

ADJUSTMENT PROBLEMS OF TECHNICAL
INSTITUTE STUDENTS

by

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ADJUSTMENT PROBLEMS OF TECHNICAL INSTITUTE STUDENTS

CHAPTER I

INTRODUCTION

The purposes of this study are to determine (a) the adjustment problems of students attending the Oregon Technical Institute, and (b) to list some facilities and provisions needed for the correction of these problems.

The Mooney Check List, Adult Form, was administered by the writer to one hundred and fifty students of the Oregon Technical Institute in the fall term of 1951. Eighteen Check List blanks were marked in a manner showing insincerity. These were discarded. The final survey includes seventeen female students and one hundred and fifteen male students, or a total of one hundred thirty-two individuals.

This writer used the Mooney Problem Check List, Revised Adult Form, which was released in September, 1950. This particular medium was chosen by the writer because it appears to be an efficient and economical form of communication between the counselee and the counselor. It is designed to accelerate the understanding of the counselee through both specific and comprehensive identifications of his problems as he sees them.

In the continual effort of the Oregon Technical Institute to improve its curriculum and the facilities of the school to meet the needs of the students more effectively, the writer has felt a need from time to time for a systematic census of student problems by finding what these students themselves recognize as their foremost personal problems. In this way, one can better mobilize the counseling skills available, the curricular offerings, and the activity programs to serve all of these students.

Before administering the Check List, the writer discussed with these students the conditions under which the Check List was to be taken. The students were informed that completing the Check List was purely voluntary and that they would be permitted to remain anonymous if they wished. Each was, however, requested to sign his name if this would not cause him to alter his answers. The importance of the completion of the information regarding occupation, age, sex, marital status, and number of children was stressed. All were given ample time in which to complete the Check List. They were also told that they might consult with the writer about their check list results individually and privately if they wished to do so. Most of these

students did discuss their Check List results with the writer, and all were interviewed at least once about their problems and their aspirations for the future.

It has long been accepted that people do differ in almost innumerable ways. Certain opportunities are better adapted to some individuals' capacities and interests than other opportunities are. Trying to find the right opportunity for a given individual in a field in which he will probably be successful is of primary importance at the Oregon Technical Institute because the Institute was established to care for the educational needs of students and potential students who did not fit the patterns of Oregon State College, the University of Oregon, or the Colleges of Education. This group of students, at the beginning of the Institute's program, contained many veterans of World War II who were interested in learning trades and other skills.

The Oregon Technical Institute is located in a mountain cove three miles from downtown Klamath Falls, Oregon. The campus of the school covers the 822 acres and includes the buildings of a former Marine Corps Barracks facility.

This school was opened on July 14, 1947, with thirty-three students in attendance. At the time of this study, the enrollment was 833 students.

The occupational courses offered are divided into three general groups: general office and business education, trade and industrial occupational training, and training for technical pursuits in semi-professional fields.

All students at the Oregon Technical Institute must be sixteen years of age or over. High school graduation is not required, but is considered desirable. At the time of this study, the group included in the study consisted of one student or approximately one per cent with no high school attendance; thirty-five students, or twenty-six per cent, with some high school attendance; ninety-five students, or seventy-two per cent, with high school graduation; and one student, or approximately one per cent, who was a transfer student from another college. No degree is offered by the Institute upon graduation, but a certificate of accomplishment is awarded.

At some time in life, practically every person must choose a vocation. Several circumstances force this

upon him: (a) earning a living; (b) acquiring reasonable self-esteem, and (c) satisfying other of his human needs.

In many cases, workers who have completed the training which they plan to get have chosen vocations and have "lived" with them an entire lifetime because their realizations of dissatisfaction came only after securing some years of seniority and any change in occupation would jeopardize their seeming security, or they have acquired families or other obligations and dare not risk a change of occupations. They have to realize that not only might they not be any more pleased with the new vocation, but they would certainly have to start at or near the bottom in it.

There are approximately twenty thousand occupations in which wage earners are engaged. The exact number can never be determined, as occupations are changing constantly. An occupation that exists today may be divided into specialties tomorrow, thus giving rise to several new occupations. Other occupations may cease to exist by reason of technological improvements, new products superseding older products, or changes in the tastes of the consuming public.

People are not born for particular vocations. Every person can probably succeed in a considerable

number of vocations. Benjamin Franklin, for example, was successful as a printer, physicist, inventor, diplomat, historian, politician, and journalist. If we were to designate each person at the age of fourteen for a particular vocation, we would be neglecting the fact that individuals change from time to time before reaching adulthood and even afterwards.

" Brutes find out where their talents lie;
 A bear will not attempt to fly,
 A foundered horse will oft debate
 Before he tries a five-barred gate,
 A dog by instinct turns aside
 Who sees the ditch too deep and wide.

" But man we find the only creature
 Who, led by folly, combats nature,
 Who, when she loudly cries "forbear,"
 With obstinacy fixes there;
 And where his genius least inclines,
 Absurdly bends his whole design."
 (3, p.3)

In the field of guidance and counseling in schools, some good work is being done for young people in school, but not much is being done for those out of school or for members of the adult population who are trying to choose vocational fields to enter or new vocations where they are dissatisfied with those already entered or find their old occupations disappearing.

CHAPTER II

AN ILLUSTRATIVE REVIEW OF THE RELATED LITERATURE

In the years since guidance became a subject of formal study in or near 1906, much has been written about the problems and difficulties of various groups of people which made guidance a valid and valuable part of the life adjustment not only of young people but of older people as well. Guidance found a place of usefulness not only in schools but in various places in which large numbers of people were employed. From its simple beginnings, guidance has matured until today it influences the lives of a great many people both directly and indirectly.

Guidance has availed itself of numerous scientific and semi-scientific aids. Among these are mental tests, educational and vocational aptitude tests, educational and vocational achievements tests, interest analysis inventories, motor skill tests, sensory proficiency tests, and problem check lists or inventories. In addition, it has made wide use of the interview technique. Numerous books and magazine articles have been written on this subject alone. The cumulative record or the personnel file with their factual data,

anecdotal records, and case histories have been widely used in schools and in industry. In the more unusual cases, psychoanalysis and psychiatry have been employed. In spite of all this array of tools and of thousands of counselors employed in schools and in the business world, there are still hundreds of thousands of people who should have guidance who have not had it and, probably, never will. Experienced directors of guidance have pointed out repeatedly that many people of varying ages who need the help of skilled counselors will not get it if only those who voluntarily seek this service receive counseling. They have also stressed the importance of giving this appropriate help early enough in the life of the person for this to prevent difficulties rather than waiting until real scholastic or personal trouble has forced the student or other person to the attention of the counseling or personnel service or has forced him or her out of the situation, usually with attitudes of failure or of resentment and emotions of despair or revenge.(2)

In each of the areas listed above, hundreds and even thousands of magazine articles and dozens of books have been written. Any attempt to review them would

not only be tremendously long but would be extremely repetitious. For that reason, only a few illustrative studies will be reviewed in this thesis. These will probably make the situation clear to the reader who is not informed in this area. The reader who is informed in this area will not need this material.

Problem check lists, such as the Mooney which was used in this study, are usually given in order to find which kinds of problems are disturbing the people completing these inventories - no matter whether these problems are real or imaginary. These problems may be specific problems of individuals or, if they are met frequently enough in certain groups, they may be classified as problems of these groups and attacked as group problems. In many modern schools, at least some of these problems are met through special courses or through special units in already established classes. Illustrations of this are the "methods of study courses" at both the high school and the college levels, the "mental hygiene courses" at these same levels, the "family living courses" designed not only for students but for people who will attend evening classes, the courses in "good grooming", those in better use of English as it is spoken and written, and courses in

arithmetic and spelling for people no longer in school. The individual problems are met differently, in that they are attacked individually.

Stone (6), among others, administered the Mooney Problem Check List to five hundred seventy-eight students of the River Falls State Teachers College in March, 1947. The purpose of his survey was to find the problems of students in a teachers college. This study included forty-two seniors, fifty-eight juniors, one hundred and twenty-six sophomores, and three hundred and fifty-two freshman. Stone stated in his summary: "The survey indicated a need for careful analysis of the present curricular and extra-curricular service to the college; that many students do not think about college instructors as personnel workers, but rather as academic people who are impersonal in their behavior; women are more concerned with problems that involve health, living conditions, employment, social and recreational activities."

Zertanna, in his master's thesis (7) at Oregon State College in 1952, wrote about "Adjustment Problems of Trade Apprentices." He administered the Mooney Problem Check List to one hundred and ninety-one apprentices employed in the Portland, Oregon, area. Zertanna stated in his summary that: "The Personal area was indicated

as being the area in which adjustment needs are greatest for all apprentices (6, p.70)." The other areas in rank order were (a) "Social Interests," (b) "Economic Status," and (c) "Health." The remaining problem areas were apparently not particularly important to these apprentices as a group.

One hundred forty-seven women and seventy-three men were surveyed by Reinhard (4) to ascertain, if possible, the difficulties which assail college freshmen as these were found at the Eastern Illinois State Teachers College. This study was conducted during the spring quarter of 1932. Information cards that listed eighteen possible difficulties were given out. These eighteen items contained statements or complaints that the author had frequently heard during the last several years. She found that the most frequent causes of difficulty for these freshmen studied were: (a) slow reading; (b) too lengthy assignments; (c) difficulty in securing reserve books; (d) inadequate background in certain subjects; (e) difficulty in finding a quiet place for study; and (f) worry about matters not connected with the school. In her summary she wrote: "It is significant to note that nearly one-half of the freshmen

concerned in this study regarded worry about certain matters not connected with school as a source of difficulty."

"Personal interviews (4, p.307-309) have revealed a great variety of causes of worry among these students, such as financial troubles, serious illness of a member of family, lack of popularity, inability to get along with brothers and sisters, and in the case of several married students, pending divorce trials."

Brady (1) conducted a study in June of 1949, on the "Fears of College Students." One hundred thirty-seven college students participated in the study. A list of three hundred and sixty fear words were presented to the students for grading on a five-point scale according to their intensity in these individual cases. The author found, through this survey, that although some fears appear to be outgrown by the end of adolescence, others may be acquired at that time, principally those which deal with social problems. She (1, p.104) stated: "Among the fears experienced by all classes of people from babies to adults are fear of animals, of physical harm, of the strange and uncanny, of the phenomena of nature, and above all death.

Physical disabilities, such as blindness, deafness, and lack of or poor motor control also cause maladjustments and anxiety states."

In spite of all of the studies which have been made, it is probable that many problems have not yet been isolated. It is rather obvious that the problems of various groups have not yet been determined and that difficulties which could be handled as group difficulties are regarded as individual idiosyncrasies and weaknesses. It was the hope of the writer of this thesis that a little might be added to the sum of knowledge in this area.

CHAPTER III
THE ORIGINAL STUDY

"A study of any group reveals differences among the individuals composing it. These differences may be in terms of intelligence, command of fundamental tools of learning, physical and emotional maturation, social abilities, specific aptitudes, interests and other characteristics. Furthermore, not only are these infinite variations among individuals, but each differs from himself from time to time (2, p.3-4)."

"Any analysis of individual differences should lead to the discovery of individual needs, and the extent to which a school discovers and provides for individual needs determines the adequacy of its program (2, p.3-4)."

This study was undertaken to determine (a) the areas in which 132 students in the Oregon Technical Institute had or thought they had problems or difficulties affecting their personal lives; and (b) the desirable facilities which would aid these students in solving their problems insofar as these can be provided by the Oregon Technical Institute.

The Mooney Problem Check List, Adult Form, was chosen as the instrument to be used in locating the

problems of these 132 students. This List contains 288 items, which are to be marked by underlining if they present problems to the person who is completing these Lists. The directions also provide for a review of the problems underlined and the encircling of the numbers which precede them. In this study, the underlinings were so similar to the encirclings that there seemed no reason for making a separate study of them. In a similar way, the "summaries" asked for at the end of the Check List were merged with the results of the personal interviews.

The measuring instrument had to be one that would encourage the students to give honest, willing, and complete answers. It was hoped that the data obtained would be consistent enough to show the needs and desires of these students and to enable the writer to make recommendations which could be used for either individual or group counseling purposes. These data might show the needs of these students for additional education or for other kinds of education, the wisdom or the unwisdom of their vocational training plans, and their personal and family problems - to give a very few examples of their problems and the areas in which

efficient counselors work. The Mooney Problem Check List, Adult Form, satisfied these requirements better than any other scale or list known to the writer.

The Problem Check List is designed to give an overview of the problems of an individual of which he is aware and which he is willing to admit. It consists of two hundred eighty-eight problem statements, arranged in four major areas of thirty-six statements each; four areas of eighteen statements each; and one area of seventy-two statements, which are printed horizontally across the page in groupings of six. The individual goes through the list vertically, underlining those statements which represent problems of concern to him and encircling the numbers of the problems that are of great concern to him - if one wishes to follow this latter procedure.

