ADJUSTMENT PROBLEMS OF SOME JUNIOR HIGH SCHOOL STUDENTS

by

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ADJUSTMENT PROBLEMS OF SOME JUNIOR HIGH SCHOOL STUDENTS

CHAPTER I

INTRODUCTION

All young people have problems. The transition from adolescence to early adulthood is often a hectic, confusing, and even frustrating period of life. In ever increasing numbers the schools across the country are taking definite steps toward adapting education to the many and varied needs of young people. "The informed teacher of today knows that boys and girls bring to school all the problems, anxieties, prejudices, insecurities, conflicts and concerns of the adult community." (2:576)

Educators are making determined efforts to find out the problems of their students and, in the light of these findings, they are revising their curriculums and other features of their programs. This, the current movement, known as the life adjustment education program, is obviously a program for all students. Designed to meet the needs of all, it aims to help all achieve fundamental skills, attitudes, and experiences. This program aims to keep the 50 per cent who now quit school in school until graduation. Thus, it requires vision and
action on the part of all educators and is indeed a challenging movement.

The high school which has not yet started a program of life adjustment education is much like the Army Rookie who exclaimed, "Why, everybody is out of step but me!" The movement to tailor secondary education to the life needs of youth is rapidly becoming nationwide.

President Wilbur of Stanford once observed that the problem of revising the curriculum was very much like that of moving a cemetery. True or not, the high school which is as alive as its young people will find out their problems and adapt its program accordingly. On the basis of findings from studies of drop-outs, problem check lists, interest inventories, and related research, schools have developed learning programs which are outlining and emphasizing the imperative needs of youth. Furthermore, they are developing and carrying out their own plans for adjusting their curriculums and guidance services to meet these imperative needs of youth.

Are our children receiving education that helps them achieve these fundamental skills, attitudes and experiences that children should have? What is a good measuring rod? When a counselor reviews the problems that his students have marked on a problem check list, it
then becomes his responsibility to regard this very rich source of material as a valuable aid in understanding the problems of his young people. It also provides a picture of the real factors in their lives which so powerfully influence their behavior and their achievement in their present situation. The exact technique of dealing with these young people depends upon the pupil in a particular situation and upon his individual differences.

Children have problems which require particular attention and sympathetic understanding. Under the pressure of group action, these problems become more intensified and complex in nature. Every maturing child needs to feel his own worth and developing power. He needs recognition and encouragement. Only as he accepts and understands himself does he function at his best. Fears and inhibitions concerning himself detract from his well-being and happiness. The teacher must understand this basic need for recognition and so shape events that every child has sufficient successful experience to insure a sense of security and worth.

Understanding the problems of the individual student and his needs and doing something about them by adjusting curriculums to meet these needs are goals toward which we are striving. Some goals we have already attained, many are only partially realized and a few are
yet to be almost wholly accomplished. But in a school where teachers and counselors have an understanding of the problems of the individuals with whom they are working they can assist their pupils to make better adjustments to others in human relations and to better achievement in their own work situations.

Too often teachers have been concerned only with the immediate achievement and getting the pupils to immediately improve their status until they have failed to evaluate the life situation of the pupils and to adjust their work in ways which will meet their needs. Much emphasis should be placed on the fact that the pupil's mental field at the time determines his achievement level. People give their best when they feel that they and their work are important, and when they feel that they are considered as individuals and not as machines. That is the job for the teacher - to build that Concept of importance and worthwhileness in every student, to understand each student as an individual and to satisfy his needs as far as possible in his work situation. The student's achievement satisfaction is a measure of the teacher's own performance.

In effective teaching, the teacher must understand the development of Self. The problems of the young
people under his influence result from the fact that they are all in different stages of development. At these stages of development they are motivated by different things, and no one changes his behavior unless there is a need to change. When the student's problems are understood, various actions of his become consistent, controllable, and predictable. It is difficult to type students because we deal with extremes of behavior and achievement as well as with the great number who are usually classified as "normal". The external reality is what the teacher sees, not what the student himself sees. We should remember that it is not the environment or the stimulus which is causing the individual to behave as he does, but it is his Self Concept. In diagnosing the problem check list as it has been marked by the students the counselor may find that many of the problems marked may not be the actual problems of the student at all - they are merely statements of what the child thinks his problems are. They indicate the child's Concept of Self and his Concept of his relation with others. When the stimulus of the school room, or the guidance program, or the home environment causes a change in the child's Concept of Self then only will his behavior responses and his achievement level change.
With an increased awareness of the importance of the child's Concept of Self and his Individual Differences, the desire to introduce into a course of study methods and techniques of dealing with the child in all stages of development of his Concept of Self prompted the writer to administer the Ross L. Mooney Problem Check List to the Oregon City Junior High School students so that the teachers and administrators could better determine the needs of their students and of the school system. From this study the writer hopes to obtain implications for the guidance program and to make some recommendations which would help to meet the needs of the students. The school must accept the responsibility for finding individual differences and for helping the student in the light of these findings. Erickson states, "The efficiency of the entire educational program depends upon adequate understanding of the pupils. Individuals differ in interests, abilities, aptitudes, accomplishments, drives, problems, appearances, plans, background experiences, and many other respects. An effective guidance program cannot be built except on a sound foundation of information about the pupil." (5:11)
Traxler is even more emphatic when he says, "Basically it is the simple yet fundamental thesis that the first duty of the school is to know its pupils as individuals." (10:5) Today's teacher must be a social engineer capable of setting up a provocative environment for children's learning, charting the course of each individual child through the ever-changing social relationships in which he is involved, and assisting each pupil to grow in his understanding of himself and of others. The challenge of this program of education to the teachers and counselors is truly one of great magnitude.

SUBJECTS IN THE STUDY

The Ross L. Mooney Problem Check List, Junior High School Form, was presented to the eighth and ninth grades of the Oregon City Junior High School. There were two hundred ninety students, boys and girls, who participated in this survey, the object of which was to determine those problems which were the most common to the various groups of Oregon City Junior High School and to find areas in which guidance needs were evident.

In gathering these data the writer administered the check list to groups which were taken by grade levels during their regular English classroom period. The students were asked to underline the statements they
considered to be problems of theirs, the results of which might be helpful and meaningful to the teachers and administration in planning a school program which would eventually be of greater help to them. The classes were left in their heterogeneous status purposely to maintain normal environment.

This problem check list is divided into two main parts: the first part contains two hundred ten problems classified in seven areas,

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

and the second part which contains four questions under which the student is encouraged to express his reactions to the Check List and to indicate if he wishes help with his problems.

The thirty items belonging to each area are grouped horizontally in blocks of five rows arranged in six columns. The student marking the test goes through the items vertically. From a study made on this Check
List to determine to what extent students discover the horizontal grouping of items into problem areas it was found that very few discover the actual problem areas even after the List has been checked more than once. It is so skillfully distributed that students cannot describe the groupings or patterns even when they feel that similar classes of problems are grouped together. It appears then that the type of organizational pattern used in the Mooney Problem Check List is not only convenient for the use of the counselor, but largely avoids the undesirable features associated with grouping of problems by areas. On the other hand, however, these groupings may be undesirable for several reasons, namely: that students tend to skip entire areas that appear inappropriate to them, without bothering to read the items; they are often careful not to mark any area in which they feel there might be some "stigma" attached; and also that the general atmosphere of the particular area sometimes has a tendency to exert undue influence upon the individual mind.

The list contains a wide selection of problems all of which may be used effectively in an individual counseling situation, and many of which may be used equally as effectively in group counseling situations.
To feel that others are disturbed by the same or similar problems is often the basis of a more eager attitude on the part of the student to make necessary adjustments in his behavior, or to the life situations which are confronting and confusing him.

The objective of this study is to recognize the problems listed by the students of the Oregon City Junior High School and to use these findings as a basis for the organization and administration of a guidance program which will seek to include in the curriculum teaching procedures and materials which will satisfy the needs of its students and assist them in solving their problems and adjusting to their immediate situation.
CHAPTER II

PREVIOUS STUDIES

Through use of the Mooney Problem Check List, several recent studies have been made to determine the guidance services and curriculum needs in various schools in Oregon. Leroy R. Pierson in 1949 conducted a study in Portland, Oregon, using the Ross L. Mooney Problem Check List, High School Form, to discover the guidance needs of the Portland Public Schools. He selected one class from the tenth and eleventh grades in each high school to obtain a random sampling. Between fifty and sixty pupils from each school were selected in order to obtain a total of four hundred sixty-three students chosen at random from all the high schools. From that study he found that with the exception of Roosevelt and Girls Polytechnic High Schools, all students ranked Adjustment to School Work as their major area for concern. The major areas for Roosevelt and Girls Polytechnic High Schools were Personal--Psychological Relationships in number one area with Educational and Vocational Future as area number two.

