

SOCIAL ADJUSTMENT PROBLEMS
OF SOME EIGHTH GRADE PUPILS

by

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SOCIAL ADJUSTMENT PROBLEMS
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CHAPTER I
INTRODUCTION

Statement of Problem

All learning in school takes place within the setting of pupil-pupil relationships. Most teachers realize that the individual's personal and academic growth can be affected adversely or favorably by his position in the group and that all pupils stimulate or thwart each other in many ways. What is not usually so well realized, however, is that the social atmosphere is very largely created and maintained by pupil interaction and only in part by the tone the teacher sets. A dominantly decisive factor is the constellation of attraction and rejection so often linked with the values that operate among the boys and girls themselves. Schools need to know what these interpersonal relations are like, how they function, and how they affect behavior and learning. While various techniques for studying the individual child are available, techniques for assessing group life are much more meager.

Whenever human beings come together, they form lines of association and set up the process of social interaction. The quality of these associations produces what is called an

atmosphere for the group. This is true in classrooms as well as in other social settings. In this social interaction the roles which the individuals play are determined. Some individuals come to the fore in the esteem of their classmates, while the efforts of others to join are resisted.

Perhaps the most important thing to note about the children's responses to each other is that they differ significantly both from their response to adults and from adults' responses to them. Some teachers have been surprised to discover that a quiet, well-mannered, and excellent pupil may not be at all liked by his classmates. They have been even more surprised, at times, to find that in the same class another, to all appearances, equally gentle and able child is in the highest favor. Furthermore, the so-called problem children often feel particularly attracted to an individual of this kind. The basis for the whole distinction is not immediately apparent and may never be completely understood. But it is clear that the children are developing and using their own means of assessing one another. They are also generating an emotional climate for the class--colored by their own loves and hates and reflecting their loyalties and standards--that may have relatively little to do with the teacher's behavior.

In the field of educational psychology there are two strong influences which focus attention upon social

adjustment problems of pupils. One development stems from the acceptance of the theory of the "total development" of the child. Modern educational psychology, recognition of the influence of the whole gamut of life, has developed this concept because of the experiences in producing learning situations. The child carries into the classroom his heredity, parental training, age group influences, etc., and it is with these attributes that the teacher and counselor must work. With this concept of total development also comes the deep interest in the social adjustment of pupils for educational psychology now recognizes that each individual becomes socialized and adjusts himself into his society through consciously and unconsciously becoming educated to group ways of doing things. The process of socializing the individual is not a completely natural one--it is man-made within the limits of a natural environment.

The second influence in the field of psychology which allows a scientific approach to be made to the problem of social adjustment is that of measurement. No application of a scientific method to the study of social adjustment could be possible without tools and methods by which social problems can be investigated. Until recently schools have not had reliable instruments for studying the social interaction of children. But as soon as social relations can be studied, they can also be guided and enriched. With the

help of relatively simple instruments, it is now possible to develop such group life in school as will engage the interests of the participants in one another, widen mutual appreciation and psychological exchange, provide maximum opportunity for satisfaction of varying individual capacities, promote the stimulus and satisfactions possible through joint action and develop the foundations for social living which are so necessary for the survival of a complex and interdependent society.

Broadly speaking, the sole purpose of the school is to indoctrinate the individual to the culture; that is, to introduce to the immature in an organized and selective fashion those elements of social living which must be mastered in order to become an adequate group member. This development of individuals into social members has in the past been done in an isolated fashion, but the development of "learning by doing" principles of educational psychology is requiring the school to deal directly with social relationships.

The kind of group life in which an individual participates contributes to his personal development. Individuals can fully develop only in interaction with their fellows. The happiness and growth of each individual student depend in large measure on his personal security with his classmates. In a group he also learns to face, to analyze, and to assess problems in social context, and to develop ways

of solving them with others. In interaction with others, furthermore, the broadening of his personal universe takes place; he gets to know his fellows, their values, and ways, and so gradually extends his sensitivity to human relations. His personal social maturity is also dependent on interaction with others. Educators have not always realized this. In many schools each child is treated on a strictly individual basis; what he does or does not do is dealt with as his personal responsibility. Tasks are assigned according to this pattern; satisfactions, whether in the form of marks or other recognition, are similarly awarded; and punishments are likewise given as if shortcomings were entirely an individual matter. The child is thus systematically oriented toward standing on his own two feet and rising or falling according to personal achievement only. He is not directed toward facing, analyzing, or assessing problems in a social context or developing plans for solving them with others.

This emphasis on independent action has many harmful effects. The more a child succeeds in learning exclusively by and for himself, the greater the loss to him as a social member. Those who are successful learn not only to individualize all achievement and responsibility, but they also learn to cherish exclusiveness in their social relations and to keep others from undermining their position and prestige. They are learning how to keep group life as sectionized and

divided up as possible in order to safeguard their own standing in some part of it. Other less successful children are learning to withdraw and suppress their rebelliousness, to give up trying to exercise their talents, and to acquiesce in a social situation that is largely responsible for their own failures. They may be afraid to enter social doors that are actually open to them and to pass up opportunities where their contributions would really be welcome. Both are apt to get distorted views of themselves as individuals and as members of society.

Most of us live and work most of the time in groups of one sort or another. To do this successfully, it is important to learn what we can get from and give to others. We need to learn how to play different roles, how to extend our skills for living with others, and to enlarge our concepts of the group and of values beyond those of single individuals. We need to experience achievement as a result of joint effort and learn how to relate our own skills and capacities to group concerns, as well as to get satisfaction from shared purposes. We need to discover that pooled abilities supplement and complement one another and enhance the end result. These skills and attitudes do not develop automatically. Mere proximity does not necessarily make a psychological group. Experiences to promote such ends need to be planned for.

A setting in which social interaction can flourish and mature makes possible many kinds of learning that are crucial to the development of citizens in a modern democracy. Girls and boys can become skilled in the process of group decision, in the exercise of collaboration, and in their acceptance of different personalities and cultural slants. They gain perspective on themselves and come to enjoy other individuals for the stimulating variety they offer. Children can learn to appraise their own capacities and to learn to make their special aptitudes fit into a larger scheme in combination with the talents of others. In short, they can learn what it means to do things together.

While children act in the direction of preserving themselves as persons, the opportunities provided for them in school can free them to become workers, learners, or effective group members unhampered by the private, personalized concerns. A child's capacity for social growth--his ability to live with his fellows to the full--is as natural and as educable as his other basic capacities for mental and physical growth. As such, the capacity for social growth must be considered an essential concern for the school curriculum.

Young people of early adolescence tend to become idealistic and to respond emotionally to ideas. The physical pressure of puberty and the forced acculturation due to adult and own age group relationships cause social

adjustment to be a primary concern to the individual. There is a constant process of adjustment to heterosexual activities, to parental relationships, to a consistent philosophy of life and to development toward full adult social and economic status.

The school finds the child at this level in the midst of the problems of adjusting from childhood to young adulthood. If the school is to educate effectively, it must not ignore the social problems created within the learning process due to these physical and social changes. If it is true that guidance services, as well as the curriculum, should be oriented toward the total needs of the individual, then it is essential that we ascertain the needs of all individuals in any well-rounded educational program.

CHAPTER II

Purpose of Study

In the atmosphere of the classroom some individuals are happy and secure, while others may be rejected or frustrated in their social participation. In all groups, and especially in populations as large as a school enrollment, there are cleavages--between people who seem to be different and those who accept the prevailing standards, between individuals whose conceptions of right and wrong diverge. Group life needs to be studied for ways in which cleavages can be eliminated or skill developed for handling these cleavages.

The purpose of this study is to discover how children get along in groups. Theoretically, this might be done through observation. However, to offer objective data the writer has endeavored to secure inventories filled in by the pupils as well as to get from them data for use in sociometrics.

These methods of studying the interaction of children assist in finding some of the areas that might cause or affect their social adjustment, and to demonstrate how proper guidance services might help to alleviate the situation.

Methods Employed and Procedures Used

- I. Socio-grams--to find grouping to compare members of the group as to problems on the check list.

"Socio-grams are a means of presenting simply and graphically the structure of inter-relationships existing at a given time among members of a given group, and the relationship of any one person to the group as a whole."

(11-12) They are the arranged results after the children have been asked to choose among themselves the preferred companions in some school situation that is real to them.

Growing awareness, and interest, in each other which in turn reflect a social awareness are shown in socio-grams.

Its value to the teacher is in its potentiality for developing greater understanding of group behavior so that he may operate more wisely in group management and curriculum development.

In this case the children were asked to write on a slip of paper the names of two children that they liked best and the two children which they would rather work with in a group. From this information two socio-grams were constructed to see if the children with common problems or those having different ones tended to group together.