In this study, the directions for completing the Check List were discussed with the students who had volunteered to take it. The students were informed that completing the Check List was purely voluntary and that the taker would be permitted to remain anonymous if he wished. It was the writer's wish that the student would sign his name if it would not cause him to alter his answers, however, for later possible advisement purposes.

The difference between underlining and encirclement was explained to them. Underlining a problem signified that the problem was troubling them whereas encirclement of the number before the problem signified that the problem was of great concern to them.

It was explained that the individual taking the Check List is afforded the opportunity on the Check List blank to add any problems which are not included in the items underlined and to make a summary of his principal problems. He is also asked to list problems which he would like to discuss and which indicate his desire for counseling.

The nine "problem areas" into which the Mooney Problem Check List is divided are shown in TABLE I, listed alphabetically and not according to any relative importance.

TABLE I

PROBLEM AREAS OF THE CHECK LIST

Courtship	Personality
Economic security	Religion
Health	Self-Improvement
Home and family	Sex
Occupation	

This Problem Check List was given to 150 students who took it voluntarily, but eighteen of the check lists returned were so incompletely or dishonestly filled in that they were discarded. Of the remaining 132 which were used, one hundred fifteen were completed by young men students and seventeen by young women students. The Check List was completed by these students in the fall of 1951.

High school graduation is not required for admission to the Oregon Technical Institute. Among the 132 students whose check lists were used in this study, one, or approximately one per cent had not attended high school at all according to his records; thirty-five, or twenty-six per cent had attended high school but had not completed the program; ninety-five, or seventy-two per cent had completed the high school program but had not attended any college or university; and one, or approximately one per cent had attended college but had not completed the program.

The percentages shown in the tables which follow are percentages of actual underscorings in comparison with the possible number of underscorings, for example, if five students in a class of twenty-five underscored

an item, it would be marked as twenty per cent.

The programs in which the students completing these Check Lists were enrolled are shown in TABLE II. These show the vocations for which they were training, as well.

TABLE II

PROGRAMS IN WHICH THESE STUDENTS WERE ENROLLED

<u>Program</u>	<u>No. of Students</u>
Business	23
Diesel Mechanics	28
Electric Repair	11
Medical Technology	17
Office Machine Technology	15
Sports Equipment	10
Watch Repair	<u>28</u>

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Because the writer thought that the grouping of these students according to family status might show some facts which might not otherwise be apparent, he tabulated the data by the following groupings: (a) single; (b) married but without children; and (c) married and with children. It was believed that the problems of these groups might vary from one to the other.

TABLE III shows the problem areas most frequently underlined as being of importance to the twenty-three students who were enrolled in the "Business" classes.

The number in the "Single" group here is fourteen, and the number in the "Married Group With Children" is eight. The number in the "Married Group Without Children" was one and, for that reason, no separate tabulation of his problems was made in TABLE III.

From TABLE III, one may see that "Self-Improvement" was the most frequently marked by these students among the nine problem areas of the Check List. The most frequently marked specific items were: "Not being as efficient as I like," "Wanting to Improve my mind," "Wanting to improve myself culturally," and "Having trouble understanding what I read." In only one item was there a large discrepancy among the problems of the two groups. This was: "Wishing I had a better educational background." The "Married With Children" group marked this item almost nine times as often as the "Single" group did. The details of the underscorings of these groups may be seen in Appendix A.

The "Personality" area was the second most often marked by the members of these "Business" classes. The most frequently marked specific items were: "Finding it hard to talk before a group," "Wanting a more pleasing personality," and "Unable to express myself well with words." In only one item was there a large

TABLE III

PROBLEMS UNDERLINED BY TWENTY-TWO MEMBERS OF THE
BUSINESS CLASS

<u>Problem Area</u>	<u>Single</u>		<u>Married with Children</u>		<u>Total, All Groups</u>	
	<u>No. Problems Underlined</u>	<u>Rank</u>	<u>No. Problems Underlined</u>	<u>Rank</u>	<u>No. Problems Underlined</u>	<u>Rank</u>
Self-Improvement	102	1	51	1	153	1
Personality	95	2	55	2	150	2
Economic Status	48	3	44	3	92	3
Health	47	4	24	4	71	4
Home and Family	26	5	13	5	39	5
Occupation	21	6	10	6	31	6
Religion	18	8	6	7	24	7
Courtship	20	7	3	8	23	8
Sex	9	9	6	7	15	9

discrepancy in the underscorings of the two groups. This was: "Lacking in self-confidence." The "Married With Children" group marked this item almost five times as often as the "Single" group did.

The "Economic Security" area was the third most frequently marked among the nine areas of this Check List by this group. The most frequently marked specific items were: "Wanting to have a business of my own," "Disliking financial dependence on others," "Needing part-time work," and "Getting into debt." Two items showed marked discrepancy between the two groups. These were: "Having to spend all of my savings," and "Worried about security in old age." Each of these was given 37.5 per cent of the underscoring by the "Married With Children" group but none by the "Single" group. Many of these students have jobs outside of their school hours, but these do not leave them a great deal of working time. This necessitates financial assistance from parents in many cases. Since many of these men and some of the women were veterans of World War II and were under the "G.I. Bill", it would appear to this writer that they should not have required much additional financial assistance and that they should have marked

"Not budgeting my money" much more often than they did. With some of the married men, the fault lay more with the wife than the husband if one can accept their statements in individual interviews as correct.

The "Health" area was the fourth most often marked by this "Business" class group among the nine areas of the Check List. The items most frequently marked were: "Not getting enough rest or sleep," "Poor complexion and skin trouble," "Feet hurt or tire easily," "Catching a good many colds," and "Frequent sinus or nose trouble." The first two of these were marked five and three times as often by the "Single" group as by the "Married With Children" group.

In the "Health" area, the leading problem for the "Single" group was "Not getting enough rest or sleep." This problem area ranks very low among the "Married With Children" group. In several cases, this problem could very easily be eliminated by the individual's limiting his "downtown" activity. There are many students, however, that work downtown; and their jobs must necessarily start after school hours and last until late at night. There is a distinct tie-in here with the students' most frequently marked problem in "Economic

Security - that of "Disliking financial dependence on others." They are willing to forego their financial dependence on others and try to make it "on their own," which is a very admirable trait, even at the expense of loss of sleep.

The "Married With Children" group have most frequently underlined "Frequent sinus or nose trouble" under the "Health" problem area. This writer interviewed a prominent eye, ear, and nose specialist in this vicinity on the possible causes of this condition. He stated: "In my opinion, it is due to the heavy farming area and the winds that carry particles with them, combined with the altitude of this community. It is not conducive to the best skin and nose health. However, if the people that are susceptible to this type of discomfort were well educated in skin care, much of it would be eradicated." The writer does not wish to comment on this. The available information does not show whether the condition of those affected appeared before or after coming to this area. It does indicate, however, that there is a need for more education and instruction in personal hygiene. This, and a study of psychosomatic influences here, would be interesting as

a separate study. This should also include the amount of these troubles among the long-time residents of this vicinity.

The "Home and Family" area was the fifth most frequently marked area by the members of this group. The items most frequently marked were: "Worried about a member of my family," "Parents sacrificing too much for me," "Having clashes of opinions with my parents," "Not seeing parents often enough," "Having to live with relatives," and "Mother or father not living." One-fourth of the "Married With Children" group marked: "Irritated by habits of member of my family" whereas none of the "Single" group marked this item. On the other hand, more than one-fourth of the "Single" group marked: "Not seeing parents often enough" where none of the "Married With Children" group marked this item.

The sixth most frequently underscored area among this "Business" class group was that of "Occupation." The most frequently marked item here was marked by the "Married with Children" group only - "Not knowing how to look for a job." The same circumstances applied to "Unable to enter my chosen vocation." The next three items in frequency of marking were underscored by the

"Single" group almost twice as often as by the other group. These items were: "Doubting wisdom of vocational choice," "Finding my work too routine or monotonous," and "Would rather be doing other kind of work."

The area of "Religion" was seventh among the nine problem areas as marked on the Check List by this group. "Not going to church often enough" was the most frequently marked in both groups. "Wanting to feel close to God" was second in frequency of marking. The "Single" group marked "Differing from family in religious beliefs" to a small extent whereas none of the "Married With Children" group marked this item.

The eighth most frequently marked area among these students was "Courtship." Only two items were marked very frequently - "Having too few dates" by the "Single" group and "Deciding whether I'm really in love" by members of both groups.

A few of the individual summaries are given below:
Ralph is married, has one child, and is forty-three years of age. He underlined: (a) Lacking self-confidence, (b) Wanting more chance for self-expression, (c) Wanting more personal freedom, (d) Not reaching the goal I've set for myself, (e) Being treated unfairly by

others, and (f) Irritated by habits of a member of my family.

In the summary he wrote: "Years of study to become a concert musician with financial problems arising, which prohibited the attainment of my final goal. Then a college education and the earning of a B.A. degree. After three years of teaching in high school, I found to my dismay that my artistic temperament could not cope with the problems of teaching music to youngsters on this level. Very monotonous and boring, to say the least."

The writer has known Ralph casually since he entered the Institute, and asked him: "What was the reason you discontinued teaching?" He replied, "I just couldn't teach pep music for games. I don't think that's music. I was let out because I told the administration that it wasn't music."

It seems to this writer that Ralph presents (a) an unrealistic goal as far as his abilities and background equip him for one of the most competitive of vocations, (b) an unrealistic attitude toward himself, (c) an immature degree of development, and (d) a marked tendency toward projection of his own inadequacies onto others.

Ralph has not been willing to face his situation and adjust himself to actualities. He regrets his marriage, and blames his increasing financial obligations as the principal block to the attainment of the goal he had set for himself. His dismissal from a teaching position may have increased his feelings of futility and self-pity.

John is married, has two children, and is twenty-six years of age. He listed as his most important difficulties (a) Lacking in self-confidence, (b) Awkward in meeting people, (c) Having trouble understanding what I read, and (d) Having a poor memory.

He stated in his summary: "Afraid that if I was to take a job in what I am studying, will I be able to hold the job and make my employer glad it was I he hired instead of someone else."

When asked what he would suggest for his problem, he replied: "I would like to attend a spelling and public speaking clinic. I think that if I were able to speak and write as well as I want, I would obtain the self-confidence in which I am lacking now."

The underlining of "Having a poor memory" might stem from reading and not understanding the material;

therefore, little retention. The writer believes that if John were to concentrate on his spelling and would join some organization that has public speaking as a part of its program, his problem areas might disappear. It is possible, however, that John's vocational interest and both his vocational and general aptitudes are not in harmony. What he thinks he would like to do may not be well supported by either his ability or his background. Since he has no other vocational interest at present, it seems best that he continue his present program until he demonstrates that he can or cannot succeed in it. His burdening himself with a family at his relatively young age and without any vocational accomplishments or even clear-cut goals would seem to have been questionable judgment.

Sarah is thirty-two years old, married, and has two children. Her husband is working in another town. She indicated as her most important difficulties the following: (a) Wanting more personal freedom, (b) Constantly worrying, (c) Feelings too easily hurt, and (d) Unhappy too much of the time.

In her summary, she stated: "No social life. Having to worry about finances."

In response to the question: "What are some of the things you are doing to help with your problems?" she stated: "I'm hoping some older women start school next term. The interests and activities of the younger ones do not interest me."

This case appears to be that of an immature personality involving extensive self-pity and seeming regression. If she would do better those things which are her duties as a wife and mother and would exert herself to take part in the available activities of her own age-group instead of brooding about her wants, she might develop more maturity of personality.

Ann, a registered nurse, is forty, married, and has one child. She underlined: (a) Having a permanent illness or disability, (b) Muscular ache and pains, (c) Feet hurt or tire easily, (d) Missing my former social life, and (e) Spending too many evenings at home.

In the summary, she stated: "Health impaired by chronic illness has necessitated readjustment professionally and socially. I am studying in an entirely new field, and optimistic about outcome. Have had considerable responsibility for aged parents, but present arrangements seem to be satisfactory."

When asked what she is doing about her problem, she replied, "Why, I'm going to school."

The writer believes that she should do much more than this because she has not yet made the adjustment from her former professional and social clique. Without considerably more material, it is difficult to make an analysis. There is an indication, however, that a suitable adjustment has not yet been made. It is possible that she misses the excitement of her earlier years as a nurse. Her emphasis on her ill health may have a real foundation or may be rationalization. Her optimism about the possibilities of her present training may fall into the same category.