Again using the Mooney Problem Check List, High School Form, as a basis for curriculum improvement,
Robert G. Cunliffe conducted a study in 1949 in the Corvallis High School, Corvallis, Oregon, using approximately seven hundred students ranging from grade eight through grade twelve. Though the students were not in homogeneous groupings at the time of checking the list, Cunliffe separated boys and girls in the statistical tables for the purpose of showing comparisons between the sexes. The areas were given a rank according to the number of problems checked in each area and the one checked the most frequently was considered to be the number one problem area for the group.

It was interesting to note that both groups of Senior boys and girls in Corvallis High School were most concerned about Adjustment to School Work as each ranked number one in that area. The boys ranked as number two the area of The Future: Vocational and Educational Plans, while second of importance in areas to the girls were Personal and Psychological Problems. Courtship, Sex and Marriage were third in importance with the boys while the girls were concerned about Social-Psychological Relations. This seems natural as boys of that age are deeply concerned about their future since many of them finish their formal education with graduation from High School and they are beginning to feel the need for a future with a
vocational security which will enable them to plan for marriage. The girls who do not feel the need for voca-
tional security are usually more interested in their
Personal-Psychological Problems and their Social Rela-
tionships. Neither group seemed to be very concerned
about Morals and Religion, or Home and Family Problems.
There was relatively little difference between the
respective ranking given the problem areas by these boys
and girls.

The results of these various problem check
lists administered in the high schools of the State are
being used for different purposes, namely:

1. To help locate the most prevalent problems
expressed within a student body as a basis
for new developments and revisions in the
curricular, extra-curricular, and guidance
programs of the school.

2. To help locate young people who need per-
sonal counseling.

3. To form a basis for group guidance and
orientation programs.

4. To increase teacher understanding of the
individual in the classroom and to facili-
tate guidance interviews.
5. To point up changes and differences in problems in relation to age, sex, and social background.

6. To recognize groups of problems which may be associated with large problem areas.

From the study of the Mooney Problem Check List administered in the Salem High School, Salem, Oregon, came the interesting findings that two hundred sixteen senior boys ranked Adjustment to School Work first, while the two hundred thirty-six senior girls ranked it as second in importance. The girls' major area was that of Personal-Psychological Relations. This seems to indicate that the girls have made a better adjustment to school work than have the boys. Perhaps the boys feel greater obligation toward mastery of school work because of their future responsibility in becoming the head of a family and wage earner. They are more concerned with their school difficulties especially with oral and written work. Their second area of problems indicated their concern about the Future: Vocational and Educational. Even though Adjustment to School Work ranked second with the Salem Senior Girls they ranked it first as a circled or major problem. This indicates that the girls considered it more of a serious problem than the
Personal-Psychological Relations. Perhaps the explanations of Pflieger may account for the high number of problems in School Adjustment:

"The students are taking lists in a school environment, and so the school problems may stand out as the glaring ones only because it is the place in which the students are taking the check list and because it is administered by a teacher."

"It may be that this is the opportunity which the youngsters have been looking for to get their gripes about the school."

"It may be that the school actually is the place where the youngsters have most of their problems. It may be that schools are creating conditions which make these school problems seem very important to children." (9:265-278)

In comparing the rank order of boys and girls in Salem the results show that with few exceptions there was no difference in rank importance. This tends to indicate that students, whether boys or girls, have relatively the same problems which are of about the same importance to each. The four major problem areas of both were: Adjustment to School, Vocational and Educational Future, Personal-Psychological Relations, and Social-Recreational activities. The students should be served in all these areas by adequate school programs.

Results of the Mooney Problem Check List administered to sixty Senior Boys and sixty-two Senior
Girls in the Lebanon High School, Lebanon, Oregon, were similar to those of the boys and girls of Salem High School. The Lebanon boys again ranked Adjustment to School Work first in the problem areas, with the area of Social and Recreational Activities ranking second in importance, and the Vocational and Educational Future ranking third in importance. The Lebanon Senior Girls again ranked Personal-Psychological Relations as first in their problem areas, while Adjustment to School Work ranked second high. It is interesting to note here that the girls as well as the boys ranked the Vocational and Educational Future third in importance. This is the first instance that High School Girls have felt this area to be of major importance to themselves. Both groups seem to be facing the same difficulties in Adjustment to School, Personal-Psychological Relations, Social and Recreational Relations, and Vocational and Educational Future. In none of these schools did the boys and girls seem to be too troubled in the areas of Health and Physical Development, Home and Family, or Morals and Religion, as these areas were among the lower third in rank order.

In comparing the studies made in the Portland, Corvallis, Salem, and Lebanon High Schools the results
indicate that these various groups of boys consider Adjustment to School Work, The Vocational and Educational Future, and Social-Recreational Activities as their most important problem areas. With the exception of the Salem boys who ranked Curriculum and Teaching Procedures, an area which naturally corresponds to Adjustment in School Work, third in problem areas, the students of the other schools ranked this area very low in importance. This would seem to indicate that the troubles with school work lie not in the teaching procedures but rather in the achievement the student has attained for his grade level or in the type of work he is required to do. Perhaps the work in the classroom could be made more meaningful to the student so that it would suit his needs. The areas of Health and Physical Development, Morals and Religion, and Home and Family rank as the lower one-third of their problems. The girls in these schools also agree with the boys in selecting Health and Physical Development, Morals and Religion, and Home and Family in the lower one-third of their problems. The girls agree with the boys in selecting Adjustment to School as one of the problem areas in the upper one-third rank, but vary from the boys by selecting Personal-Psychological Relations as the number one area of importance.
Attention should be given to the findings that the first three problems of greatest importance to all the boys have to do with School Adjustment, Vocational and Educational Future, and Social-Recreational Activities, while the first three problems of greatest importance to the girls have to do with Personal-Psychological Relations, School Adjustment, and Vocational Plans. This is perhaps due to the fact that boys are concerned about their future responsibilities as the head of a family while the girls realize that their personal and social relationships are important to their success in courtship and marriage.

Mary Keenan of Albany High School, Albany, Oregon, administered the High School Form of the Mooney Problem Check List in 1949 to the ninth, tenth, eleventh, and twelfth grades. A study of ninth grade showed that both groups of boys and girls agreed in their ratings of the problems concerning Adjustment to School Work. This area continued to be the number one problem area. The boys ranked their number two problem area in Finances, Living Conditions, and Employment, however, while the girls ranked Personal-Psychological Relations second in importance. This no doubt is due to the fact that ninth grade girls become more interested in the opposite sex, dates, and popularity than do the boys at this age level.
This study indicated the greatest need for assistance was in the Area of Adjustment to School Work for both groups. Personal-Psychological Relations, Social and Recreational Activities, and Vocational needs were considered as areas for school assistance. The least need for aid was indicated in the Home and Family, Morals and Religion, and Courtship, Sex, and Marriage areas. The Albany High School students' problem areas indicated that the guidance program should place more emphasis on helping students make better adjustments in their school work and in assisting them with problems involved in Personal-Psychological Relations and Vocational plans.

Using the Junior High School Form of the Mooney Problem Check List, Marie Skiens of the Ainsworth School, in Portland, Oregon, made a recent study of eighth grade pupils. The Check List was used to find areas of social problems of this grade level and to note whether these problems were similar or different in the pupils' social grouping. It was found that Adjustment to School Work was the outstanding problem area for the eighth grade group as a whole, regardless of sex. Relations to People in General and Self-Centered Concerns were close second and third areas of concern. Home and Family Relationships, and Boy and Girl Relations were areas in which the
least concern was evidenced. This is perhaps a normal pattern for this age group as they have not yet begun to consider themselves too seriously in relation to others. They are more self-centered and concerned with Relations to People in General only in so far as they might be personally affected. Of great significance to schools should be the ranking of School as problem area number one. It was in this area that the major problem of "Afraid of tests" ranked high above the rest of the problems. It was concluded that this was the problem of greatest concern because the parents of this group demanded that their children do well in school, as they were all expected to attend college. Another Problem, "Wishing people liked me better", which is in the area, Relations to People in General, rated highest in that area. This response seems to be typical of adolescents as no other problem seems as serious to the adolescent as that of establishing himself with his peers. Recognition of this problem in a school could lead to more socializing experiences being introduced into the program.

The writer found only one published study relative to 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 developed 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." (1:42-48)

Other findings previously cited are all from unpublished Masters' Theses. These previous studies were of little actual help to the writer due to the fact that all groups were given the High School Form of the Mooney Problem Check List which differs in problems and areas. However, the findings were used as a means of comparison and it was found that boys and girls in the High School level were as concerned about their school work and social relationships as were the Junior High School Boys and Girls.

Studies of this kind are necessarily a local problem since each community has its own individual differences. There are neither criteria nor norms established which will solve the problems in every school or community. Furthermore, the true value of this check list lies not in statistical summaries but in the
individual counseling opportunities which are afforded as a follow-up of the individual checking the various items. Ross L. Mooney, author of the check list, says, "It is already clear that standardized norms are not possible. Each school seems to have its own variations. This might be a criticism or unfavorable limitation if the check list were to be a test. But it is not a test. Rather it is a method of self-description and as such is all the stronger if it allows individual differences to appear." (7:68)
CHAPTER III

ANALYSIS OF THE STUDY

In order to analyze the responses of the students, a set of tables has been compiled for eighth and ninth grade boys and girls in the Oregon City Junior High School.

