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The problems of high school students in the vocational high school Griffin, Georgia

Lemuel S. Molette

ATLANTA UNIVERSITY

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THE PROBLEMS OF HIGH SCHOOL STUDENTS
IN THE VOCATIONAL HIGH SCHOOL
GRiffin, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY
LEMUEL SCOTT MOLETTE

DEPARTMENT OF EDUCATION

ATLANTA, GEORGIA
JUNE, 1945

R. V. P. 77
# Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. <strong>Introduction</strong></td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Limits of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>The Purpose of the Study</td>
<td>1</td>
</tr>
<tr>
<td>The Community Setting</td>
<td>1</td>
</tr>
<tr>
<td>Method of Procedure</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>3</td>
</tr>
<tr>
<td>Related Literature</td>
<td>3</td>
</tr>
<tr>
<td>II. <strong>Interpretation of Data</strong></td>
<td>7</td>
</tr>
<tr>
<td>Statement Concerning Problem Areas</td>
<td>7</td>
</tr>
<tr>
<td>Health and Physical Development</td>
<td>7</td>
</tr>
<tr>
<td>Finances, Living Conditions, and Employment</td>
<td>12</td>
</tr>
<tr>
<td>Social and Recreational Activities</td>
<td>18</td>
</tr>
<tr>
<td>Courtship, Sex, and Marriage</td>
<td>24</td>
</tr>
<tr>
<td>Social-Psychological Relations</td>
<td>29</td>
</tr>
<tr>
<td>Personal-Psychological Relations</td>
<td>34</td>
</tr>
<tr>
<td>Morals and Religion</td>
<td>39</td>
</tr>
<tr>
<td>Home and Family</td>
<td>44</td>
</tr>
<tr>
<td>The Future: Vocational and Educational</td>
<td>49</td>
</tr>
<tr>
<td>Adjustment to School Work</td>
<td>54</td>
</tr>
<tr>
<td>Curriculum and Teaching Procedure</td>
<td>59</td>
</tr>
<tr>
<td>A Comparison of Problem Areas</td>
<td>64</td>
</tr>
<tr>
<td>Some Implications of Problem Case Studies</td>
<td>66</td>
</tr>
<tr>
<td>III. <strong>Summary and Conclusions</strong></td>
<td>72</td>
</tr>
<tr>
<td>Method of Investigation</td>
<td>72</td>
</tr>
<tr>
<td>Conclusions</td>
<td>72</td>
</tr>
<tr>
<td>Implications</td>
<td>73</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td>75</td>
</tr>
<tr>
<td>A. Sample of the Problem Check List</td>
<td>75</td>
</tr>
<tr>
<td>B. Sample of the Answer Sheet</td>
<td>76</td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td>77</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Problems Checked by Grades in Area of Health and Physical Development</td>
</tr>
<tr>
<td>2.</td>
<td>Ten Problems with Highest Frequency in Area of Health and Physical Development</td>
</tr>
<tr>
<td>3.</td>
<td>Problems Checked by the Girls in Area of Health and Physical Development</td>
</tr>
<tr>
<td>4.</td>
<td>Problems Checked by the Boys in Area of Health and Physical Development</td>
</tr>
<tr>
<td>5.</td>
<td>Problems Checked by Grades in Area of Finances, Living Conditions, and Employment</td>
</tr>
<tr>
<td>6.</td>
<td>Ten Problems with Highest Frequency in Area of Finances, Living Conditions, and Employment</td>
</tr>
<tr>
<td>7.</td>
<td>Problems Checked by the Girls in Area of Finances, Living Conditions, and Employment</td>
</tr>
<tr>
<td>8.</td>
<td>Problems Checked by the Boys in Area of Finances, Living Conditions, and Employment</td>
</tr>
<tr>
<td>9.</td>
<td>Problems Checked by Grades in Area of Social and Recreational Activities</td>
</tr>
<tr>
<td>10.</td>
<td>Ten Problems with Highest Frequency in Area of Social and Recreational Activities</td>
</tr>
<tr>
<td>11.</td>
<td>Problems Checked by the Girls in Area of Social and Recreational Activities</td>
</tr>
<tr>
<td>12.</td>
<td>Problems Checked by the Boys in Area of Social and Recreational Activities</td>
</tr>
<tr>
<td>13.</td>
<td>Problems Checked by Grades in Area of Courtship, Sex, and Marriage</td>
</tr>
<tr>
<td>14.</td>
<td>Ten Problems with Highest Frequency in Area of Courtship, Sex and Marriage</td>
</tr>
<tr>
<td>15.</td>
<td>Problems Checked by the Girls in Area of Courtship, Sex and Marriage</td>
</tr>
<tr>
<td>16.</td>
<td>Problems Checked by the Boys in Area of Courtship, Sex and Marriage</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>17.</td>
<td>Problems Checked by Grades in Area of Social Psychological Relations</td>
</tr>
<tr>
<td>18.</td>
<td>Ten Problems with Highest Frequency in Area of Social Psychological Relations</td>
</tr>
<tr>
<td>19.</td>
<td>Problems Checked by the Girls in Area of Social Psychological Relations</td>
</tr>
<tr>
<td>20.</td>
<td>Problems Checked by the Boys in Area of Social Psychological Relations</td>
</tr>
<tr>
<td>21.</td>
<td>Problems Checked by Grades in Area of Personal Psychological Relations</td>
</tr>
<tr>
<td>22.</td>
<td>Ten Problems with Highest Frequency in Area of Personal Psychological Relations</td>
</tr>
<tr>
<td>23.</td>
<td>Problems Checked by the Girls in Area of Personal Psychological Relations</td>
</tr>
<tr>
<td>24.</td>
<td>Problems Checked by the Boys in Area of Personal Psychological Relations</td>
</tr>
<tr>
<td>25.</td>
<td>Problems Checked by Grades in Area of Morals and Religion</td>
</tr>
<tr>
<td>26.</td>
<td>Ten Problems with Highest Frequency in Area of Morals and Religion</td>
</tr>
<tr>
<td>27.</td>
<td>Problems Checked by the Girls in Area of Morals and Religion</td>
</tr>
<tr>
<td>28.</td>
<td>Problems Checked by the Boys in Area of Morals and Religion</td>
</tr>
<tr>
<td>29.</td>
<td>Problems Checked by Grades in Area of Home and Family</td>
</tr>
<tr>
<td>30.</td>
<td>Ten Problems with Highest Frequency in Area of Home and Family</td>
</tr>
<tr>
<td>31.</td>
<td>Problems Checked by the Girls in Area of Home and Family</td>
</tr>
<tr>
<td>32.</td>
<td>Problems Checked by the Boys in Area of Home and Family</td>
</tr>
<tr>
<td>33.</td>
<td>Problems Checked by Grades in Area of The Future - Vocational and Educational</td>
</tr>
<tr>
<td>34.</td>
<td>Ten Problems with Highest Frequency in Area of The Future - Vocational and Educational</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table                                                                                     Page
35. Problems Checked by the Girls in Area of The Future - Vocational and Educational .......... 53
36. Problems Checked by the Boys in Area of The Future - Vocational and Educational ........... 53
37. Problems Checked by Grades in Area of Adjustment to School Work ................................ 55
38. Ten Problems with Highest Frequency in Area of Adjustment to School Work .................... 56
39. Problems Checked by the Girls in Area of Adjustment to School Work ............................. 58
40. Problems Checked by the Boys in Area of Adjustment to School Work ............................. 58
41. Problems Checked by Grades in Area of Curriculum and Teaching Procedure ........................ 60
42. Ten Problems with Highest Frequency in Area of Curriculum and Teaching Procedure .......... 61
43. Problems Checked by the Girls in Area of Curriculum and Teaching Procedure .................... 63
44. Problems Checked by the Boys in Area of Curriculum and Teaching Procedure .................... 63
45. Distribution of Problems Checked by a Boy ................................................................. 68
46. Distribution of Problems Checked by a Girl ................................................................. 70
47. Problems Underscored and Circled in Each Area by Grades ........................................... 71
INTRODUCTION

Statement of the Problem.--This study is concerned with the personal problems of high school students in the Vocational High School at Griffin, Georgia.

Limits of the Problem.--This investigation is limited to a study of the problems of high school students in the Vocational High School at Griffin, Georgia and the problems revealed through the use and study of a selected problem check list. The students involved were those enrolled during the 1943-44 school year.

The Purpose of the Study.--The specific purpose of the study is to answer the following questions:

1. What are the problems of these high school students?
2. What are the problems of most concern to them?
3. Do the problems vary according to sex?
4. Do the problems vary according to grade levels?
5. What are some implications from the study for the school?

The Community Setting.--The Vocational High School, located in Griffin, Georgia, was selected for the study. During the semester in which the study was conducted, 1943-44, the school had a student population of 224. Of this number, 79 were boys and 145 were girls. The school is the senior high school for Negroes for the City of Griffin and Spalding County. It is accredited by the State Department of Education.

Spalding County is located in the southern part of the Piedmont section of the state. It had a population of 29,000. Negroes represent about one-third of the total population of the county. The chief
industries of the county are textiles and general farming. The Negro people, for the most part, earn their living from domestic service, common labor, and farming.

**Method of Procedure.**—After the nature of the study was decided upon, an instrument had to be found by which high school students might express their personal problems. Mooney has developed such an instrument, The Problem Check List, High School Form. He explains the check list in the manual as follows:

The function of the problem check list is to help the students in the expression of their personal problems. The form is similar to that of interest inventories except that the items are problems rather than interests. The student goes through the list, underlines the problems which are of concern to him, circles the problems of most concern, and writes a summary in his own words.1

In order to conduct the study the following procedure was followed:

1. The problem for investigation was selected.
2. The school was chosen for study.
3. Mooney's Problem Check List, High School Form, was selected.
4. The class groups and regular class periods (60 minutes) were used for the students to check their problems.
5. Simple directions were given for checking the problems. It was made clear to the students that this was not a test and had nothing to do with their marks in school.
6. The groups were supervised by the investigator while they were checking their problems.

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1 Ross L. Mooney, *Problem Check List, High School Form* (Columbus, 1941).
7. The problem check lists were summarized on the answer sheets.

8. A statistical summary was made and analyzed for the purposes of the study.

Definition of Terms.—The term "problem", used in this study, refers to the problems checked by the students on the problem check list.

Problem areas are classified on the problem check list. They are as follows: Health and Physical Development; Finances, Living Conditions, and Employment; Social and Recreational Activities; Courtship, Sex, and Marriage; Social-Psychological Relations; Personal-Psychological Relations; Morals and Religion; Home and Family; The Future - Vocational and Educational; Adjustment to School Work; and the Curriculum and Teaching Procedure.

Related Literature.—A review of the literature showed that a number of surveys, books, and pamphlets have been written on the needs of youth. Some of the studies are very definitely related to this investigation, and the others are not so closely related.

Bell, working under the direction of the American Youth Commission, made one of the most complete surveys of the needs of youth. In this study the state of Maryland was selected as the typical state from the standpoint of the youth population. Extensive semicontrolled interviews were conducted with 18,500 youths between the ages of sixteen and twenty-four. They were interviewed at their homes and places of work. Inquiries were made in the areas of home life, educational status and requirements, employment status, recreation, religion, and attitudes towards political and social problems.

Bell found that youth had a great many problems and that they were

---

1 Howard M. Bell, Youth Tell Their Story (Washington, D. C. 1938).
willing to express them. He also found that youth had some rather definite ideas about the solution of their problems. His study showed that the major problem areas were employment, marriage, friendship relations, matters relating to the moral code, and leisure time. Forty per cent of the youth had no full time jobs and thirty per cent had no jobs at all. Seventy-five per cent of the youth believed that the recreational activities in their communities were inadequate.

Doane made an extensive study of the needs of youth on the high school level. He attempted to get a fair sample of the problems of youth for the nation. The study included 2,069 high school students in thirty-two high schools in the states of California, Nebraska, Virginia, and Pennsylvania. Fifteen problem areas were included in this study.