* * * * *

The problems of the twenty-three students in the Business classes may be summarized as: not being as efficient as they would like to be, not having as good cultural and educational backgrounds as they would like, difficulty in understanding and remembering what they read, finding it difficult to speak before groups, unsatisfactory personalities, disliking financial dependence on others, getting into debt, security in old age, insufficient sleep, nose and sinus trouble,

general poor health, annoyance with members of their own families, having to live with relatives, vocational doubts of several kinds and, too much smaller extents, problems in the courtship, religion, and sex areas. How well people with as many problems as these and with the attitudes which go with them will succeed in the business world is very much of a question.

On the other hand, the Institute could and should make available more classes and clubs in public speaking, care of the skin and the respiratory areas, and mental hygiene on the campus to which people not registered as students may be invited.

TABLE IV shows the problem areas most frequently underscored by twenty-eight students enrolled in the Diesel Class of the Oregon Technical Institute. The "Single" group was composed of eleven students. The number in the "Married Without Children" group was nine. The number in the "Married With Children" group was eight.

From TABLE IV, one may see that "Personality" was ranked first by being most frequently underscored by the students of the Diesel Class among the nine problem areas of the Check List. The most frequently

underlined specific items were: "Unable to express myself well in words," "Lacking leadership ability," "Wanting a more pleasing personality," and "Being stubborn or obstinate." In two items, there were large discrepancies in the underscorings of the three groups. The first of these was: "Avoiding someone I don't like." The "Married With No Children" group marked this item almost five times as often as the "Single" group did whereas the "Married With Children" group marked this item almost four times as often as did the "Single" group. "Taking things too seriously" was underlined over twice as many times by the "Married With Children" group as by the "Single" group, while the "Married Without Children" group marked this item over three times as often as the "Single" group did. The details of the underscorings of these groups may be seen in Appendix B.

The "Self-Improvement" area was the second most often marked by the members of this Diesel Class. The most frequently marked specific items were: "Wanting to improve myself culturally," "Wanting to improve my mind," "Not being as efficient as I would like," "Wishing I had a better educational background." In only one item

TABLE IV

PROBLEMS UNDERLINED BY TWENTY-EIGHT MEMBERS OF THE
DIESEL MECHANICS CLASS

<u>Problem Area</u>	<u>Single</u>		<u>Married, No Children</u>		<u>Married With Children</u>		<u>Total All Groups</u>	
	<u>No. Problems Underlined</u>	<u>Rank</u>						
Personality	71	1	77	1	76	1	224	1
Self-Improvement	56	2	65	2	62	2	183	2
Economic Security	44	3	43	4	59	3	146	3
Health	38	4	45	3	36	4	119	4
Home and Family	25	5	28	5	34	5	87	5
Religion	13	7	23	6	26	6	62	6
Occupation	13	7	9	7	10	7	32	7
Courtship	17	6	6	8	5	8	28	8
Sex	6	8	2	9	5	8	13	9

was there a large discrepancy in the underscorings of the three groups. This was: "Needing more outdoor air and sunshine." The "Married With Children" group marked this item over five times as often as the "Single" group did, while the "Married Without Children" group marked this item over four times as often as the "Single" group did. Noticeable, also, is the fact that "Wishing I had a better educational background" and "Having a poor memory" were marked twice as often by the "Single" group as they were by the "Married Without Children" group, whereas the "Married With Children" and the "Single" groups underscored "Wishing I had a better educational background" over twice as many times as the "Married Without Children" group marked this item.

"Economic Security" was the third most frequently marked among the nine areas of this Check List by this group. The most frequently marked specific items were: "Wanting to have a business of my own," "Disliking financial dependence on others," "Needing a job," and "Living in an undesirable location." Two items showed marked discrepancy among the three groups. These were: "Getting into debt", given 36.4 per cent of the underscoring by the "Single" group; 37.5 per cent by the "Married With Children" but none by the "Married

Without Children" group. "Unsure of financial support" was given 50 per cent of the underscorings by the "Married With Children" group; 22.2 per cent by the "Married With Children" group; but none by the "Single" group.

The "Health" area was the fourth most often marked by the Diesel Class among the nine areas of the Check List. The items most frequently marked were: "Feeling tired much of the time," "Not getting enough rest or sleep," "Troubled by headaches," and "Frequent nose or sinus trouble." Two discrepancies appeared in the "Health" area. These were: "Feet hurt or tire easily," given 33.3 per cent of the underscorings by the "Married Without Children" group; 25 per cent by the "Married With Children", but none by the "Single" group. "Too much underweight or overweight" was underscored more than three times as often by the "Married With Children" group as by the "Single" or the "Married Without Children" groups.

The "Home and Family" area was the fifth most frequently marked area by the members of this class. The items most frequently marked were: "Not seeing parents often enough," which was underscored over three times as often by the "Married Without Children" group

as by the "Married With Children" group; and "Worried about a member of my family," which was underscored over three times as often by the "Married With Children" group as the "Married Without Children" group. "Members of my family in poor health" and "Mother or father not living" were other items frequently underscored, especially by the "Married With Children" group.

The sixth most frequently underscored area among the Diesel Class was that of "Religion." The most frequently marked items here were: "Not going to church often enough," "Wondering if there is life after death," "Not getting satisfactory answers from religion," and "Wanting to feel close to God." One item showed marked discrepancy. This was: "Needing a philosophy of life." The "Married With Children" group gave this item 37.5 per cent of their underscorings; the "Married Without Children" group, 11.1 per cent of their underscorings, but none of the "Single" group underscored this item.

The "Occupation" area was seventh among the nine problem areas as marked on the Check List by the Diesel Class. Three items were most frequently marked by the three groups within this class, and all showed discrepancies of marking among the groups. These were:

"Lacking necessary experience for a job," showing 25 per cent of the underscorings of the "Married With Children" group and 22.2 per cent of the "Married Without Children" underscorings, but none by the "Single" group; "Not knowing how to look for a job" which was given 22.2 per cent of the underscorings by the "Married Without Children" and 12.5 per cent by the "Married With Children" but by none of the "Single" group; and "Being bothered or interfered with in my work" which was given 27.3 per cent of the underscoring by the "Single" group but by none of the other two classifications.

The eighth most frequently marked area among the Diesel Class students at the Oregon Technical Institute was "Courtship." Three items of this area were marked frequently. These were: "Wondering if I really know my prospective mate," "Afraid of losing the one I love," and "Caring for more than one person." The first of these was marked by the "Single" group only, where the "Married With Children" group marked the second item more frequently. The third item was marked frequently by the "Single" group, not at all by the "Married With No Children" group, and fairly frequently by the "Married With Children" group. These may be seen in Appendix B.

The ninth most frequently marked area on this Check List was "Sex." The most frequently marked items here were: "Too easily aroused sexually," which was not underscored by the "Single" group but which received 22.2 per cent of the markings of the "Married Without Children" group and 12.5 per cent of those of the "Married With Children" group; "Thinking too much about sex matters", which received 22.2 per cent of the markings of the "Married Without Children" group and 18.2 per cent by the "Single" group, whereas the "Married With Children" group showed no markings on this; and "Sexual needs unsatisfied," which drew markings of 27.3 per cent and 11.1 per cent from the "Single" and the "Married Without Children" groups respectively whereas the "Married With Children" showed no underscorings for this item.

Some data obtained from the summaries are shown below:

Duane: "Wondering about what will happen after I'm out of school. If I go into the Service, what will I do and what might happen to me. Fear more than anything else, I guess.

"I left one girl for another, and now I don't know if I did the right thing. Between my future job and the girl I plan on marrying this summer, I am really confused.

"I fool around with the opposite sex in an improper way. It's not as bad as it was six months ago, though. I hope I'm growing up or beginning to use my head like a man."

Upon reviewing some of the problems areas, Duane re-underlined: (a) Caring for more than one person, (b) Not going to church often enough, (c) Thinking too much about the opposite sex, (d) Wondering how far to go with the opposite sex, (e) Thinking too much about sex matters, (f) Sexual needs unsatisfied, (g) Bothered by thoughts running through my head, and (h) Deciding whether I'm really in love.

This writer has known Duane since he entered this school. He had the possibilities of becoming a very good athlete, but had to be dropped from the squad.

To the query put to him by the writer: "How are you trying to solve your problems?"; he replied, "The problem stems from my parents and high school. My parents are very religious, and I have a deep sense of right and wrong. In high school I didn't go with girls and now that I'm away from home, I'm catching up, but maybe not using my head."

Duane, as have several of the other students, has a deep fear of entering the Armed Forces. He has not made

a satisfactory transition from home and family life to student status away from home. The boy is confused in his sex life and in his underlying knowledge of right and wrong.

* * * * *

Lyle stated in his summary: "My chief problem now seems to be having to go into the Service. I would like very much to be able to go to work in the Diesel field, so as to be on my way to owning my own business. My ambition seems to be to own a fleet of trucks; and, as you know, this takes time and money. Also, going into the Service makes a big decision on getting married. The only problem on this is whether to wait until I am out or get married while in the Service.

"One more problem is that I always worry if people like me or not. This has always worried me."

The problem areas that Lyle listed as most important to him were: (a) Lacking self-confidence, (b) Awkward in meeting people, (c) Worrying how I impress people, (d) Being envious or jealous, (e) Having a bad temper, and (f) Physically unattractive.

Lyle has realized his supposed shortcomings, but has a definite personality complex. His teeth are cavity-pocked, and he is very self-conscious about his

neglect. Lyle, by all means, should see a dentist and have his teeth fixed. This writer, from general observation, thinks that this is the chief cause of Lyle's complex. This writer believes a certain amount of fear of entering the Armed Forces is normal, but that one should take it in his stride just as others have.

* * * * *

Raymond stated in his summary: "I think the matters of religion are my chief problems. I am not rebellious in my religion; and from a logical standpoint, I believe it is the most practical. However, in order to be sincere, you must believe certain doctrines without any doubts, although there is no actual proof offered. Science, on the other hand, disproves many of these theories; and the more a person delves into it, the more confused he becomes. I consider myself to be very broadminded, so I don't condemn any other religion and am only trying to find out just what it is I am to believe."

Some of the problems Raymond re-underlined as most important to him were: (a) Science conflicting with religion, (b) Not getting satisfactory answers from religion, (c) Wondering if there is life after death,

- (d) Differing with my husband or wife over religion, and
- (e) Finding it hard to control sex urges.

Raymond had not consulted with his minister. He is relying on student "arguments" and his own interpretations to prove or disprove his theories. He should by all means see his minister, a man who has made a thorough study of the Bible, to help clear up his religious problems. Raymond has a religious background, and his married sex life is confused. The consultation would possibly relieve this condition, too.

* * * * *

The principal problems of the twenty-eight students in the Diesel Class may be summarized as: "Feeling tired much of the time," "Not getting enough rest or sleep," "Feet hurt or tire easily," "Wanting to have a business of my own," "Getting into debt," "Wanting to improve culturally and improvement of mind," "Unable to express self," and "Finding it hard to talk before a group." Many have indicated they have not broken away from home and family ties, have unsatisfactory sex problems, have religious problems and, to a lesser degree, problems in courtship and occupations.

The Oregon Technical Institute counselors should stress the "Health" problems that occur in certain

vocational choices because these physical requirements are of great importance, especially in classes that are designated as "heavy" vocational choices or involve heavy lifting.

The reaction to the "Religious" area for the Diesel students surprised this writer. The underlining of "Not going to church often enough," "Wanting to feel close to God," and "Wondering if there is life after death" has indicated that these students are becoming more aware of religion. This awareness has stemmed, in many cases, from the closeness of their inductions into the Armed Forces.

Because of the many questions on religion, because of the distance to town churches, and the lack of transportation by many of the students, the Oregon Technical Institute should make campus church services available to the students of the Institute.

TABLE V shows the problem areas most frequently underscored by twenty-eight students enrolled in the Watch Repair Technology Class of the Oregon Technical Institute. The "Single" group was composed of seven students. There were four in the "Married Without Children" group, and seventeen in the "Married With Children" group.

TABLE V

PROBLEMS UNDERLINED BY TWENTY-EIGHT MEMBERS OF
THE WATCH-REPAIR TECHNOLOGY CLASS

<u>Problem Area</u>	<u>Single</u>		<u>Married, No Children</u>		<u>Married With Children</u>		<u>Total All Groups</u>	
	<u>No. Problems Underlined</u>	<u>Rank</u>						
Personality	33	1	18	1	94	1	145	1
Self-Improvement	31	2	15	2	65	2	111	2
Economic Security	21	4	10	3	54	3	85	3
Health	22	3	8	4	47	4	77	4
Home and Family	7	6	3	6	29	5	39	5
Religion	11	5	2	7	24	6	37	6
Occupation	7	6	7	5	10	7	24	7
Courtship	5	7	2	7	6	8	13	8
Sex	1	8	1	8	5	9	7	9

It was a surprise to this writer to find that, of all the classes reviewed, this class had written less in the summaries than any of the other groups. In a response to a query to the instructor of the Watch-Repair Class: "Why is it the summaries were neglected by so many of the students of your class?", his answer was: "People with recent handicaps are reticent. They do not wish to talk about them; they feel that this class has a certain mark on it, a sort of classification for physically handicapped people. That's why so many of this type enroll in Watch Repair. I'm glad you asked me because I feel that I and my associate have a definite insight into their problems as we have gone through the same thing. We, as you can see, have physical disabilities."