These tables are first studied by a ranking of problem areas, showing the relative importance of each problem area for the boys and girls of the eighth and ninth grades, with area tables of comparison for both grades. Secondly, the tables are studied for the most frequent specific problems checked by boys and girls of the two grades.

For convenience in summarizing individual cases, the Mooney Problem Check List is classified in seven general areas:

(HP) HEALTH AND PHYSICAL DEVELOPMENT
(S) SCHOOL
(HF) HOME AND FAMILY
(X) MISCELLANEOUS (money, future, educational and vocational)
(BG) BOY AND GIRL RELATIONS
(PG) RELATIONS TO PEOPLE IN GENERAL
(SC) SELF-CENTERED CONCERNS
The letter symbols shown above will indicate the general problem areas in the tables that follow.

The following tables indicate tabulated results for boys and girls for each individual grade, comparative results of both sexes in each individual grade, and specific problems most frequently checked. These are followed by student comment on problems of most concern to them.

In the tables, "Problem Areas" are indicated by letter symbols, "The Number of Problems checked" are recorded as the total number of problems checked in each area by all the students of each grade level being studied, and "Rank" is determined by the area having the most number of problems checked, as problem area number one through seven.

<table>
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<th>Problem Area</th>
<th>Number of Problems Checked</th>
<th>Rank</th>
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<tbody>
<tr>
<td>HP</td>
<td>186</td>
<td>5</td>
</tr>
<tr>
<td>S</td>
<td>313</td>
<td>1</td>
</tr>
<tr>
<td>HF</td>
<td>120</td>
<td>7</td>
</tr>
<tr>
<td>X</td>
<td>281</td>
<td>2</td>
</tr>
<tr>
<td>BG</td>
<td>255</td>
<td>3</td>
</tr>
<tr>
<td>PG</td>
<td>173</td>
<td>6</td>
</tr>
<tr>
<td>SC</td>
<td>214</td>
<td>4</td>
</tr>
</tbody>
</table>
Problem area number one seems to be that of Adjustment to School Work. These boys find their greatest number of problems center in the skills and abilities in the school area. With an average of over five problems per student this seems exceptionally high in comparison with other areas listed and seems to indicate a need for additional help in making better adjustment to school work. The boys are concerned also in the Miscellaneous Area (problems related to money, work, their future educational and vocational plans) which ranks second in importance to them. This, the writer believes, indicates a real motivation for their area of greatest concern, that of being troubled about their academic status and abilities. Boy and Girl Relations are of importance to this group as that area ranks third. It indicates an awakening desire to enter into a closer social relationship with the other sex as well as with their own. This area indicates the need for group activities, greater social opportunities, better understanding of amenities, and the need and desire for social acceptance and approval. The boys seem to be little concerned about Home and Family Relations or Relations to People in General (psychological feelings, isolations, or aggressions.)
The eighth grade boys in general marked more specific things as their problems relating to school such as: 32 per cent "Trouble with arithmetic", 32 per cent "Not smart enough", 29 per cent "Studying is hard for me", 29 per cent "Find it hard to write correct English", 25 per cent "Trouble with spelling", 25 per cent "Don't like school", and 24 per cent "Getting low grades in school". These specific problems indicate need for changes in procedures which will help these particular boys in English, Spelling, and Arithmetic. Perhaps if they could feel a degree of satisfaction in achievement in these subject fields their attitudes toward school would show marked improvement.

Edward marked "Getting low grades in school", "Don't like to study", "Not interested in books", "Can't read very well", "So often feel restless in classes", "Don't get along with my teachers", as the specific School problems he has. Then he indicated that he did not enjoy marking the Check List, that he would not like to spend more time in school doing something about some of his problems, and that he would not like to talk to someone about some of his problems. In the area Relations to People in General, Edward marked "Bashful", and "Being disliked by certain people".

His chief difficulty with his school work is
that he is excessively bashful and he has tended to withdraw from others to the place that he spends much time in daydreaming and in a phantasy world. He is a grade behind in school and this may be the reason why he dislikes school and doesn't like to read. More of his early background and his family relationships should be obtained in order to help this boy, since he is so inhibited that he either doesn't recognize some of the other items on the check list as problems of his or he is too bashful and hesitant about revealing them to another.

Don indicated that the greater number of problems bothering him most related to School, but when writing about his problems he gave this meaningful response:

"If more people like me their would be more thing to do like going to more parties going out with girls more often and I would like school more."

The writer believes that the last part of Don's statement, "and I would like school more" is true for so many students who mark "Don't like school". They have no social life and few friends to make their lives interesting enough to challenge them to do their school work. Some means of socializing these children and helping them to form friendships which will give them satisfying social
experiences are needed in school programs today.

Like Don, so many students in Oregon City Schools are rural boys and girls who do not have the opportunities for returning to those school affairs which are at night. They feel isolated and left out of things. It has been noted that the majority of those wishing for more social life are among the rural population.

Warren indicated that he had enjoyed using the check list. However, he says that while he would not like to spend any more time in school on it he would like to talk with someone about some of his problems. He is an extremely intelligent boy, very small for his age, and extremely poorly adjusted in relation to other people. He is an exhibitionist, a show-off, and is aggressively antagonistic toward his classmates and his teachers. Hardly a week passes that he has not been in the principal's office because of fighting, or because of malicious acts of vandalism. He marks the Check List:

"Don't like to study", "Studying is hard for me", "Don't like school", "Wanting to earn some of my own money", "Mother", "Learning how to dance", "Losing my temper", "Being stubborn", "Disliking certain people", "Being punished for something I didn't do".

He writes:

"I would like to have a job and earn some money of my own, because there are things that I do not need but would like to have that my parents cannot afford."
"I can't keep my mind on my work."

"I don't know why I lose my temper."

"I would like to learn to dance but cannot afford it."

Warren is in need of some help from a psychiatrist. His problem is definitely an environmental one. He is the last of five children all of whom were in the higher IQ brackets from 125 to 140, but all of whom have dropped out of school before graduation. Recent escapades of his are marking him as a juvenile delinquent and the school needs the services of specially trained individuals to handle such cases.

Richard has marked the areas pertaining to Money, Home and Family, Relations to People in General, and Boy and Girl Relations. He also responded with three problems which troubled him most:

"Getting low grades in school", "Never chosen as a leader", and "Not smart enough".

He says: "My father and mother can't afford giving me an allowance. I would use it to buy my school things and things I need."

"I make a lot of mistakes at home and I get my head bit off for doing it."

"I am afraid of failing in school work because I will get a tannen if I do."

"Arithmetic is the hardest subject for me."
**Ivan writes:**

"I feel afraid of tests because when I come to the class where I know I am going to be given a test no matter how much I study my head seems to go blank until I get out."

"I have no regular allowance because I would rather earn my own money. I feel if you earn your own money you won't spend it so foolishly. I would save it until I have enough to buy something useful."

"Girls do not interest me very much yet."

"I have a habit of picking my upper lip, I am trying to stop it by thinking about it all the time."

**TABLE II**

**RANK OF PROBLEM AREAS CHECKED BY FIFTY-TWO EIGHTH GRADE GIRLS**

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Number of Problems Checked</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>HF</td>
<td>211</td>
<td>6</td>
</tr>
<tr>
<td>S</td>
<td>257</td>
<td>2</td>
</tr>
<tr>
<td>HF</td>
<td>157</td>
<td>7</td>
</tr>
<tr>
<td>X</td>
<td>267</td>
<td>1</td>
</tr>
<tr>
<td>BG</td>
<td>240</td>
<td>3</td>
</tr>
<tr>
<td>PG</td>
<td>235</td>
<td>4</td>
</tr>
<tr>
<td>SC</td>
<td>233</td>
<td>5</td>
</tr>
</tbody>
</table>

While the eighth grade girls also find problems occurring in the School Adjustment Area with an average of over four problems per student, they are most concerned in the Miscellaneous Area of small groups of problems related to various elements: money, work, the future, educational and vocational plans, religion,
opportunity for recreation. The Boy and Girl Relations rank third in importance with the girls as is the case with the boys. Health and Physical, and Home and Family Relations are the least important of their problems.

The following responses are samples of students' writing concerning their problems:

Marlene, who is the younger of two daughters, comes from a wealthy home background. Her parents, who indulge their daughters, are almost oversolicitous in seeing that they are popular and get to do everything in school activities. Yet, Marlene marks forty-two problems on her check list which are revealing in several ways:

"I am afraid of tests, very much so! I get nervous and don't know just what to do. Tests to me are just headaches. I don't think they really help a person very much because they make one nervous, and a person is usually so afraid of the tests they hardly know what to do."

"I would like very much to earn my own money in the summer. When I get out and earn my money, I always feel as though I have accomplished something. And another reason why is because if I don't pick berries or earn money somehow the children at school always are teasing me about not earning money in the summer time."

