school"
 "Not knowing the occupation I want to enter"
 "Wanting to buy my own clothes"

PG People in General Area ranked fourth.

- "Losing my temper"
- "Bashful"
- "Never chosen as a leader"
- "Feelings too easily hurt"

HP Health and Physical Development Area ranked fifth.

- "Don't like some foods I need"
- "Have a poor posture"
- "Not good looking"
- "Having trouble with my teeth"
- "Not getting enough sleep"

BG Boy and Girl Area ranked sixth.

- "Keeping myself neat and looking nice"
- "Boy friend"
- "Learning how to dance"
- "Wondering if I'll ever get married"

HF Home and Family Area ranked seventh.

- "Brothers"
- "Sisters"
- "Talking back to my parents"

Eighth Grade Girls

S School Area ranked first.

- "Afraid of tests"
- "Trouble with arithmetic"
- "Worried about grades"
- "So often feel restless in classes"

HP Health and Physical Development Area ranked second.

- "Don't like some foods I need"
- "Overweight"
- "Have trouble with my teeth"
- "Not good looking"

X Miscellaneous Area ranked third.

- "Wanting to earn some of my own money"
- "Can't decide what to take in high school"
- "Having to ask parents for money"

SC Self-centered Concerns ranked fourth.

"Afraid of making mistakes all the time"

"Daydreaming"

"Trying to stop a bad habit"

"Being nervous"

FG People in General Area ranked fifth.

"Losing my temper"

"Feelings too easily hurt"

"Wishing people liked me better"

"Bashful"

BG Boy and Girl Relations Area ranked sixth.

"Trouble in keeping a conversation going"

"Keeping myself neat and looking nice"

"Learning how to dance"

HF Home and Family Area ranked seventh.

"Sisters"

"Parents working too hard"

"Talking back to my parents"

When these tables are closely studied, one who is familiar with the group suddenly becomes aware of why there prevails an undesirable attitude or other trait that is peculiar to the group. J. B. Morgan states that "Interest of teachers may be so centered along academic lines that lack of progress in other lines may be neglected. Later evidence of maladjustment may come as a shock". (14:30-31)

So it is that a study of this nature brings forth any signs of maladjustment before it becomes chronic. Robert Mathewson gives his opinion on this subject in this quotation: "One of the greatest values of this type of investigation appears to be the attention it may attract to the problem of school adolescents apart from the school

situation itself, all too often we as educators become involved so deeply in our concerns with the intellectual life of the child that his development and difficulties in other fields are lost to view. The child is not seen as an individual with many manifold facets but only as a student". (10:51)

There was a wide variance in the selection of some of the numbers of problems marked in the seven areas and a close similarity in others. For instance, the most popular statement checked by the entire group in the Health and Physical Development Area was "Don't like some foods I need". The seventh grade boys and the eighth grade girls checked more problems than did the seventh grade girls and eighth grade boys. "Not good looking" worried the eighth grade girls more than any other group.

In the School Problem Area, all four groups seemed to have approximately the same troubles. "Trouble with arithmetic" was the most outstanding problem. Many pupils considered themselves "Not smart enough" and were "Worried about grades". The seventh grade boys were the only pupils who thought the "Teachers too strict" and "Couldn't get along with the teachers". Only two seventh grade boys and one seventh grade girl checked "Teachers not friendly to students". Twenty-three eighth grade pupils and eleven seventh grade boys were "So often restless in classes". Of this problem, Alice and Lester Crow commented, "If a family

does not have much money for extras and the boy or girl feels that he can help the family by working, he may become restless in school life". (5:227) The seventh grade girls were not especially bothered with restlessness.

The Home and Family Area was conspicuously lacking in complaints. Of the few who did check this area, the seventh grade boys marked the majority. "Parents working too hard" was checked most. This statement is probably contributed to the fact that many of the mothers work for wages, either with a steady job or with seasonal work in the fields. Eight eighth grade pupils and seven seventh grade pupils found their "Sisters" a problem, while only four eighth graders and nine seventh graders found their "Brothers" anything to worry about. Not one pupil marked "Having no radio at home". Only one pupil considered his "Parents too strict".