From TABLE V, one may see that "Personality" ranks first by being the most frequently underscored by the students of the Watch-Repair class. The most frequently underlined specific items were: "Taking things too seriously," "Unable to express myself well in words," "Lacking self-confidence," "Finding it hard to talk before a group," and "Disliking certain persons." The outstanding difference among these groups, to this writer, was: "Unhappy much of the time." The "Single"

group gave this problem 42.9 per cent of their underscorings; the "Married With Children" group 11.8 per cent, but none by the "Married Without Children" marked this item at all. The details of the underscorings of these groups may be seen in Appendix C.

"Self-Improvement" was ranked second according to the frequency of its underscorings by this group. The most frequently marked specific items were: "Not being as efficient as I would like," "Having a poor memory," "Trouble keeping up a conversation," "Wanting to improve myself culturally," "Forgetting the things I learned in school," and "Wishing I had a better educational background." The large number of underlinings for "Not being as efficient as I would like" by all three groups could easily be attributed to the infinite degree of alertness which is a necessity in this occupation. Many students are taking this course because of their physical disabilities rather than their aptitudes. This occupation might therefore be more difficult to master than another field of endeavor in which the individual may have been better qualified if it were not for the physical disability.

The "Economic Security" area was the third most often marked by the twenty-eight students of the Watch

Repair Class. The most frequently marked specific items were: "Getting into debt," "Can't seem to make ends meet," and "Not enough money for medical treatments." On two items, in the writer's estimation, was there marked discrepancy in the underscorings of the three groups. These were: "Wanting to have a business of my own," which was marked by 28.6 per cent of the "Single" group, by 35.3 per cent of the "Married With Children" group, but by none of the "Married Without Children" group. The second discrepancy was the underlining of "Not having a systematic saving account," which was given approximately 25 per cent of the underscorings by both the "Married Without Children" and "Married With Children" group but none by the "Single" group.

The "Health" area was the fourth most frequently marked among the nine areas of this Check List by these groups. The most frequently marked specific items were: "Too much underweight or overweight," "Having a permanent illness or disability," "Feet hurt or tire easily," "Having trouble with my eyes," and "Feeling tired much of the time." A discrepancy noted by the writer was that the last four items above were given an average of 25.5 per cent of the underscorings by the "Single" group and a 23.5 per cent average by the "Married With

Children" group but were underscored by none of the "Married Without Children" group.

The students of the Watch Repair class have indicated by their frequent underlinings in the "Health" problem area that the "Single" men are mostly concerned with their weight. This problem area also ranks high with the "Married With Children" classification. This shows a definite need for an activity which will be suitable for students having an illness or disability, one which will not be too strenuous yet one that will be active enough for the individual to help him return to physical fitness.

The "Health" area underlinings also indicate that the students are having eye trouble due to the minute objects with which the individuals have to work within this occupational classification. Many of these students in the Watch Repair course have chosen this vocation - not from previous experience or aptitude - but influenced by circumstances of a physical nature.

"Home and Family" ranks fifth in the frequency of markings by this group. The most frequently underlined specific items were: "Having different interest from husband or wife," "Wanting love and affection," "Worried about a member of my family," "Mother or father not living," "Not really having a home," and "Worrying

whether my marriage will succeed." This writer interviewed the members of this class, and started out each interview with this question: "How has your disability affected your home life?" In all but one case the belief of these men was that, due to their disabilities, they have become physically unattractive to their wives. This would seem to be the cause of the high rating of "Wanting love and affection" and "Worried about a member of my family." It might also explain some of their general self-pity.

The sixth most frequently underscored area for this Watch Repair class was that of "Religion". The items most frequently marked here were: "Not going to church often enough," "Not getting satisfactory answers from religion," "Finding church services of no interest to me," "Wondering if there is life after death," and "Losing my earlier religious faith." As previously mentioned, many of the Watch Repair class students are physically handicapped and this makes church attendance in even the nearest churches very difficult. Campus church services would tend to solve many of the problems found in the "Religious" area for the students of this Watch Repair Class.

The "Occupation" area was the seventh more frequently marked by the members of this group. The items most frequently marked were: "Not liking some of the people I work with," "Needing to know my vocational abilities," "Lacking necessary experience for a job," and "Dissatisfied with my present job."

The area of "Courtship" was eighth among the nine problem areas as marked on the Check List by this group. "Afraid of losing the one I love" was the most frequently marked by the three groups. "Not finding a suitable life partner" and "Having to wait too long to get married" were given markings to a small extent by the "Single" group.

The least often marked problem area was that of "Sex." The items most frequently marked here were: "Too easily aroused sexually," "Finding it hard to control sex urges," "Sexual needs unsatisfied," and "Sexual desires differ from husband or wife." The numbers of total underscorings in the above items were largest for the "Married Without Children" group, the second largest was for the "Married With Children" group, the fewest underscorings were found for the "Single" group.

The natures of the problems that were described are illustrated in the summaries which follow:

Victor, a single student, thirty-four years of age wrote: "My chief problem is lack of inspiration to become a financial success. No financial responsibilities to other persons make it easy for me to have little respect for money; consequently, a lot wasted. Belong to too many civic and social organizations. A great deal of responsibility is thrust upon me without my asking for it. Too easy a target for any contributions, civic or social." Victor underlined the following: (a) Getting into debt, (b) Having too many financial problems, (c) Buying too much on the installment plan, (d) Feeling blue and moody, (e) Unhappy much of the time, and (f) Taking things too seriously.

This adult is really confused when, in his summary, he writes "No financial responsibilities to other persons" and then underlines not only once but twice "Getting into debt." The poor financial condition of this student has caused a depressed state of unhappiness and moodiness, the two conditions having a definite overlap. It would be wise for this individual to have an allied course of business procedure to run concurrently with his present course. He has underlined in his economic security area "Wanting a business of my own."

To insure success in business, he will have to straighten out his personal money problems before such a venture is undertaken. Finances seem to be the crux of his problems.

* * * * *

Warren, twenty-one years of age and single, has stated in his summary: "Worry about my disability, which at times makes me very unhappy."

Some of the problems Warren has designated as being most important to him are: (a) Having a permanent illness or disability, (b) Taking things too seriously, (c) Being envious or jealous, (d) Feeling blue and moody, (e) Having feelings of extreme loneliness, (f) Feelings too easily hurt, and (g) Unhappy much of the time.

When asked: "What are you doing about your problem?", he replied, "It's a tough situation. I try to analyze my case, but I just don't know. Lots of it is not my fault. Before entering the Service, I thought that I was like everyone else, but this Service disability has changed me. I look at other fellows without any disability, and I'm depressed."

The physician who has treated Warren has written: "Warren has not taken his condition as curable; therefore, he has not shown as much improvement as one would expect."

Warren has assumed that his condition is beyond help, and feels that any association with others is very limited by reason of his handicap. He should join in class, club, and other activities that will give him close association with other students. He should also strive to compensate for his handicap by exercising desirable personal qualities, thereby creating a counterbalance to his self-pity.

* * * * *

The problems of the twenty-eight students in the Watch Repair Technology Class may be summarized as:
"Taking things too seriously," "Finding it hard to talk before a group," "Unhappy much of the time," "Not being as efficient as I would like," "Having a poor memory," "Wishing I had a better educational background," "Getting into debt," "Can't seem to make ends meet," "Not enough money for medical treatments," "Too much underweight or overweight," "Having a permanent illness or disability," "Feet hurt or tire easily," "Having trouble with my eyes," "Having different interests from husband or wife," "Wanting love and affection," "Worried about a member of my family," "Worrying whether my marriage will succeed," "Not going to church

often enough," "Not getting satisfactory answers from religion," "Wondering if there is life after death," "Not liking some of the people I work with," "Needing to know my vocational abilities," "Lacking necessary experience for a job," "Afraid of losing the one I love," and "Finding it hard to control sex urges."

It is this writer's opinion that many of the above items could be eliminated for the members of the Watch Repair class by a program of light physical education. It would be a distinct advantage for Oregon Technical Institute to provide such an outlet for students with physical disabilities. A program of muscular activity of a not too strenuous nature should help them both physically and mentally. More counseling and guidance or guidance into other vocational areas is indicated for many of these students.

TABLE VI shows the problem areas most frequently underscored by the fifteen students enrolled in the Office Machine Technology Class. The "Single" group was composed of six students. The number in the "Married Without Children" group was two. The number in the "Married With Children" group was seven.

The Office Machine Technology Class requested that the Mooney Problem Check Lists be given to them,

with the provision that they be allowed to complete them at home. This writer agreed, provided that only those interested in the Check List and problem areas it contained be given a form.

After collecting the Check Lists, the instructor of this class volunteered the following statement: "I fully believe that these or somewhat similar tests should be given to each incoming student and then forwarded to his instructor. After collecting these, I took the liberty of checking, or I should say looking over, two particular students whom I have not been able to 'get to'.

After reviewing the underlined statements, I could see why. I called these students in and talked to them in a vein that I had not used before. The problems that I had encountered before this talk have almost faded away, and the rapport has increased tremendously."

From TABLE VI, one may see that "Personality" was ranked first by being the most frequently underscored by the students in this class. The most frequently underlined specific items were: "Lacking self-confidence," "Unable to express myself well in words," "Taking things too seriously," "Awkward in meeting people," "Finding it hard to talk before a group," "Disliking certain people," and "feeling blue and

moody." The most noticeable differences between the groups within this class were: "Taking things too seriously," given 42.9 per cent of the underscorings by the "Married With Children" group. The "Single" group marked this 33.3 per cent of the time, whereas the "Married Without Children" did not mark this problem at all. "Disliking certain persons" and "Feeling blue and moody" were given 33.3 per cent of the underscorings by the "Single" group and 28.6 per cent of the underscorings by the "Married With Children" group but none by the "Married Without Children" group. The details of the underscorings of these groups may be seen in Appendix D.

"Self-Improvement" was ranked second by its frequency of underscorings. The most frequently marked specific items were: "Not being as efficient as I would like," "Wanting to improve myself culturally," "Wanting to improve my mind," and "Forgetting things I learned in school." In only one problem area was there a wide difference among the groups. This was: "Wishing I had a better educational background," given 42.9 per cent of the underscorings by the "Married With Children" group. The "Single" group gave this 33.3 per cent of their underscorings, but the "Married Without Children" group did not mark it at all. The reader may note

TABLE VI

PROBLEMS UNDERLINED BY FIFTEEN MEMBERS OF
THE OFFICE MACHINE CLASS

<u>Problem Area</u>	<u>Single</u>		<u>Married, No Children</u>		<u>Married With Children</u>		<u>Total All Groups</u>	
	<u>No. Problems Underlined</u>	<u>Rank</u>						
Self-Improvement	30	1	8	2	34	1	72	2
Personality	29	2	27	1	33	2	89	1
Health	12	4	5	3	21	3	38	3
Economic Security	14	3	3	4	16	4	34	4
Home and Family	5	6	2	5	11	5	18	5
Religion	4	7	3	4	7	6	14	6
Courtship	11	5	-	7	1	7	12	7
Occupation	2	8	1	6	1	7	4	8
Sex	1	9	1	6	-	8	2	9

that, in Appendix D, "Not being efficient as I would like" has the highest percentage of underscorings by the three groups. This would seem to indicate that there might be a discrepancy between the aspirations of this group and their performances or, perhaps, they wanted success to come too easily.

The "Health" area was ranked third in its frequency of underscorings by these Office Machine students of the Oregon Technical Institute. The most frequently marked specific items were: "Feeling tired much of the time," "Too much underweight or overweight," "Stomach trouble," "Having a permanent illness or disability," "Having considerable trouble with my teeth," and "Having a serious illness or disease." The largest number of underscorings of the above were given by the "Married With Children" group. A discrepancy was noted in the problem "Having a permanent illness or disability", which was not underscored by the "Single" or the "Married Without Children" groups at all, but was given 42.9 per cent of the underscorings by the "Married With Children" group.