II. Mooney Check List--to find the areas of social problems of the eighth-grade level and to note whether these problems are similar or different in the pupils' social grouping.

There has been only one published study made to find the problems of Junior high school pupils by using the Mooney Problem Check List.

In 1941, Dwight Arnold and Ross L. Mooney used two-hundred and eighty-six junior high school pupils in grades seven through nine from Lakewood, Ohio, to test a new form of the Problem Check List for the Junior High School level. This experiment showed that the pupils were willing to indicate their problems. One concept the authors arrived at was, "The items marked are 'signs' for a more complete story which becomes clear and meaningful only through further inquiry. The check list is a starting point not a stopping place." (1-43)

The check list contains two-hundred and ten problems classified in seven areas:

1. (HP) Health and Physical Development--(ailments, habits, features, development)
2. (S) School--(pupil's status, skills, attitudes, abilities)
3. (HF) Home and Family--(general conditions, attitudes, inter-relations)
4. (X) Miscellaneous--(small groups of problems relating to various elements: money, work, the future, educational and vocational plans, religion, opportunity for recreation)
5. (BG) Boy and Girl Relations--(opportunities, skills, attitudes, desires)
6. (PG) Relations to people in general--(psychological feelings, isolations, aggressions)

7. (SC) Self-Centered Concerns--(psychological moods, tendencies, morals, morality)

III. Baker's--"Telling What I Do"--to interpret and analyze the problems of the individual pupil.

The Alpha form of the Detroit Adjustment Inventory has one-hundred and twenty items divided into twenty-four topics with five specific problems under each topic. Each item has five choice responses. One is quite ideal with a value of five points; another not quite so ideal with a value of four points; a third response is rather mediocre or neutral in nature with a value of three points; a fourth response with rather poor quality with two points; and a fifth very poor response with only one point.

The first items about health and physical status are followed by habits of daily living. These topics are an easy introduction to self-analysis. Next come items on worries, fears, anger, and pity, and in turn these are followed by trends of introversion-extroversion, inferiority-superiority, optimism-pessimism, and will power. The next in order are home status, atmosphere, and attitudes and reactions when growing up with a gradual breaking away from these ties. Next after this group are reactions to school, sportsmanship, morals, and delinquency. A final group of four topics includes friends and their influence, masculinity or femininity, hobbies or vocational outlook.

Both the Mooney and the Baker lists were given to the children in two groups. These groups were organized by school sections and not by selected methods.

It was carefully explained that the information on these tests would not be seen by the other teachers nor would it go into their permanent record cards, but that it was being used as a study to find out the problems of eighth-grade students.

Location, Subjects, and Characteristics

A group of forty-nine eighth-grade students, from Ainsworth School in Portland, were selected as subjects in making this study. The group consisted of twenty-one boys and twenty-eight girls ranging in age from twelve to fifteen.

This community is a privileged one and undoubtedly is quite far above normal. This is due to the economic standing which also opens wide opportunities for social experience. A look at individuals indicates what the social structure plus the cultural mores and folkways is doing to the personalities of this group.

One interesting factor is that out of the forty-nine children thirty came from families in which both parents attended college, twelve in which one parent attended, and only seven in which neither parent had attended college.

The majority of these parents could be classified as belonging to the lower-upper class or the upper-middle class. There are five doctors, two lawyers, one engineer, one college professor, and seven insurance men. The majority of the rest are connected with a variety of businesses, either as owner, manager, or executive. There are two instances in which the mother works.

The family situations can be classified in various fashions. There are at least five homes in which there is an excess of affection--with over-possessive, over-solicitous, and over-indulgent parents. In one case over-domination by the parents seems to explain the child's having a mental block in arithmetic which has been observed by a number of teachers.

There are several homes in which affection is lacking, where there is nagging and neglect. In two of the cases there are signs of complete rejection.

Some of the family circles are unduly mother-controlled or father dominated. There is one home that has too many adult bosses.

There are family patterns of different sizes and differing types of organization. The average family has two children, however, four have only one child and two have four children. Two of the children are adopted and one lives in a temporary foster home. Syblling rivalry, to the extreme, can be found in five instances.

There are ten homes which are broken, four by divorce and six by death. In two cases both parents are deceased, one child is living with an aunt and the other with a grandmother. In one home broken by divorce, the court has removed one child and is threatening to take the remaining one because the mother is an alcoholic.

The family goals are of differing quality. In some the emphasis is on social success; in others it is on worldly possessions. One or two are predominantly religious in atmosphere.

The racial minority problem is represented in that seven families are Jewish. There is a social problem within this group as there are representatives of both the old religion and the reformed as well as the old established family and the newly-rich one.

The reader should realize that this group does not represent a typical situation. As stated before, these children come from families in which the majority represent either the lower-upper or upper-middle bracket of society. It is not a typical group in that none of these children want for anything economically. Apparently none will have to quit school and take jobs and all undoubtedly will be expected to attend college.

Chapter III

Analysis of Study

I. Mooney Problem Check List--The following areas are used in the Junior High School form of the Mooney Problem Check List: Health and Physical Development (HP), School (S), Home and Family (HF), Miscellaneous (X), Boy and Girl Relations (BG), Relations to People in General (PG), and Self-Centered Concerns (SC).

In analyzing the Mooney Problem Check List data for this study a set of six tables was compiled. The following three tables show the relative importance of each problem area. One is for the total group; one, for the boys; and one, for the girls.

TABLE I
Rank Order of Problem Areas for 49 Eighth Grade Pupils

	Number Marked	Rank	Mean No. Marked
HP	114	4	2.3
S	204	1	4.2
HF	62	7	1.3
X	105	5	2.1
BG	91	6	1.9
PG	127	2	2.6
SC	121	3	2.5
Total	826		16.9

It is readily observed that adjustment to School Work was the outstanding problem area for the group as a whole, regardless of sex, with an average of over four problems per student. Relations to People in General and Self-Centered Concerns were a close second and third, each having an average of about two and one-half problems. Home and Family was the lowest area for the group.

TABLE II

Rank Order of Problem Areas for 21 Eighth Grade Boys

	Number Marked	Rank	Mean No. Marked
HP	43	2.5	2.0
S	98	1	4.7
HF	20	7	1.0
X	41	4	2.0
BG	33	6	1.6
PG	37	5	1.8
SC	43	2.5	2.0
Total	315		15.1

TABLE III

Rank Order of Problem Areas for 28 Eighth Grade Girls

	Number Marked	Rank	Mean No. Marked
HP	71	4	2.5
S	106	1	3.8
HF	42	7	1.5

TABLE III (Cont.)

	Number Marked	Rank	Mean No. Marked
X	64	5	2.5
BG	58	6	2.1
PG	90	2	3.2
SC	78	3	2.8
Total	511		18.2

In comparing the boys with the girls it was found that both groups rank School as their major problem area. The boys had an average of four and one-half problems while the girls averaged three and one-half. J. N. Washbourne, an authority in adolescent psychology, tells us that, "Interest and understanding in school work is important at all ages but it is especially important during adolescence." (20-81) He also suggests that unawareness on the part of teachers may have an unhappy consequences. "Forcing the adolescent to go through subject matter which has no apparent value to him, may impair his mental development in one of three ways:

1. Cause the adolescent to accept as valuable, things which have no value to him.
2. Cause the child to hate certain subjects.
3. Kill the students' power to pursue a purpose wholeheartedly." (20-81)

Therefore, there is some underlying reason that has brought about this present situation.

The boys regarded Relations to People in General second and Self-Centered Concerns, third. The girls rated the same two on an equal basis as second.

Both rated Home and Family lowest. This is probably quite normal for a district that has few economic and social problems.

TABLE IV

Percent of Individual Problems Which Were Had by 49 Eighth Grade Pupils

Problem	Percent of 49 Pupils
Getting low grades in school	22%
Afraid of tests	40%
Don't like to study	22%
Wanting people to like me better	24%
Taking things too seriously	28%
Trouble with arithmetic	23%
Don't like some of things I eat	23%
Worried about grades	24%
Not smart enough	22%
Trouble keeping a conversation going	22%
Brothers	26%
Losing my temper	22%

Of significance is the fact that the group ranked the problem area, School, as the most important and it was in this area that their major problem was found. "Afraid of

tests" ranks high above the rest with a rank of forty per cent. The parents of this group, perhaps more than is usual, demand that their children do well in school. Most of these children will be expected to attend college and the parents stress the fact that they will have to pass entrance examinations. Also the parents are called in groups to see the children's achievement tests. The writer believes that this could partly account for the above response.