Marlene's last statement is significant, because the pupils in her class are very jealous of her advantages and show this by slighting remarks about her
inability to do anything without money. Marlene's parents do not want her to work in the fields with her classmates, but Marlene is determined to show her peers that she can and will work as they do.

"I'm always afraid of making a mistake. In class when the teacher calls on me I feel as though everyone is looking at me and I get scared and don't know what to do or say. I really don't know why I fear making mistakes."

"This probly sounds silly, (but I am wondering if I am in love) I wonder if I'll ever get married, because there is always so much to look forward to when you get married and raise a family."

"Studying is really hard for me, because I can never get my mind off of other things when I am trying to study."

The fact that Marlene marked ten problems in the School Area is significant perhaps because her parents expect a high standard of work from her. She feels great obligation to satisfy her parents' ambitions for her educationally and socially, yet she is being pushed and realizes a feeling of insecurity and apprehension which is indicated thus:

"Afraid of making mistakes all the time"
"Sometimes wishing I'd never been born"
"Can't make up my mind about things"
"Being jealous"
"Being talked about"
"Slow in making friends"
"People finding fault with me"
"Wondering if I'll be a success in life"
"Not doing what I'm told at home"

Marlene indicates her desire to talk to someone about her problems.

Shirley is typical of some of the girls who mark Home and Family Relations with these specific problems:

"Parents separated or divorced"
"Parents favor another child in the family"
"Never having any fun with Father or mother"
"Family quarrels"
"Parents don't like my friends"
"Mother"
"Wanting to run away from home"

Shirley also feels:

"Left out of things other kids do"
"Wishing people liked me better"
"Never chosen as a leader"
"Not having as much fun as other kids have"
"Clumsy in my manners"

Jeanne, who has just reached her fourteenth year, has eighty-four specific problems the majority of which lie in the general areas of Adjustment to School, Relations to People in General, and Self-Centered
Concerns. She writes:

"I have always been afraid of tests ever since I can remember. I feel they don't do you very much good if you haven't studied and don't know the answers."

"I don't have a regular allowance as my mother and father are divorced. The only time I can get spending money is when I see dad on Saturday. He isn't always home though. I always like to earn my own money as I appreciate the things I buy more."

"People don't like me as my religion is different from theirs. We aren't to go to shows, dances or to wear lipstick and they don't try to understand me."

"I'm afraid of making a mistake as I know people will laugh."

"I take too much interest in Orchestra and at the end of the school term I start to worry about failing."

"My parents are divorced, and it makes me feel ashamed to know my father has a girlfriend when he was once married to my mother."

"I have a bad habit of biting my fingernails and can't seem to break it no matter how hard I try."

"Studying is hard for me as I can't seem to get my mind on what I'm doing."

"I'd like to get out and have a ball game for entertainment and such things as that."

"Nobody seems to understand me and I am tempted to tell lies to get out of a tough predicament."

"I would like to talk to someone about some of my problems, my home problems especially."

Significant responses such as these present a real challenge to an understanding teacher. To help children
recognize and understand their problems, to assist them in making satisfactory and happy adjustments by meeting the needs of so many differing personalities should be the objectives of all guidance programs. Jeanne, who has expressed so many problems is well-motivated to receive help and will probably welcome whatever opportunity is given her.

Mignon, only thirteen years of age, has expressed her specific problems very ably: "Having no regular allowance", "Too few nice clothes", "Having less money than my friends", "Having to earn all the money I get".

"My parents believe I should work for my money instead of them giving me an allowance. If I had a regular allowance I would use it to buy my school supplies, go to school programs, and put a part of it in the bank."

"People don't like me because I can't do the same things they do. My parents hold me down too much."

"I don't go to any parties, so I don't know how to act at a party."

"I don't give parties and I would like to learn how to give parties."

"I never have been out alone with a boy. I would like to know the proper things to do. I would like to have a class about these subjects."

"Too little chance to do what I want to do. I want to go to more parties, meet more people, go in for sports, and to take up some hobbies."
"Wanting to know more about boys, how to talk, act, and take compliments, and kidding from them."

"I want to learn to dance because many of my friends dance. My parents don't believe in dancing."

"Being disliked by certain people, because I can't think of smart things to say and they dislike me because they think I'm a sad sack."

Joyce has made significant statements:

"I so often feel restless in class because the school day is so long and some of the classes so boring. I don't feel restless at home because I don't have to sit and listen to lectures for a hour at a time."

"I would like to learn how to dance because it is no fun to go to a party and have to sit and watch everyone else dance."

In home relations she indicates "Family worried about money", "Parents working too hard", "Family quarrels", and "Fighting with Mom".

Lulu is an unusual girl. She has marked only ten problems on the check list, but indicated that she enjoyed using it, would like to spend some time in school doing something about some of her problems, and that she would like "very much" to talk to someone about some of her problems. She is very boyish, has her hair cut like a boy, and on all occasions out of school dresses like a boy. She is never seen with girls, but can be found on the baseball field in a ball game with boys most of the time, or on the sidelines rooting for
some athletic event. Femininity has no meaning for her as she had adopted mannerisms and appearances of boys. She underlines:

"Don't get enough sleep"
"Have trouble with my teeth"
"Don't like some foods I need"
"Trouble with spelling"
"Am missing so many days of school"
"Trouble in keeping a conversation going"
"Feelings too easily hurt"
"Daydreaming"

Lulu did not express herself further concerning these problems. The writer feels that she is too repressed to be able to express her problems. Her recognition of the one specific problem, "Feelings too easily hurt" seems to be her most significant contribution. It is well to remember that the items marked by an individual are sometimes symbols of experiences and situations which comprise his problem world. With knowledge of the individual from many sources the teacher can often "hit" upon items which actually symbolize the real underlying problems. Often it is the student who cannot express himself who may be in a worse situation than those who are free in their recognition and expression of their problems.
TABLE III
COMPARISON OF PROBLEM AREAS OF EIGHTH GRADE BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>8B</th>
<th>Rank</th>
<th>8G</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP</td>
<td>186</td>
<td>5</td>
<td>211</td>
<td>6</td>
</tr>
<tr>
<td>S</td>
<td>313</td>
<td>1</td>
<td>257</td>
<td>2</td>
</tr>
<tr>
<td>HF</td>
<td>120</td>
<td>7</td>
<td>157</td>
<td>7</td>
</tr>
<tr>
<td>X</td>
<td>261</td>
<td>2</td>
<td>267</td>
<td>1</td>
</tr>
<tr>
<td>BG</td>
<td>255</td>
<td>3</td>
<td>240</td>
<td>3</td>
</tr>
<tr>
<td>PG</td>
<td>173</td>
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<tr>
<td>SC</td>
<td>214</td>
<td>4</td>
<td>233</td>
<td>5</td>
</tr>
</tbody>
</table>

The major problem areas of the eighth grade boys and girls are Adjustment to School, and their Vocational and Educational Future. It is significant that the boys are having a little harder time with school work than the girls, but that both groups are vitally concerned in this area. It is usual for girls at this age to adjust to school work easier than boys. Both agree in their ranking of Boy and Girl Relationships in importance to them. In observing the separate tabulations of problems marked by boys and girls, it becomes apparent that the two groups do not mark the problems in equal proportion. Boys, for example, mark more problems related to school adjustment than girls, which suggests that more effective programs might be planned if such differences in concern were taken into account.

Students were given opportunity in an additional class period to write short paragraphs explaining
their reasons for marking the check list as they did. Following are some interesting responses regarding their number one problem area of School:

"Arithmetic seems hard for me. I try to study, I just can't get on."

"I've always been afraid of tests. I don't know why. Yes, I think tests are helpful, because they show me I should study more careful."

"I'm afraid of tests because when I take a test it calls upon my memory to act and I have a very poor memory. In a test I only get one grade - if it is bad I may flunk the whole semester."

"I have trouble with my math because I can't figure out story problems very well."

"I'm afraid to speak up in class cause other kids laugh and get a big joke out of what I say and-boils my blood so I could shrink under my desk."

"I am afraid to speak up in class. Well, when I get up in front of a class I get nervous maybe its' cause Im not youset to git up in front of a class."

"I am afraid of tests because I never pass them, and they do no good as far as I can see."

"Not enough time to study. I fool around too much, even if I did, I wouldn't because I don't know how to study."

"Learning how to give parties. I never gave very many parties and would like to learn how to give a good one."

"Don't like to study. When I was in grade school I played around too much."

"Dating. Because I don't know how to act. I would like to learn how to act."
Bernard presents some interesting responses chiefly in the areas of School, and Personal Relations to Others.

"I am afraid of tests, because I want good grades so bad that I usually worry and miss enough to make my grade go down."

"I am rather the nervous type, anything I do makes me nervous such as the following school work, or sports. In school work if I don't do so good on one paper it bothers so that when I come to another test or paper I can't do good on it either."

"I have trouble with math because the teacher isn't helping me as much as he could and I am afraid to speak up."

"I want to know how to go about dating without getting embarrassed."