The "Economic Security" area was ranked fourth by these fifteen Office Machine students. The most frequently marked specific items here were: "Wanting

to have a business of my own," "Living in an undesirable location," "Needing an insurance plan," "Needing a job," "Needing advice about investments," and "Disliking financial dependence on others." The largest number of underscorings by all three groups is found in "Wanting to have a business of my own." This was marked by almost 60 per cent of the entire group. This is a normal reaction to self-expression. It is the reward that comes to a person who can make something which will bear the stamp of his personality, but it requires ability and determination.

The "Home and Family" area was ranked fifth; "Religion" was ranked sixth; "Courtship" was ranked seventh; "Occupation" was ranked eight; and "Sex" was ranked ninth by these groups. All of these were marked very infrequently, and do not seem to be of any great importance to the "Office Equipment" Class students.

The following material is illustrative of that obtained in personal interviews with members of this class:

Harold, aged thirty-three, married with no children, stated in his summary: "Need of doing something well and developing self-confidence" and "Feeling I am a failure." He underlined the following as his problem areas: (a) Lacking in self-confidence,

(b) Awkward in meeting people, (c) Not being as efficient as I would like, (d) Speaking or acting without thinking, (e) Feeling blue and moody, (f) Feeling I am a failure, (g) Wanting a business of my own, and (h) Having difficulty making decisions.

After checking over Harold's list, this writer asked him: "What are you doing about your problem?" His answer was rather a surprise, "I don't want to talk about it. I thought this was confidential. No one can help me, and I don't want any." According to the instructor, this student is not going to pass this course, due to poor application. His attitude in class is one of being a failure. He attends the theater incessantly. He does not want assistance. He has made up his mind that he is a failure, is not willing to seek help, and resents any suggestions offered. He is probably using the movies as a fictitious means of transposing himself into a success.

All of us carry around with us a set of idealized and of despised images of ourselves. We dream of being heroes, successful in business, artists, lovers, or saints. Our radios, movies, novels, and even the textbooks in school tell us about success and that we, too, can achieve success. Out of all this and material

forced on us by everyday life, one paints a portrait of himself. When one fails to live up to the portrait, he is likely to be sunk in depression, have feelings of inferiority, and hug despair to his bosom.

* * * * *

Wesley, single, aged thirty-nine, did not write a summary, but dropped into the office on several occasions to discuss his problems. He talked about tests and their functions, enumerating many of them by name and showing at least a superficial knowledge about them. He said: "While in the Army, my superior officer was always drunk and it fell on my shoulders to evaluate tests given cadets for flight capacity. I wish that you would call for my other tests and look them over."

Wesley underlined the following problems:

(a) Having too few dates, (b) Not finding a suitable life partner, (c) Too few opportunities for meeting people, (d) Being made fun of or teased, (e) Having feelings of extreme loneliness, (f) Wanting love and affection, (g) Being alone too much, and (h) Spending too many evenings at home.

Wesley is of a very religious nature, and is a member of the Mormon Church. He is "test conscious." He has, by his own statement, set a very high standard

for his future wife. He has enrolled in numerous "lonely hearts clubs;" and, when contacting a prospect, he will enclose a test, of what type he would not say nor would he divulge the person who evaluates the test. The numerous tests and evaluations taken by Wesley are due to his being unable to cope with the current situation, and he has now developed a paranoid attitude toward social success. He is seeking self-assurance through tests. Wesley is socially maladjusted, and should have psychiatric treatment.

* * * * *

Dan, aged twenty-seven, married with one child, writes in his summary: "The future - just what should a person prepare himself for? Should you have the outlook of 'Eat, drink, and be merry for tomorrow you may die,' or should you 'save for a rainy day?'"

Dan has indicated the following as trouble areas for himself: (a) Lacking self-confidence, (b) Worrying how I impress people, (c) Not going to church often enough, (d) Wondering if there is life after death, (e) Needing to know my vocational abilities, (f) Doubting wisdom of my vocational choice, and (g) Worried about security in old age.

Dan was asked by this writer: "What problem is of most concern to you?" His reply was: "Going into the service with a lot of other people and not knowing what's going to happen." Dan was deferred because of war work in World War II.

Military Service is a distinct problem to many students at the Oregon Technical Institute who have had no previous military experience. It would be wise for the school to poll the students who are eligible for induction as to their military preferences, and to secure competent men in these particular fields to lecture or, by use of visual aids, to cover such aspects of pre-induction as citizenship and emotional, physical, and moral preparation for military duty. This would tend to alleviate the fears of induction into the Military Services. The students should be told what the Military Services are. Explanation of the various branches and some of the jobs done in each Service would be helpful. He should be told the ordinary experiences one may expect in induction, in barracks, and in drill. The trials and difficulties of military life should be enumerated and discussed. Emphasis should be placed on the fact that each person may start now and make his living count for a successful career in the Armed Forces.

* * * * *

The problems of the fifteen Office Machine Technology students may be summarized as: personality problems in self-confidence, expression, awkwardness, and speaking before groups. Inefficiency, cultural improvement, mental improvement, forgetfulness, tiredness, illness, disability, weight difficulties, teeth trouble, living locations, money plans, and financial dependence on others were also underscored extensively by these students.

The Institute should make available to these students classes or clubs in public speaking which would emphasize not only speaking but mental hygiene. The Institute should also make available a training program for instructors to enable them to recognize the problems, needs, interests, and goals of each student.

TABLE VII shows the problems most frequently underlined as being of importance to these ten Sports Equipment Class students. The number in the "Single" group here was three. The number in the "Married Without Children" group was three. The number in the "Married Group With Children" was four. By its infrequency in underscoring different problem areas, this class indicated that it had the fewest problems of any

of the classes. From interviews, one may surmise that - in general - they did not take the problems which they had too seriously.

From TABLE VII, one may see that "Personality" was the problem area most frequently marked by these students among the nine problem areas of the Check List. The most frequently marked specific items were: "Confused as to what I really want," "Finding it hard to talk before a group," "Unable to express myself well in words," "Lacking self-confidence," and "Trying to forget an unpleasant experience." The details of these underscorings by these groups may be seen in Appendix E.

The "Economic Security" area was the second most often marked by members of the Sports Equipment class. The most frequently marked specific items here were: "Wanting to have a business of my own," "Needing part-time work," "Having too many financial problems," "Not having enough money for necessities," and "Not budgeting my money." In one item only was there a wide discrepancy in the underscorings by the three groups. This was: "Not having enough money for necessities." The "Married With Children" group gave this problem 33.3 per cent of their underscorings, but the other two groups did not mark it at all.

TABLE VII

PROBLEMS UNDERLINED BY TEN MEMBERS OF
THE SPORTS EQUIPMENT CLASS

<u>Problem Area</u>	<u>Single</u>		<u>Married, No Children</u>		<u>Married With Children</u>		<u>Total All Groups</u>	
	<u>No. Problems Underlined</u>	<u>Rank</u>						
Personality	22	1	10	2	8	2	40	1
Economic Security	19	2	11	1	2	5	32	2
Health	6	5	6	3	13	1	25	3
Self-Improvement	17	3	4	4	2	5	23	4
Home and Family	7	4	2	6	3	4	12	5
Occupation	6	5	2	6	1	6	9	6
Religion	2	7	3	5	4	3	9	6
Courtship	4	6	-	-	-	-	4	8
Sex	1	8	-	-	1	6	2	9

The "Health area was the third most frequently marked by the members of the Sports Equipment class. The most frequently marked specific items here were: "Frequently bothered by sore throat," "Poor complexion or skin trouble," "Feet hurt or tire easily," and "Sleeping poorly."

The "Self-Improvement" area was the fourth most frequently marked area by the members of this group. The items most frequently marked were: "Wanting to improve myself culturally," "Lacking skill in sports or games," "Not being as efficient as I would like," and "Wanting to learn how to dance." It was noted by the writer that these students were taking an interest in the social and athletic activities of the Oregon Technical Institute. This is shown by their underscoring of "Wanting to learn how to dance," and "Lacking skill in sports or games."

The "Home and Family" area was the fifth most frequently marked among the nine areas of this Check List by this group. The most frequently marked specific items were: "Worried about a member of my family," "Having different interests from husband or wife," and "Members of my family in poor health."

The area of "Religion" was ranked sixth in importance by this group. The items most frequently underscored were: "Confused in my religious beliefs," "Science conflicting with my religion," and "Not getting satisfactory answers from religion." All of these received ten per cent of the possible underscorings by the members of the three groups making up this Sports Equipment Class.

The remaining areas of "Occupation", "Courtship," and "Sex" were given very infrequent markings and were not considered as problems by very many of the members of the Sports Equipment Class as a group.

A few summaries of the information taken from individual check lists are shown below:

Jack, aged twenty-six, married, with one child, wrote: "I do not like the country around Klamath Falls, therefore, am not happy to be here. I do not have a car at present and it causes many difficult situations.

"I have always been in doubt about religious beliefs. I find stores in the Bible very hard to believe, and tend to look at the scientific side of it, which is the wrong attitude according to most people, including my wife."

Some of the problems Jack underlined were (a) Confused in my religious beliefs, (b) Failing to see the relation of religion to life, (c) Science conflicting with my religion, (d) Transportation or commuting problem, and (e) Wanting to learn how to dance.

Jack is not a deviate, but he fails to realize that most people, at some time or other, have questioned some of the ancient writings; but they did not dwell unduly on the subject or make it an issue. Jack has indicated that the normal questioning of the Bible is a distinct problem area to him.

* * * * *

Mark, aged fifty-four, married, with no children, stated: "My chief problems are the health of my wife and myself. Frankly, I know I'm affected with hypochondria. I can read articles that deal with human ailments and in time I will produce all the symptoms that are associated with the account read."

Some of the problems which Mark underlined were: (a) Feeling tired much of the time, (b) Sleeping poorly, (c) Frequently bothered by sore throat, (d) Muscular aches and pains, (e) Having considerable trouble with my teeth, (f) Occasionally feeling faint or dizzy, (g) Troubled with swelling of the ankles, (h) Occasional

pressure or pain in my head, and (1) Bothered by shortness of breath.

When asked: "What are you doing for your health?", he answered, "Oh, not much. Of course I'm worried about it and as I wrote in the test, I can get the symptoms by just reading about them."

Mark should obtain a book which would enumerate the trials and tribulations in growing old, but above all Mark should contact a competent physician for a complete physical check-up. He tends inevitably, when life confronts him with a problem, to express his feelings and thinking in words and rationalizations; the more intensely he feels or thinks about a problem, the more pronounced and vivid his symptoms or ailments become.

* * * * *

John, aged thirty-four, single, wrote: "I can sincerely state that at present, generally speaking, I am most happy and content. Like all persons I have some minor problems. The two that I give the most thought are (a) not having a definite future goal at an age when one should have one, and (b) having a great deal of fondness for children and realizing the value of a stable home life but finding some difficulty in

making a choice or definite decision in this matter, possibly because of an unfortunate marriage in the past."

Some of the problems John underlined were: (a) Deciding whether to get married, (b) Confused as to what I really want, and (c) Poor prospects of advancement in my present job.

Although John has recognized his problems, his main need is to have a competent person outline a plan for him, one that will lead to his achievement of his goal or goals, and then stimulate him to such achievement as he is capable of.

* * * * *

The problems of the ten students in the Sports Equipment Class may be summarized as: "Confused as to what I really want," "Finding it hard to talk before a group," "Wanting to have a business of my own," "Needing part-time work," "Having too many financial problems," "Poor complexion or skin trouble," "Wanting to improve myself culturally," "Not being as efficient as I would like," and "Confused in my religious beliefs."

This group shows a need for "personality development." "Economic Security" was ranked first by the

"Married" and the "Married With Children" groups within this class. Most of the married students in this class are World War II veterans. They have underlined "Needing a part-time job," frequently. After talking to these students, the writer concluded that their belief that the government pay was inadequate was somewhat justified, although they admitted that, if they were a little more careful in budgeting their finances, some of their money problems would be eliminated entirely.

By looking at TABLE VIII, one may see the problems most frequently underlined as being of some but not of overwhelming importance to the seventeen Medical Technology students. The number in the "Single" group here was nine. The number in the "Married Group Without Children" was three, and the number in the "Married Group With Children" was five.

The "Personality" area was the most frequently marked by these students among the nine problem areas of the Check List. The most frequently marked specific items were: "Taking things too seriously," "Lacking self-confidence," and "Worrying how I impress people." Extensive differences in the underscorings were: "Finding it hard to talk before a group," given 23.4 per cent of the markings by the "Single" group but none

by the "Married With Children" or by the "Married Without Children" groups. "Taking things too seriously" and "Lacking self-confidence" were underscored about five times as often by the "Single" group as by the "Married With Children" group whereas the "Married Without Children" group did not mark these items at all. The details of the underscorings may be seen in Appendix F.