The next three problems were of equal rank. They concerned twenty-eight per cent of the class. The first two: "Taking things too seriously" and "Trouble with arithmetic" fell in the next two major problem areas. Again these two problems could be due to parental pressure and the spirit of competition which is very prevalent in this school.

The third problem, "Don't like some of the food I eat", was from the lowest ranking area, Home and Family.

TABLE V

Per Cent of Problems Which Were Had by 21 Eighth Grade Boys

Problem	Per Cent Of 21 Pupils
Don't like to Study	38%
Not interested in books	38%
Afraid of tests	33-1/3%
Don't like some of the food I eat	33-1/3%
Having trouble with my teeth	24%
Taking things too seriously	24%

TABLE V (Cont.)

Trying to stop a bad habit	24%
Having a poor posture	24%
Worried about grades	24%
Studying is hard for me	24%
Brothers	24%
Losing my temper	24%

The above table presents the boys' specific problems. Their three major problems: "Don't like to Study", and "Not interested in books" both with thirty-eight per cent, and "Afraid of Tests" which concerns thirty-three and one-third per cent are all found in the area School.

The boys had four problems which were peculiar to them and did not concern the girls: 1. Having trouble with my teeth; 2. Trying to stop a bad habit; 3. Having poor posture; and 4. Studying is too hard for me.

The problem, "Having trouble with my teeth", is an interesting one. These children have better dental care than the average child and the problem is not one of aching or decayed teeth as one might assume from the question. A large per cent of the boys in this group are now wearing braces. It could almost appear to be a fad to the casual observer. The writer feels sure that the braces account for the response to this problem.

The problem, "Studying is too hard for me", follows in line with their first two major problems: "Don't like to

Study" and "Not interested in books". Surely if you do not like to study and don't like books, then studying would be too hard.

TABLE VI
Per Cent of Problems Which Were Had by 21
Eighth Grade Girls

Problems	Per Cent of 28 Pupils
Afraid of tests	46%
Wishing people liked me better	39%
Trouble with arithmetic	39%
Sisters	32%
Taking things too seriously	29%
Can't decide what to take in high school	29%
Forgetting things	29%
Getting low grades in school	25%
Wanting to earn money of my own	25%
Don't like some foods I eat	25%
Not smart enough	25%
Awkward in meeting people	25%
Trouble keeping a conversation going	25%
Brothers	25%
Can't make up my mind about things	25%
Losing my temper	21%
Disliking certain people	21%
Being jealous	21%

According to the above Table VI, the girls also seem to have more problems in the School area. Their major problem was "Afraid of tests", which concerned forty-six per cent of the group. Their second problem, "Trouble with arithmetic", bothered thirty-nine per cent. It has been the writer's observation, from her teaching experience, that girls usually have more trouble and less interest in arithmetic than boys.

The problem, "Wishing people liked me better", which is in the area, Relations to People in General, also rated thirty-nine per cent. This response would seem to be a very normal one for an adolescent girl as adolescents are tremendously sensitive to social stimuli. No other problem seems to them as serious as the establishment of themselves in their own society. They react faster to prestige within their own group than to most forms of adult approval. Naturally leaders are important people to the adolescent and it is quite understandable that they long to be liked better and that they wish perhaps, to become leaders themselves.

The following problems are items which were checked only by the girls: "Sisters", "Disliking certain people", "Being jealous", and "Can't make up my mind about things". These four problems tie in closely with their other reaction. Of interest is the statement of Cole, "The writer would be inclined to list fear, anger, love, and jealousy as the most fundamental emotions. Only three--love, anger, and fear--

have been sufficiently investigated to furnish data for the type of treatment planned, there is little data on the fourth major emotion jealousy." (6-91) These problems are related to this fourth emotion. Apparently basic research in these areas is needed since individuals will need assistance in meeting these problems in their growth toward becoming well-adjusted individuals. If, on the other hand, research indicates that these are normal reactions for girls during the adolescent period then we should know about it and know whether any remedial action is necessary.

Baker's, Telling What I Do

Baker has divided his adjustment inventory into twenty-four areas with five specific problems under each of the areas. The areas are as follows: Health, Sleeping-Eating, Self-Care, Habits, Worries, Fears, Anger, Pity, Good Mixer, Inferior-Superior, Optimism-Pessimism, Will Power, Home Status, Home Atmosphere, Home Attitudes, Growing-up, Schools, Sportsmanship, Morals, Delinquency, Friends, Acting Your Part, Hobbies and Vocations.

This group of forty-nine eighth grade boys and girls had more problems in the following areas: School, Home Attitudes, Hobbies, and Vocations. However, these problems were usually limited to one or two specific questions in each area.

The social and the economic status of the particular community are responsible, the writer believes, for the fact

that the following are not problems of the children:

Owning our own home, Parents' health, Father working steadily, Houses on our street, and Books and magazines in our home.

It was interesting to note that the majority of the group felt that their parents spent enough time with them. They stated that they did many things together. Does this not seem contrary to our impression that wealthy parents do not "have time for their children"? Further investigation revealed that the majority belonged to clubs where the family could participate in many things as a unit.

The area "Home Attitudes" had only one question marked unfavorably by both the boys and girls. The particular question was, "About getting along with my brothers and sisters". The most unfavorable response, "We argue and fight all the time", was marked by ten per cent of the children. The second most unfavorable response, "We argue and fight sometimes", was marked by fifty-one per cent of the children. Therefore, they could argue and fight only occasionally and still answer the question unfavorably. Many people will agree that fighting and arguing sometimes is normal with brothers and sisters. Therefore, the writer does not feel that this response should be unfavorable.

Number five is "ideal" with a value of five points; number four is "not quite so ideal" with a value of four points; number three is "rather mediocre or neutral" in

nature with a value of three points; number two response is of "rather poor quality" with two points; and number one is a "very poor quality" response with a value of only one point. On the test these response statements are placed in a mixed order so that it is not too evident from its position what response should be marked.

The following tables were set up to show only the unfavorable responses, numbers one and two. This study is concerned with area and problems that show need of adjustment and only these responses would reveal this type of problem.

TABLE VII

Unfavorable Responses of 49 Eighth Grade Pupils

Problem	Response	
	1 equals	2 equals
About my health		22%
About daydreaming		32%
When I recite	24%	38%
If someone hurts me	23%	16%
When I get hurt		23%
About studying at home	20%	
Getting along with my brothers & sisters	10%	51%
About feeling awkward		32%
About talking and whispering in class	62%	22%
About having dates	26%	
Always reading the sporting page	28%	22%

TABLE VII (Cont.)

Problem	Response 1 equals	Response 2 equals
About liking to go hunting	30%	
About my hobbies		28%
About the movies		60%
About listening to the radio		36%
About deciding what work (job) I will do	36%	
In helping to decide my vocation (job)	24%	

In the area Schools, the question "About talking and whispering in class" received the largest unfavorable response of any question in the test. Sixty-two per cent stated that they did it quite alot. Perhaps this should be a problem of concern to the teacher rather than to the children.

The next largest unfavorable response was in the area of Hobbies. Sixty per cent stated that they attend the movies, "Just for a good time". Baker believes that the best response should be "To get ideas for my hobbies". Several studies have been made concerning adolescents and their interest in movies. From these one could assume that the movies act as an escape from reality. If studies were made we would probably find that many adults attend the movies for the same reason. Whether good or bad this is not an unusual response. It is probable that what the adolescent gets from the movies is mainly a crystallization

of points of view, desires, and attitudes already in existence and to get the response, "To get ideas for my hobbies", which Baker considers "ideal" would probably require training in that subject.

The third largest response was in the area of Fear, but it is a response which could also pertain to schools. Thirty-two per cent were found to have "a little stage fright" when they "recited". According to many authorities on adolescent psychology fear of "reciting" in class is common among adolescents, especially among boys. Sometimes it is due to a changing voice or a feeling of awkwardness. Except for the occasional student who is pathologically shy, a good teacher should be able to eliminate this fear.

TABLE VIII

Unfavorable Responses of twenty-one Eighth Grade Boys

Problem	Response 1 equals	Response 2 equals
When I recite		33%
If Someone hurts me	20%	20%
When I see helpless old people		33%
About my school marks	20%	
Getting along with my brothers & sisters		33%
About talking and whispering in class	47%	20%
About having dates	38%	
About reading the sporting page		33%
About the movies		57%
About listening to the radio		42%
In helping to decide my vocation (job)	20%	

According to Table VIII we find that the boys' largest problem is from the area, School. On the question "About whispering and talking in school", forty-seven per cent said that they "do quite alot", while twenty per cent replied that "they did it in one or two classes".

Their second largest problem was in the area, Hobbies. The question, "About the movies" received the response that fifty-seven per cent went only for a good time.