The seventh grade boys had the most Miscellaneous Problems. Many pupils out of all the groups indicated they "Wanted to earn some of their own money", and that they "Can't decide what to take in high school". The greatest number marked in this area dealt with personal finances of the pupil.

Again in the Boy and Girl Relations Area, the seventh grade boys held a good margin over the other groups in the number of problems marked. Eleven boys out of the entire group checked "Girls don't seem to like me". Only the

eighth grade girls seemed particularly disturbed over their "Trouble in keeping a conversation going". Twelve girls out of the entire group checked "Boys don't seem to like me". Nine eighth grade girls and six each in the other three grade groups were troubled about "Learning how to dance". Several more were concerned about "Keeping themselves neat and looking nice".

The eighth grade girls were credited with most of the checks in the People in General Area. The order in which the problems were placed with the most numerous checks show the probable cause of the problem and the result. For instance, twelve girls marked "Wishing people liked me better", then in almost equal proportion they marked "Feelings too easily hurt", "Bashful", "Getting into arguments", "Being stubborn", "Making others mad at me", and far out of proportion to all other problems -- twenty out of the thirty-five girls -- marked "Losing my temper". Is there any wonder that people don't like them? The problems in this area of the other grades were negligible. Perhaps the teachers of the Corpus Christi School in New York had such pupils as these eighth grade girls when they made a study of their own eighth grade pupils. Part of the report of their findings reads "It is true that at times their emotional reactions may get the upper hand, but it is also true that they are beginning to develop sound criteria for examining such reactions". (4:361)

In the Self-centered Area, the seventh grade boys and the eighth grade girls were strikingly similar in their choices of problems. Although the particular problems cited here were checked by at least four or five pupils in each grade, the seventh grade boys and eighth grade girls had several checks above the rest for each problem. "Trying to stop a bad habit", "Afraid of making mistakes all the time", "Worrying", "Daydreaming", and "Forgetting things" were the problems most often checked. Robert G. Cunliffe may have a solution to this particular group of problems. He wrote "The school should try to provide a continuous program of activities that provides opportunities for social contacts when the drive to do so arises. These activities should be of such nature that even the bashful or inexperienced student can take part without embarrassment". (6:59)

The specific problems brought out in the previous paragraphs are only a sampling of the most often checked items. Many of them could be at least partially solved by the addition of a guidance program in the school. If these pupils could have their mistakes pointed out to them, such as the obvious case of the eighth grade girls and their unpopularity, surely, they could solve the majority of their troubles. Harold Alberty set forth such a solution when he wrote "Hence a separate guidance program is thought to be necessary. This helps the students solve their

problems without interfering with units of credit, lessons to be learned, or ground to be covered. If the school is to be consistent, the curriculum must be made an effective instrument in guidance". (1:207)

Along the same line, Alice and Lester Crow said in their book, Learning to Live with Others, "More training in actual subject matter, in skills, and in emotional control is needed if the young adult is to be a successful member of his group and is he is to gain personal satisfaction in community activity". (5:216)

It was notable that ages did not seem to have a particular influence on most of the problems. In many instances the younger pupils were concerned about more serious problems than the older pupils. Douglas Thom, M.D., has noted this situation also. From his experience he comments ".....There is no index showing at what age the adolescent may, for instance, be expected to take a spontaneous interest in the larger issues of life; to show a desire to be with members of the opposite sex; or to make independent selections in choosing clothes, activities, and friends". (22:113)

In the survey made of the West Linn pupils, only a few pupils gave personal comments on which of the problems were troubling them most. In the instances where the writer was personally acquainted with the pupil in question, interesting case studies evolved from the information revealed in

the comments. The specific question on the check list was:

Which of the problems you have marked are troubling you most? Write about two or three of these if you care to.

Only the spelling has been changed in these responses.

Phillip checked "Being treated unkindly because of my religion" as his worst problem. He then adds:

"Like the Golden Rule or Love thy Neighbor as thyself, well, if you be kind or talk to or something like that with people with a bad reputation your friends won't like you".

He also listed "Too much school work to do at home", with the added comment:

"Mrs. George talks the lesson and makes us do lessons then after the period is over she given us assignments and we have to do English in study period then we have to do our other work at home or vice versa".

Cynthia checked four problems as outstanding.

"Trouble with arithmetic" was first and she adds:

"I try hard but can't make the grades".