Doane found that his study was in substantial agreement with similar studies. He found that the problem area of greatest concern to the students was that of vocational choice and placement. Eighty-four per cent of the girls and ninety-three per cent of the boys were concerned about how to find a job. The problem of how to make friends was checked by seventy-four per cent of the girls and fifty-five per cent of the boys. The problems of sex and marriage ranked high with both girls and boys.

Doane's study showed that the girls and boys were less concerned about the problems of morals and religion, than the problems of the other areas.

Heaton and Koopman made a written report of an experiment which was conducted by Central State Teachers College, Mt. Pleasant, Michigan, on

1 Donald C. Doane, The Needs of Youth (New York, 1942).
functional needs of youth. This was an attempt to build a college curriculum on the basis of students’ problems. The first few weeks of the student’s college life, under the direction of the faculty, was spent in an exploratory program which would enable him to determine his personal problems. On the bases of these problems the student selected courses of study and activities which were designed to help solve his problems.

This study showed that, when courses of study are planned in terms of the personal problems of the student, progress in learning was rapid and the student was more highly motivated in his work.

The Executive Board of the Progressive Education Association, in May 1932, set up the Commission on Secondary School Curriculum. The Social Studies in General Education contains the report of the committee on the function of Social Studies in General Education of the Commission. This report was published in 1940. Science in General Education contains the report of the committee on the function of Science in General Education of the Commission. This report was published in 1938.

The Progressive Education Association used the student problem approach in the organization of the secondary school curriculum. The Commission set up, at the beginning of the study, a study of adolescents to provide a basis for their work. This study provided information on the problems, interests, concerns, and inclinations of youth in reaction to the life situations which confront them. It concluded the areas of the home, school, community, and the wider social scene.

These studies are in general agreement with the findings of previous investigations of the problems of youth, and point the way to the reorganization of the secondary school curriculum with the emphasis on the problems of the student.

Mooney prepared a Manual to Accompany the Problem Check List on the high school level. The Manual covers the functions, uses, and the results obtained from the data in the use of the Problem Check List. This study of the problems of high school students made by Mooney is directly related to this investigation.

Mooney, writing in the Journal of Educational Research, gives an analysis of the Problem Check List on the junior high, senior high, and college levels. He lists eight ways in which the Problem Check List may be used by educators in our educational processes. The Problem Check List was presented as an instrument which will bring quickly and simply the problems of students to focus, for students, teachers, counsellors, and school administrators.

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1 Ross L. Mooney, Manual to Accompany the Problem Check List (Columbus, 1943).
CHAPTER II

INTERPRETATION OF DATA

Statements Concerning Problem Areas.—This study includes eleven problem areas. They are as follows: Health and Physical Development; Finances, Living Conditions, and Employment; Social and Recreational Activities; Courtship, Sex, and Marriage; Social-Psychological Relations; Personal-Psychological Relations; Morals and Religion; Home and Family; The Future—Vocational and Educational; Adjustment to School Work; and Curriculum and Teaching Procedure. Each area has thirty problems listed on the check list. The data will be interpreted on four grade levels, namely 8th, 9th, and 11th. Whenever the alphabet "U" is used in this study, it means that the problem was underscored and was of concern to the student. Whenever the alphabet "C" is used, it means that the problem was circled and was of most concern to the student. One hundred and twenty-one girls and forty-three boys took part in the study. The problem areas will be discussed in the order in which they are listed on the problem check list.

Health and Physical Development.—The 8th and 10th grade students had a greater range of problems in this area than the other grades. The 11th grade students had fewer problems than the students in the other grades. These data are shown in Table 1 on page 8.

The ten most persistent problems for the entire group of students, given in the order of their frequency, are listed as follows:

Weak eyes
Being underweight
Frequent colds
Not getting enough exercise
Poor teeth
Not enough sleep
Not as strong and healthy as I should be  
Poor complexion  
Tiring very easily  
Being overweight  

These problems are arranged according to their frequency in Table 2 on page 9, which shows how they were checked according to grade levels.

**TABLE 1**

PROBLEMS CHECKED BY GRADES IN AREA OF HEALTH AND PHYSICAL DEVELOPMENT

<table>
<thead>
<tr>
<th></th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of problems</td>
<td>28</td>
<td>20</td>
<td>25</td>
<td>16</td>
<td>99</td>
</tr>
<tr>
<td>checked</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Per cent of total</td>
<td>93</td>
<td>85</td>
<td>96</td>
<td>56</td>
<td>64</td>
</tr>
<tr>
<td>problems checked in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of pupils</td>
<td>71</td>
<td>38</td>
<td>33</td>
<td>22</td>
<td>164</td>
</tr>
<tr>
<td>involved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students in all of the grades indicated concern with the problem of weak eyes. The 8th and 9th grade students were more concerned about the problem of being overweight than the students of the 10th and 11th grades. The 8th grade students were more concerned about the problem of not getting enough exercise than the students of the other grades. The 8th and 9th grade students were more concerned with the problem of frequent headaches than the students of the other grades. There was an outstanding problem of poor teeth in the 8th grade. The 9th and 10th grade students were more concerned about the problem of not enough sleep than the students of the other grades. The 8th grade students were more concerned about the problem of being as strong and healthy than the students of the other grades.
The 6th and 10th grade students were more concerned about the problem of tiring very easily than the students of the other grades. These data are presented in Table 2 on page 9.

### Table 2

| Ten Problems with Highest Frequency in Area of Health and Physical Development |
|---|---|---|---|---|
| Grade  | 8th | 9th | 10th | 11th |
| Weak eyes | U C | U C | U C | U C |
| Being underweight | 32 | 14 | 12 | 1 | 14 | 6 | 5 | 3 |
| Not getting enough exercise | 22 | 6 | 5 | 2 | 7 | 2 | 5 | 4 |
| Frequent headaches | 24 | 7 | 8 | 1 | 5 | 0 | 2 | 0 |
| Poor teeth | 17 | 6 | 10 | 5 | 6 | 2 | 5 | 1 |
| Not enough sleep | 21 | 6 | 6 | 1 | 7 | 1 | 1 | 1 |
| Not as strong and healthy as I should be | 9 | 1 | 13 | 1 | 10 | 1 | 0 | 0 |
| Poor complexion | 18 | 6 | 6 | 1 | 3 | 1 | 3 | 1 |
| Tiring very easily | 12 | 0 | 10 | 3 | 7 | 2 | 0 | 0 |
| Being overweight | 14 | 1 | 6 | 0 | 8 | 2 | 0 | 0 |
| Number of students involved | 11 | 1 | 8 | 3 | 4 | 3 | 0 | 0 |
| Number of students involved | 71 | 38 | 33 | 22 |

The ten problems in table 2 which have the highest frequency are compared in order to arrive at the problem shift from grade to grade. All of these problems were present in the 8th, 9th, and 10th grades. In the 11th grade four of them have disappeared. The problem of poor teeth which was very pronounced in the 8th, 9th, and 10th grades had almost disappeared in the 11th grade.
The 11th grade expressed concern about four problems which did not appear to be very pronounced in the other grades.

The ten problems in Health and Physical Development with the highest grade frequencies were as follows:

8th GRADE
Being underweight
Being overweight
Not getting enough exercise
Tiring very easily
Frequent headaches
Weak eyes
Not as strong and healthy as I should be
Poor complexion
Poor teeth
Too short

9th GRADE
Being underweight
Being overweight
Not getting enough exercise
Frequent headaches
Weak eyes
Not as strong and healthy as I should be
Poor complexion
Poor teeth
Too short
Not enough sleep

10th GRADE
Being underweight
Not getting enough exercise
Tiring very easily
Frequent headaches
Weak eyes
Poor complexion
Frequent colds
Poor teeth
Frequent sore throat
Not enough sleep

11th GRADE
Being underweight
Not getting enough exercise
Tiring very easily  
Frequent headaches  
Weak eyes  
Lack of appetite  
Not as strong and healthy as I should be  
Frequent colds  
Menstrual disorders  
Speech handicap (Stammering, etc.)

The 10th grade girls had more problems in this area than the girls in the other grades. The 11th grade girls had fewer problems than the other girls. These data are shown in Table 3 on page 11.

TABLE 3

PROBLEMS CHECKED BY THE GIRLS IN AREA 
OF HEALTH AND PHYSICAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Grade</th>
<th>6th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>26</td>
<td>13</td>
<td>23</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Per cent of total problems</td>
<td>86</td>
<td>76</td>
<td>93</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Number of girls involved</td>
<td>50</td>
<td>27</td>
<td>25</td>
<td>19</td>
<td>121</td>
</tr>
</tbody>
</table>

The 6th grade boys had more problems in this area than the boys in the other grades. The 11th grade boys had fewer problems in this area than the boys in the other grades. These data are shown in Table 4 on page 12.
TABLE 4

PROBLEMS CHECKED BY THE BOYS IN AREA
OF HEALTH AND PHYSICAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>22</td>
<td>13</td>
<td>12</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Per cent of total problems</td>
<td>76</td>
<td>40</td>
<td>56</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Number of boys involved</td>
<td>21</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>43</td>
</tr>
</tbody>
</table>

The girls had more problems on each grade level in this area than the boys.

The five problems with the highest frequency for girls were as follows:

- Being underweight
- Poor teeth
- Tiring very easily
- Weak eyes
- Frequent headaches

The five problems with the highest frequency for boys were as follows:

- Being underweight
- Tiring very easily
- Weak eyes
- Not getting enough exercise
- Not enough sleep

**Finances, Living Conditions, and Employment.**—All grades showed a very high percentage of problems in the area of finances, living conditions, and employment. Of the thirty problems in the area, the 8th grade checked 93 per cent, the 9th grade 86 per cent, the 10th grade 100 per cent, and the 11th grade 86 per cent. The 10th grade showed a greater range of problems in this area than the other grades. The 9th and 11th grades showed the same range. These data are shown in Table 5 page 13.
The ten most persistent problems for the entire group of students in finances, living conditions, and employment, given in the order of their frequency, are listed as follows:

Learning how to spend my money wisely
Having to ask parents for money
Wanting to earn some of my own money
Learning how to save money
Living too far from school
Having less money than friends have
Having no car in the family
Getting money for education beyond high school
Too few nice clothes
Having no regular income (or regular allowance)

All students showed a very keen interest in the problems of this area. The 10th grade checked every problem in the area. This is the first time in this study that all of the problems in an area were checked by the students of one of the grades. These problems are arranged according to frequency in Table 6 on page 15, which shows how they were checked by grades.

**TABLE 5**

**PROBLEMS CHECKED BY GRADES IN AREA OF FINANCES, LIVING CONDITIONS, AND EMPLOYMENT**

<table>
<thead>
<tr>
<th></th>
<th>6th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of problems</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>checked</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per cent of total</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>problems checked in</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the area</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of pupils</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>involved</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>164</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All grades showed a concern about the problems of learning how to spend money wisely, and of wanting to earn money. The 8th, 10th, and 11th grades were concerned greatly about the problem of having to ask parents
for money. The 8th and 10th grades were more concerned with the problem of learning how to save money than the other grades. The 8th grade was more concerned about the problem of having less money than friends have than the other grades. The 10th grade was more concerned about the problem of getting money for education beyond high school than the other grades. The 8th, 9th, and 10th grades were very much concerned about the problem of living too far from school. The 8th and 10th grades were more concerned about the problem of too few nice clothes than the other grades. The 8th and 10th grades were more concerned with the problem of having no regular allowance (or regular income) than the other grades. The 8th and 10th grades were more concerned with the problem of having no car in the family than the other grades. These data are shown in Table 6 on page 15.
### Table 6

**Ten Problems with Highest Frequency in Area of Finances, Living Conditions, and Employment**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Grade 8th</th>
<th>Grade 9th</th>
<th>Grade 10th</th>
<th>Grade 11th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning how to spend my money wisely</td>
<td>U</td>
<td>C</td>
<td>U</td>
<td>C</td>
</tr>
<tr>
<td>Wanting to earn some of my own money</td>
<td>32</td>
<td>10</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Having to ask parents for money</td>
<td>28</td>
<td>5</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Learning how to save money</td>
<td>22</td>
<td>7</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Living too far from school</td>
<td>17</td>
<td>7</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Having less money than friends have</td>
<td>21</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Having no car in the family</td>
<td>10</td>
<td>1</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Getting money for education beyond school</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Too few nice clothes</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Having no regular allowance (or regular income)</td>
<td>8</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Number of students involved</td>
<td>71</td>
<td>38</td>
<td>53</td>
<td>33</td>
</tr>
</tbody>
</table>

A comparison of the data shown in Table 6, above, shows that there is no problem shift in the ten problems with the highest frequency. The problems persist throughout all of the grades.