Under the area, Friends, only the boys gave the unfavorable response in regard to dates. Thirty-eight per cent stated that it was left up to them. Perhaps the main meaning of a "date" was not clear to these boys. In social situations, the writer has found that the boys are only paired with girls in well-chaperoned groups. By making the response, "Left up to me" the boys seemed to mean that the choice of the girl with whom he was paired was left up to him.

The other problems peculiar to the boys are: When I see old people, "I sometimes pity them a little" and About my school marks, "I feel quite ashamed of my school marks".

TABLE IX

Unfavorable Responses of 23 Eighth Grade Girls

Problem	Response 1 equals	Response 2 equals
About my health		32%
About daydreaming		42%
When I recite	27%	42%
If someone hurts me	27%	
When I get hurt		27%
About studying at home	32%	
About getting along with my brothers & sisters		67%
About feeling awkward		49%
About talking and whispering in class	75%	
About reading the sporting page	45%	
About my hobbies		35%
About the movies		66%
About listening to the radio		32%
About deciding what work (job) I will do	49%	
About seeing people work at jobs I like		27%
In helping to decide my vocation (job)	27%	

The girls' largest problem was the same as the boys' and was in the School area. Seventy-five per cent replied that they talk too much in class.

Their second largest problem was one that was peculiar to them. Forty-nine per cent marked the question, "About deciding what work (job) I will do"; it was in the area of

vocations. They had not yet decided what to do. In this same area twenty-seven per cent marked the question, "In helping to decide my vocation (job)", that they knew nothing about it. Also twenty-seven per cent stated that they had only seen good workers in reply to the question, "About seeing people work at jobs I like." Luella Cole says that, "Making a vocational choice is an outstanding problem of adolescence and that ambitions of children have too little relationship to reality for use in selecting a career."

(6-556) They are therefore in need of assistance, as the above answers reveal, out of their idealized and emotionalized notions into the adult world of facts and necessities.

In the area, Acting Your Part, forty-six per cent said that they "Always read the sport page" and that they would "like to go hunting very much". "The modern girl is paying more and more attention to athletic activities which were one time thought suited only to boys." (19-39) Athletic sports become the chief interest of those who participate in them and there is certainly no reason why a healthy young girl should not take part in sports. Therefore, the writer disagrees with Baker when he makes the "always read the sporting page" an unfavorable answer. It has been the writer's observation that girls are as interested as the boys in athletic heroes and sports events, so is it not natural that they should want to read about them?

Under the area, Will Power, the girls alone responded to the question "About Studying at Home". They felt that it was "easy to let slide".

Sixty-six per cent of the girls also replied that they attend the movies, "Just for a good time".

CHAPTER IV

SOCIOMETRICS

Children are by nature gregarious and tend to form groups or crowds. Within any group there are many actions and reactions that affect the individual as well as the group. There are many values obtained from belonging to such a group: experience in getting along with people; experience in social skills, development of loyalty to a group, and practice in judging people. It is impossible to give any general rules for the way in which social grouping takes place, but one can understand why given social grouping if one knows enough about the individuals concerned. Sociometry gives us an instrument that can measure, to a certain extent, the individuals placed within a given group.

"A sociogram is a chart of interrelations within a group. The purpose is to discover group structure (sub-group organization, friendship patterns, etc.) and the relation of any one person to the group as a whole. Its value to the teacher is in its potentiality for developing greater understanding of group behavior so that he may operate more wisely in group management and curriculum development." (10-1)

There is a number of ways in which sociograms may be constructed. The one used by the writer is not too difficult nor time consuming.

The basic material from which the sociograms were constructed was collected in response to the questions; "Who are your two best friends in the group", or "Which two people do you like the best in this group." The other sociograms were constructed from the material gathered in response to the question, "Which two people would you rather work with?"

To help interpret the sociograms which follow, it is best to give examples such as:

- A. Mutual choices or pairs: First choices, Stuart-Malcolm; Ted G.-Warren; Kitt-John B. Second choices, Warren-Mike C.; Luise-Joey.
- B. Isolates--Those who have not been chosen by anyone in the group. Walter, Robert M., John G., Bill H., Ted M., Gay, Kay, Barbara C., Margaret, Joanne. This pattern of isolation often changes when a third choice is added.
- C. Chains--One person who chooses another who in turn chooses another: Mary S.--Mary Mc.--Ann--Pat--Nancy J.; Bob H.--Jim--Robert N.--Boyd--Ted G.--Warren.
- D. Islands--Pairs or small groups separated from larger patterns, not chosen by anyone in other patterns: Marily--Joan-Aileen.
- E. Stars or leaders--Mike C., Ted G., Joey, Frances, Pat.

In looking at Chart I, we note that there is almost a clear division of three groups among the girls. The two main divisions are probably because these two groups are in two different sections. Only one girl from section fifteen gave as her choice girls from section fourteen. (Gay to Frances and Pat). One girl from section fourteen (Susan G.) gave a girl from section fifteen (Joey) as her second choice.

The third group is a completely isolated triangle. These girls seem to have the same interests and problems. Of significance is the fact that on the Mooney Problem Check List and Baker's "Telling What I Do" their problems were few and mostly the same. On Baker's Inventory, they all indicated the following problems: "Have a little stage fright when reciting", "Have a few spells of day-dreaming", "Talk and whisper too much in class", and "Read the sporting page nearly every day". On the Mooney Check List, they checked the following: "Boy friends", "Girl friends", and "Deciding whether I'm in love", all in the area Boy-Girl Relations. Under Home and Family, the problem, "Sisters", gave them some concern. On Chart III, it was noted that they chose only each other as the persons they liked to work with best. These girls also give indication of being more physically mature and of having a greater interest in the opposite sex than most of the other girls in the group.

It is interesting to note that such people as Joey, Pat T., and Kitt who are rated as stars or leaders on the friendship sociograms are equally popular on the sociogram of those they like to work with best.

On the friendship sociograms the girls chose only girls and the boys only boys as "people I like best". Therefore, it is of special note to find no discrimination as to sex on the leadership sociogram.

In again turning to Chart II we find many isolates. One is John G. This boy is immature and small for his age. Perhaps this would partly account for this situation of isolation.

Garrett, another isolate, is new to the school and probably had not had time to make many friends at the time the sociograms were compiled. This is indicated by his response on Baker's "Telling What I Do". The problem, About making new friends, was marked, "A little hard, but I like to do it."

Bill H. is a twin to Kitt. Kitt is a definite part of an inter-group that does not accept Bill. Bill's closest friend is in the seventh grade. Bill takes no part in athletics, but excels in art and receives recognition from this. The responses on the inventories show that Bill does not feel that he is an isolate. He is happy and states that he is "well fixed" for friends.

Walter, another isolate, has just returned to this school after an absence of two years in a private school. He attended this school for only a short time and then he had difficulty getting along with the children. This caused his removal to a private school. On Baker's List, Walter stated that it is hard for him to make new friends and that although he is not popular it does not worry him.

Mike F. and Ted M. are "hanger-ons" of the inter-group of Kenny, John C., Kitt and John B. Perhaps they would have been the third choice of some member of this group. Ted is older than many members of the group, having failed one grade. Most of his close friends graduated last year and he still maintains a close relation with them out of school hours. He is Jewish and was the only person, out of a group of eight Jewish children, to indicate the problem "Being treated unkindly because of my religion" on the Mooney Check List. He also marked the problem "Troubled with Sunday School and Church". He is more mature than most of the boys and the following problems from the area Boy-Girl Relations were checked: Dating, Going out alone with a girl, Not allowed to have dates, Girl Friend, Thinking too much about the opposite sex, and Wondering if I'll ever get married. These problems did not seem to be of interest to the other boys and may explain Ted's isolation. Ted indicated his school problem by marking the following: Getting low grades in school, Afraid of tests, Being a grade behind in school, Don't like to study, and Not interested in books.

Bob H. would have been an isolate had he not been the second choice of Jim, who is rather on the fringe of the group himself. Bob rated as a behavior case on Baker's List. The reader is referred to the chapter on case histories for a more complete picture.