The rest of the problems were: "Trying to stop a bad habit":

"I bite my fingernails and am also nervous".

"Overweight":

"I lived with a rich uncle and he fed me too much. I am getting back now".

"Often not hungry for my meals".

Pat (a girl) had three outstanding problems. She listed them by number and then wrote her personal view.

"I want to earn some of my own money but don't have a chance to".

"My father and mother work too hard and never have time to go to meet my friends' parents or go to shows, etc.".

This statement was very true. The parents were building a house after the father was home from work in the evenings. Many nights they worked until midnight. Although they received a good salary, they never felt they could afford anything nice or to take an evening off for a good time. There were only two children in the family and both of them worked during the summers.

Pat listed her last problem as "Wondering if I will be a success in life".

The above quotations were the only voluntary remarks made by the entire group. However, almost every member of the group listed from one to four specific problems that bothered him more than all the others he had checked in the complete check list. These specific problems were frequently a revelation of the basis for the pupil's character, or perhaps only for his viewpoint or attitude in the classroom. Many of these troublesome problems are well worth mentioning. It is interesting to note the effect some of the problems have had on the various pupils. For instance, Edward checked the following problems as the most

serious for himself:

"Have a physical handicap".

"Worried about grades".

"Girls don't seem to like me".

His physical handicap was a hand that had gone through a wringer of a washing machine when he was about two years old. He had spent a good share of his life in a children's hospital and had had several operations to restore the use of his muscles and bones in his hand from the wrist to the end of his fingers. However, he could use his hand for various things. It was not completely useless, nor was it as serious a handicap as his sister's very poor eyesight. His mental attitude was his most serious handicap. All of his life since the accident he was babied and pitied by his mother, who blamed herself -- and was accused by the father -- of being the cause of the injury. The boy felt that everyone should know that he was handicapped, and he used it as an excuse for any incompetence of which he was guilty. He was somewhat of a "smart aleck", which accounted for the girls' lack of interest. He was an average pupil and his concern over his grades was no more than any ordinary pupil would show.

Joyce was a good pupil and was a very nice girl to know. Her problems were those typical of "teenagers" and will probably solve themselves as she grows older. She checked:

"Poor complexion".
 "Bashful". (She was extremely so)
 "Overweight".

Betty was a close friend of Joyce. Both of them were very quiet, and spoke so softly that one had to listen carefully to be able to understand what they were saying. Joyce was an only child, and Betty had two brothers. Betty's father was a minister and apparently a great deal was expected of her, especially regarding her conduct. She lists her problems as the following:

"Headaches".
 "Afraid of making mistakes".
 "Not good looking".
 "Don't like school".

Betty was definitely good looking, but apparently she was suffering from an inferiority complex.

Yvonne was quite a character. The problems she listed were the result of her own actions. They were:

"Girls don't like me".
 "Boys don't like me".
 "Overweight".
 "Want more help from the teachers".

During class she wrote notes to boys or spent the period listing her boy-friends or drawing pictures of questionable characters. Studying never seemed to occur to her. Her books were only a shield for more interesting activities with which she often disturbed those pupils around her. She could sing quite well and enjoyed unbearable conceit over her fame. She had appeared on radio programs several times and was always a source of local talent

for any community affairs. She was sarcastic and even insolent to the teachers, but always with a watchful eye toward her classmates for their approval of her "bravery". If she were overweight, it was not more than ten pounds. Her problem was her own stupidity, which was probably the result of a poor home environment. She was intelligent enough to do her own work, but she preferred to have the teachers do it for her. In one form or another, she demanded a spotlight on herself constantly.

John P. had a bad home environment. He was an only child. His parents were indifferent about his welfare and he shifted mostly for himself. The father had a good job and an above-average salary. The home was nice and apparently there was enough food if John wished to fix it for himself. The parents were too occupied with their own interests to bother with balanced meals or other particulars so necessary in the proper care of a growing boy. His bed time was anytime that he chose to go home at night. His parents were seldom there when he did decide to go home. Subsequently, he had three problems that troubled him most. They were:

- "Don't go to bed early enough".
- "Having trouble with my teeth".
- "Underweight. Only weigh 100 pounds".