The 11th grade showed concern about a problem which did not appear very pronounced in the 8th and 9th grades. This was the problem of getting low wages. The data also show that four problems which appeared to be of concern to some of the lower grades had disappeared in the 11th grade. They were problems number 117, 175, 230, and 282.
The ten problems in finances, living conditions, and employment with the highest grade frequencies were as follows:

8th GRADE

Having less money than my friends
Learning how to save money
Having to ask parents for money
Wanting to earn some of my own money
Too few nice clothes
Getting money for education beyond high school
Learning how to spend my money wisely
Needing a job in vacation
Living too far from school
Having no car in the family

9th GRADE

Having less money than my friends
Learning how to save money
Having to ask parents for money
Having no regular allowance (or regular income)
Wanting to earn some of my own money
Too few nice clothes
Learning how to spend my money wisely
Living too far from school
Having no radio at home
Having no car in the family

10th GRADE

Learning how to save money
Having to ask parents for money
Wanting to earn some of my own money
Too few nice clothes
Getting money for education beyond high school
Learning how to spend my money wisely
Needing a job in vacation
Living too far from school
Having to earn some of my own money
Having to be without a car in the family
Learning how to save money

11th GRADE

Learning how to save money
Having to ask parents for money
Having no regular allowance or regular income
Wanting to earn some of my own money
Too few nice clothes
Getting money for education beyond high school
Learning how to spend my money wisely
Need a job in vacation
Living too far from school
Getting low wages

The 8th and 10th grade girls had more problems in the area of finances, living conditions, and employment than the girls in the other grades. The 9th grade girls had fewer problems than the girls in the other grades. These data are shown in Table 7 on page 17.

**TABLE 7**

PROBLEMS CHECKED BY THE GIRLS IN AREA
OF FINANCES, LIVING CONDITIONS, AND EMPLOYMENT

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>27</td>
<td>13</td>
<td>25</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>90</td>
<td>76</td>
<td>90</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Number of girls involved</td>
<td>50</td>
<td>27</td>
<td>25</td>
<td>19</td>
<td>121</td>
</tr>
</tbody>
</table>

The 10th grade boys had more problems in the area of finances, living conditions, and employment than the boys in the other grades. The 11th grade boys had fewer problems in this area than the boys in the other grades. The 8th and 9th grade boys had the same problem range in this area. These data are shown in Table 8 on page 18.
TABLE 8
PROBLEMS CHECKED BY THE BOYS IN AREA
OF FINANCES, LIVING CONDITIONS, AND EMPLOYMENT

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>19</td>
<td>8</td>
<td>19</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Far cent of total problems in area</td>
<td>63</td>
<td>63</td>
<td>80</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Number of boys involved</td>
<td>21</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>43</td>
</tr>
</tbody>
</table>

The girls had more problems in the area of finances, living conditions, and employment than the boys on each grade level. This is shown by comparing Tables 7 and 8.

The five problems with the highest frequency for girls were as follows:

- Wanting to earn some of my money
- Learning how to spend my money wisely
- Having to ask parents for money
- Learning how to save money
- Living too far from school

The five problems with the highest frequency for boys were as follows:

- Learning how to spend my money wisely
- Having to ask parents for money
- Learning how to save money
- Living too far from school
- Having no car in the family

Social and Recreational Activities.—The 8th and 10th grades had a greater range of problems in this area than the other grades. These data are shown in Table 9 on page 19.

The ten most persistent problems for the entire group of students in social and recreational activities, given in the order of their frequency,
are listed as follows:

- Wanting to learn how to dance
- Wanting to learn how to entertain
- Taking care of clothes and other belongings
- Making a good appearance
- So often not allowed to go out at night
- Too little chance to do what I want to do
- Too little social life
- Too little chance to go to shows
- Nothing interesting to do in spare time
- Not enjoying many things others enjoy

These problems are arranged according to frequency in Table 10 on page 21, which shows how they were checked according to grade levels.

**TABLE 9**

PROBLEMS CHECKED BY GRADES IN AREA
OF SOCIAL AND RECREATIONAL ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of problems checked</td>
<td>23</td>
<td>12</td>
<td>25</td>
<td>10</td>
<td>106</td>
</tr>
<tr>
<td>Per cent of total problems checked in the area</td>
<td>93</td>
<td>83</td>
<td>93</td>
<td>83</td>
<td>93</td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71</td>
<td>36</td>
<td>33</td>
<td>22</td>
<td>164</td>
</tr>
</tbody>
</table>

The students in the 8th and 9th grades were more concerned with the problem of wanting to learn how to dance than the students in the other grades. The 8th and 10th grades were more concerned with the problem of wanting to learn how to entertain than the students in the other grades. The 8th and 10th grades were more concerned with the problem of not being allowed to go out at night than the students of the other grades. The 8th and 10th grade students were more concerned about the problem of having nothing interesting to do in spare time than the students of the other grades. The 8th and 10th grades were more concerned about the problem of
too little chance to go to shows than the students in the other grades.
The 8th grade was more concerned with the problem of too little chance to
do what they wanted to do than the students in the other grades. The 10th
grade was more concerned with the problem of too little social life than
the students of the other grades. The 10th grade was more concerned with
the problem of a good appearance than the students of the other grades.
The 8th and 10th grades were more concerned with the problem of not en-
joying many things others enjoy than the students in the other grades.
These data are shown in Table 10 on page 21.

The ten problems in Table 10 with the highest frequency were com-
pared in order to arrive at the problem shift from grade to grade. All of
the problems were present in all of the grades. The 8th and 10th grades
had the same problem range in social and recreational activities, and the
9th and 11th grades had the same range.
TABLE 10

TEN PROBLEMS WITH HIGHEST FREQUENCY IN AREA
OF SOCIAL AND RECREATIONAL ACTIVITIES

<table>
<thead>
<tr>
<th>Problems</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8th</td>
</tr>
<tr>
<td>Wanting to learn how to dance</td>
<td>33</td>
</tr>
<tr>
<td>Wanting to learn how to entertain</td>
<td>21</td>
</tr>
<tr>
<td>So often not allowed to go out at night</td>
<td>29</td>
</tr>
<tr>
<td>Taking care of clothes and other belongings</td>
<td>15</td>
</tr>
<tr>
<td>Nothing interesting to do in spare time</td>
<td>8</td>
</tr>
<tr>
<td>Too little chance to go to shows</td>
<td>11</td>
</tr>
<tr>
<td>Too little chance to do what I want to do</td>
<td>8</td>
</tr>
<tr>
<td>Too little social life</td>
<td>5</td>
</tr>
<tr>
<td>Making a good appearance</td>
<td>6</td>
</tr>
<tr>
<td>Not enjoying many things others enjoy</td>
<td>6</td>
</tr>
<tr>
<td>Number of students involved</td>
<td>71</td>
</tr>
</tbody>
</table>

The ten problems in Social and Recreational Activities with the highest grade frequencies were as follows:

6th GRADE

Wanting to learn how to dance
Wanting to learn how to entertain
Taking care of clothes and other belongings
So often not allowed to go out at night
Wanting to get into a certain club
Too little chance to do what I want to do
Not allowed to go around with the group I like
Too little chance to go to shows
Nothing interesting to do in spare time
No place to entertain friends
Wanting to learn how to dance
Wanting to learn how to entertain
Taking care of clothes and other belongings
So often not allowed to go out at night
Too little chance to do what I want to do
Too little social life
Nothing interesting to do in spare time
No place to entertain friends
Not enjoying many things others do
Too little chance to get into sports

10th GRADE

Wanting to learn how to entertain
Taking care of clothes and other belongings
Making a good appearance
So often not allowed to go out at night
Too little social life
Too little chance to go to shows
Nothing interesting to do in spare time
Too little chance to listen to radio
Not being allowed to use the family car
Too little chance to read what I like

11th GRADE

Wanting to learn how to dance
Awkward in meeting people
Unsure of my social etiquette
Making a good appearance
So often not allowed to go out at night
Too little social life
Too little chance to go to shows
Nothing interesting to do in spare time
Too little chance to listen to radio
Unskilled in carrying on a conversation

The 8th grade girls had more problems in the area of social and recreational activities than the girls of the other grades. The 9th grade girls had fewer problems in the area than the girls of the other grades. These data are shown in Table 11 on page 23.
TABLE 11
PROBLEMS CHECKED BY THE GIRLS IN AREA
OF SOCIAL AND RECREATIONAL ACTIVITIES

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>27</td>
<td>8</td>
<td>23</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>90</td>
<td>76</td>
<td>83</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Number of girls involved</td>
<td>50</td>
<td>27</td>
<td>25</td>
<td>19</td>
<td>121</td>
</tr>
</tbody>
</table>

The 10th grade boys had more problems in the area of social and recreational activities than the boys in the other grades. The 11th grade boys had fewer problems in the area than the boys of the other grades. These data are shown in Table 12 on page 23.

TABLE 12
PROBLEMS CHECKED BY THE BOYS IN AREA
OF SOCIAL AND RECREATIONAL ACTIVITIES

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>18</td>
<td>7</td>
<td>19</td>
<td>9</td>
<td>70</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>60</td>
<td>63</td>
<td>83</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Number of boys involved</td>
<td>21</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>43</td>
</tr>
</tbody>
</table>

The girls had more problems in the area of social and recreational activities on the 8th, 9th, and 11th grade levels than the boys. The 10th grade boys had more problems than the 10th grade girls in the area. This is shown by comparing Tables 11 and 12 on page 23.
The five problems with the highest frequency for girls were as follows:

- So often not allowed to go out at night
- Wanting to learn how to dance
- Wanting to learn how to entertain
- Taking care of clothing and other belongings
- Nothing interesting to do in spare time

The five problems with the highest frequency for boys were as follows:

- Wanting to learn how to dance
- Taking care of clothing and other belongings
- Wanting to learn how to entertain
- Too little chance to do what I want to do
- Too little chance to listen to radio

**Courtship, Sex and Marriage.**—The 10th grade had a greater range of problems in this area than the students of the other grades. The 11th grade had fewer problems than the other grades. These data are shown in Table 13 on page 25.

The ten most persistent problems for the entire group of students in Courtship, Sex, and Marriage, given in the order of their frequency, are listed as follows:

- Wondering if I'll find a suitable mate
- Deciding whether I'm in love
- Disappointment in a love affair
- Having dates
- Boy friend
- Afraid of close contact with the opposite sex
- Girl friend
- Not being allowed to have dates
- Wondering if I'll ever get married
- Being in love

These problems are arranged according to frequency in Table 14 on page 26, which shows how they were checked according to grade levels.
The students in the 8th grade were more concerned with the problem of having dates than the students of the other grades. The students in the 8th, 10th, and 11th grades were more concerned with the problem of finding a suitable mate than the students in the 9th grade. The students in the 10th and 11th grades were more concerned about the problem of deciding whether they were in love than the students of the other grades. The students in the 8th and 10th grades were more concerned with the problem of disappointment in a love affair than the students in the other grades. The students in the 8th grade were more concerned with the problem of boy friends than the students of the other grades. The students in the 11th grade were more afraid of close contact with the opposite sex than the students of the other grades. The students in the 10th grade were more concerned with the problem of girl friends than the students of the other grades. The students of the 8th grade were more concerned with the problem of not being allowed to have dates than the students of the other grades. The 9th and 10th grades were more concerned with the problem of marriage than the students of the other grades. The 9th and 10th grades were more

### Table 13

**Problems checked by grades in area of courtship, sex, and marriage**

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>25</td>
<td>14</td>
<td>24</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Per cent of total problems checked in area</td>
<td>83</td>
<td>80</td>
<td>93</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71</td>
<td>38</td>
<td>33</td>
<td>22</td>
<td>164</td>
</tr>
</tbody>
</table>
concerned with the problem of marriage than the students of the other grades. The 9th and 10th grades were more concerned with the problem of being in love than the students of the other grades. These data are shown in Table 14 on page 26.