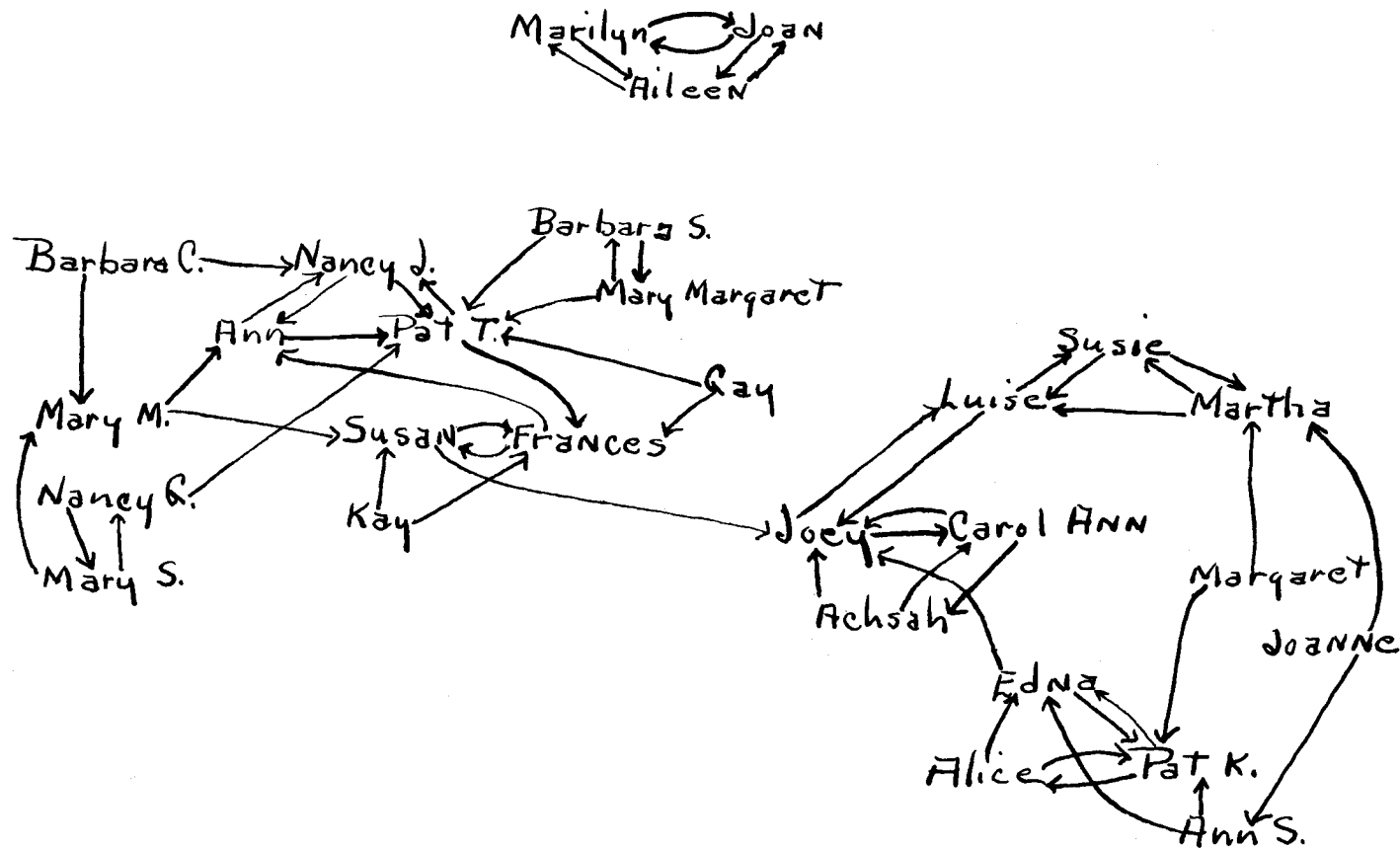


Chart 1

Sociogram of Best Friends

Red indicates 1st choice
Blue indicates 2nd choice



Sociogram of Best Friends

Red indicates 1st choice
Blue indicates 2nd choice

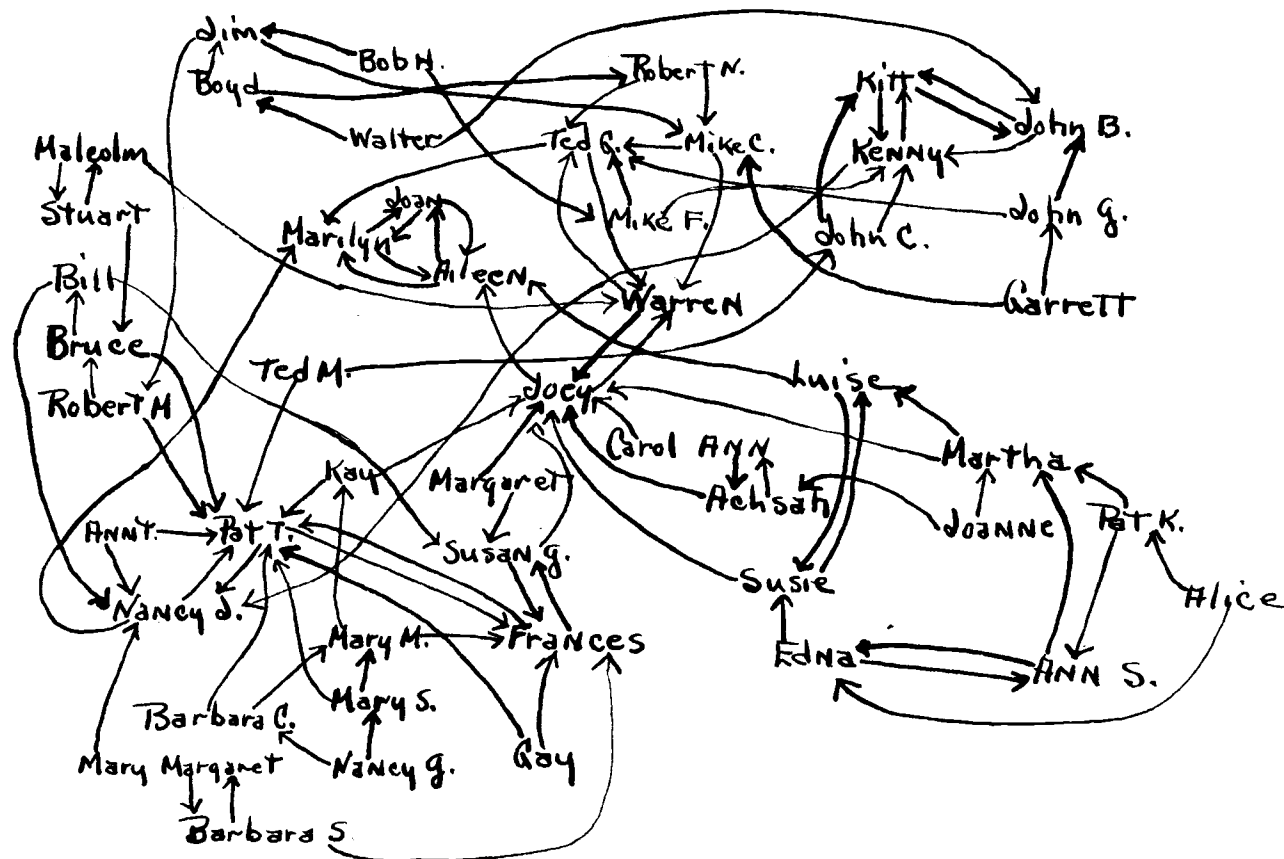


Chart 3

Sociogram of "Those they like to work with best"

Red indicates 1st choice
Blue indicates 2nd choice

Follow-up sociograms are naturally most useful for checking growth and progress. In order to compare successive sociograms, each new one must be analysed in approximately the same manner as the initial one, and the resulting interpretations should then be compared. The chief value of successive sociograms lies in their emphasis on degree of stability within the structure as a whole and on the relative slowness with which its members alter the feelings they have for one another.

The second set of sociograms, Charts IV, V, and VI, were compiled about four months after the initial ones. The same questions were asked and from these data the sociograms were constructed.

Several notable changes appeared. First, on Chart IV, which pertained to the boys, a definite triangle has developed. Bob H., Jim, and Boyd form this inter-group. On the first boys' chart Bob H. was Jim's second choice, now he is his first choice. This triangle is not a completely isolated group, however, as they were chosen by two other members of the group and one boy, Bob H., chose a non-member of the triangle as his second choice.

Again we find a mutual first choice in Malcolm and Stuart. This time they picked the same boy as second choice. This boy did not choose either of them. However, the writer has observed that the three boys spend a great deal of time together and have formed an exclusive club, complete with skunk emblems.

Unfortunately many of the same isolates, Walter, Ted N., Bill H., and Mike F., remain.

Garrett, who was an isolate on the first sociogram, has been accepted by some members of the group. He was second choice of one boy on the friendship sociogram (Chart IV) and was chosen by two people on the one concerning "those whom they liked to work with" (Chart VI).

Mike C., Warren, and Ted G. are still leaders or stars.