John S. was another interesting individual. His parents were divorced and he lived with his mother and stepfather. The mother taught school, and apparently was

either too tired or did not have the time for any affection for her children. Several times during the school year, John went to visit his father for a week or more at a time. In school, he liked to read and was socially unadjusted. He had skipped a year of school and felt that all the boys looked down upon him because he was younger. This idea had become an obsession with him, as he partially reveals in his list of problems:

"About my parents being divorced and not seeing enough of father".
"Trouble with kids. Being treated as if I'm much younger".

There were many others who listed particular problems but whose backgrounds were unknown to the writer and, therefore, no comment can be made upon them. The few cases that have been cited here show that pupils do have problems that are serious and that affect their lives adversely.

All these problems have a bearing of varying degrees upon the personality of the pupils. Obviously, every pupil is not likely to have the same conflicts as his friends, but, if he should, his reaction probably would not be the same. Consequently, he develops a personality of his own design. In discussing personality, William Walsh said "We consider personality to be, therefore, the person himself, his general makeup and characteristics. He reveals the latter mostly by what he does, for example, by his poise or lack of it; or by his emotional responses". (24:29)

Walter Bliss supports Dr. Walsh's statement with this more detailed description, "Manners, conduct and personality are not merely 'skin deep', but rather they come from within and have as their basis the firm foundation of sincere character. Courage, sincerity, loyalty, honesty, faith, love and self-sacrificing, cooperative spirit are traits of character desirable and essential in any good personality". (3:227)

It is difficult for parents to realize that their children are victims of any mental disturbances and so it is that help should come from outside sources. The whole future of the pupil is at stake in many cases. Will he decide to become a criminal because no one cares anyway? What about the pupil who does not give vent to his feelings through such unorthodox methods, but suffers his emotional stress in silence? Possibly more personal harm is done to him than to the pupil who is openly punished for a crime. Any person with a disagreeably peculiar personality must suffer from his lack of friends, and many of the disagreeable personalities are traceable to mental disturbances, whether in childhood or adulthood.

The check list is a valuable aid in uncovering hidden problems. As one girl stated, "It has brought out problems that I didn't know I had". So it is with all the pupils participating in such a study. The problems are there all the time, but many of them do not realize what the real

trouble is until it is pointed out to them either directly or indirectly. The check list is a device by which a personal problem can be uncovered without embarrassment.

The summarizing questions at the end of the Mooney Check List were a lucrative source of information. Although one hundred and fifteen pupils out of the total of one hundred and twenty-three -- the other eight omitted the question -- indicated that they enjoyed using the check list, slightly less than half of them said they wanted to talk to anyone about their problems. Some of them stated flatly, "I can work out my own problems", or "My problems are my own personal concern", and similar statements. Some pupils stated that they could always depend upon their parents for help. The number of those answers was tragically few. It would be well for the parents of the majority of those pupils to seriously consider the comment made by Hugh Hartshorne, "Anarchy in the leadership of moral education is not likely to produce order in the character of a child". (8:453)

The following chart will show how the summarizing questions were answered.

Numbers 1, 2, and 3 will be used for the questions.

Number 1 is: Have you enjoyed using this check list?

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

Number 3 is: Would you like to talk to someone about some of your problems?

Responses to Summarizing Questions

<u>No. of Question</u>	<u>Answer</u>	<u>7th Girls</u>	<u>7th Boys</u>	<u>8th Boys</u>	<u>8th Girls</u>	<u>Total</u>
1.	Yes	20	32	29	34	115
	No	0	0	0	0	0
	Omit	3	4	0	1	8
		<u>23</u>	<u>36</u>	<u>29</u>	<u>35</u>	<u>123</u>
2.	Yes	5	18	20	26	69
	No	15	12	6	6	39
	Omit	3	6	3	3	15
		<u>23</u>	<u>36</u>	<u>29</u>	<u>35</u>	<u>123</u>
3.	Yes	14	12	10	21	57
	No	6	18	15	9	48
	Omit	3	6	4	5	18
		<u>23</u>	<u>36</u>	<u>29</u>	<u>35</u>	<u>123</u>

Approximately half the pupils indicated they would like to have outside help with their problems. According to Donald Laird, this desire for help doesn't mean that the pupil is too stupid to solve his own problems. Instead, he says "Superior people know their shortcomings better than the average person, but the superior person does something more than complain about them. Self-analysis is sometimes discouraging, especially to the person who lacks this superior ability to take his recognized shortcomings in his stride. This discouragement often comes from the mistaken belief that one should be perfect in all things, but even the best of us have our shortcomings". (9:9)

These pupils who desire help should not seek

assistance from just anyone, as they so often do.