**TABLE 14**

*Ten Problems with highest frequency in area of courtship, sex, and marriage*

<table>
<thead>
<tr>
<th>Problems</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8th</td>
</tr>
<tr>
<td>U C U C</td>
<td>U C</td>
</tr>
<tr>
<td>Having dates</td>
<td>12 5</td>
</tr>
<tr>
<td>Wondering if I’ll find a suitable mate</td>
<td>21</td>
</tr>
<tr>
<td>Deciding whether I’m in love</td>
<td>5 2</td>
</tr>
<tr>
<td>Disappointment in a love affair</td>
<td>11</td>
</tr>
<tr>
<td>Boyfriend</td>
<td>11</td>
</tr>
<tr>
<td>Afraid of close contact with the opposite sex</td>
<td>1</td>
</tr>
<tr>
<td>Girl friend</td>
<td>4</td>
</tr>
<tr>
<td>Not being allowed to have dates</td>
<td>12</td>
</tr>
<tr>
<td>Wondering if I’ll ever get married</td>
<td>4</td>
</tr>
<tr>
<td>Being in love</td>
<td>4</td>
</tr>
<tr>
<td>Number of students involved</td>
<td>71</td>
</tr>
</tbody>
</table>

The ten problems in Table 14 with the highest frequency were compared in order to arrive at the problem shift from grade to grade. The problem of not being allowed to have dates had disappeared in the 11th grade.

The ten problems in Courtship, Sex, and Marriage with the highest grade frequencies were as follows:
8th GRADE
Having dates
Awkward in making a date
Not mixing well with the opposite sex
Boy friend
Dissatisfaction in a love affair
Wondering if I'll find a suitable mate
Not knowing how to entertain on a date
Not being allowed to have dates
Going with a person my family won't accept
Deciding whether I'm in love

9th GRADE
Girl friend
Disappointment in a love affair
Wondering if I'll find a suitable mate
Afraid of close contact with the opposite sex
Being in love
Breaking up a love affair
Deciding whether I'm in love
Sex diseases
Wondering if I'll ever get married
Petting and making love

10th GRADE
Having dates
Girl friend
Boy friend
Disappointment in a love affair
Wondering if I'll find a suitable mate
Afraid of close contact with the opposite sex
Being in love
Deciding whether I'm in love
Wondering if I'll ever get married
Going too far in love relations

11th GRADE
Having dates
Girl friend
Boy friend
Disappointment in a love affair
Wondering if I'll find a suitable mate
Afraid of close contact with the opposite sex
Going with a person my family won't accept
Deciding whether I'm in love
Finding it hard to control sex urges
Wondering if I'll ever get married

The 10th grade girls had more problems in the area of courtship, sex,
and marriage than the girls in the other grades. The 9th grade girls had fewer problems in the area than the girls in the other grades. These data are shown in Table 15 on page 28.

**TABLE 15**

**PROBLEMS CHECKED BY THE GIRLS IN AREA OF COURTSHIP, SEX, AND MARRIAGE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>23</td>
<td>11</td>
<td>20</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>76</td>
<td>66</td>
<td>66</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>Number of girls involved</td>
<td>50</td>
<td>27</td>
<td>25</td>
<td>19</td>
<td>121</td>
</tr>
</tbody>
</table>

The 10th grade boys had more problems in the area of courtship, sex, and marriage than the boys in the other grades. The 11th grade boys had fewer problems in the area than the boys of the other grades. This data is shown in Table 16 on page 28.

**TABLE 16**

**PROBLEMS CHECKED BY THE BOYS IN AREA OF COURTSHIP, SEX, AND MARRIAGE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>13</td>
<td>4</td>
<td>16</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>43</td>
<td>53</td>
<td>76</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Number of boys involved</td>
<td>21</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

The girls had more problems in the area of courtship, sex, and marriage.
than the boys. This was true on all grade levels. These are data shown by comparing Tables 15, 16, on page 28.

The five problems with the highest frequency for girls were as follows:

- Having dates
- Boy friend
- Wondering if I'll find a suitable mate
- Afraid of close contact with the opposite sex
- Deciding whether I'm in love

The five problems with the highest frequency for boys were as follows:

- Girl friend
- Disappointment in a love affair
- Wondering if I'll find a suitable mate
- Being in love
- Going too far in love relations

Social-Psychological Relations.—The 8th and 10th grades had a greater range of problems in this area than the other grades. These data are shown in Table 17 on page 30.

The ten most persistent problems for the students in the area of social-psychological relations, given in the order of their frequency, are listed as follows:

- Being talked about
- Being disliked by certain persons
- Being watched by other people
- Feelings too easily hurt
- Being called "High-hat" or "Struck-up"
- Getting rid of people I don't like
- Being criticised by others
- Wanting a more pleasing personality
- No one to tell my troubles to
- Being made fun of

These problems are arranged according to frequency in Table 18 on page 31, which shows how they were checked according to grade levels.
### TABLE 17

**PROBLEMS CHECKED BY GRADES IN AREA OF SOCIAL-PSYCHOLOGICAL RELATIONS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U</td>
<td>C</td>
<td>U</td>
<td>C</td>
<td>U</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>27</td>
<td>13</td>
<td>26</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>90</td>
<td>86</td>
<td>93</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71</td>
<td>38</td>
<td>33</td>
<td>22</td>
<td>164</td>
</tr>
</tbody>
</table>

The students in the 8th and 10th grades were more concerned with the problem of being talked about than the students of the other grades. The students of the 8th and 10th grades were more concerned with the problem of being disliked by certain persons than the students of the other grades. The students of the 8th and 9th grades were more concerned with the problem of being watched by other persons than the students of the other grades. The 8th and 10th grades were more concerned with the problem of feelings being too easily hurt than the students of the other grades. The 9th and 10th grades were more concerned with the problem of being called "high-hat" or "stuck-up" than the students of the other grades. The 8th grade was more concerned with the problem of getting rid of people when they are not liked than the students of the other grades. The 10th grade was more concerned with the problem of being criticised by others than the students in the other grades. The 8th and 10th grade students wanted more pleasing personalities than the students of the other grades. The 8th grade was more concerned with the problem of disliking certain persons than the students of the other grades. The 8th grade was more concerned with the problem of not having some one to tell troubles to than
the students of the other grades. These data are shown in Table 18 on page 31.

**TABLE 18**

**TEN PROBLEMS WITH HIGHEST FREQUENCY IN AREA OF SOCIAL-PsYCHOLOGICAL RELATIONS**

<table>
<thead>
<tr>
<th>Problems</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8th</td>
</tr>
<tr>
<td></td>
<td>UC</td>
</tr>
<tr>
<td>Being talked about</td>
<td>26 7</td>
</tr>
<tr>
<td>Being disliked by certain persons</td>
<td>20 1</td>
</tr>
<tr>
<td>Being watched by other people</td>
<td>15 2</td>
</tr>
<tr>
<td>Feelings too easily hurt</td>
<td>14 2</td>
</tr>
<tr>
<td>Being called &quot;high-hat&quot;or &quot;Stuch-up&quot;</td>
<td>8 1</td>
</tr>
<tr>
<td>Getting rid of people I don't like</td>
<td>17 6</td>
</tr>
<tr>
<td>Being criticized by others</td>
<td>3 0</td>
</tr>
<tr>
<td>Wanting a more pleasing personality</td>
<td>10 2</td>
</tr>
<tr>
<td>Disliking certain persons</td>
<td>9 0</td>
</tr>
<tr>
<td>No one to tell my troubles to</td>
<td>8 0</td>
</tr>
<tr>
<td>Number of students involved</td>
<td>71</td>
</tr>
</tbody>
</table>

The ten problems in Table 18 with the highest frequency were compared in order to determine the problem shift from grade to grade. All of the problems are present in all of the grades. The 10th grade had a greater problem range in the area of social-psychological relations than the students of the other grades. The 11th grade had fewer problems in this area.
The ten problems in Social-Psychological Relations with the highest grade frequencies were as follows:

**8th GRADE**
- Getting into arguments
- Being talked about
- Getting rid of people I don't like
- Wanting a more pleasing personality
- Too easily led by other people
- Feelings too easily hurt
- Being called "High-hat" or "Stuck-up"
- Being watched by other people
- Disliking certain persons
- Being disliked by certain persons

**9th GRADE**
- Being talked about
- Wanting a more pleasing personality
- Not getting along well with other people
- Feelings too easily hurt
- Being criticized by others
- Being called "high-hat" or "stuck-up"
- Being watched by other people
- Being "different"
- Being made fun of
- No one to tell my troubles to

**10th GRADE**
- Being talked about
- Wanting a more pleasing personality
- Feelings too easily hurt
- Being criticized by others
- Being called "high-hat" or "stuck-up"
- Being watched by other people
- Disliking certain persons
- Being disliked by certain persons
- No one to tell my troubles to
- Dislike talking about personal affairs

**11th GRADE**
- Getting into arguments
- Being talked about
- Getting rid of people I don't like
- Wanting a more pleasing personality
- Feelings too easily hurt
- Being criticized by others
- Being called "high-hat" or "stuck-up"
- Being watched by other people
- Being disliked by certain persons
No one to tell my troubles to

The 10th grade girls had more problems in the area of social-psychological relations than the girls in the other grades. The 9th grade girls had fewer problems than the girls in the other grades. These data are shown in Table 19 on page 33.

**Table 19**

<p>| Problems checked by the girls in area of social-psychological relations |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of problems checked</td>
<td>36</td>
<td>11</td>
<td>24</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>86</td>
<td>80</td>
<td>93</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Number of girls involved</td>
<td>50</td>
<td>27</td>
<td>25</td>
<td>19</td>
<td>121</td>
</tr>
</tbody>
</table>

The 10th grade boys had more problems in the area of social-psychological relations than the boys of the other grades. The 11th grade boys had fewer problems in the area than the boys of the other grades. These data are shown in Table 20 on page 33.

**Table 20**

<p>| Problems checked by the boys in area of social-psychological relations |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of problems checked</td>
<td>16</td>
<td>3</td>
<td>17</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>55</td>
<td>56</td>
<td>90</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Number of boys involved</td>
<td>21</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>43</td>
</tr>
</tbody>
</table>
The girls had more problems in the area of social-psychological relations than the boys. This was true on each grade level. These data are shown in Tables 19 and 20 on page 33.

The five problems with the highest frequency for girls were as follows:

- Being talked about
- Feelings too easily hurt
- Being called "high-hat" or stuck-up
- Being watched by other people
- Being disliked by certain persons

The five problems with the highest frequency for boys were as follows:

- Being talked about
- Being watched by other people
- Being made fun of
- Being disliked by certain persons
- No one to tell my troubles to

**Personal-Psychological Relations:** The 10th grade had a greater range of problems in this area than the other grades. The 9th and 11th grades had fewer problems than the other grades. These data are shown in Table 21 on page 35.