Wilbur, another eighth grade boy, presents this picture:

"I often feel restless in class yes, because I want to do something besides sit all the time."

Could not a counselor help this boy to a more active participation in his classes by conferring with his teachers?

"I'm afraid to speak up in class because sometimes I don't know the answers and feel embarrassed."

What a grand opportunity to give this boy confidence by letting him give the answers when the teacher is sure that he knows the right answer. Nothing creates success for boys and girls like success itself.
Jack has a few real problems.

"Having no one for a pal. I don't know why or what I do to be disliked."

"I have no regular allowance because of the shortage of money in my family."

"I can't dance because there is nobody to teach me."

"I so often feel restless in class because my legs get tired from being cramped under a desk."

June has offered such interesting responses as:

"I am afraid to speak up in class because some kids I know make fun of me when I answered questions wrong."

"I am afraid of failing because I'm not smart and I don't study enough. I have most of my trouble in math. I don't catch on to that like other people and it has to be explained more thoroughly to me."

"I would like to get out more and go places, but I have to stay home all the time."

"I don't know why people don't like me, but I am trying to find out. I probly act like I am better then someone else."

Beverly sees her problems as:

"Trouble with arithmetic because the teacher we had in the sixth grade wasn't in the room long enough to teach anybody anything."

"So often feel restless in class because there isn't anything to do."

"Wanting to earn some of my own money to buy clothes!! to buy clothes!"

Lorraine lists her important problems in this manner:
"Wanting God to answer my prayers."

"Afraid I won't be able to go to college."

"Wanting to earn some money of my own. I feel it would be more my own if I earn it myself. I would save some of it and spend the rest for clothes."

"I want more chance to outdoors, hobbies and sports."

Susan shows concern over these problems:

"Once in awhile I get an allowance, but I don't get a regular allowance because my family can't afford it."

"In the summer I work, but I have to help pay debts. I would like to get the clothes I need."

"Studying is hard for me because I was not given the background for it."

"Too little chance to do what I want to do because I like designing and decorating but I have to work, so I don't have enough time."

"I want to know more about boys, why they act like they're afraid of girls, why they have so little manners, going out alone with a boy."

Marian expresses her feelings thus:

"I so often feel restless in class and lately I have been having quite a few headaches and stomach aches in classes."

"I am afraid to speak up in class because when I say the wrong thing I get embarrassed and sometimes the kids make fun of me."

"I want to learn to dance because when I go to parties they sometimes dance and I hardly know how. I want to learn better. I often wonder who I'm going to marry, and
if an when I do, will it last. I want to have one or two kids."

"Being teased, being made fun of, being picked on, people finding fault with me."

Marian indicated on the questions at the end of the check list that she didn't think she would like to spend more time in school trying to do something about some of her problems, said she would not like to talk to someone about them, but admitted that she had enjoyed using the check list.

_Brettemarte_, who enjoyed the check list, would like to talk with someone about her problems and says:

"I am afraid of making mistakes because I do not like to be made fun of. I am afraid to speak up in class because I make mistakes."

_Brettemarte_ is a lovely child, sensitive and gifted and through art work she expresses so much that she longs to verbalize. She is creative and needs friends and pals.
<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not good looking</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Poor Complexion</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>Have trouble with my teeth</td>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td>Don't like some foods I need</td>
<td>23</td>
<td>33</td>
</tr>
<tr>
<td>Overweight</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>Catch a good many colds</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
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<tr>
<td>Getting low grades in school</td>
<td>24</td>
<td>21</td>
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<tr>
<td>Afraid of tests</td>
<td>20</td>
<td>42</td>
</tr>
<tr>
<td>Not interested in books</td>
<td>22</td>
<td>17</td>
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<tr>
<td>Trouble with arithmetic</td>
<td>32</td>
<td>42</td>
</tr>
<tr>
<td>Trouble with spelling</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Worried about grades</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Studying is hard for me</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>Don't like school</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>So often feel restless in class</td>
<td>20</td>
<td>32</td>
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<tr>
<td>Find it hard to write correct English</td>
<td>29</td>
<td>15</td>
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<tr>
<td>Afraid to speak up in class</td>
<td>12</td>
<td>34</td>
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<tr>
<td>Home and Family</td>
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<td></td>
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<tr>
<td>Parents favor another child in family</td>
<td>9</td>
<td>10</td>
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<tr>
<td>Family worried about money</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Parents working too hard</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Never having any fun with father or mother</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Family quarrels</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Father not living</td>
<td>8</td>
<td>10</td>
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### TABLE IV (Continued)

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Percentage of</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Miscellaneous</strong></td>
<td><strong>Boys</strong></td>
</tr>
<tr>
<td>Wanting to buy my own clothes</td>
<td>24</td>
</tr>
<tr>
<td>Spending money foolishly</td>
<td>27</td>
</tr>
<tr>
<td>Having to ask parents for money</td>
<td>22</td>
</tr>
<tr>
<td>Having no regular allowance</td>
<td>29</td>
</tr>
<tr>
<td>Wanting to earn some of my own money</td>
<td>57</td>
</tr>
<tr>
<td>Too little chance to do what I want to</td>
<td>8</td>
</tr>
<tr>
<td>Can't decide what to take in high school from now</td>
<td>27</td>
</tr>
<tr>
<td>Wondering what I'll be like ten years</td>
<td>27</td>
</tr>
<tr>
<td>Wondering if I'll be a success in life</td>
<td>32</td>
</tr>
<tr>
<td>Not knowing the occupation I want to enter</td>
<td>25</td>
</tr>
</tbody>
</table>

#### Boy and Girl Relations

<table>
<thead>
<tr>
<th>Boy and Girl Relations</th>
<th>Percentage of Boys</th>
<th>Percentage of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dating</td>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td>Going out alone with a boy</td>
<td>--</td>
<td>30</td>
</tr>
<tr>
<td>Going out alone with a girl</td>
<td>28</td>
<td>--</td>
</tr>
<tr>
<td>Wanting to know more about girls</td>
<td>25</td>
<td>--</td>
</tr>
<tr>
<td>Wanting to know more about boys</td>
<td>--</td>
<td>19</td>
</tr>
<tr>
<td>Trouble in keeping a conversation going</td>
<td>22</td>
<td>42</td>
</tr>
<tr>
<td>Not knowing how to make a date</td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td>Girl Friend</td>
<td>24</td>
<td>--</td>
</tr>
<tr>
<td>Boy Friend</td>
<td>--</td>
<td>17</td>
</tr>
<tr>
<td>Learning how to dance</td>
<td>42</td>
<td>32</td>
</tr>
<tr>
<td>Wondering if I'll ever get married</td>
<td>27</td>
<td>13</td>
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</tbody>
</table>

#### Relations to People

<table>
<thead>
<tr>
<th>Relations to People</th>
<th>Percentage of Boys</th>
<th>Percentage of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being talked about</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>Bashful</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>Wishing people liked me better</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>Losing my temper</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Disliking certain people</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Being disliked by certain people</td>
<td>19</td>
<td>25</td>
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</table>

#### Self-Centered Concerns

<table>
<thead>
<tr>
<th>Self-Centered Concerns</th>
<th>Percentage of Boys</th>
<th>Percentage of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trying to stop a bad habit</td>
<td>22</td>
<td>34</td>
</tr>
<tr>
<td>Afraid of making mistakes all the time</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>Daydreaming</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Forgetting things</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>
The above table represents percentage of the most frequently checked specific problems in given areas. Problems checked by less than twenty-five per cent of any group were not felt to be of significance to the group, yet it must be observed that some of these specifics marked are very real and difficult problems for the individual student. Such items as "Wishing people liked me better", "Family quarrels", "Never having any fun with father or mother", are very personal and many students hesitate to be absolutely frank on these problems. In interpreting the individual case the teacher's aim must be to try to understand the student's specific problems in relation to his total life situation and to arrive at some plan of action for improving his situation. In many cases friendliness, understanding, and encouragement and praise give the necessary support needed by the student in working out his problem.

Some significant differences were observed from study of the preceding table. The girls are three times more worried about poor complexion and being overweight than are the boys. They also worry about not liking some foods they need. These worries indicate the fact that girls are more interested in their personal appearance at this age than boys and their Health and Physical Problems have chiefly to do with resulting
appearances.

The percentage of girls who are afraid of tests is twice that of boys, while there is twice as large a percentage of boys who find studying hard. This may be accounted for by the fact that girls do not have as much trouble with school studies because of their earlier maturation than boys this age. Because of that added maturation they take school more seriously and seem to be more afraid of tests. Again it may be because girls are more emotional and willing to express their fears than are boys.

The percentage of boys who don't like school and who find it hard to write correct English is twice that of girls. But, the percentage of girls who are afraid to speak up in class is nearly three times that of the boys. This is perhaps because girls are more sensitive to criticism than boys and fear being laughed at by their classmates.