W. V. Richmond gives a clear picture of why they are apt to go to sources of doubtful reliability. "There are so many things that he (the adolescent) wants to know and the sources of reliable information are so few; his elders are so frequently embarrassed in the discussion of these questions that he prefers not to ask them; books are usually very unsatisfactory; lectures are often more so, while his contemporaries, for all their show of knowledge, are as bewildered as himself". (19:187)

So it appears that a trained counselor would be well worth the extra financial obligation to the district. These pupils should have the assistance they ask for now, while they are still in their formative years. Arthur E. Traxler gives his opinion that "Basically, it is the simple, yet fundamental thesis that the first study of the school is to know its pupils as individuals". (23:5)

Pupils can secure lessons in good personality outside the classroom as well as within. Informal group activities such as excursions, skating parties, swimming parties, and camping trips where the emphasis is on activity which is interesting in itself, serves as an entering wedge for those who are trying out their social wings. (11:63) Occasional grouping of boys' and girls' physical education classes for participation in folk dances is a desirable classroom activity. In such group participations, it is

Almost automatic for a pupil to adjust his personality to fit in with the occasion. Donald Laird puts a bit of ironical humor into his explanation of humor itself. But he shows that a pupil must adjust himself to an equalizing attitude toward life. He comments, "Our senses of humor are a serious thing, after all. People who have none may be victims of mental disorder paranoia. On the other hand, those who have a ready sense of humor, who see the ridiculous side of everything, and who go through life with perpetual giggles, may be victims of another mental disorder, hebephrenia. We are damned if we don't have any and damned if we have too much". (9:11) It is a problem of the adolescents to learn and make use of the median in their behavior. It is difficult for a young adult to suppress a sudden urge of enthusiasm or energy. For this reason group activities in which the boy or girl may yell, laugh, squeal, run, or otherwise "let off steam" to their heart's content, are highly recommended as aids in avoiding embarrassing mistakes in their social adjustment. "The efficiency of the entire educational program depends upon the adequate understanding of the pupils". (7:11) Leroy Pierson feels that the community can play a part in the educational program of each school. "It should be the responsibility of every school to make a community survey to ascertain what resources can be made available to the students. Many services the student needs to secure cannot be

found in the school. Many times the community may serve as a means to obtain vital information about students that would not come out in the school records or family and student interviews". (17:133)

Whatever the source, the information obtained can be valuable in the planning of a school program. Erickson gives some suggestions of which a good program should constitute. In his opinion, a guidance program is necessary and should

"Provide information and help to many pupils not reached by individual counseling.

"Provide enough help to some pupils so that less individual counseling is needed.

"Help locate pupils needing individual counseling.

"Provide for rapport so that pupils will avail themselves of individual counseling.

"Provide an economical and indirect way of imparting information and help.

"Provide an efficient means for collecting tests and other data.

"Provide a more accurate means of getting information about group relationships and personality characteristics.

"Make possible better use of dramatization, outside speakers, films, tours, exhibits.

"Provide for group therapy.

"Provide for a pooling of information and experiences." (7:182)

Little could be added to these suggestions to make them more complete.

If pupils are to be taught how to develop a well-adjusted attitude for adulthood, they should be taught what will be expected of them in the way of behavior, too. The foundation for this training should start in infancy, but the more specific training should start at junior high school age.