The ten most persistent problems for the student population in the area of personal-psychological relations, given in the order of their frequency, are listed as follows:

- Forgetting things
- Losing temper
- Sometimes wishing had never been born
- Afraid of making mistakes
- Taking somethings too seriously
- Moodiness, having the "blues"
- Can't make up mind about things
- Afraid when left alone
- Bad dreams

These problems are arranged according to frequency in Table 22 on page 36, which shows how they were checked according to grade levels.
### TABLE 21

**PROBLEMS CHECKED BY GRADES IN AREA OF PERSONAL-Psychological RELATIONS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U C</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>26</td>
<td>18</td>
<td>24</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>86</td>
<td>80</td>
<td>93</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Number of students involved</td>
<td>71</td>
<td>38</td>
<td>33</td>
<td>22</td>
<td>164</td>
</tr>
</tbody>
</table>

The students in the 8th and 9th grades were more concerned with the problem of forgetting things than the students of the other grades. The students of the 8th and 10th grades were more concerned with the problem of losing their temper than the students of the other grades. The students of the 8th and 10th grades were more concerned with the problem of wishing they had never been born than the students of the other grades. The students of the 8th and 11th grades were more afraid of making mistakes than the students of the other grades. The 10th grade was more concerned with the problem of taking some things too seriously than the students of the other grades. The students of the 10th grade were concerned with the problem of not taking some things seriously enough than the students of the other grades. The 10th grade was more concerned with the problem of moodiness, having the "blues," than the students of the other grades. The 8th grade students were more concerned with the problem of not being able to make up their minds about things than the students of the other grades. The 10th grade was more afraid when left alone than the students of the other grades. The 8th grade was more concerned with bad dreams than the students of the other grades. These data are shown in Table 22 on page 36.
TABLE 22

TEN PROBLEMS WITH HIGHEST FREQUENCY IN AREA
OF PERSONAL-PSYCHOLOGICAL RELATIONS

<table>
<thead>
<tr>
<th>Problems</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8th</td>
</tr>
<tr>
<td>Forgetting things</td>
<td>33</td>
</tr>
<tr>
<td>Losing my temper</td>
<td>20</td>
</tr>
<tr>
<td>Sometimes wished had</td>
<td>15</td>
</tr>
<tr>
<td>never been born</td>
<td></td>
</tr>
<tr>
<td>Afraid of making mistakes</td>
<td>16</td>
</tr>
<tr>
<td>Taking some things too seriously</td>
<td>10</td>
</tr>
<tr>
<td>Not taking some things seriously enough</td>
<td>13</td>
</tr>
<tr>
<td>Moodiness, having the blues</td>
<td>11</td>
</tr>
<tr>
<td>Can’t make up my mind about things</td>
<td>14</td>
</tr>
<tr>
<td>Afraid when left alone</td>
<td>11</td>
</tr>
<tr>
<td>Bad dreams</td>
<td>17</td>
</tr>
<tr>
<td>Number of students involved</td>
<td>71</td>
</tr>
</tbody>
</table>

The ten problems in Table 22 with the highest frequency were compared to determine the problem shift from grade to grade. All of the problems are present in all of the grades. The 10th grade had the greater problem range in the area of personal psychological relations than the students of the other grades. The 9th and 11th grades had the same problem range in this area.

The ten problems in Personal-Psychological Relations with the highest grade frequency were as follows:

8th GRADE

Losing my temper
Worrying
Getting too excited
Forgetting things
Not taking some things seriously enough
Moodiness, having the "blues"
Can't make up mind about things
Afraid of making mistakes
Sometimes wishing had never been born
Bad dreams

9th GRADE

Losing temper
Taking some things too seriously
Carelessness
Forgetting things
Moodiness, having the "blues"
Can't make up mind about things
Afraid of making mistakes
Unhappy much of the time
Afraid when left alone
Daydreaming

10th GRADE

Losing temper
Taking some things too seriously
Forgetting things
Not taking some things seriously enough
Moodiness, having the "blues"
Afraid of making mistakes
Sometimes wishing had never been born
Unhappy much of the time
Afraid when left alone
Daydreaming

11th GRADE

Losing temper
Taking some things too seriously
Worrying
Forgetting things
Not taking some things seriously enough
Moodiness, having the "blues"
Can't make up my mind about things
Afraid of making mistakes
Sometimes wishing I'd never been born

The 6th grade girls had more problems in the area of personal-psychological relations than the girls of the other grades. The 9th grade girls had fewer problems than the girls in the other grades. These data are shown in Table 23 on page 38.
TABLE 23

PROBLEMS CHECKED BY THE GIRLS IN AREA
OF PERSONAL-PSYCHOLOGICAL RELATIONS

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
</tr>
</tbody>
</table>

Number of problems checked | 25  | 14  | 20   | 10   | 23  | 17   | 21   | 12   | 23  | 17  | 21   | 12   | 69   | 53   |
Per cent of total problems in area | 83  | 66  | 76   | 70   | 56  | 66   | 90   | 46   | 78  | 28  |
Number of girls involved | 50  | 27  | 25   | 19   | 121 | 92   |

The 10th grade boys had more problems in the area of personal-psychological relations than the boys in the other grades. The 11th grade boys had fewer problems in the area than the boys of the other grades. These data are shown in Table 24 on page 36.

TABLE 24

PROBLEMS CHECKED BY THE BOYS IN AREA
OF PERSONAL-PSYCHOLOGICAL RELATIONS

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
</tr>
</tbody>
</table>

Number of problems checked | 17  | 8   | 20   | 7    | 27   | 9    | 14   | 4    | 78  | 28  |
Per cent of total problems in area | 56  | 66  | 90   | 46   | 56  | 66   | 90   | 46   | 78  | 28  |
Number of boys involved | 21  | 11  | 8    | 3    | 43   |
boys had the same problem range in personal-psychological relations. These data are shown in Tables 23 and 24 on page 38.

The five problems with the highest frequency for girls were as follows:

- Forgetting things
- Sometimes wishing had never been born
- Afraid of making mistakes
- Losing my temper
- Taking some things too seriously

The five problems with the highest frequency for boys were as follows:

- Losing temper
- Forgetting things
- Moodiness, having the "blues"
- Not taking some things seriously enough
- Bad dreams

Morals and Religion.—The 9th grade had a greater range of problems in this area than the other grades. The 11th grade had fewer problems in the area than the other grades. These data are shown in Table 25 on page 40.

The ten most persistent problems, for the entire student group in the area of morals and religion, given in the order of their frequency, are listed as follows:

- Can't forget some mistakes I've made
- Wondering what becomes of people when they die
- Being punished for something didn't do
- Trying to break off a bad habit
- Bothered about ideas of heaven and hell
- Wanting to know what the Bible means
- Afraid God is going to punish me
- Failing to go to church
- Living up to my ideal
- Puzzled about the meaning of God

These problems are arranged according to frequency in Table 26 on page 41, which shows how they were checked according to grade levels.
The students in the 8th, 9th, and 10th grades were more concerned with the problem of not being able to forget some mistakes made than the students in the 11th grade. The students in the 8th, 9th, and 10th grades were concerned with what becomes of people when they die than the students in the 11th grade. The 8th grade students were more concerned with the problem of being punished for something they do than the students of the other grades. The 8th and 10th grades were more concerned with the problem of trying to break off a bad habit than the students of the other grades. The 10th grade was more concerned about ideas of heaven and hell than the students of the other grades. The 10th grade was more concerned about the problem of wanting to know what the Bible means than the students of the other grades. The 10th grade students were more afraid that God is going to punish them than the students of the other grades. All of the grades seem to have about the same concern with the problem of failing to go to church. The 10th grade was more concerned with the problem of living up to ideals than the students of the other grades. The 8th grade students were more puzzled about the meaning of God than the students of the other
TABLE 26

TEN PROBLEMS WITH HIGHEST FREQUENCY IN AREA OF MORALS AND RELIGION

<table>
<thead>
<tr>
<th>Problems</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6th</td>
</tr>
<tr>
<td>Can't forget some mistakes I've made</td>
<td>U C</td>
</tr>
<tr>
<td>Wondering what becomes of people when they die</td>
<td>20 5</td>
</tr>
<tr>
<td>Being punished for something I didn't do</td>
<td>18 2</td>
</tr>
<tr>
<td>Trying to break off a bad habit</td>
<td>11 3</td>
</tr>
<tr>
<td>Bothered about ideas of heaven and hell</td>
<td>7 1</td>
</tr>
<tr>
<td>Wanting to know what the Bible means</td>
<td>5 0</td>
</tr>
<tr>
<td>Afraid God is going to punish me</td>
<td>7 0</td>
</tr>
<tr>
<td>Failing to go to church</td>
<td>5 1</td>
</tr>
<tr>
<td>Living up to my ideal</td>
<td>4 0</td>
</tr>
<tr>
<td>Puzzled about the meaning of God</td>
<td>6 1</td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71</td>
</tr>
</tbody>
</table>

The ten problems in Table 26 with the highest frequency were compared to determine the problem shift from grade to grade. All of the problems were present in all of the grades. The problem of trying to break off a bad habit had almost disappeared in the 11th grade. None of the students seem to be concerned very much about the problem of living up to ideals.

The ten problems in Morals and Religion with the highest grade frequency were as follows:

8th GRADE

Failing to go to church
Puzzled about the meaning of God
Puzzled about prayer
Bothered about ideas of heaven and hell
Wondering what becomes of people when they die
Can't forget some mistakes I've made
Afraid God is going to punish me
Always getting into trouble
Being punished for something I didn't do
Trying to break off a bad habit

9th GRADE

Living up to my ideal
Failing to go to church
Confused in my religious beliefs
Confused on some moral questions
Bothered about ideas of heaven and hell
Wanting to know what the Bible means
Wondering what becomes of people when they die
Can't forget some mistakes I've made
Being punished for something I didn't do
Trying to break off a bad habit

10th GRADE

Living up to my ideal
Confused on some moral questions
Bothered about ideas of heaven and hell
Wanting to know what the Bible means
Wondering what becomes of people when they die
Can't forget some mistakes I've made
Afraid God is going to punish me
Sometimes being dishonest
Being punished for something I didn't do
Trying to break off a bad habit

11th GRADE

Failing to go to church
Puzzled about the meaning of God
Science conflicting with my religion
Bothered about ideas of heaven and hell
Wanting to know what the Bible means
Wondering what becomes of people when they die
Can't forget some mistakes I've made
Afraid God is going to punish me
Being punished for something I didn't do
Getting a bad reputation

The 8th grade girls had more problems in the area of morals and religion than the girls of the other grades. The 9th grade girls had fewer problems than the girls of the other grades. These data are shown in
The 9th and 10th grade boys had more problems in the area of morals and religion than the 8th and 11th grade boys. The 8th and 11th grade girls had more problems in the area than the 9th and 10th grade girls. These data...
are shown in Tables 27 and 28 on page 43.

The five problems with the highest frequency for girls were as follows:

Can't forget some mistakes I've made
Wondering what becomes of people when they die
Being punished for something I didn't do
Bothered about ideas of heaven and hell
Trying to break off a bad habit

The five problems with the highest frequency for boys were as follows:

Can't forget some mistakes I've made
Trying to break off a bad habit
Afraid God is going to punish me
Being punished for something I didn't do
Wondering what becomes of people when they die

Home and Family.--The 10th grade had a much higher problem range in this area than the students of the other grades. The 11th grade had fewer problems in the area than the other grades. These data are shown in Table 29 on page 45.