An interesting observation in Home and Family Relations shows that more girls worry about family quarrels than do boys. Again this may be attributed to emotional sensitivity of girls. Boys get out of the home more often and become more active in sports where they learn a give and take attitude which builds up immunity to that kind of emotional disturbance.
In the Miscellaneous Area which ranked first in importance with the girls and second in importance with the boys there are some interesting differences. A larger percentage of boys indicated that they wanted to buy their own clothes than did girls. Perhaps this could be accounted for in the reason that the girls have probably been given that privilege at an earlier age when they become more clothes conscious and the boys are just awaking to the urge to make a better appearance. That follows their expressed desires of wanting to know more about the girls. Apparently, becoming girl conscious precedes the clothes conscious age for boys. Another interesting difference between the boys and girls is that boys seem to worry about spending money foolishly more than do the girls. The percentage of girls who are concerned about asking parents for money is considerably greater than that of boys which might indicate that the boys are able to earn more of their spending money. Girls are anxious to become independent in this respect too, as many of them indicated in their writing that they would like to earn some money of their own so that they could buy more clothes. At this early adolescent age they never seem to have enough clothes.

The boys and girls are about the same in their concern over having no regular allowance, wanting to earn money of their own, and wondering if they will be a
success in life. One last observation which is interesting is that three times the percentage of girls indicated concern over having too little chance to do what they wanted to. They feel so sufficient and capable of taking care of themselves at this age that parental watchfulness is misunderstood and greatly resented, especially when they observe the boys at this age being allowed more and more freedom of action. There are many opportunities in school situations for a wise teacher to influence the girls and help them understand their parents a little better.

Boys and girls seem to be equally disturbed about dating and in their comments have indicated that they would like to know more about each other. A much larger percentage of boys is worried about learning to dance. This is natural as the girls, because of earlier maturation again, have learned to dance and many times hold that as a requirement for a good date. There seems to be a need for teaching dancing in the schools as many pupils have commented that they cannot afford lessons and they do not know how they are going to learn to dance.
TABLE V
RANK OF PROBLEM AREAS CHECKED BY NINETY-SEVEN NINTH GRADE BOYS

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Number of Problems Checked</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP</td>
<td>360</td>
<td>5</td>
</tr>
<tr>
<td>S</td>
<td>764</td>
<td>1</td>
</tr>
<tr>
<td>HF</td>
<td>257</td>
<td>7</td>
</tr>
<tr>
<td>X</td>
<td>536</td>
<td>2</td>
</tr>
<tr>
<td>BG</td>
<td>462</td>
<td>3</td>
</tr>
<tr>
<td>PG</td>
<td>335</td>
<td>4</td>
</tr>
<tr>
<td>SC</td>
<td>359</td>
<td>6</td>
</tr>
</tbody>
</table>

These ninth grade boys find their greatest number of problems occurring in the area of Adjustment to School Work with an average of over seven problems per student. They are also being disturbed in the Miscellaneous Area of problems related to: money, work, the future, educational and vocational plans, religion, and opportunity for recreation. It would seem that the school is the place where most of the youngsters' problems are created. It might be well to examine the curriculum and the teaching procedures to determine how well the needs of these boys are being met. Health and Physical Development, Self-centered Concerns, and Home and Family are of the least concern to this group.

Since a large percentage of the enrolled ninth grade pupils come from outlying rural districts the Adjustment to School Work might be an adjustment to a
larger school organization rather than to the particular subjects themselves. Again their difficulties in school work might arise from the fact that they have not come up through a correlated course of elementary study and that many areas of work have apparently been neglected which they were supposed to have covered before entrance into Junior High School.

The following comments relative to school are revealing:

"I often feel restless in class. I feel it mostly because the school hours are so long and I get very tired at the end of the day."

"I often feel restless in class. I don't really know why, but maybe it's because some of my classes are dull and they're not a bit of interest. Also it might be sometimes that I went somewhere the night before and I'm tired and in the classroom I start talking to my neighbors and then I get heck for that, and for not studying."

"Quite often my afternoon classes begin to seem boring to me. If the sun happens to be shining and the room is hot and stuffy I will find myself looking out of the window and daydreaming, or if I happen to be feeling rather silly I will be pestering those around me. Of course I realize I am not the only one who suffers from lack of interest under these conditions. I realize it is very discourteous."

"Sometimes the teacher fails to hold my attention and I just stare out a window. When I'm not interested in what is going on in class I do something else. The only class I really enjoy and that I really work in is Math. I like Social, but often times it is too boring."
"Yes, I am afraid of tests. I think that some teachers make the tests too hard. Some teachers have been teaching for many years and they base the test up on what they know not what the large majority of the students know. I also think that we should have a test about every two or three weeks instead of a real hard one at the end of the semester."

"I feel restless because I love to be outdoors as much as I can and if you feel that way and have to sit in a stuffy old class room and listen to some teacher talk on and on about adverbs, or England it get very boring."

"The reason I don't like to speak up in class is because I don't like to have people watch me and I might give the wrong answer."

"The reason for my not being able to speak up in class is as follow. I have trouble taking and am worry about what the other member of class will say. I am also trouble with what I'll say after I'm call on for if it will be right or not. If I am right it is O.K. and I will do want to be call on again but if I am wrong I feel dumb and won't even try again."

"Not enough time to study is my only bad feeling against school. If you go out for sports both semesters, then you have no study hall. That means all your studying at home, which gets very tiresome. On the average I get home at 5:30 and work till 7:00. I am not through eating till 8:00 which leaves very little time for relaxation. But I must do homework. Oh, well I struggled through this year with average grades, I can do 3 more."

A few student comments concerning work, and money, are interesting and give insight into problems of importance to them. This area, in which an average of over five problems per student appeared, ranked second
in importance to the boys.

"Problems troubling me most are having to ask parents for money. Parents aren't to well off and can't afford to give me money. & I don't like to ask them for money. I don't have enough money to go out on dates with but hate to ask parents for it or borrow it."

"I want to earn my own money because I can do whatever I want to without an excuse or reason so spend it for something I feel more independent when I earn my own money."

"I need to earn my own money because I haven't figured out anything to take the place of it and I don't want to keep asking my folks for money."

"I don't have an allowance because my parents don't like the idea. But if I had an allowance I would either save it for future use or emergencies. I want to earn some money of my own for the honor and I need it. I would invest it in my farming.

This boy in the above paragraph wins honors at the county and state fairs with his livestock entries.

Several interesting responses from individual students writing about their most important problems reveal a fairly good picture of the entire group of ninth grade boys, as scholastically superior, average, and low average individuals were selected.

Bill comes from a good home background with parents who expect superior work and conduct from him. He indicated that he enjoyed using the check list in every way and would like to have counseling privileges.
He is an excellent student, holds important student of-
fices, is handsome and very much sought after by the
girls and is a star athlete. It would seem that he has
everything, yet he seems to feel rather keenly some of
his problems:

"Thinking too much about the opposite sex.
Feeling nobody likes me. Too few nice
clothes. Not knowing how to dance."

"Lately there has been a lot of parties.
In these parties I'm always afraid of
making mistakes. If I know just what the
proper procedure at this kind of party is;
I would feel better and also have more fun
so I would probably be better liked."

"My folks have always set a high feeling
of responsibility on me, being the only
boy. They feel that I, being the one to
carry on the name, should know just how to
act and be. I wish not to let them down
but I don't think that I can live up to
all their expectations, so I feel guilty
about anything I do wrong."

"One of the important things if you want
to be popular today is knowing how to dance.
Most people my age want to be popular and
I'm no exception. I've tried to learn but
I just don't have the rhythm or something."

Ken has listed his major problems as centering
in the School Area and he has presented a very interest-
ing comment:

"Too much school work to do at home. Not
enough time to study."

"I underlined this certain topic, because
I have to much do at home to have any time
for school work. I will tell you in a
short outline just what I have to do. It
is now 3:35 o'clock, the school bell just rang, I will have to wait till about 4:00 o'clock, change my clothes, and head toward the barn. First, I feed the chickens. It is now 5:00 o'clock, time to put the cows in. I will feed all the cows, then put in the calves, and etc. We are on Grade A, that means everything has to be kept clean including the milking parlor. So I will take the hose, and wash all the cows feet, and wash the floor down. Now it is dinner time 5:50 o'clock. My Father just got home from working in Portland. After dinner it will be 6:30 o'clock time to milk, I go get the milk cans while they, my parents, put the milking machines together, and Father will feed grain. I will help run the milking machines it will take till 8:30 till I'm done, because I have to take care of my registered gilt, and my sheep, and water the full and feed hay. Now out the cows to, the barn has to be all cleaned out and washed. The milk utensils have to be washed. I get to the house around 9:00 o'clock, It is time for bed and I get up at 6:00 o'clock in the morning. Now, when do you think I have time to do any homework?

Ken's responsibilities and duties at home are typical of a large percentage of the ninth grade students. They are actually doing a great deal of the small acreage farming which their parents have attempted while still holding jobs in town. It seems obvious that the parents in situations such as Ken's are little concerned about the welfare of their children in school.