When one observes the adolescent in his daily life, oftentimes his actions exasperate the adult. Many of the youths are "show-offs", while others are too shy for good personality makeup. The pupils who prefer to display their merits to any available audience are usually ignored at home or belittled to the point where they feel the need for outside approval and attention. Those who are shy are an introvertive type of pupil. The reasons for his shyness may be the same as those of the "show-off", but he interprets his trouble differently. He takes criticism too seriously and definitely stays out of all limelight. This does not necessarily mean that he does not enjoy praise and attention, but he makes no effort to spotlight himself. A particular cause for concern of the parents, especially, of adolescents is the child's lack of "stick-to-itiveness". So often, when the glamour of a job or project has worn off, the adolescent is ready to quit and go to something new. This attitude may be attributed to restlessness or some other problem that might be solved by an interested member of the teaching staff. Garry Myers makes a

statement that if the idea were encouraged all through his life, perhaps the adolescent might avoid this lack of responsibility toward a duty. Myers states "The longer a child chooses to stick to a play project the more good, as a rule, he learns from it". (15;306-307)

It is not difficult to comprehend that all problems have a cause, and therefore, somehow, or somewhere, there should be a solution. Finding this solution is not always easy; nor is it always accomplished completely. However, a partial solution is better than none at all. The check list affords an interesting form of finding the problems, and often the solution is found in it, too. The pupil who feels that he is not popular with other pupils can often find the answer to his problem under the People in General Area (PG) where he has probably marked "Being stubborn", "Feelings too easily hurt", "Losing my temper", or "Getting into arguments". When "Getting low grades in school" is checked in the School Area (S), usually these statements are also marked: "So often feel restless in class", "Day-dreaming", "Don't get to bed early enough", or various other contributing causes for the original problem.

In behalf of the check list, Mooney explains "Most of our knowledge, to date, on the evolution and interrelationships of problems has been based upon case study which does not lend itself easily to comparison of results among numbers of individuals and numbers of groups. The check lists

now afford a technique for comparison of individuals and groups on a wide scale, and thereby re-open some old questions for fresh study and introduce some new questions which have not heretofore been considered feasible for study because of the lack of systematic techniques".

(12:220)

The check list used in this study has brought forth valuable information that can be used to advantage in the preparation of the school curriculum for the coming year.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to discover the major problems confronting the West Linn groups of seventh and eighth grade pupils and to plan a program that would provide assistance in meeting a majority of the problems revealed through the completion of the Mooney Check List by the pupils. The study was an interesting project. The pupils cooperated with enthusiasm and it is felt that the lists were checked with complete honesty. Many of the pupils made an effort to analyze their own problems after they saw them on paper before them.

Summary

The results of the check list revealed the problem areas that should be given the most consideration by the school.

It was found that:

1. School is the major problem with this group. Arithmetic and grades were of greatest concern in this area.
2. Miscellaneous problems ranked second, and in this area money problems received the most attention.

3. Health and Physical Development and Self-centered Concerns were of equal importance. Disliking certain foods, poor teeth, and fear of making mistakes deserved the most frequent checks in these two areas.
4. The Boy and Girl Area and the People in General Area were of less concern than the other areas, but no less had problems that commanded attention. These pupils seem to have a great deal of trouble in holding their tempers and making people like them at the same time. They had trouble in keeping a conversation going with the opposite sex, and couldn't keep themselves neat and clean.
5. Of the least concern was the Family Area, in which the girls seemed to think the brothers were the most bother and the boys thought the girls were the most trouble.
6. The major benefit was that a revision of the school curriculum became obvious in order to meet the unspoken demands of the students.
7. An insight into the needs of the pupils was gained that made a new curriculum much easier to plan, and the knowledge that the change would not be completely an experiment proved an incentive for thorough planning.
8. Another benefit obtained from giving the lists was that the pupils were afforded the opportunity of discovering their individual problems and obtaining assistance in seeking a solution to these problems.

Recommendations

The changes recommended are only initial suggestions.

1. Teachers should be given the condensed results of the lists.

The teachers will find the lists of great value in determining what is best for the class or for the individual pupil, with whichever they are concerned at the time.

2. One or more trained counselors should be made available for private or general conferences with the pupils who feel the need for this service.

The pupils have expressed the desire for this extra service and the check lists show there is a need for such an addition to the school staff. Regardless of the origin of the problems of a pupil, the knowledge that someone understands and is trying to help, is a comfort to him and often leads to the banishment of the trouble.

3. The counselor should also be a part time classroom teacher to keep him in contact with the problems confronted by his fellow teachers.

He would find that, by being a classroom teacher, he can learn a great deal about pupils that would help in counseling them privately.

4. A guidance program should be installed for the pupils, and a counselor should be at the head of it.

This service is to supplement that of a counselor.