The ten most persistent problems for the entire student group in the area of home and family, given in the order of their frequency, are listed as follows:

Being treated unkindly because of race
Being treated like a child at home
Father not living
Sickness in the family
Death in the family
Mother not living
Parents not understanding me
Wanting more freedom at home
Not telling parents everything

These problems are arranged according to frequency in Table 30 on page 46, which shows how they were checked according to grade levels.
TABLE 29

PROBLEMS CHECKED BY GRADES IN AREA
OF HOME AND FAMILY

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>29</td>
<td>8</td>
<td>25</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>96</td>
<td>83</td>
<td>100</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71</td>
<td>36</td>
<td>33</td>
<td>22</td>
<td>164</td>
</tr>
</tbody>
</table>

All of the grades showed a marked concern with the problem of being treated unkindly because of race. The 8th and 9th grades were more concerned with the problem of being treated like a child at home than the students of the other grades. The 8th grade was more concerned with the problem of father not living than the students of the other grades. The 8th grade was more concerned with the problem of sickness in the family than the students of the other grades. The 8th grade was more concerned with the problem of death in the family than the students of the other grades. The 8th grade was more concerned with the problem of mother not living than the students of the other grades. The 10th grade was more concerned with the problem of parents not understanding them than the students of the other grades.

The 10th grade was more concerned with the problem of wanting more freedom at home than the students of the other grades. The 9th grade was more concerned with the problem of not telling parents everything than the students of the other grades. The 9th and 10th grades were more concerned about the problem of mother than the students of the other grades. These data are shown in Table 30 on page 46.
TABLE 30
TEN PROBLEMS WITH HIGHEST FREQUENCY IN AREA
OF HOME AND FAMILY

<table>
<thead>
<tr>
<th>Problem</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being treated unkindly because of race</td>
<td>20 7 10 4 19 6 20 11</td>
</tr>
<tr>
<td>Sickness in family</td>
<td>13 4 4 1 4 1 3 1</td>
</tr>
<tr>
<td>Being treated like a child at home</td>
<td>13 5 12 0 3 0 2 0</td>
</tr>
<tr>
<td>Father not living</td>
<td>12 3 7 2 7 3 3 0</td>
</tr>
<tr>
<td>Death in family</td>
<td>11 2 7 0 2 0 2 0</td>
</tr>
<tr>
<td>Mother not living</td>
<td>7 0 5 0 5 2 4 2</td>
</tr>
<tr>
<td>Parents not understanding</td>
<td>6 0 4 0 8 8 0 0</td>
</tr>
<tr>
<td>Wanting more freedom at home</td>
<td>4 0 5 0 7 2 2 0</td>
</tr>
<tr>
<td>Not telling parents everything</td>
<td>4 0 6 1 5 1 2 0</td>
</tr>
<tr>
<td>Mother</td>
<td>3 0 5 0 5 0 0 0</td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71 36 33 22</td>
</tr>
</tbody>
</table>

The ten problems in Table 30 with the highest frequency were compared to determine the problem shift from grade to grade. The problem of not being understood by parents had disappeared in the 11th grade.

The ten problems in Home and Family with the highest grade frequency were as follows:

8th GRADE

Being treated unkindly because of my race
Sickness in the family
Parents not understanding me
Being treated like a child at home
Mother not living
Father not living
Death in family
Never having any fun with father and mother
Wanting more freedom at home

9th GRADE

Being treated unkindly because of race
Parents not understanding me
Being treated like a child at home
Mother not living
Father not living
Death in family
Wanting more freedom at home
Not telling parents everything

10th GRADE

Being treated unkindly because of race
Parents sacrificing too much
Parents not understanding me
Mother not living
Father not living
Talking back to parents
Wanting more freedom at home
Wanting to leave home

11th GRADE

Being treated unkindly because of race
Sickness in family
Being treated like a child at home
Parents separated or divorced
Being an only child
Mother not living
Father not living
Death in family
Wanting more freedom at home
Getting my family to accept my friends

The 8th grade girls had more problems in the area of home and family
than the girls of the other grades. The 11th grade girls had fewer problems
in the area than the girls of the other grades. These data are shown in
Table 31 on page 48.
The 10th grade boys had more problems in the area of home and family than the boys of the other grades. The 11th grade boys had fewer problems in the area than the boys of the other grades. These data are shown in Table 32 on page 48.

The 8th grade girls had more problems in the area of home and family than the boys of the 8th, 9th, and 11th grades. The 10th grade boys had
more problems in the area than the 9th, 10th and 11th grade girls. These data are shown in Tables 31 and 32 on page 48.

The five problems with the highest frequency for girls were as follows:

- Being treated unkindly because of my race
- Father not living
- Being treated like a child at home
- Sickness in the family
- Mother not living

The five problems with the highest frequency for boys were as follows:

- Being treated unkindly because of my race
- Death in the family
- Being treated like a child at home
- Father not living
- Sickness in the family

The Future: Vocational and Educational.—All grades had great problem ranges in this area. The 10th grade had the greatest range. The 9th and 11th grades had the same range. These data are shown in Table 33 on page 50.

The ten most persistent problems for the students of the school in this area, given in the order of their frequencies, are listed as follows:

- Wondering what I'll be like ten years from now
- Wondering if I'll be a success in life
- Wanting advice on what to do after high school
- Needing information about occupations
- Deciding whether or not to go to college
- Choosing best courses to prepare for college
- Not knowing what I really want
- Needing to know my vocational abilities
- Concerned over military service
- Choosing best courses to take next term

These problems are arranged in the order of their frequency in Table 34 on page 51, which shows how they were checked according to grade levels.
TABLE 33
PROBLEMS CHECKED BY GRADES IN AREA
OF THE FUTURE VOCATIONAL AND EDUCATIONAL

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>28</td>
<td>12</td>
<td>27</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>95</td>
<td>90</td>
<td>96</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71</td>
<td>38</td>
<td>33</td>
<td>22</td>
<td>164</td>
</tr>
</tbody>
</table>

The students in the 8th and 10th grades were more concerned with what they would be like ten years from now than the students of the other grades. The 10th grade students were more concerned with whether or not they would be a success in life than the students of the other grades. The 10th grade wanted more advice on what to do after high school than the students of the other grades. The 8th grade felt the need of information about occupations more than the students of the other grades. The 9th grade was more concerned with the problem of deciding whether or not to go to college than the students of the other grades. The 9th grade was more concerned with the problem of choosing best courses to prepare for college than the students of the other grades. The 8th grade students were more concerned with the problem of needing to know their vocational abilities than the students of the other grades. The 11th grade was more concerned with the problem of military service than the students of the other grades. The 10th grade was more concerned with the problem of choosing best courses to take next year than the students of the other grades.
TABLE 34

TEN PROBLEMS WITH HIGHEST FREQUENCY IN AREA OF THE FUTURE - VOCATIONAL AND EDUCATIONAL

<table>
<thead>
<tr>
<th>Problems</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wondering what I’ll be like ten years from now</td>
<td>24</td>
<td>5</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Wondering if I’ll be a success in life</td>
<td>11</td>
<td>2</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Wanting advice on what to do after high school</td>
<td>11</td>
<td>3</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Needing information about occupations</td>
<td>17</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Deciding whether or not to go to college</td>
<td>6</td>
<td>2</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Choosing best courses to prepare for college</td>
<td>8</td>
<td>2</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Not knowing what I really want</td>
<td>13</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Needing to know my vocational abilities</td>
<td>12</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Concerned over military service</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Choosing best courses to take next term</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71</td>
<td>38</td>
<td>33</td>
<td>22</td>
</tr>
</tbody>
</table>

The ten problems in Table 34 with the highest frequency were compared to determine the problem shift from grade to grade. All of the problems were present in all of the grades.

The ten problems in The Future-Vocational and Educational, with the highest grade frequencies were as follows:

6th GRADE

- Needing to know my vocational abilities
- Wondering what I’ll be like ten years from now
- Needing to decide on an occupation
Needing information about occupations
Concerned over military service
Wanting advice on what to do after high school
Choosing best course to prepare for college
Choosing best course to prepare for a job
Not knowing the kind of person I want to be
Wondering if I'll be a success in life

9th GRADE

Needing to know my vocational abilities
Wondering what I'll be like ten years from now
Needing to decide on an occupation
Needing information about occupations
Choosing best courses to take next term
Wanting advice on what to do after high school
Choosing best courses to prepare for college
Not knowing what I really want
Wondering if I'll be a success in life

10th GRADE

Wondering what I'll be like ten years from now
Needing what I'll desire to know about occupations
Needing to decide on an occupation
Choosing best courses to take next term
Wanting advice on what to do after high school
Choosing best courses to prepare for college
Choosing best courses to prepare for a job
Not knowing what I really want
Wondering if I'll be a success in life
Needing to plan ahead for the future

11th GRADE

Wondering what I'll be like ten years from now
Needing information about occupations
Trying to combine career and marriage
Concerned over military service
Restless to get out of school and into a job
Choosing best courses to take next term
Wanting advice on what to do after high school
Deciding whether or not to go to college
Don't know how to look for a job
Needing to plan ahead for the future

The 8th grade girls had more problems in the area of the future: vocational and educational than the girls of the other grades. The 9th grade girls had fewer problems in the area than the girls of the other grades. These data are shown in Table 35 on page 53.
### TABLE 35

**PROBLEMS CHECKED BY THE GIRLS IN AREA OF THE FUTURE — VOCATIONAL AND EDUCATIONAL**

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>28</td>
<td>12</td>
<td>20</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>93</td>
<td>66</td>
<td>90</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Number of girls involved</td>
<td>50</td>
<td>27</td>
<td>25</td>
<td>19</td>
<td>121</td>
</tr>
</tbody>
</table>

The 10th grade boys had more problems in the area of the future: vocational and educational than the boys of the other grades. The 11th grade boys had fewer problems in the area than the boys of the other grades. These data are shown in Table 36 on page 53.

### TABLE 36

**PROBLEMS CHECKED BY THE BOYS IN AREA OF THE FUTURE — VOCATIONAL AND EDUCATIONAL**

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>15</td>
<td>2</td>
<td>23</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>50</td>
<td>76</td>
<td>93</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Number of boys involved</td>
<td>21</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>43</td>
</tr>
</tbody>
</table>

The 8th grade girls had more problems in the area of the future: vocational and educational than the boys in the 8th, 9th, and 11th grades.
The 10th grade boys had more problems in the area than the 9th, 10th, and 11th grade girls. These data are shown in Table 35 on page 53.

The five problems with the highest frequencies for girls were as follows:

Wondering what I'll be like ten years from now
Wondering if I'll be a success in life
Wanting advice on what to do after high school
Needing information about occupations
Deciding whether or not to go to college

The five problems with the highest frequencies for boys were as follows:

Wondering what I'll be like ten years from now
Wondering if I'll be a success in life
Choosing best courses to prepare for college
Concerned over military service
Not knowing what I really want

Adjustment to School Work.—The 8th, 9th, and 10th grades have a greater problem range in this area than the students of the 11th grade. The 8th and 10th grades have the same range. The 11th grade had fewer problems in the area than the students of the other grades. These data are shown in Table 37 on page 55.

The ten most persistent problems for the entire student group in the area of adjustment to school work, given in the order of their frequency, are listed as follows:

Worrying about examinations
Afraid of failing in school work
Being a grade behind in school
Finding it hard to speak correct English
Trouble with mathematics
Not spending enough time in study
Unable to express myself in words
Worrying about grades
Getting low grades
Poor memory

These problems are arranged according to frequency in Table 38 on page
which shows how they were checked according to grade levels.

**TABLE 37**

PROBLEMS CHECKED BY GRADES IN AREA OF ADJUSTMENT TO SCHOOL WORK

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>29</td>
<td>18</td>
<td>28</td>
<td>11</td>
<td>110</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>96</td>
<td>93</td>
<td>96</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71</td>
<td>38</td>
<td>33</td>
<td>22</td>
<td>164</td>
</tr>
</tbody>
</table>

The students in the 8th, 10th, and 11th grades were more worried about examinations than the students of the other grades. The 8th grade was more afraid of failing in school work than the students of the other grades. The 8th grade was more concerned about being a grade behind in school than the students of the other grades. The 9th grade was more concerned with the problem of speaking English correctly than the students of the other grades. The 8th grade was more troubled with mathematics than the students of the other grades. The 8th grade was more concerned with the problem of not spending enough time in study than the students of the other grades. The 10th grade students were more concerned with being unable to express themselves in words than the students of the other grades. The 8th grade was more worried about grades than the students of the other grades. The 8th and 10th grades were more concerned about the problem of getting low grades than the students of the other grades. The 9th grade was more concerned about the problem of poor memory than the students of the other
grades.