Ed is a boy with an emotional problem which has affected his school work from the lower grades through the ninth grade. This year, for the first time, he began to show some real interest in school, but having failed to master many of the fundamentals of the lower grades his
school work has been very difficult and discouraging for him. A brief look into his background will largely explain his difficulties. For the teacher and the counselor a knowledge of the background is so essential, since it will, as in this case, furnish the clues to the problems of the pupil. When Ed was a young boy nine years old he witnessed his father's drowning, coming at a time when his mother's recovery from serious illness was most uncertain. The shock of losing a father and seeing a mother so near death was too much for a small boy, and having no one to turn to and with a great sense of protecting his mother from his bitter grief and fear he bottled all that up inside him, and, as it had to, it appeared in forms of aggression until his fourth year in school was spent fighting everyone and everything. With no understanding on the part of his teachers he soon became problem child number one at school and because of terrible forms of discipline he learned to hate school with an intensity unusual for one so young. With this in mind it is not surprising to find that over one third of his specific problems are in the area, Adjustment to School and the Future. Because of his lack of confidence in school he lacks social confidence as well, although his home background offers him every opportunity for social ease. Perhaps his lack of social security is also due to his adolescence which is an age of "fitting in
with the gang" even though social life in the home is entirely adequate. He is not at all unlike other adolescents of equally advantageous environment who still feel that to "fit into the gang" is most important. He has marked:

Getting low grades in school
Afraid of tests
Don't like to study
Afraid of failing in school work
Trouble with arithmetic
Trouble with spelling
Trouble with writing
Worried about grades
Too much school work to do at home
Studying is hard for me
So often feel restless in classes
Can't decide what to take in high school
Not knowing the occupation I want to enter
Fail in so many things I try to do
Never chosen as a leader
Too little chance to go to parties
Not knowing how to act at a party
Trying to stop a bad habit

He writes:

"I don't know why I am afraid of tests. I guess it is because I will see what I have not learned."

"I have trouble with math. Because I don't like it as well as the outer things."

"Studying is hard for me because I don't like to study. I don't know how to analyze it and don't know the principle of studying."

"I want to learn how to dance better because everybody knows how to and it is the thing that makes you popular."

"The bad habit I have is at the dinner table leaning my elbows on the table and I try to stop it but I forget sometimes."
Larry gave some interesting responses:

"I don't quite understand why I am afraid of tests, but it seems that when we are going to have one I become scared and uneasy. I myself do not feel that tests are helpful because a person only remembers what has interested him and not what he has been forced to learn."

"Having no regular allowance bothers me very much. It makes me feel that my parents don't care what I do. The reason I think is that my parents don't have the money and, when they do, they give me some while the giving is good. I feel it is my own job to earn money and if I do not do so, I am a poor excuse for a boy."

"I can't read well because I don't concentrate on what I read."

"The reason I am restless in class is because I can't settle down and concentrate on just one thing, but I am on about twenty things at the same time."

"I am wondering if I am in love."

Larry is tall, good looking, a football hero and the general object of the girls' admiration. His last problem is very real to him as he develops terrific "crushes" on the girls and apparently most of his time is spent thinking of the opposite sex. However, he is not in a class alone as boys in the ninth grade between the ages of fourteen and sixteen are perhaps more "girl conscious" than at any other time in their lives as they are in that awakening period of awareness of the girls and much of their time and thought is given to attracting their attention. This no doubt accounts for a good deal of the restlessness in class which they all so frequently
The girls in this group are primarily concerned about problems in the Miscellaneous Area relating to money, work, the future, educational and vocational plans, religion, and opportunity for recreation. They also indicate very positive concern about Boy and Girl Relations, and ranking third in importance to them is the area of Adjustment to School.

It is interesting to note the differences in the ranking in importance between the ninth grade girls in Oregon City and the ninth grade girls in Albany, Oregon. The Oregon City girls ranked as area number one the Miscellaneous Area of problems concerning money, work, educational and vocational future, and recreation, while the Albany girls marked their most important problems in the Adjustment to School Work. The difference between the
High School Form of the Mooney Problem Check List which was administered to Albany girls and the Junior High School Form which was administered to the Oregon City girls might account for this difference in ranking of importance in problem areas. Also, a difference in environmental conditions could account for the differing interests and problems of the girls. Oregon City girls ranked Boy and Girl relations second in importance and Adjustment to School Work third in importance compared to the Albany girls who marked Personal-Psychological Relations as second in importance with Social-Psychological Relations ranked third in importance. These latter areas, however, are similar to the Junior High Form in the Boy and Girls Relations and the Relations to people in General areas which the girls in Oregon City ranked as second and fourth in importance respectively. The chief difference seems to be that School Work takes precedence over other problem areas for the Albany girls, while other relations and conditions are of paramount importance to the Oregon City girls.

Some interesting responses from the girls follow:

"My parents are separated, my mother works. If I had a job or someway to earn some money I would jump at the chance. I would like to have some better clothes too. My friends are all fairly well off. They always have a little more spending money."

"I have no regular allowance. Mother gives me
a dollar and a half per week for lunches and I have to make my own money for movies and entertainment and school things. I don't like this situation very well because when I don't get to work I don't have any money and I can't go any place or do anything. If I had an allowance I could buy my own clothes but as it is, Mom has to so I can't get what I want."

"I have no regular allowance because I can not be trusted with money. I spend it foolishly. I used to have a regular allowance but my mother would only let me spend for school paper and things like that. Then I began spending the money I said was for paper for other things. Now my mother does not trust me."

"I wonder why my parents can't afford clothes for me. Mom buys clothes all the time. They say they will spoil me and when I go out into the world I will not be able to adjust myself to less opportunities and material things. One day Daddy says we can't afford. That evening Mom comes home with a new hat or shoes or dress or something. We have a nice car, new home and comfortable surroundings. When I ask for something they say we can't afford it. Why don't they come right out and say why. Daddy has a good job and if he can buy farms, new cars, new wardrobes for Mom, I think a new sweater once in awhile wouldn't break him."

"I am constantly worried about going out with a boy when I am asked. Over half of the time I refuse dates because I hear so many different sides of "Does a boy like a girl coy and shy or friendly, laughing and interesting." Usually when I do go out I am terribly nervous about what to say."

"Yes, I am afraid of tests. Why? My parents think I should do all the housework and help outside. It is all ways late when I get in from outside and get the house work done. It is past bed time every night so I can not get any studying done. If I don't get so much sleep I can never get everything in my head
that should go there. I can not keep my mind to my school work because of the mean things my mother does and says to me. Today when you said this check list was going to be fun, for the first time in my life I wasn't afraid. Thanks to you."

"I don't have enough time to study because I have to help with the housework and take care of my little brother when I am home. Studying is hard for me ever since I started to Jr. High. I have study halls but there is always so much confusion in them that it is very hard to study."

"My parents are seperated. How can that cause unhappiness. Well, there are several things.
One. My mother has to work
Two. No car
Three. A feeling of unsecurity without a father
Four. Not very many trips or vacations for my mother when she needs them.
Five. Don't see my father very much.
Six. Feel funny when asked about my parents
Seven. My mother never goes anywhere with me after work because she's always so tired."

"Learning to dance. I wanted to learn to dance because it helps students my age fit in with the other students. Help them to become more popular and such. I couldn't or can't because there are no opportunities at school or any other place where I could get some help. Bring dancing into our gym classes would satisfy all the teen agers I am sure."

"So often feel restless in classes. One reason why I think I get restless in class is because of so much repeating the teachers do. Yes, they have to do it for those who don't grasp the subject well at first. Meanwhile I get bored and then I feel very restless."
"I have too little chance to go to parties. (There's so much that has to be done that parties can't be squeezed in my schedule) I feel left out of things other kids do. (There are so many inconsiderate around this school, you don't know which is the worst.) Wanting to run away from home (Because of my father - he's a troublemaker)"

"I'm afraid of failing in school work, because, no one else in the family has gone through school and they are pulling so hard for me I would actually be ashamed."

"My most important problems are: I'm younger than most of the kids in my grade, and when I'm at a social affair like a party I tag everyone around. I make other people feel that I think I am better than they are. For some reason I don't feel I can ask my mother for advice about a social or "pal" problem, because when I do she either misunderstands me or gets mad. I feel very unhappy because my parents are divorced because I got along with mother so much better when father was here, and with him gone I have gained too much independence."

"I guess I am afraid of tests because a few of my teachers talk about one thing and give the test on another. I think tests are helpful if they hand them back. Some of the tests we never get to see."

"I don't get to go places very much. I don't know why myself. Every time I want to go with the girls my Mon says I can't go. I don't know why she doesn't want me to go any place, but she doesn't say anything about my brother when he goes and he's gone all the time. What would you suggest I could do?"

"I want to learn how to dance but no one seems to have time to bother with me. My Mom and Dad say I cannot go out with anyone till I am 19 or 20 and I think I should be able to go out, because I want to have fun sometimes. (Going out alone with a boy) I don't exactly feel
that I should go out alone with a boy, but I have gotten so afraid too - because my parents keep telling me wild tales about boys and they think a boy can't be trusted but I think they can if they trust you."