The teachers should be capable of handling the minor problems of the pupils and should be under the direction of the counselor. For problems of major importance, the teacher should refer the pupil to the counselor.

A guidance program is not only essential to the pupils, but it is essential to the faculty as well. Through interviews and class discussions, much is learned about the pupil and his background that enables his supervisors to understand and help him with his problems. A better relationship between the teacher and pupil is possible because of the comprehension on the part of the teacher. There is always the possibility that the teacher can be of major importance in the improvement of the relationship between the pupil and his parents when this improvement is necessary.

The pupil's check sheet should be kept in a confidential file and should be available to the counselor and the teacher, or to anyone who, by having access to that property, can give material aid with their problems. It would be of immeasurable value to the counselor and his aids because, after careful study, it reveals the real pupil. His bravado -- or his inferiority complex -- or any other personality trait -- is not written on that sheet of paper, but the reasons for those peculiar traits are checked by the pupil who is unaware that he is revealing such information.

5. The teacher should be given at least one period a day for conferences with individual pupils -- or parents -- when it is necessary.

These conferences should be considered a part of the classroom activity so as to avoid any stigma the pupil might feel toward them. Certainly nothing can be gained when the pupil is reluctant to attend such an interview. A pleasant atmosphere should prevail during the interview and an attractive room or office would be conducive to a better conference.

There is a great deal of guidance work to be done in the seventh and eighth grades. The results of the check lists are sufficient proof of this statement. The pupil's capacity for social growth should be considered an essential concern for the school curriculum.

6. Group counseling would be of sizable importance to these pupils.

At this age, they are just beginning to realize the importance of group approval and to enjoy social gatherings consisting of both sexes. Yet, many of them, both boys and girls, are afraid of making social errors out of ignorance. Open discussion of these problems would make each pupil realize that he is not alone in his fear, and at the same time he could learn what to do to overcome or avoid these particular problems.

The use of group counseling would give information and

help to pupils who would not be reached by individual counseling services. It would also eliminate the need for individual counseling for some of the pupils and, simultaneously, would help to discover the pupils who do need individual help.

7. Throughout the year, lessons in the art of giving parties, and on how to act at parties and other social gatherings should be given to both boys and girls.

Many inferiority complexes or just plain cases of bashfulness would disappear after a few classes and practice sessions. The situation now is that the only parties are private affairs and many of the less popular pupils are not invited and, therefore, never have an opportunity to learn party behavior. If the school sponsored the entertainment, all the pupils would be welcomed. They would also have the experience in planning and giving a party, which is in itself as valuable as knowing how to behave properly. Here, too, is an opportunity for many pupils to feel their own importance and to boost their ego.

8. More emphasis should be put upon using the community resources for meeting pupil guidance needs.

Since this particular community is a farming district with a paper mill as its main industrial plant, it would be well to acquaint the pupils with both methods of earning a living. As a matter of fact, nearly all the farmers in the

community work in the mill to supplement their incomes. When their sons grow up, they turn to the mill for employment, too. So it should be that the children should become familiar with the work of their fathers long before it is time for them to join them in their profession.

9. Each pupil should have an opportunity to feel that he is an essential part of the school.

This opportunity can be offered through the organization of clubs, intramural activities, dramatics, handicraft classes, swimming classes and any group activities in which each pupil may have a chance to show his special ability. At the same time he would be taught many social responsibilities. A few of the most important responsibilities that he would learn are:

- a. Leadership and the heavy obligations it entails.
- b. Following directions.
- c. Organizing and working in groups.
- d. Seeing a job through from start to finish.
- e. Promptness.

10. Group camping trips would be excellent methods of teaching pupils group responsibilities.

There is a necessity for planning, organizing, and presenting a successful outing that must be shared by each person who participates. Each pupil can learn to think for himself and he also learns to adjust himself satisfactorily to his own age group.

11. The curriculum could be enlarged to include more citizenship education to these junior high school aged pupils.

More emphasis should be placed upon cooperative skills. They should be taught the policies of self-government by installing a student council with officers being changed frequently to give all a chance to benefit from such a program.

12. To insure the success of these suggestions, it is highly recommended that all the teachers be required to attend an inservice training course to enlighten them on the newest guidance techniques.

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