### TABLE 38

**TEN PROBLEMS WITH HIGHEST FREQUENCY IN AREA OF ADJUSTMENT TO SCHOOL WORK**

<table>
<thead>
<tr>
<th>Problems</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8th</td>
</tr>
<tr>
<td>Worrying about examinations</td>
<td>U</td>
</tr>
<tr>
<td>Afraid of failing in school work</td>
<td>18</td>
</tr>
<tr>
<td>Being a grade behind in school</td>
<td>23</td>
</tr>
<tr>
<td>Finding it hard to speak correct</td>
<td>19</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Troubled with mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Not spending enough time in study</td>
<td></td>
</tr>
<tr>
<td>Unable to express myself in words</td>
<td>23</td>
</tr>
<tr>
<td>Worrying about grades</td>
<td></td>
</tr>
<tr>
<td>Getting low grades</td>
<td>17</td>
</tr>
<tr>
<td>Poor memory</td>
<td></td>
</tr>
<tr>
<td>Number of students involved</td>
<td>71</td>
</tr>
</tbody>
</table>

The ten problems in Table 38 with the highest frequency were compared to determine the problem shift from grade to grade. All of these problems were present in all of the grades.

The ten problems in Adjustment to School Work with the highest grade frequency were as follows:

**6th GRADE**

- Being a grade behind in school
- Absent from school too often
Not spending enough time in study
Worrying about grades
Troubled with mathematics
Weak in writing
Weak in spelling or grammar
Worrying about examinations
Getting low grades
Afraid of failing in school work

9th GRADE

Being a grade behind in school
Not spending enough time study
Worrying about grades
Poor memory
Weak in writing
Weak in spelling or grammar
Worrying about examinations
Unable to express myself in words
Finding it hard to speak correct English
Not smart enough

10th GRADE

Being a grade behind in school
Not spending enough time in study
Not getting studies done on time
Slow in reading
Worrying about examinations
Unable to express myself in words
Getting low grades
Afraid of failing in school work

11th GRADE

Being a grade behind in school
Poor memory
Troubled with mathematics
Trouble in using the library
Worrying about examinations
Unable to express myself in words
Vocabulary too limited
Difficulty with oral reports
Finding it hard to speak correct English
Unable to concentrate when I need to

The 8th and 10th grade girls had more problems in the area of adjustment to school work than the girls of the other grades. The 11th grade girls had fewer problems in the area than the girls of the other grades. These data are shown in Table 39 on page 56.
TABLE 39

PROBLEMS CHECKED BY THE GIRLS IN AREA OF ADJUSTMENT TO SCHOOL WORK

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>29</td>
<td>15</td>
<td>27</td>
<td>8</td>
<td>29 13</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>96</td>
<td>90</td>
<td>96</td>
<td>76</td>
<td>96</td>
</tr>
<tr>
<td>Number of girls involved</td>
<td>50</td>
<td>27</td>
<td>25</td>
<td>19</td>
<td>121</td>
</tr>
</tbody>
</table>

The 10th grade boys had more problems in the area of adjustment to school work than the boys of the other grades. The 11th grade boys had fewer problems in the area than the boys of the other grades. These data are shown in Table 40 on page 58.

TABLE 40

PROBLEMS CHECKED BY THE BOYS IN AREA OF ADJUSTMENT TO SCHOOL WORK

<table>
<thead>
<tr>
<th>Grade</th>
<th>6th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>17</td>
<td>9</td>
<td>18</td>
<td>8</td>
<td>12  6</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>56</td>
<td>60</td>
<td>85</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Number of boys involved</td>
<td>21</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>43</td>
</tr>
</tbody>
</table>

The girls had more problems in the area of adjustment to school work, on each grade level, than the boys. These data are shown in Tables 39 and
The five problems with the highest frequency for girls were as follows:

- Worrying about examinations
- Afraid of failing in school work
- Being a grade behind in school work
- Troubled with mathematics
- Finding it hard to speak correct English

The five problems with the highest frequency for boys were as follows:

- Being a grade behind in school
- Not spending enough time in study
- Getting low grades
- Finding it hard to speak correct English
- Slow in reading

Curriculum and Teaching Procedure.—The 8th grade had a greater problem range in this area than the students of the other grades. The 11th grade had fewer problems in the area than the other grades. These data are shown in Table 41 on page 60.

The ten most persistent problems for the entire student group in the area of curriculum and teaching procedure, given in the order of their frequency, are listed as follows:

- Wanting subjects not offered by the school
- Made to take subjects I don't like
- Dull classes
- Teachers not practicing what they preach
- Too little freedom in classes
- Teachers doing too much of the talking
- So often feel restless in classes
- Teachers too theoretical
- Too much work required in some subjects
- Having an unfair teacher

These problems are arranged according to frequency in Table 42 on page 61, which shows how they were checked according to grade levels.
Table 41

Problems checked by grades in area of curriculum and teaching procedure

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>30</td>
<td>19</td>
<td>27</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>100</td>
<td>90</td>
<td>93</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71</td>
<td>33</td>
<td>33</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

The students in the 10th grade were more concerned with the problem of wanting subjects not offered by the school than the students of the other grades. The 8th and 10th grades were more concerned about being made to take subjects they don't like than the pupils of the other grades. The 10th grade was more concerned with the problem of dull classes than the students of the other grades. The 8th grade was more concerned with teachers not practicing what they preach than the students of the other grades. The 8th grade was more concerned with the problem of too little freedom in classes than the students of the other grades. The 8th grade was more concerned with the problem of teachers doing too much of the talking than the students of the other grades. The 10th grade was more concerned with feeling restless in classes than the students of the other grades. The 8th grade was more concerned with the problem of teachers being too theoretical than the students of the other grades. The 10th grade was more concerned with the problem of too much work required in some subjects than the students of the other grades. The 8th grade was more concerned with the problem of having an unfair teacher than the students of the other grades.
The ten problems in Table 42 with the highest frequency were compared to determine the problem shift from grade to grade. All of the problems were present in all of the grades.

The ten problems in Curriculum and Teaching Procedure with the highest grade frequency were as follows:

<table>
<thead>
<tr>
<th>Problems</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanting subjects not offered by the school</td>
<td>U 8th C 9th 10th C 11th</td>
</tr>
<tr>
<td>Made to take subjects I don't like</td>
<td>11 2 7 1 10 2 4 1</td>
</tr>
<tr>
<td>Dull classes</td>
<td>7 0 6 0 14 1 5 2</td>
</tr>
<tr>
<td>Teachers not practicing what they preach</td>
<td>10 0 3 1 9 1 6 0</td>
</tr>
<tr>
<td>Too little freedom in classes</td>
<td>18 3 5 0 4 0 2 0</td>
</tr>
<tr>
<td>Teachers doing too much of the talking</td>
<td>12 0 5 1 4 0 7 0</td>
</tr>
<tr>
<td>So often feel restless in classes</td>
<td>9 1 6 0 10 0 2 0</td>
</tr>
<tr>
<td>Teachers too theoretical</td>
<td>13 5 2 0 5 1 7 1</td>
</tr>
<tr>
<td>Too much work required in some subjects</td>
<td>9 1 5 1 11 1 2 1</td>
</tr>
<tr>
<td>Having an unfair teacher</td>
<td>15 3 3 0 7 2 2 0</td>
</tr>
<tr>
<td>Number of pupils involved</td>
<td>71 38 33 22</td>
</tr>
</tbody>
</table>
6th GRADE
Made to take subjects I don't like
Too little freedom in classes
Textbooks hard to understand
Teachers too theoretical
Teachers doing too much of the talking
Wanting more help from the teacher
Too much work required in some subjects
Teachers not practicing what they preach
Having an unfair teacher
Lunch hour too short

9th GRADE
Poor place to study at home
Wanting subjects not offered by the school
Made to take subjects I don't like
So often feel restless in classes
Teachers doing too much of the talking
Dull classes
Teachers not friendly to students
Too much work required in some subjects
Poor assemblies
Lunch hour too short

10th GRADE
No suitable place to study at home
Wanting subjects not offered by the school
Made to take subjects I don't like
So often feel restless in classes
Dull classes
Wanting subjects I'm not allowed to take
Too much work required in some subjects
Teachers not practicing what they preach
Having an unfair teacher
Poor assemblies

11th GRADE
Wanting subjects not offered by the school
Made to take subjects I don't like
Textbooks hard to understand
Teachers too theoretical
Classes too large
Teachers too unfair
Teachers doing too much of the talking
Teachers lacking interest in the students
Wanting subjects I'm not allowed to take
Teachers not practicing what they preach
Poor assemblies
The girls in the 8th grade had more problems in the area of curriculum and teaching procedure than the girls of the other grades. The 9th grade girls had fewer problems in the area than the girls of the other grades. These data are shown in Table 43 on page 63.

**TABLE 43**

**PROBLEMS CHECKED BY THE GIRLS IN AREA OF CURRICULUM AND TEACHING PROCEDURE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>29</td>
<td>13</td>
<td>30</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>96</td>
<td>66</td>
<td>86</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Number of girls involved</td>
<td>50</td>
<td>27</td>
<td>25</td>
<td>19</td>
<td>121</td>
</tr>
</tbody>
</table>

The 9th grade boys had more problems in the area of curriculum and teaching procedure than the boys in the other grades. The 11th grade boys had fewer problems in the area than the boys in the other grades. These data are shown in Table 44 on page 63.

**TABLE 44**

**PROBLEMS CHECKED BY THE BOYS IN AREA OF CURRICULUM AND TEACHING PROCEDURE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
<td>U C</td>
</tr>
<tr>
<td>Number of problems checked</td>
<td>21</td>
<td>10</td>
<td>36</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Per cent of total problems in area</td>
<td>70</td>
<td>86</td>
<td>63</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Number of boys involved</td>
<td>21</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>43</td>
</tr>
</tbody>
</table>
The 8th grade girls had more problems in the area of curriculum and teaching procedure than the boys on all grade levels. The 9th grade boys had more problems in the area than the girls in the 9th and 11th grades. The 9th grade boys and the 10th grade girls had the same problem range in this area. These data are shown in Tables 45 and 44 on page 63.

The five problems with the highest frequency for girls were as follows:

- Wanting subjects not offered by the school
- Made to take subjects I don't like
- Teachers doing too much of the talking
- Too little freedom in classes
- Teachers too theoretical

The five problems with the highest frequency for boys were as follows:

- Lunch hour too short
- Having an unfair teacher
- Teachers doing too much of the talking
- Wanting more help from the teacher
- Teachers not practicing what they preach

A Comparison of Problem Areas.—A comparative analysis is made of the eleven problem areas included in this study. The graph on page 65 gives this analysis with reference to boys, girls, and the total for both sex.

The problems in the area of adjustment to school work were the most pronounced for the girls, and the problems in the area of curriculum and teaching procedure were the most pronounced for the boys. The problems in the area of morals and religion were the least pronounced for the girls, and the problems in the area of health and physical development were the least pronounced for the boys. For both boys and girls the problems in the areas of adjustment to school work and curriculum and teaching procedure were the most pronounced. The problems in the area of morals and
religion were the least pronounced for both boys and girls. These data are shown in the graph on page 65.

Figure 1. Percentages of Problems Checked in Each Area by the Boys, Girls, and the Total for both sex
Some Implications of Problem Case Studies.—Case studies may be used by the teacher or school administrator in planning courses of study. They present a basis for pupil-teacher cooperation and planning. The case studies may be of great help to the counseling and guidance teacher of the school. They may stimulate and encourage functional teaching. The case studies offer an opportunity for the employment of pupil purpose and pupil interest in the learning process.