In the "Personality" area the problems of "Taking things too seriously," "Lacking self-confidence," "Worrying how I impress people," and "Finding it hard to talk before a group" indicate difficulties in adjusting to a mature world.

The "Self-Improvement" area was the second most often marked by these members of the Medical Technology Class. The most frequently marked specific items were: "Needing more exercise," "Wanting very much to travel," "Not having enough social life," and "Wishing I had a better background." The items that showed marked differences in underscorings among the three groups were: "Needing more exercise," which was underscored about six times as often by the "Single" group as by the other two groups. "Wishing I had a better educational background" was given 17.6 per cent of the underscorings by the "Single" group and 11.7 per cent

TABLE VIII

PROBLEMS UNDERLINED BY SEVENTEEN MEMBERS OF
THE MEDICAL TECHNOLOGY CLASS

<u>Problem Area</u>	<u>Single</u>		<u>Married, No</u>		<u>Married With</u>		<u>Total, All Groups</u>	
	<u>No. Problems</u>	<u>Rank</u>	<u>No. Problems</u>	<u>Rank</u>	<u>No. Problems</u>	<u>Rank</u>	<u>No. Problems</u>	<u>Rank</u>
Personality	58	1	29	1	22	1	109	1
Self-Improvement	41	2	22	2	16	2	79	2
Health	15	3	5	4	8	3	28	3
Economic Security	12	5	6	3	6	4	24	4
Home and Family	14	4	4	5	3	7	21	5
Religion	6	8	5	4	5	5	16	6
Courtship	10	6	1	7	-	-	11	7
Sex	8	7	-	-	3	7	11	7
Occupation	4	9	2	6	4	6	10	9

by the "Married With Children" group but none by the "Married Without Children" group.

The "Health" area was the third most frequently marked by this group, but the totals here were not large. The most frequently marked specific items were: "Too much underweight or overweight" and "Not getting enough rest or sleep." It may be noted in Appendix F that "too much underweight or overweight" was given 17.6 per cent of the underscorings by the "Single" group, while the "Married With Children" group gave this item 11.7 per cent of the underscorings and the "Married Without Children" gave it only 5.8 per cent.

The "Economic Security" area was the fourth most often marked area by the members of this group. The items most frequently marked were: "Transportation or commuting problem," "Being extravagant or wasteful," and "Lacking privacy in my living quarters."

The students in the "Single" group marked the "Transportation or commuting" item almost five times as often as did either of the other two groups. It is an easily observable fact that the local transportation problem is of great concern, especially to the "Single" group. Several of the students in Medical Technology are women. As part of their training program involves

having the student work in downtown hospitals, the traveling from the Institute to the hospitals and back is quite a problem if one does not have a privately owned car. Most of these students did not, nor did they have the funds with which to purchase cars. The distance from the center of town is a distinct handicap to those having no private transportation.

The "Home and Family", "Courtship," "Sex," and "Occupation" areas were not deemed distinct problem areas by this class as a group. Only in "Religion" was there any large underscoring. The "Single" group gave 23.4 per cent of their underscorings to "Wondering if there is life after death." This received 11.7 per cent of the underscorings by the "Married With Children" and 5.8 per cent by the "Married Without Children" groups.

An illustrative summary of one of the interviews is:

Ann, twenty-two years of age, married and without children, has underlined fifty-three problems, typical of which are: (a) Feeling tired much of the time, (b) Lacking modern conveniences in my home, (c) Unhappy too much of the time, (d) Worrying whether my marriage will succeed, (e) Too easily moved to tears, (f) Wanting

to be more popular, (g) Not knowing the kind of person I want to be, (h) Being stubborn or obstinate, and (i) Sometimes acting childish or immature.

In her summary, she wrote: "My main problem is trying to do too much in a limited time, also about No. '271'; but all my problems will be solved when we get away from school and this community, and past relationships."

In answer to the question put to her by the writer: "What can the school do for your problem?", Ann answered; "Well, the school could put some nice furniture in my apartment and a stove that would at least cook. I came from a very nice home where my folks took pride in its appearance but since getting married I haven't yet lived in a place that would come close to my former home. The people here just let their children play in the halls with very little clothing, yelling and screaming all day and it doesn't seem to worry them and when you speak to them they get mad. I'll be glad when we get away."

Ann has carried forward an image of her former home life with her parents. She now has to accustom herself to less, and finds it difficult to make the transition. Ann has worries about making her marriage

successful. This may stem from her inexperience in group living and the reduced means incurred in marriage.

* * * * *

The problems of the seventeen students in Medical Technology Class may be summarized as: "Need for more exercise, Being too much overweight or underweight, Taking things too seriously, and Wondering if there is life after death."

There is a distinct correlation here between the "Self-Improvement" problem of "Needing more exercise" and the "Health" problem of "Too much underweight or overweight." The Oregon Technical Institute is keenly conscious of the fact that women's activities are below par, and steps are being taken to correct this condition. Additional activities for women, with plans for an addition to the present gymnasium for the use of women students, should help to correct the situation.

TABLE IX shows the problem areas most frequently underlined by the eleven members of the Electric Repair Class. The number in the "Single" group was four. The "Married With Children" group contained seven students. There was none in the "Married Without Children" group.

From TABLE IX, one may see that the "Personality" area was the most frequently marked by the students of

the Electric Repair Class. The most frequently marked specific items were: "Unable to express myself well in words," "Speaking or acting without thinking," and "Wanting a more pleasing personality."

The "Self-Improvement" area was the second most often marked among the nine areas of this Check List by this group. Specific items were: "Wanting to learn how to dance," "Needing a vacation," "Having trouble understanding what I read," "Wishing I had a better educational background," and "Not being as efficient as I would like." The details of the underscorings of these groups may be seen in Appendix G.

The "Economic Security" area was the third most often underscored by the members of this class. The most frequently marked specific items were: "Needing part-time work," "Unsure of future financial support," "Needing a job," and "Not enough money for medical expenses." One item showed a wide discrepancy of underlining between the two groups. This was: "Unsure of future financial support," which was marked by 50 per cent of the "Single" group but by none of the "Married With Children" group.

The "Health" area was the fourth most often marked by the students in this class. The items most

frequently marked were: "Frequent nose or sinus trouble," "Not getting enough sleep or rest," and "Feeling tired much of the time." The item, "stomach trouble," was given 28.5 per cent of the underscorings by the "Married With Children" group but none by the "Single" group.

A few summaries showing the nature of problems occurring in the Electrical Repair Class are:

Anonymous, aged forty-four, married, with two children, wrote: "I find that I'm very unhappy in this course, yet I like the subject very much. I find I incur the wrath of the instructor because he thinks I'm 'sluffing off'. This is not the case. My feet hurt and I feel tired. Any suggestions you might have I would appreciate."

Anonymous underlined the following: (a) "Feeling tired much of the time," (b) "Feet hurt or tire easily," (c) "Having trouble with my eyes," (d) "Not getting enough rest or sleep," (e) "Lacking ambition," and (f) "Daydreaming."

The writer would have enjoyed talking to this student but, due to the fact that his paper was without identity, this was impossible. His is a definite problem, and it could conceivably be that Anonymous is in an occupation for which he is not physically or

TABLE IX

PROBLEMS UNDERLINED BY ELEVEN MEMBERS OF THE
ELECTRICAL REPAIR CLASS

<u>Problem Area</u>	<u>Single</u>		<u>Married With Children</u>		<u>Total, All Groups</u>	
	<u>No. Problems Underlined</u>	<u>Rank</u>	<u>No. Problems Underlined</u>	<u>Rank</u>	<u>No. Problems Underlined</u>	<u>Rank</u>
Personality	22	1	22	2	44	1
Self-Improvement	19	2	24	1	43	2
Economic Security	9	3	22	2	31	3
Health	7	5	18	3	25	4
Religion	8	4	1	5	9	5
Home and Family	3	6	4	4	8	6
Courtship	7	5	-	-	7	7
Sex	3	7	1	5	4	8
Occupation	3	7	1	5	4	8

vocationally qualified. His underlining of "Lacking ambition" and "Daydreaming" is in direct contradiction to the statements in his summary. This writer does not give much credence to the honesty of Anonymous' check list, or it is possible that he is moving toward becoming mentally or emotionally unbalanced.

* * * * *

Leo, aged nineteen, single, wrote in his summary: "I'm a fellow that cannot participate in any strenuous sports because the doctor has advised against it. If the school had some sort of activity that I could do without too much exertion it might take my mind off a great many things I do that is not considered (next word omitted by Leo).

"I know that the things I'm doing is not right but it seems I cannot help it. Maybe I have been running around with the wrong crowd."

Leo underlined forty-six problems altogether, among which were: (a) "Feeling blue and moody," (b) "Having feelings of extreme loneliness," (c) "Feelings too easily hurt," (d) "Wanting to break a bad habit," (e) "Bothered by thought running through my head," (f) "Being too inhibited in sex matters," (g) "Petting and necking," and (h) "Having too few dates."

When the writer asked him: "What are you doing about your problems and what would you suggest in a way of an activity?", he received the frankest reply of the survey. Leo answered, "My problem is purely sex. I had a girl in high school and I was the cause of her pregnancy and now I'm afraid to go out with the girls. I know it sounds silly but I'm just afraid. I just can't take a girl to the show and not get familiar. This is confidential or I wouldn't be talking about it, although I've wanted to for a long time."

"Suppression of emotion is bad physical hygiene. Once the entire organism is in a 'stirred-up' state it should be given expression in bodily activity of some sort. We cannot, under civilized conditions, say or do all the things which emotion prompts within us, and the problem of finding a suitable outlet of expression is sometimes very real (5, p.117)."

The reader may see in the underscorings of this class in Appendix G that "Wanting to learn how to dance" is a distinct problem to the "Single" group. This is shown by the 75 per cent underscoring given this item. The Institute has had a limited number of "Associated Student" sponsored dances, and this has drawn the attention of the students to the fact that dancing is a

social asset. More and more of this type of activity should be instigated by the Institute. This should not only tend to unite the students into a more compact unit, but it should give them more activities, provide a means of self-improvement, and take their thoughts away from so much self-pity.

CHAPTER IV
SUMMARY AND RECOMMENDATIONS

The purpose of this study was two-fold; one, to determine the adjustment problems of students attending the Oregon Technical Institute; and, second, to find what facilities might be needed for the correction of these problems.

In order to ascertain the desired areas for guidance and assistance, an analytical medium was needed with which to gather data concerning these students. These data could then be used for individual and group counseling purposes. This medium for gathering data would show the possible needs for additional education as well as indicate improvements in the selection of trade courses and in the more personal attributes. The medium chosen had to be one to which responses would be given willingly and honestly.

The writer administered the Mooney Problem Check List, Adult Form, to one hundred and fifty students of the Oregon Technical Institute. Eighteen of these were marked in a manner showing insincerity, and these were discarded.

The student counselor at the Oregon Technical Institute was advised by the writer that the survey

indicated the "Personality," "Self-improvement," "Economic Security," and "Health" areas were the four of most concern to these students. When asked his opinion about these students, he wrote: "The majority of the students at Oregon Tech are almost completely non-academic in their thinking, and have been throughout their entire lives. Many of them have not finished high school, and those with eighth grade educations only are numerous. As a rule, this type of person has not been verbal, and comes to a sudden realization of this fact when thrown into contact with those who are. The many recent high school graduates at Oregon Tech only make him see the point more clearly. However, most of those persons who indicated "Personality" as a problem are not in reality serious deviates in a broad sense, but rather only concerned over a particular problem." On the other hand, the large number of problems underscored by some of these students shows, at the least, too great an inward turning of their thoughts and, at the most, a distinct deviation from the normal in the fields of mental and emotional hygiene. Some of them are aspiring to vocational goals for which they may or may not have the directly concerned capacities; but some of them indicate an inadequacy of

educational, cultural, and personality backgrounds which are distinct handicaps. In the individuals in which this is coupled with a lack of drive or the desire for easy success, the situation appears rather bleak. To some, and one can hope all of these students, more age and more financial margin may bring more maturity of attitude.

The majority of these students were veterans of World War II. Without the "G.I. Bill", most of them would not have sought more education than that which they had when they entered the Military Services. Even though some of them may fail to reach their goals, the writer believes that most of them will be better off for having made this effort. At the time of the completion of this thesis, most of these students have completed their programs of study. The present students have entered directly from high school graduation. For that reason, a repetition of this study of the present student body might show very different data which would lead to at least some different conclusions. To summarize the data in more detail:

1. The "Personality" area was marked as being of the greatest concern to these students at the Oregon

Technical Institute by the one hundred thirty-two students who completed in an acceptable manner the Mooney Problem Check List, Adult Form, in terms of the number of times it was underscored. The frequent underlining of the specific items "Lacking in self-confidence," "Unable to express myself well in words," and "Finding it hard to talk before a group" indicates that there is a definite undercurrent of feelings of inferiority involved in this sampling of Oregon Technical Institute students.