Bruce, who was the second choice of Stuart on the first sociogram (Chart II), was an isolate. This is a case that is hard to understand. He seems to be popular enough and is an outstanding athlete. He chose only Warren in response to all the questions. In looking at his Mooney Check List, we find that he lists the following problems: Bashful, Clumsy in manner, Being lazy, Often feel restless in classes, and Often have headaches. Bruce always develops a headache during a basketball game. Probably this shows that he is more worried than he appears. He doesn't seem to be too shy, but on Baker's Inventory he remarked that in talking to friends he "Always hopes they will do the talking". He also says that he is "A little ashamed of his clothes" and feels that they never look well. However, observation proves this to be false. Concerning his home, he says his parents are "always watching" him and that they choose his friends. He feels that he can make friends but he does not like to. We find also that his folks are choosing

his vocation for him. Perhaps these problems have caused his lack of popularity through his own dwelling upon them. Two years ago he was by far the most popular boy in the group.

On Chart V we find an interesting change. The isolated triangle, Joan, Marilyn, and Aileen, is no longer present. Although they again chose each other, they have been accepted by the rest of the group. Three girls indicated them as second choice.

Pat T. and Nancy J. were again mutual choices, but their group status underwent a complete change. These two girls were recently elected to the offices of vice president and president of the student body. Perhaps jealousy could explain their present unpopularity with the group. This unpopularity did not carry over to the sociogram, "Those I like to work with best" (Chart VI). Here they rate as leaders.

The inter-group triangle, Frances, Susan G., and Ann T., still exists and they are again popular with other members of the group.

Gay, an isolate, has chosen different girls as "The people I like best" and as before, they are group leaders. Gay has the highest score on Baker's "Telling What I Do", thus indicating fewer problems than other members of the group. She is mentally retarded and perhaps her problems are few because of this factor. Perhaps this mental

retardation could account for her non-acceptance by the group.

In direct contrast to Gay, we find Barbara C. She was an isolate on both sociograms. Barbara is probably the most brilliant student in the whole group of forty-nine pupils. However, the inventory indicated that she is aware of her problems. On Baker's Inventory, she indicated that she "Worries because she is not popular" and that she "Finds it hard to make friends". Barbara belongs to a minority group and is bothered by the fact that "We speak English part of the time" at home. She also states that her parents are deciding her vocation for her. From the Mooney Problem Check List we find some of her problems are: Wishing people liked me better, People finding fault with me, Overweight, and Not allowed to run around with the kids I like. From these one can draw conclusions as to why she is not accepted by the group.

From these sociograms it is clear to see that their significance lies in its comprehensive revelation of the group structure and its clear direction toward the next steps for study or investigation.

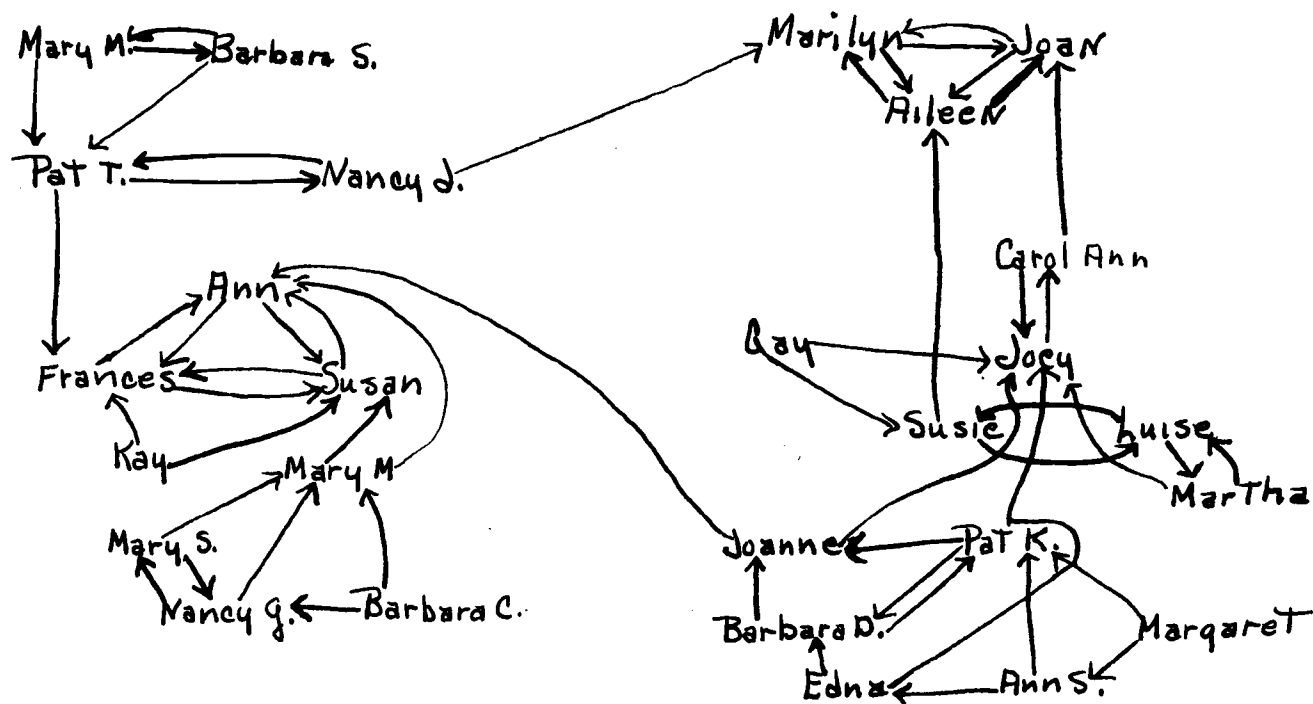


Chart 4

Sociogram of Best Friends

Red indicates 1st choice

Blue indicates 2nd choice

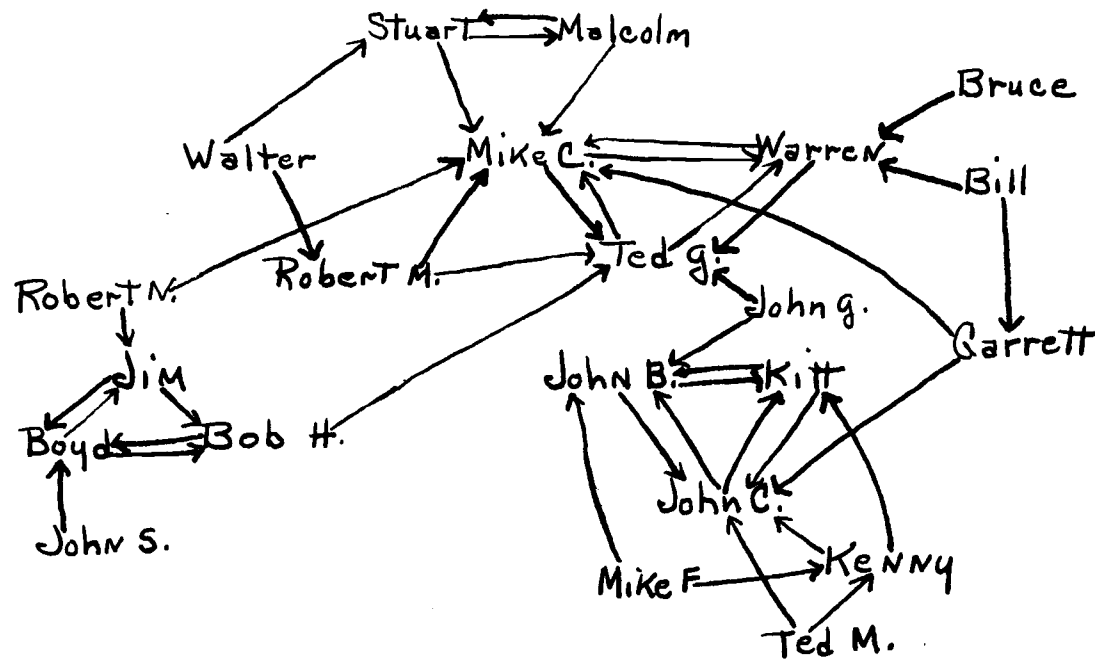


Chart 5

Sociogram of Best Friends

Red indicates 1st choice
Blue indicates 2nd choice

Chapter V

Case History

The Case of Bob

Male

Grade Eight

This case study is presented to show how the three instruments, Sociograms, Bakers' Telling What I Do, and Mooney's Problem Check List, can be used to find the specific problems and problem area of an individual.

Home and Family Background: Bob lives with his mother, sister, and brother-in-law. The mother has no funds of her own and earns Bob's and her livelihood by caring for her daughter's child. Both Bob's sister and brother-in-law work; the brother in a saw mill, and the sister as a clerk in a candy store.

Bob's father died when Bob was three years old. He was a minister for the Christian Church. The father's schooling was limited in that he never finished high school.