Table 45 of this investigation gives the data from the problem check list of a boy. This boy's case was selected because an analysis of his personal problems, as revealed by his problem check list, showed that they were concentrated in a few areas. There were no problems at all in the areas of courtship, sex, and marriage, and morals and religion. There was one problem listed in each of four other areas. Of the 27 problems checked 23 of them were concentrated in five problem areas.

This boy was 13 years old and was in the 8th grade. There were eight members in his family. The family has a poor educational background. The father is a common laborer and the step mother does odd jobs to help with the family income.

Thirty per cent of the problems checked by this boy were in the area of health and physical development. They were as follows:

- Being underweight
- Not getting enough exercise
- Tiring very easily
- Weak eyes
- Not as strong and healthy as I should be
- Frequent colds
- Frequent sore throat
- Nose or sinus trouble

The above problems seem to indicate definite physical ailments. The school should help this boy find the solution to these problems. The rest
of the problems checked by this boy were spreaded over eight other areas.

They were as follows:

- Having to ask parents for money
- Wanting to earn some of my own money
- Learning how to spend my money wisely
- Too little money for recreation
- Needing a job in vacation
- So often not allowed to go out at night
- Not allowed to go around with the group I like
- Doubting I can get a job in chosen vocation
- Too little chance to go to shows
- Choosing best courses to take next term
- Absent from school too often
- Not spending enough time in study
- Having an unfair teacher
- Mother not living
- Afraid when left alone
- Feelings too easily hurt
- Getting low grades

The above problems indicate that this boy does not have the opportunity to do things for himself. He has a mental and an emotional strain, and a generally unhealthy outlook on life.

This question arises at this point: What can the teacher do about these problems? The personal problems of this boy, as revealed by his problem check list, should be checked by the teacher to determine those problems which the school may help him solve. The teacher should arrange courses of study and activities to aid this boy in finding the solution to his problems.

Table 46 gives the number of problems checked by a girl. This girl was selected because most of her personal problems were concentrated in three areas. Of the eighteen problems checked by this girl twelve of them were concentrated in three areas. These areas were as follows: Social Psychological Relations, The Future - Vocational and Educational, and Curriculum and Teaching Procedure.
This girl was 15 years old and was a member of the 10th grade. There are three members in her family. Her father is a common laborer and her mother does odd jobs to assist with the support of the family. The educational background of the family is below high school.

**TABLE 45**

**DISTRIBUTION OF PROBLEMS CHECKED BY A BOY**

<table>
<thead>
<tr>
<th>Problem Areas</th>
<th>Under-</th>
<th>Circled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health and Physical Development</strong></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Finances, Living Conditions, and Employment</strong></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Social and Recreational Activities</strong></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Courtship, Sex, and Marriage</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Social Psychological Relations</strong></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Personal Psychological Relations</strong></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Morals and Religion</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Home and Family</strong></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>The Future - Vocational and Educational</strong></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Adjustment to School Work</strong></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Curriculum and Teaching Procedure</strong></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>6</td>
</tr>
</tbody>
</table>
TABLE 46
DISTRIBUTION OF PROBLEMS CHECKED BY A GIRL

<table>
<thead>
<tr>
<th>Problem Areas</th>
<th>Under-scored</th>
<th>Circed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Development</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Finances, Living Conditions, and Employment</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Social and Recreational Activities</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Personal Psychological Relations</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Courtship, Sex, and Marriage</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Personal Psychological Relations</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Morals and Religion</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Home and Family</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The Future - Vocational and Educational</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Adjustment to School Work</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Curriculum and Teaching Procedure</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>
The highest concentration of problems for this girl was in the area of The Future - Vocational and Educational. Thirty three per cent of the problems checked were in this area. They were as follows:

- Doubting the wisdom of my vocational choice
- Needing to decide on an occupation
- Getting needed education for chosen occupation
- Choosing best courses to prepare for college
- Choosing best courses to prepare for a job
- Wondering if I'll be a success in life

The above problems indicate very definitely the need for occupational guidance and counseling. The school should help this girl find the solution to these problems. The rest of the problems checked by this girl were spreaded over eight other areas. They were as follows:

- Getting money for education beyond high school
- Wanting to learn how to entertain
- Not knowing how to entertain on a date
- Being treated unkindly because of my race
- Wanting subjects not offered by the school
- Being called "high-hat" or "stuck-up"
- Nervousness
- Weak in writing
- Being talked about
- Dull classes
- Teachers too theoretical
- Being criticised by others

The above problems indicate that this girl is very sensitive and has a deep concern about security in life. The teacher should check the problems of this girl which the school may help her solve. Courses of study and activities should be planned to aid this girl in finding the solution to her problems.

Table 46 on page 70 gives the distribution of problems checked by this girl.
<table>
<thead>
<tr>
<th>Problem Areas</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Development</td>
<td>28</td>
<td>20</td>
<td>25</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Finances, Living Conditions, and Employment</td>
<td>28</td>
<td>14</td>
<td>27</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Social and Recreational Activities</td>
<td>28</td>
<td>12</td>
<td>25</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>Courtship, Sex, and Marriage</td>
<td>25</td>
<td>14</td>
<td>24</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>Social Psychological Relations</td>
<td>27</td>
<td>13</td>
<td>26</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>Personal Psychological Relations</td>
<td>26</td>
<td>18</td>
<td>24</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Morals and Religion</td>
<td>21</td>
<td>11</td>
<td>26</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>Home and Family</td>
<td>29</td>
<td>8</td>
<td>25</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>The Future - Vocational and Educational</td>
<td>28</td>
<td>12</td>
<td>27</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>Adjustment to School work</td>
<td>29</td>
<td>18</td>
<td>28</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Curriculum and Teaching Procedure</td>
<td>30</td>
<td>19</td>
<td>27</td>
<td>15</td>
<td>28</td>
</tr>
</tbody>
</table>
CHAPTER III

SUMMARY AND CONCLUSIONS

Method of Investigation.—Many educators feel that the educational
program of the secondary school should be based upon the problems of the
students. In this study the students indicated their problems on the
problem check list. The problem check list was prepared by Ross L. Mooney,
Director of the Bureau of Educational Research, Ohio State University.
It is an instrument which will bring quickly and simply the problems of
the student to focus for the student, teacher, counsellor, and the school
administrator. The problem check list has problem areas with thirty
problems in each area. The student underscores the problems of concern
to him and circles the problems of most concern. The problems were sum-
marized on individual answer sheets, and from the answer sheets a statisti-
tical tabulation was made, studied, and analyzed for the purposes of the
study.

Taking part in this study were 121 high school girls and 43 high
school boys. The grade levels represented were the 8th, 9th, 10th, and
11th.

Conclusions.—From this study the following conclusions may be drawn:
The major problem areas for the high school students of the Vocational
High School were Adjustment to School Work, Finances, Living Conditions,
and Employment, Social and Recreational Activities, and Curriculum and
Teaching Procedure. The students had fewer problems in the area of Morals
and Religion than in the other areas. The problems varied according to
grade levels. The greatest variation occurred between the 8th and 9th
grades. The slightest variation occurred between the 9th and 10th grades. The 11th grade girls had fewer problems than the other girls. The 10th grade boys had more problems than the boys of the other grades. The 11th grade boys had fewer problems than the boys of the other grades. The problems of the Vocational High School Students varied according to sex. The girls had far more problems than the boys. The girls had more problems in eight problem areas, and the boys had more problems in three problem areas. Of the five most persistent problems in each problem area, eighty per cent was the highest number common to both boys and girls. This percentage occurred in three areas. Twenty per cent was the lowest number common to both boys and girls in all areas. This percentage occurred in three areas. The widest variations were shown between the boys and girls in the areas of Courtship, Sex, and Marriage, Health and Physical Development, Adjustment to School Work, Finances, Living Conditions, and Employment, and The Future: Vocational and Educational.

Implications.—From this investigation the following implications appear for the Vocational High School:

1. Most of the personal problems of the high school students were found in the problem areas of Finances, Living Conditions, and Employment, Social and Recreational Activities, Adjustment to School Work, and Curriculum and Teaching Procedure.

2. The courses of study and the activities offered by the Vocational High School should be checked against these personal problems of students to see if assistance is provided for them in finding the solutions to their problems.

3. A definite challenge is presented to the school's occupational
guidance and counseling programs.

4. This study presents to the teachers of the school an opportunity to organize and plan their activities in terms of the personal problems of the students. Courses for girls should be enriched to meet their special problems.
APPENDIX A

Sample of the PROBLEM CHECK LIST, HIGH SCHOOL FORM
PROBLEM CHECK LIST

HIGH SCHOOL FORM

By Ross L. Mooney

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

Please fill out these blanks:

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

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

Name of your school ...........................................................................

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

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

Date ........................................................................

DIRECTIONS FOR FILLING OUT THE CHECK LIST

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

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

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

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.
First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Tiring very easily
5. Frequent illnesses
6. Having less money than friends have
7. Learning how to save money
8. Having to ask parents for money
9. Having no regular allowance (or regular income)
10. Wanting to earn some of my own money
11. Being ill at ease at social affairs
12. Wanting to learn how to dance
13. Awkward in meeting people
14. Unsure of my social etiquette
15. Wanting to learn how to entertain
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Lack of sex attractiveness
20. Uninterested in the opposite sex
21. Being left out of things
22. Getting into arguments
23. Hurting people's feelings
24. Being talked about
25. Getting rid of people I don't like
26. Losing my temper
27. Taking some things too seriously
28. Nervousness
29. Laziness
30. Worrying
31. Living up to my ideal
32. Failing to go to church
33. Puzzled about the meaning of God
34. Science conflicting with my religion
35. Being treated unkindly because of my religion
36. Being treated unkindly because of my race
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home
41. Unable to enter desired vocation
42. Doubting wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in chosen vocation
45. Wondering what I'll be like ten years from now
46. Frequent headaches
47. Weak eyes
48. Lack of appetite
49. Digestive troubles
50. Not getting proper diet
51. Too little money for school lunches
52. Working too much outside of school hours
53. Too few nice clothes
54. Getting money for education beyond high school
55. Learning how to spend my money wisely
56. Wanting to be more popular
57. Wanting more friends
58. Wanting more money
59. Wanting more social status
60. Wanting to be more successful
61. Wanting more power
62. Wanting more prestige
63. Wanting more recognition
64. Wanting more respect
65. Wanting more popularity
66. Wanting more freedom
67. Wanting more independence
68. Wanting more privacy
69. Wanting more control
70. Wanting more influence
71. Wanting more influence
72. Wanting more influence
73. Wanting more influence
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100. Wanting more influence

TOTAL
Third Step: Answer the following five questions:

SUMMARIZING QUESTIONS

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

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

3. Have you enjoyed filling out the list? _______ Yes. _______ No.

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

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

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

Instructions for Making a Statistical Summary

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

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

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

(Questions are continued on next page →)
APPENDIX B

Sample of the ANSWER SHEET
**Problem Check List:**

<table>
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<tr>
<th></th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of Birth</strong></td>
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</tr>
<tr>
<td><strong>Grade or Class</strong></td>
<td>F</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td></td>
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</tbody>
</table>

<table>
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<th><strong>Seventh Area</strong></th>
<th><strong>Eighth Area</strong></th>
<th><strong>Ninth Area</strong></th>
<th><strong>Tenth Area</strong></th>
<th><strong>Eleventh Area</strong></th>
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</thead>
</table>

<table>
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<th><strong>Fourth Area</strong></th>
<th><strong>Fifth Area</strong></th>
<th><strong>Sixth Area</strong></th>
<th><strong>Seventh Area</strong></th>
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<th><strong>Ninth Area</strong></th>
<th><strong>Tenth Area</strong></th>
<th><strong>Eleventh Area</strong></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Eighth Area</strong></th>
<th><strong>Ninth Area</strong></th>
<th><strong>Tenth Area</strong></th>
<th><strong>Eleventh Area</strong></th>
</tr>
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</table>
BIBLIOGRAPHY

Books


Article