2. The second most frequently marked area was that of "Self-Improvement." "Wishing I had a better educational background," "Wanting to improve my mind," and "Not being as efficient as I would like" are the problems most frequently underlined in this area. This, the writer believes, is a natural reaction for individuals who have had rather a minimum of academic training and suddenly become aware of the requirements needed to reach the goals which they have set for themselves.
3. The third most frequently marked area was that of "Economic Security." "Wanting to have a business of my own," "Needing money for education or training," and "Disliking financial dependence on others" are

the problems most frequently underlined by this whole group in this area. A great satisfaction is gained by individuals when they can see the fruits of their labor leading to the owning and operating of their own enterprises. This is particularly true in a technical school in which a majority of the training programs are organized to lead to self-employment or proprietorship.

That money problems may be expected from the majority of students, especially the "Married" and the "Married With Children" groups while they are furthering their vocational training is obvious. The families of many of these students are in the lower income brackets, and cannot give the students much financial assistance. Many of these students depended on the Government, as a consequence of war service, for help in completing their schooling. This aid was not large enough for people who were not skillful in their budgeting of money. The "Single" students, as a whole, had more money problems than the other two groups, and these were of a different nature. "Being too extravagant and wasteful" and "Too little money for recreation" were the chief problem areas for the "Single"

students, whereas "Insufficient Funds" was commonest among the married students.

4. The fourth most often marked area was that of "Health." This, the writer believes, is a distinct problem area due to the many cases among these students who showed physical disabilities. Some of these were well established results of military duty. It is easy to believe that others were the results of rationalizations and of psychosomatic causes. Oregon Technical Institute counselors should be concerned with the physical requirements needed for the various technological courses. This survey indicates that, in some instances, student problems may be caused by poor physical equipment on the part of the student for the selected vocations.

The problem areas most frequently underlined in "Health" were: "Feeling tired much of the time," "Having permanent illness or disability," "Feet hurt or tire easily," and "Poor complexion or skin trouble."

The remaining areas were of little concern to these students except that in the "Religious" area some concern was shown by the age group nearing induction into the Armed Forces in their underlining

of "Wondering if there is life after death."

The students in the "Single" classification have shown that they have not adequately broken away from home and family ties by their frequent underlining of "Being away from home too much." Some self-pity was noted in both of the married groups.

"Occupation" is apparently of little concern to these students. This may indicate that they are, as a group, satisfied with their choices of vocation, at least to the extent that they do not feel keenly discontented about them.

It is recommended that:

1. A definite plan of action be proposed to the Institute administration which would include a training program for instructors to enable them to recognize the problems, needs, interests, and goals of each student and the commonest means of meeting these to the advantage of the students.

Students must make choices of curriculums, select major areas of concentration, and choose vocational outlets. The continued success of the Institute depends, in part, upon helping students to make wise choices

from all points of view. There are many instructors who are hesitant to advise students because they think (a) they do not understand the techniques and are reluctant to obtain the needed information, or (b) they feel that they are intruding into the private lives of the individuals.

2. A program of light physical education should be instituted for those students who are physically handicapped, and physical activities for all students should be stressed more.

The majority of these students with handicaps have been quite active, and a light physical program should have a two-fold purpose: (a) to give them, as far as possible, a series of activities which will supply enjoyment as well as a physical benefit, and (b) to provide an outlet for their emotions. The writer believes a program of physical activity would improve the mental health of these students as well as their physical health.

3. An activity committee should be formed at the Oregon Technical Institute, comprised of instructors and students, to initiate a lively

social program for the entire academic year.

This committee would endeavor to bring to the campus entertainments and activities that would increase and improve the social outlooks of these students. Participation by the students themselves should be stressed.

4. The health of these students should be examined more thoroughly when students are being counseled about making vocational choices, as well as for physical reasons.

The physical requirements are of great importance in most of these trade courses and, in some cases, students have found it difficult to do work of a passing grade in their courses due to physical inabilities or weaknesses.

5. The Institute administration should secure the aid of the local ministerial association in setting up church services on the campus.

This writer believes that, due to the distance from the town and the lack of transportation by the majority of these students, church services on the campus would eliminate many of the problems arising in the "Religious" area.

6. The administration should secure the aid of the Armed Services or local recruiting officers to explain various phases of life in the military services.

A knowledge of the choice of service, procedure at induction, and vocational choices within the Services would alleviate most of the problems and worries about pre-induction, induction, group living, and combat service.

7. The Institute should make available more classes and clubs in public speaking, care of the skin and respiratory area, and mental hygiene on the campus not only for students but open also to people not registered as full-time students.
8. Studies such as this one should be continuing because the type of student personnel changes as the Institute establishes itself and its program of service. This should be supplemented by thorough follow-up studies to measure the effectiveness of both the technological courses and the counseling given at the Institute.

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A P P E N D I X A

PROBLEM AREAS MOST FREQUENTLY UNDERLINED BY
TWENTY-THREE BUSINESS CLASS STUDENTS OF
OREGON TECHNICAL INSTITUTE

<u>Problem Areas</u>	<u>Single</u> %	<u>Married</u> <u>With Children</u> %
HEALTH:		
Not getting enough rest or sleep	64.3	12.5
Poor complexion and skin trouble	42.9	12.5
Feet hurt or tire easily	35.7	25.0
Catching good many colds	21.4	12.5
Having considerable trouble with teeth	21.4	25.0
Frequent sinus or nose trouble	14.3	37.5
ECONOMIC SECURITY:		
Disliking financial dependence on others	42.9	25.0
Needing financial assistance	-	25.0
Needing part-time work	28.6	25.0
Getting into debt	28.6	25.0
Wanting to have business of my own	28.6	50.0
Having to spend all of my savings	-	37.5
Fearing future unemployment	21.4	-
Worried about security in old age	-	37.5
Not budgeting my money	21.4	25.0
Not having systematic saving plan	21.4	12.5
Can't seem to make ends meet	7.1	37.5
Work too irregular or unsteady	7.1	37.5
SELF-IMPROVEMENT:		
Wanting to improve myself culturally	42.9	37.5
Not being as efficient as I like	42.9	50.0
Wanting to improve my mind	42.9	50.0
Not using my leisure time well	35.7	25.0

<u>Problem Areas</u>	<u>Single</u> %	<u>Married</u> <u>With Children</u> %
SELF-IMPROVEMENT (cont'd.)		
Wanting to improve my appearance	35.7	12.5
Needing more exercise	35.7	12.5
Not mixing well with opposite sex	28.6	-
Wanting to improve my manners and etiquette	28.6	25.0
Having trouble with my speech	28.6	25.0
Having trouble understanding what I read	28.6	37.5
Needing more outdoor air and sunshine	28.6	12.5
Forgetting things I learned in school	21.4	25.0
Wishing I had a better educational background	7.1	62.5
PERSONALITY:		
Finding it hard to talk before a group	42.9	37.5
Wanting a more pleasing personality	35.7	37.5
Unable to express myself well with words	35.7	25.0
Feelings too easily hurt	28.6	37.5
Taking things too seriously	21.4	25.0
Awkward in meeting people	21.4	25.0
Speaking or acting without thinking	21.4	12.5
Feeling blue and moody	21.4	-
Wanting to be more popular	21.4	-
Having a certain bad habit	21.4	-
Wanting to break a bad habit	21.4	-
Avoiding someone I don't like	14.3	37.5
Lacking in self-confidence	14.3	62.5
Constantly worrying	7.1	37.5
Unhappy too much of the time	-	25.0

<u>Problem Areas</u>	<u>Single</u> %	<u>Married</u> <u>With Children</u> %
HOME AND FAMILY:		
Not seeing parents often enough	28.6	-
Worried about a member of my family	21.4	12.5
Parents sacrificing too much for me	21.4	12.5
Being away from home too much	14.3	-
Having to live with relatives	14.3	12.5
Not really having a home	14.3	-
Unable to discuss certain problems at home	14.3	-
Mother or father not living	14.3	12.5
Having clashes of opinion with my parents	7.1	25.0
Irritated by habits of member of my family	-	25.0
COURTSHIP:		
Having too few dates	35.7	-
Deciding whether to get married	14.3	-
Disappointed in a love affair	14.3	-
Deciding whether I am really in love	7.1	25.0
In love with someone I can't marry	7.1	12.5
SEX:		
Wondering how far to go with the opposite sex	14.3	-
Needing information about sex	14.3	-
Thinking too much about opposite sex	7.1	12.5
Finding it hard to control sex urges	7.1	12.5

<u>Problem Areas</u>	<u>Single</u> %	<u>Married</u> <u>With Children</u> %
RELIGION:		
Not going to church often enough	42.9	25.0
Differing from family in religious beliefs	14.3	-
Wanting to feel close to God	7.1	25.0
In love with someone of different religion	7.1	12.5
OCCUPATION:		
Doubting wisdom of vocational choice	21.4	12.5
Finding my work too routine ' or monotonous	21.4	12.5
Would rather be doing other kind of work	21.4	12.5
Not know how to look for a job	-	37.5
Unable to enter my chosen vocation	-	25.0
Not liking some of the people I work with	14.3	-

A P P E N D I X B

PROBLEM AREAS MOST FREQUENTLY UNDERLINED BY
TWENTY-EIGHT DIESEL MECHANICS TECHNOLOGY STUDENTS
OF OREGON TECHNICAL INSTITUTE

<u>Problem Areas</u>	<u>Single</u> %	<u>Married, No</u> <u>Children</u> %	<u>Married</u> <u>With Children</u> %
HEALTH:			
Feeling tired much of the time	45.5	44.4	25.0
Troubled by headaches	36.4	22.2	12.5
Not getting enough rest or sleep	27.3	44.4	12.5
Frequent nose or sinus trouble	18.2	33.3	37.5
Too much underweight or overweight	9.1	11.1	37.5
Feet hurt or tire easily	-	33.3	25.0
ECONOMIC SECURITY:			
Wanting to have a business of my own	54.5	88.9	62.5
Getting into debt	36.4	-	37.5
Disliking financial dependence on others	27.3	44.4	50.0
Needing a job	18.2	44.4	37.5
Living in an un- desirable location	18.2	22.2	50.0
Unsure of financial support	-	22.2	50.0
SELF-IMPROVEMENT:			
Wanting to improve my- self culturally	45.5	66.7	37.5
Wanting to improve my mind	45.5	66.7	37.5
Wanting very much to travel	45.5	44.4	50.0
Wishing I had a better educa- tional background	45.5	22.2	62.5
Having a poor memory	45.5	22.2	25.0

<u>Problem Areas</u>	<u>Single</u> %	<u>Married, No</u> <u>Children</u> %	<u>Married With</u> <u>Children</u> %
SELF-IMPROVEMENT (Cont'd.):			
Not being as efficient as I would like	36.4	44.4	62.5
Needing more outdoor air and sunshine	9.1	44.4	50.0
PERSONALITY:			
Unable to express myself well in words	45.5	55.6	25.0
Lacking leadership ability	45.5	11.1	25.0
Wanting a more pleasing personality	36.4	44.4	25.0
Being stubborn or obstinate	36.4	22.2	25.0
Lacking self-confidence	27.3	33.3	50.0
Confused as to what I really want	27.3	33.3	50.0
Not really being smart enough	27.3	22.2	37.5
Finding it hard to talk before a group	18.2	44.4	50.0
Avoiding someone I don't like	9.1	44.4	37.5
Taking things too seriously	9.1	33.3	25.0
HOME AND FAMILY:			
Not seeing parents often enough	27.3	44.4	12.5
Worried about a member of my family	18.2	11.1	37.5
Member of my family working too hard	18.2	22.2	12.5

<u>Problem Areas</u>	<u>Single</u> %	<u>Married, No</u> <u>Children</u> %	<u>Married With</u> <u>Children</u> %
HOME AND FAMILY (Cont'd.):			
Mother or father not living	18.2	22.2	37.5
Member of my family in poor health	9.1	22.2	25.0
COURTSHIP:			
Wondering if I really know my prospective mate	36.4	-	-
Caring for more than one person	18.2	-	12.5
Afraid of losing the one I love	9.1	11.1	25.0
SEX:			
Sexual needs unsatisfied	27.3	11.1	-
Thinking too much about sex matters	18.2	22.2	-
Too easily aroused sexually	-	22.2	12.5
RELIGION:			
Not going to church often enough	36.4	44.4	50.0
Wanting to feel close to God	18.2	22.2	12.5
Wondering if there is life after death	9.1	44.4	37.5
Not getting satis- factory answers from religion	9.1	22.2	25.0
Needing a philosophy of life	-	11.1	37.5