Bob's mother finished elementary school. Therefore, not having been trained for anything else, she worked in a box factory in order to support the family of five girls and three boys after her husband's death. Bob is the youngest member of the family.

After the two older boys had grown and moved to California, Bob and his mother joined them. Again she worked in a factory. A year later they moved here.

Previous School Experience and Present School Record:

Bob attended the same school in Illinois for the first six grades. He failed two grades because of ill health. He attended the seventh grade in California where he was enrolled in three different schools. We have no record of his scholastic achievement in these schools.

Bob states that he likes arithmetic best, and that he finds reading quite easy. His teacher says that Bob does not like to work in a group. Therefore, he sits by himself in the far corner of the room and works by himself. The teacher noted also that he spends a great deal of time daydreaming.

He never enters into a general discussion nor contributes to the class. The only response he ever makes is, "I don't know anything about this."

Bob says that he likes this school better than any of the others.

Test Record:

Intelligence Tests

Otis	I. Q. 90	C. A. 15-11	M. A. 13-1
Pintner	I. Q. 96	Med. Score 171	M. A. 15-1

Achievement Tests

Metropolitan Achievement Test

Average Reading	6.9	Spelling	8.5
Average Arithmetic . .	9.6	Average Achievement . .	8.0
English	6.5		

Health Record: Bob is a tall, slender boy, more maturely developed than his average classmate. He is neat in appearance and dresses about as well as the rest of his class.

He is supposed to have a heart condition caused by scarlet fever. However, a recent physical examination revealed that this was no longer true. The doctor says, however, that there is possibly a glandular condition.

Bob's teeth are in very poor condition and the nurse has referred him to the school clinic. His mother would not co-operate and did not seem interested in having the work done.

Social and Emotional Status: The finding on the sociogram explains his social situation quite thoroughly. Bob feels that he cannot participate in many of the class activities because he does not have the proper clothes, or because of his health. Probably the monetary situation keeps him from being completely accepted by the group.

Bob is new this year, so very little is known about his emotional adjustment.

Goals, Purposes, Interests: Bob has stated that he does not know what he wants to do when he grows up. He says that he has thought about it a lot and there does not seem to be anything that he is capable of doing. He feels that he will be unable to go to college and that he is not smart enough, anyway.

Bob has a paper route and earns his own spending money in this way. He has no outside interests and says that the only thing he does is go to the movies. His health condition is a hindrance, he says, and keeps him from playing basketball, skiing, and other sports like the other boys. He stated that he wished he could partake in the school sports.

Findings from the Sociogram: On the first sociogram Bob was picked as second choice by one boy. This boy was his first choice. Perhaps this situation was due to the fact that he had only been in school a few weeks.

On the second sociogram he became a part of a triangle. He and Boyd, who had mutual first choices, have developed quite a friendship. Neither is well accepted by the group. Both are very tall for their ages. In both cases the father is dead. The third member of the triangle is an adopted child and he also is not accepted by the group.

After discussion with Bob it was found that he really would prefer the boy he indicated as with whom he liked to work with best as a best friend. However, this boy does not accept him.

Mooney Problem Check List Findings: Bob did not mark many problems on the check list. The writer believes this was because he was new to the school and did not quite understand how it was to be used.

The problems marked are rather significant. In the area, Health and Physical Development, he marked the following problems: Don't get enough sleep, Not strong and healthy as I should be, and Don't like some of the foods I eat. In the area, School, he was concerned with: Being a grade behind in School, Don't like to study, and Not interested in books. Under the area, Miscellaneous, we find the problem, "Having no regular allowance".

Findings from Baker's Telling What I Do: Bob had the lowest score on Baker's "Telling What I Do", thus indicating that he had more problems than any member of the group. The following information tells us what he feels his problems are.

In the "Health" area he stated that he had only fair health and that he could do no hard play because of his health.

In the area "Sleeping-Eating", he pointed out that his bed was a cot or couch and that he was often short of sleep. Also he stated that he had to be careful about the food he eats.

Under "Self-care", he stated that his face and hands were usually dirty, that he worried because his hair never looked nice, and that he was often short of sleep; also, that he had trouble with his teeth aching and they need fixing.

In "Habits" he remarked that he worried because he is often dizzy.

Under "Worries" we find that he is aware that he daydreams most of the time, and also that he worries about it. He feels that he cannot make up his mind quickly enough and it bothers him when he is laughed at.

He admits in the area "Fears" that he is usually scared when he recites, and that when he is in a high place he is more scared than he will admit.

Under the area "Anger", Bob said that he is very angry with himself when he breaks his things, and that he always hurts right back when someone hurts him.

The areas "Pity" and "Goodmixer" give the information that he always feels sorry for himself when he is hurt and that he is always shy in a crowd.

Again the matter of dress comes up under the area "Inferior-Superior" in that he feels ashamed of the way he dresses most of the time. Here he also reveals that he is quite ashamed of his school marks, and that he worries because he does not make the school teams.

Some of his home problems are revealed in the area "Home Atmosphere". He said that they never have any parties, that they have few magazines or books, and that his family has almost no friends.

In "Home Attitudes" he feels that his parents are too easy about making him help at home. He says that the others think he is the favorite child, and yet his parents are always watching him.

Bob does not feel that he is at all grown up and that he does not have nearly as much liberty as his friends. This and the fact that they argue all the time at home are pointed out in the area "Growing-up".

From the area "Morals" he states that he gives to charity only when he is forced to, and that he might take more things except for the fear of getting caught. He remarks that he does the wrong thing if it is easier, and that he has a poor reputation where the truth is concerned.

In the area "Friends", Bob said that it is very hard for him to make new friends.

From the area "Hobbies" we find that he has no hobbies and in the area "Vocations" he states that nothing appeals to him as a vocation. He also says that he gets no help in trying to make a decision.

These tests are particularly revealing when used individually and should help the teacher to know and understand the child's needs and problems.

Conclusions: The deep-rooted psychological problems of this boy stem primarily from the home, therefore, some link must be established between the school and the home if the school is to be of any assistance to him in resolving his psychological conflicts.

Bob lacks a feeling of group security both of a social and a financial nature. Although he has been accepted by two boys, they do not seem to be the type to offer him

positive friendship. He does not have a place within the larger group.

His ill health, which apparently is now largely imaginary, concerns him more than it should any adolescent boy. It seems to have become a crutch to give as an excuse both to himself and others for his failure to become accepted.

Recommendations:

1. The school should contact some male adult, either in the community or from some church, and arrange for him to act as a sponsor for Bob.

2. This adult, or the school, should try to arrange an after-school job in the community for Bob. There is a drugstore and a grocery store that might be able to use him. The job should be something he is capable of handling, and also must be one which the other children will respect. This should give him a feeling of financial security and perhaps a rise in status among the group.

3. From the results of this study the school nurse is renewing her efforts to get Bob's teeth fixed and has arranged for a more complete physical examination.

4. Bob has now been made a member of the Service Club, a school organization. His duties should give him a chance to be included in more of the group's activities.

5. The homeroom teacher should find out what Bob means by "daydreaming". From this information the teacher might

find something that interests the boy. Also talking about it might clear up some of the boy's problems.

6. Perhaps by talking to some of the class leaders, they can be induced to help him become more acceptable to the group.

7. The homeroom teacher should try to draw Bob into the group and not allow him to sit and work by himself.

8. The coach should find some part for him in sports or some games in which he might be able to excell, and thus help him overcome the feeling of "ill health".

CHAPTER VI

Conclusions and Recommendations

The purpose of this study was to find the social adjustment areas common to students of the eighth-grade level, both as a group and as individuals. The Mooney Problem Check List, Junior High Form, and Baker's "Telling What I Do" were used to find areas of social problems and to note whether the two tests revealed similar or different areas. The sociogram was used to find the individual's social status and to ascertain if this affected the common problem areas.

Group attitude and rapport were exceptional and no antagonism or uncooperativeness was evident. For the most part the pupils were extremely interested in these tests and were sincere and honest with their answers.

Conclusions arrived at were as follows:

1. The Mooney Problem Check List was given first and although the children seemed to be marking all the problems affecting them the Baker's List revealed a higher number of problems. The Mooney List asks the children to mark only the problems which bothered them the most, while Baker's required an answer to every problem, and this seems to explain the difference in the number of problems marked.

2. Both lists have revealed that the greatest need for adjustment was in the area of adjustment to school. On the

Mooney List it was found that the pupils had an average of more than four problems each. These problems were of this nature: Afraid of tests, Getting low grades in school, Don't like to study, Trouble with arithmetic, and Worried about grades. On the Baker Inventory, there were three problems in the school area that bothered both the boys and girls. They were: About talking and whispering in class, About my school marks, and About when I recite.