<u>Problem Areas</u>	<u>Single</u>	<u>Married, No Children</u>	<u>Married With Children</u>
OCCUPATION:			
Being bothered or interfered with in my work	27.3	-	-
Lacking necessary experience for a job	-	22.2	25.0
Not knowing how to look for a job	-	22.2	12.5

A P P E N D I X C

PROBLEM AREAS MOST FREQUENTLY UNDERLINED BY
TWENTY-EIGHT WATCH REPAIR TECHNOLOGY STUDENTS OF
OREGON TECHNICAL INSTITUTE

<u>Problem Areas</u>	<u>Single</u> %	<u>Married, No</u> <u>Children</u> %	<u>Married With</u> <u>Children</u> %
HEALTH:			
Too much under- weight or overweight	71.4	25.0	17.6
Having a permanent illness or dis- ability	42.9	-	35.3
Feeling tired much of the time	28.6	-	11.8
Feet hurt or tire easily	14.3	-	23.5
Having trouble with my eyes	14.3	-	23.5
ECONOMIC SECURITY:			
Wanting to have a business of my own	28.6	-	35.3
Getting into debt	14.3	25.0	11.8
Not having a systematic sav- ing account	-	25.0	23.5
Can't seem to make ends meet	-	25.0	17.6
Not enough money for medical treatments	-	-	17.6
SELF-IMPROVEMENT:			
Not being as efficient as I would like	42.9	25.0	35.3
Having a poor memory	42.9	50.0	11.8
Trouble keeping up a conversation	42.9	25.0	23.5

<u>Problem Areas</u>	<u>Single</u> %	<u>Married, No</u> <u>Children</u> %	<u>Married With</u> <u>Children</u> %
SELF-IMPROVEMENT (Cont'd.):			
Forgetting the things I learned in school	42.9	25.0	11.8
Wanting to improve myself culturally	14.3	25.0	23.5
Wishing I had a better educational background	14.3	25.0	17.6
PERSONALITY:			
Taking things too seriously	42.9	50.0	41.2
Finding it hard to talk before a group	42.9	25.0	23.5
Unhappy much of the time	42.9	-	11.8
Being physically unattractive	28.7	25.0	-
Feelings too easily hurt	28.7	-	5.9
Unable to express myself well in words	28.6	50.0	29.4
Lacking self- confidence	14.3	25.0	23.5
Wanting a more pleasing personality	14.3	25.0	17.6
Disliking certain persons	14.3	25.0	17.6
Not reaching the goal I've set for myself	-	25.0	17.6
Feeling blue and moody	-	25.0	17.6

<u>Problem Areas</u>	<u>Single</u> %	<u>Married, No</u> <u>Children</u> %	<u>Married with</u> <u>Children</u> %
HOME AND FAMILY:			
Mother or father not living	28.6	25.0	11.8
Having different interest from husband or wife	14.3	25.0	11.8
Worrying whether my marriage will succeed	14.3	50.0	17.6
Wanting love and affection	-	-	17.6
Worried about a member of my family	-	-	23.5
Not really having a home	-	25.0	11.8
COURTSHIP:			
Not finding a suitable life partner	28.6	-	-
Having to wait too long to get married	28.6	-	-
Afraid of losing the one I love	14.3	25.0	5.9
SEX:			
Too easily aroused sexually	14.3	50.0	17.6
Finding it hard to control sex urges	-	25.0	5.9
Sexual needs unsatisfied	14.3	25.0	5.9
Sexual desires differ from husband or wife	-	25.0	11.8

<u>Problem Areas</u>	<u>Single</u> %	<u>Married, No</u> <u>Children</u> %	<u>Married With</u> <u>Children</u> %
RELIGION:			
Not getting satisfactory answers from religion	28.6	25.0	11.8
Losing my earlier religious faith	28.6	25.0	-
Not going to church often enough	14.3	-	35.3
Finding church services of no interest to me	14.3	-	11.8
Wondering if there is life after death	14.3	-	23.5
OCCUPATION:			
Not liking some of the people I work with	28.6	25.0	5.9
Dissatisfied with my present job	14.3	25.0	5.9
Needing to know my vocational abilities	-	-	11.8
Lacking necessary experience for a job	-	-	11.8

A P P E N D I X D

**PROBLEM AREAS MOST FREQUENTLY UNDERLINED BY
FIFTEEN OFFICE MACHINE TECHNOLOGY STUDENTS
OF OREGON TECHNICAL INSTITUTE**

<u>Problem Areas</u>	<u>Single</u> %	<u>Married, No</u> <u>Children</u> %	<u>Married With</u> <u>Children</u> %
HEALTH:			
Feeling tired much of the time	33.3	50.0	28.6
Having considerable trouble with my teeth	33.3	-	14.3
Stomach trouble	16.7	-	28.6
Too much under- weight or over- weight	-	50.0	28.6
Having a permanent illness or dis- ability	-	-	42.9
ECONOMIC SECURITY:			
Wanting to have a business of my own	50.0	100.0	28.6
Living in an un- desirable location	50.0	-	-
Needing an in- surance plan	33.3	-	14.3
Needing advice about investments	33.3	-	14.3
Needing a job	-	50.0	28.6
Disliking financial dependence on others	-	-	28.6
SELF-IMPROVEMENT:			
Not being as efficient as I would like	66.6	50.0	42.9
Wanting to im- prove myself culturally	33.3	50.0	42.9
Wanting to im- prove my mind	33.3	50.0	42.9

<u>Problem Areas</u>	<u>Single</u> %	<u>Married, No</u> <u>Children</u> %	<u>Married With</u> <u>Children</u> %
SELF-IMPROVEMENT (Cont'd.):			
Wishing I had a better educational background	33.3	-	42.9
Forgetting things I learned in school	33.3	50.0	28.6
PERSONALITY:			
Lacking self-confidence	33.3	100.0	42.9
Unable to express myself well in words	33.3	50.0	28.6
Taking things too seriously	33.3	-	42.9
Awkward in meeting people	33.3	50.0	14.3
Finding it hard to talk before a group	33.3	50.0	14.3
Disliking certain persons	33.3	-	28.6
Feeling blue and moddy	33.3	-	28.6
HOME AND FAMILY:			
Mother or father not living	33.3	-	14.3
Parents having a hard time of it	-	50.0	-
Irritated by habits of a member of my family	-	-	28.6
RELIGION:			
Wanting to feel close to God	33.3	-	28.6
Wondering if there is life after death	-	-	28.6
The areas of "Courtship," "Occupation," and "Sex" received so few underlinings that they have not been included here.			

A P P E N D I X E

PROBLEM AREAS MOST FREQUENTLY UNDERLINED BY
THE TEN SPORTS EQUIPMENT STUDENTS OF
OREGON TECHNICAL INSTITUTE

<u>Problem Areas</u>	<u>Single</u> %	<u>Married</u> <u>Without</u> <u>Children</u> %	<u>Married</u> <u>With</u> <u>Children</u> %
HEALTH:			
Poor complexion or skin trouble	20.0	-	-
Sleeping poorly	10.0	10.0	10.0
Frequently bothered by sore throat	-	-	20.0
Feet hurt or tire easily	-	10.0	10.0
ECONOMIC SECURITY:			
Having too many financial problems	20.0	20.0	20.0
Wanting to have a business of my own	10.0	-	20.0
Needing part-time work	10.0	-	20.0
Not budgeting my money	10.0	10.0	-
Not having enough money for necessity	-	-	33.3
SELF-IMPROVEMENT:			
Wanting to improve myself culturally	10.0	10.0	20.0
Lacking skill in sports or games	10.0	10.0	10.0
Not being as effi- cient as I would like	10.0	20.0	10.0
Wanting to learn how to dance	10.0	10.0	10.0

<u>Problem Areas</u>	<u>Single</u> %	<u>Married</u> <u>Without</u> <u>Children</u> %	<u>Married</u> <u>With</u> <u>Children</u> %
PERSONALITY:			
Trying to forget an un-pleasant experience	20.0	-	-
Confused as to what I really want	10.0	20.0	10.0
Finding it hard to talk before a group	10.0	10.0	20.0
Unable to express myself well in words	10.0	10.0	10.0
Lacking self-confidence	10.0	10.0	10.0
HOME AND FAMILY:			
Worried about a member of my family	20.0	10.0	10.0
Member of my family in poor health	10.0	10.0	10.0
Having different interests from husband or wife	-	-	20.0
RELIGION:			
Confused in my religious beliefs	10.0	10.0	10.0
Science conflicting with my religion	10.0	10.0	10.0
Not getting satisfactory answers from religion	10.0	10.0	10.0

The areas of "Occupation," "Courtship," and "Sex were marked so infrequently by these students that they were not included here.

A P P E N D I X F

PROBLEMS MOST FREQUENTLY UNDERLINED BY
SEVENTEEN MEDICAL TECHNOLOGY STUDENTS

<u>Problem Areas</u>	<u>Single</u> %	<u>Married</u> <u>Without</u> <u>Children</u> %	<u>Married</u> <u>With</u> <u>Children</u> %
HEALTH:			
Too much underweight or overweight	17.6	5.8	11.7
Not getting enough rest or sleep	11.7	-	11.7
Allergies	11.7	-	-
Feeling tired much of the time	5.8	5.8	11.7
ECONOMIC SECURITY:			
Transportation or commut- ing problem	23.4	5.8	5.8
Being extravagant or wasteful	11.7	-	5.8
Lacking privacy in my living quarters	-	5.8	11.7
SELF-IMPROVEMENT:			
Needing more exercise	29.2	5.8	5.8
Wanting very much to travel	17.6	5.8	11.7
Not having enough social life	17.6	5.8	11.7
Missing my former social life	17.6	5.8	11.7
Wishing I had a better educational background	17.6	-	11.7
Wanting to improve my mind	11.7	5.8	11.7
Having a poor memory	11.7	-	11.7
PERSONALITY:			
Taking things too seriously	29.2	-	5.8
Lacking self-confidence	23.4	-	5.8
Finding it hard to talk before a group	23.4	-	-

<u>Problem Areas</u>	<u>Single</u> %	<u>Married</u> <u>Without</u> <u>Children</u> %	<u>Married</u> <u>With</u> <u>Children</u> %
PERSONALITY (Cont'd.):			
Worrying how I impress people	17.6	5.8	5.8
Feeling blue and moody	11.7	-	17.6
Feelings too easily hurt	11.7	5.8	5.8
Speaking or acting without thinking	11.7	5.8	17.6
HOME AND FAMILY:			
Wanting love and affection Mother or father not living	11.7	-	5.8
Worrying whether my marriage will succeed	11.7	-	11.7
			5.8
COURTSHIP:			
Deciding whether I'm really in love	11.7	-	5.8
Caring for more than one person	5.8	-	5.8
SEX:			
Declining sex appeal	11.7	-	5.8
Thinking too much about the opposite sex	11.7	-	11.7
RELIGION:			
Wondering if there is life after death	23.4	5.8	11.7
Confused in my religious beliefs	11.7	-	-
Science conflicting with my religion	5.8	-	5.8

The "Occupation" area received so few markings that it has not been included here.

A P P E N D I X G

PROBLEMS MOST FREQUENTLY UNDERLINED
BY ELEVEN ELECTRICAL REPAIR STUDENTS

	<u>Single</u> %	<u>Married</u> With Children %
HEALTH:		
Frequent nose or sinus trouble	25.0	28.5
Stomach trouble	-	28.5
Feeling tired much of the time	25.0	14.3
Too much underweight or overweight	25.0	14.3
Not getting enough rest or sleep	25.0	28.5
ECONOMIC SECURITY:		
Unsure of future financial support	50.0	-
Needing part-time work	25.0	28.5
Not having enough money for necessities	25.0	14.3
Needing a job	25.0	28.5
Not enough money for medical expenses	25.0	28.5
Having to spend all my savings	25.0	14.3
SELF-IMPROVEMENT:		
Wanting to learn how to dance	75.0	14.3
Trouble keeping up a conversation	50.0	14.3
Needing a vacation	25.0	42.8
Wanting to improve my mind	25.0	28.5
Having trouble understanding what I read	25.0	42.8
Wishing I had a better educational background	25.0	42.8
Not being as efficient as I would like	25.0	28.5
PERSONALITY:		
Unable to express myself well in words	50.0	14.3
Speaking or acting without thinking	50.0	14.3
Wanting a more pleasing personality	25.0	28.5

<u>Problem Areas</u>	<u>Single</u> %	<u>Married</u> <u>With</u> <u>Children</u> %
HOME AND FAMILY:		
Members of my family working too hard	25.0	28.5
Not getting along with a member of my family	25.0	28.5
Being away from home too much	25.0	14.3

"Courtship," "Sex," "Religion," and "Occupation were of little or no concern to this class in general.