3. The area, People in General, and Self-Centered Concerns were a close second and third on the Mooney test, each having an average of two and one-half problems. Home Attitudes, was the second problem area on the Baker Inventory. However, it revealed only one problem, "About getting along with my brothers and sisters", of concern to them.

4. The third largest problem area on the Baker List was "Hobbies and Vocations". This was due to their large number of responses to the problem on why they liked movies. They gave the unfavorable response that they attended movies "only for a good time".

5. The individual problem which was marked highest on both tests was in the school area. On the Mooney test, Afraid of Tests, ranked high above the rest with an average of forty per cent. On the Baker List About talking and whispering in class, received an average of sixty-two per cent on the most unfavorable response and an average of twenty-two per cent on the second most unfavorable response.

6. There was a difference between the sexes as to the individual problems marked. However, on the Mooney, the problems marked the most were in the same area, school. The boys rated, Don't like to study, highest with an average of forty per cent, and Afraid of tests with an average of thirty-three per cent. The girls rated, Afraid of tests, highest with an average of forty-six per cent.

7. On the Baker's Inventory, there was no variation between the sexes as to their main problem. Both ranked "About talking and whispering in class" highest. Forty-seven per cent of the boys and seventy-five per cent of the girls marked the unfavorable response to this problem.

8. The boys and girls showed a significant difference on the Mooney test in their choice of problems in areas other than school. The following problems were chosen.

The girls checked:

1. Wishing people liked me better.
2. Sisters.
3. Disliking certain people.
4. Being jealous.
5. Can't make up my mind about things.

The boys checked:

1. Having trouble with my teeth.
2. Trying to stop a bad habit.
3. Having a poor posture.
4. Studying is hard for me.

The girls' problems seem to be of a more psychological and personal nature, while the boys are troubled by more physical and material things.

On the Baker Inventory, several different problems were shown by the boys and the girls.

The boys gave unfavorable responses to:

1. About having dates.
2. When I see old people.
3. About my school marks.

The girls gave unfavorable response to:

1. About deciding what work I will do.
2. About hunting.

9. Both the Mooney Problem Check List and Baker's "Telling What I Do" are good instruments for revealing general problem areas for group counseling. However, the writer feels that many of the responses on the Baker Inventory are misleading. Many of the responses which Baker considers unfavorable are strictly a matter of opinion. On the question, About Father (or stepfather) working, he has the following five responses to choose from: A. He would like to work, but is not able. B. He works most of the time. C. He always has a steady job. D. He works about half of the time. E. He has been out of work a long time. There is no response that can be marked if the child's father is dead. This created some confusion as the children had been asked to answer every question.

10. The question, About getting along with my brothers and sisters, also created some confusion. Most of the children marked the response, "We argue and fight sometimes". This answer is considered unfavorable by Baker, but seemed to the writer to be a normal response. It is an unusual household that does not have some rivalry and dissent which leads to at least a few quarrels or arguments.

11. Baker considers it unfavorable to mark the response "Mystery and adventure" in answer to both questions, About what I like to read, and About listening to the radio. The writer feels that most children do prefer mystery and adventure at this particular age, and that it is not necessarily unfavorable. It is a question that should have more detail to reveal exactly what the child meant by mystery and adventure. The child and the author could be thinking of different things entirely.

12. On the question, About hunting, Baker considers it unfavorable for girls to say, "I would like it very much". There is more or less an overlapping of interest at all ages, and the fundamental drives are much the same for both sexes, but forms of expression are somewhat different, partly at least because of environmental pressure. Therefore, why should not a girl respond spontaneously that she would like to go hunting, and why should it be considered unfavorable? The papers often picture women on hunting trips or with pictures of the game they have killed. Perhaps

most of us are now less inclined to think of hunting as a sport for men and boys only.

13. Although the writer feels that both the Mooney Problem Check List and Baker's "Telling What I Do" are good instruments for group counseling or discussions she believes that the Baker's should have a close follow-up to find just how the children interpreted the questions. Many times the answer could be misleading as shown in the previous paragraphs.

14. Baker states that some critics conclude, without actual experience, that pupils will not answer honestly, or would give only the ideal answers. He does not believe this is so and gives three reasons why. He feels that the instructions are worded in such a manner that the pupil is not certain just how much the interviewer knows about him already, or which items he is likely to know. He believes that there is a large amount of inherent honesty in the great majority of people and that it tends to be practiced when people seem to be genuinely interested in helping to bring about a better understanding. He thinks that the items are worded in such definite and personal ways that the pupils find it difficult to avoid giving the appropriate answer for them.

15. Baker has prepared remedial suggestions for each of the twenty-four topics. Each set of suggestions make a direct approach to the topic which it discusses. There is

usually a simple statement that improvement should be attempted and that this change must often be made without the direct help of any other person but upon the pupils' own responsibility. The author suggests that these sheets be given to the child as a follow-up after a discussion of his problems.

16. Baker also suggests that the material could be used by the teacher as a guide to help direct group discussions.

17. From the results of this study the writer feels that Mooney's Problem Check List is the better in finding the common problem areas. It limits the problem areas to seven instead of twenty-four as in the Baker Inventory. This should permit the teacher to cover the material better in units or discussion groups.

18. Baker's "Telling-What I Do" seems to be better for interpreting the individual's problems or in diagnosing and tracing the problems of a small group.

19. Both tests can be used together to give more reliability to the common problem areas, but they are not necessarily interchangeable.

20. The methods used in giving the tests are not completely objective and therefore, (1) a great deal of judgment needs to be used in handling the results, and (2) a large number of techniques are necessary to get an accurate picture.

21. There is an apparent need for both group and individual counseling in the upper grades of our schools. However, since there is no counseling as such, at this level these tests could be used as a basis for a unit. Thus the curriculum could serve in helping the children make better adjustments to their problems. All teachers are not counselors, but each teacher should feel and accept the responsibility of helping students make a better adjustment to their situation. Most teachers could do this by working out units from the problems indicated by these tests. Merely giving the tests could give the teacher a better understanding of her children and thus she could help them in overcoming such problems as: Afraid of tests, Talking too much in class, and Afraid to recite.

22. Sociograms reveal the child's social status within the group. From these tests and the sociograms it was found that the children had many problems in common regardless of their position within the group. Both children who were isolates and those who were leaders had the same problem, Afraid of tests, in the school area. The child's place in the group did not seem to influence his type of problem as much as the number. The isolates, with a few exceptions, had the largest number of problems.

23. There are limitations in employing the techniques of sociometry which the teacher should be aware of. The responses are only as valid as the degree of rapport between

the children and the teacher. If there is resistance to making responses or signing names then the sociogram is not worth the paper on which it is made. Group structures are fluid and thus charting just measures one period of time and cannot be expected to be permanent. It should be remembered that the way the material is gathered tends to force answers. Above all it must be recognized that the sociogram merely points to opportunities for further study and does not give final answers.

24. The sociogram helps the teacher find the group isolates and provides her with an opportunity to help a child with his social adjustment. This should be an exceptionally good instrument for the classroom teacher. It should help the teacher develop a greater understanding of group behavior, so that she may operate more wisely in group management and curriculum development.

Recommendations. The following are the recommendations arrived at as an outgrowth of this study:

1. The Mooney Problem Check List and Baker's "Telling What I Do" are both good instruments to bring out the common problem areas of a group and to serve as a basis for individual counseling. However, the Baker Inventory should have a close follow-up to determine how the children interpreted the questions. Used separately, the Mooney test appears to be more useful in pointing up the individual problems. Therefore, teachers should receive in-service

training in using these instruments. Also prospective teachers should receive training in their use in their teacher training.

2. Because sociometrics provide a good instrument to help the teacher better understand the children as a group and also as individuals, teachers should know how to use them. They should aid her in utilizing the co-curriculum to better meet the needs of the individuals.

3. Since the methods used in giving the tests are not completely objective there should be, (1) a great deal of judgment used in handling the results, and (2) a large number of techniques are necessary to get an accurate picture. Individuals should have ample opportunity to develop the necessary techniques.

4. Because the greatest need for assistance was in the areas of Adjustment to School, People in General, Self-Centered Concerns, Home Attitudes, and Hobbies and Vocations the school should attack these problems through group discussions or through units of work based on these areas. The curriculum should be used to help the children make a better social adjustment to their problems.

5. There is a great need for guidance services at the eighth grade level. This was demonstrated by the results of the tests used in this study. A child's capacities for social growth--his ability to live with his fellows to the fullest--is as natural and as educable as his other basic

capacities for mental and physical growth. The capacity for social growth must be considered an essential concern for the school curriculum.

6. Further studies should be carried on using the three instruments, Mooney Problem Check List (Junior High Form), Baker's "Telling What I Do", and Sociometrics.

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