"I don't get an allowance and never have money to spend. My friends all do and I feel looked down on. I don't have any nice clothes at all and no way of getting any. I want very badly to earn some money of my own. This is mostly to have a feeling of independence, I guess. I wouldn't care how much, just so I could say, "this is mine, I worked for it, I earned it." I would most likely save part and with the other buy clothes. I'm not allowed to go on dates and I don't think its fair."

Mary, who is an honor student, finds most of her problems center in her relations to other people and in her social relationships. School is not providing opportunities for her to become better adjusted socially.

"Wishing people liked me better. I guess kids my own age don't like me too well because I am rather shy and backward, and because I seem to be superior to them by getting better grades. I try to be friendly toward them, but it doesn't seem to work."

"Social Problems - I would like to know how to act at parties. I have gone to a few, but that was only in grade school. No one invites me to any of the parties around school. Why don't they? Is it because I've never had a boy friend, or dated? I guess I wouldn't know how to act if I went on a date, anyway. How can I learn how to act? Most all of the other kids know how and what to do. Why don't I? I wish I had a chance to learn."

"Too little chance to do what I want to do - I would like to go to more parties, camps,
movies and skating parties with someone other than one of my family. I seem to be tied to mother's and daddy's apron strings too tightly. They don't want me to get hurt or lost, so I stay at home and at school most of the time. How would I be able to go more places with just a friend? The other kids always seem to have lots of fun. Why can't I?"

Lucy writes:

"I have the bad habit of not chewing with my mouth closed. I have not really tried to stop this habit but every time I chew with my mouth open while I am at home my dad kicks me with his foot or sends me away from the table."

This girl needs a great deal of help, as she is most unattractive physically and personally, and has been rejected by everyone including her parents. Her own father, from whom her mother has been divorced for some time, calls her a "bastard, illegitimate brat", her step-father and her own mother tolerate her and she is most unhappy. Not trying to break her bad habit is simply an attention getting mechanism she is using as it is her only means of securing attention. Understanding teachers could do a great deal for her.
TABLE VII
COMPARISON OF PROBLEM AREAS OF NINTH GRADE BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>9B</th>
<th>Rank</th>
<th>9G</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP</td>
<td>360</td>
<td>5</td>
<td>435</td>
<td>6</td>
</tr>
<tr>
<td>S</td>
<td>764</td>
<td>1</td>
<td>499</td>
<td>3</td>
</tr>
<tr>
<td>HF</td>
<td>257</td>
<td>7</td>
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<td>X</td>
<td>536</td>
<td>2</td>
<td>587</td>
<td>1</td>
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<tr>
<td>BG</td>
<td>462</td>
<td>3</td>
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<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>SC</td>
<td>359</td>
<td>6</td>
<td>480</td>
<td>5</td>
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</tbody>
</table>

The three major problem areas of this group are Adjustment to School, Miscellaneous Problems relating to money, work, future, educational and vocational plans, and Boy and Girl Relationships. The girls in the above table placed less emphasis upon problems involving Adjustment to School, but found Boy and Girl Relations and work situations bothering them more.

The above comparison does not show too much difference in rank of problem areas. The largest difference is shown to be in the Adjustment to School, the girls ranking it in third place. However, School, Boy and Girl Relations, and Problems pertaining to money, work, and the future all rank in the first three problem areas of importance both to the boys and to the girls.
TABLE VIII

MOST FREQUENT SPECIFIC PROBLEMS
CHECKED BY NINTH GRADE BOYS
AND GIRLS

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Percentage of</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Health and Physical</td>
<td>Boys</td>
</tr>
<tr>
<td>Don't get enough sleep</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Have trouble with my teeth</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Poor complexion</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>Not good looking</td>
<td>19</td>
<td>36</td>
</tr>
<tr>
<td>Overweight</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Getting low grades in school</td>
<td>49</td>
<td>33</td>
</tr>
<tr>
<td>Afraid of tests</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Don't like to study</td>
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<td>15</td>
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<tr>
<td>Not interested in books</td>
<td>29</td>
<td>9</td>
</tr>
<tr>
<td>Afraid of failing in school work</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Trouble with arithmetic</td>
<td>36</td>
<td>44</td>
</tr>
<tr>
<td>Trouble with spelling</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>Can't read very well</td>
<td>37</td>
<td>14</td>
</tr>
<tr>
<td>Worried about grades</td>
<td>43</td>
<td>40</td>
</tr>
<tr>
<td>Not enough time to study</td>
<td>34</td>
<td>38</td>
</tr>
<tr>
<td>Studying is hard for me</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>So often feel restless in class</td>
<td>43</td>
<td>35</td>
</tr>
<tr>
<td>Find it hard to write correct English</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>Afraid to speak up in class</td>
<td>25</td>
<td>43</td>
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<tr>
<td>Want more help from teachers</td>
<td>8</td>
<td>9</td>
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<tr>
<td>Teachers hard to understand</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Teachers expect too much work</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Home and Family</td>
<td></td>
</tr>
<tr>
<td>Family worried about money</td>
<td>29</td>
<td>28</td>
</tr>
<tr>
<td>Never having any fun with father or mother</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Family quarrels</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>Parents don't understand me</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Problem Area</td>
<td>Percentage of</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td><strong>Boys</strong></td>
<td><strong>Girls</strong></td>
</tr>
<tr>
<td>Wanting to earn some money of my own</td>
<td>43</td>
<td>56</td>
</tr>
<tr>
<td>Having to ask parents for money</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>Having no regular allowance</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Too few nice clothes</td>
<td>11</td>
<td>36</td>
</tr>
<tr>
<td>Too little spending money</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>Too little chance to do what I want to do</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>Wondering if I'll be a success in life</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>Can't decide what to take in high school</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>Wondering what I'll be like ten years from now</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Want advice on what to do after high school</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Not knowing the occupation I want to enter</td>
<td>31</td>
<td>37</td>
</tr>
<tr>
<td><strong>Boy and Girl Relations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too little chance to go to parties</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td>Dating</td>
<td>29</td>
<td>40</td>
</tr>
<tr>
<td>Going out alone with a girl</td>
<td>26</td>
<td>--</td>
</tr>
<tr>
<td>Going out alone with a boy</td>
<td>--</td>
<td>35</td>
</tr>
<tr>
<td>Trouble in keeping a conversation going</td>
<td>30</td>
<td>43</td>
</tr>
<tr>
<td>Awkward in meeting people</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>Not knowing what to do on a date</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>Learning how to dance</td>
<td>45</td>
<td>37</td>
</tr>
<tr>
<td>Wondering if I'll ever get married</td>
<td>26</td>
<td>40</td>
</tr>
<tr>
<td><strong>Relations to People</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left out of things other kids do</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>Wishing people liked me better</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>Losing my temper</td>
<td>25</td>
<td>38</td>
</tr>
<tr>
<td>Disliking certain people</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Bashful</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>Wanting to be more like other people</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>Disliking certain people</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td><strong>Self-Centered Concerns</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afraid of making mistakes all the time</td>
<td>39</td>
<td>50</td>
</tr>
<tr>
<td>Trying to stop a bad habit</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>Thinking about heaven and hell</td>
<td>12</td>
<td>33</td>
</tr>
<tr>
<td>Day dreaming</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Worrying</td>
<td>17</td>
<td>33</td>
</tr>
</tbody>
</table>
Since it was the problem area of School that the entire ninth grade group marked as one of the areas of most concern it is interesting to observe that these specific problems, "Afraid of tests", "Worried about grades", "Afraid to speak up in class", "Often feel restless in class", "Trouble with math", and "Getting low grades in school" ranked highest in percentage of the specific problems. In the personal comments on these problems some insight may be gained on the reasons underlying some of these specific problems which are worrying our young adolescents.

It is encouraging to note that the three specific problems relating to the teachers in the preceding table, namely: "Want more help from teachers", "Teachers hard to understand", and "Teachers expect too much work" were among the lowest percentage of specific problems in this area, falling under the 25 per cent which does not seem to be too significant. It is felt that the students are in no way placing the blame for their difficulties on the teaching procedures.
TABLE IX

COMPARISON OF PROBLEM AREAS OF EIGHTH AND NINTH GRADE BOYS

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>8B</th>
<th>Rank</th>
<th>9B</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP</td>
<td>186</td>
<td>5</td>
<td>360</td>
<td>5</td>
</tr>
<tr>
<td>S</td>
<td>313</td>
<td>1</td>
<td>764</td>
<td>1</td>
</tr>
<tr>
<td>HF</td>
<td>120</td>
<td>7</td>
<td>257</td>
<td>7</td>
</tr>
<tr>
<td>X</td>
<td>261</td>
<td>2</td>
<td>536</td>
<td>2</td>
</tr>
<tr>
<td>BG</td>
<td>255</td>
<td>3</td>
<td>462</td>
<td>3</td>
</tr>
<tr>
<td>PG</td>
<td>173</td>
<td>6</td>
<td>338</td>
<td>4</td>
</tr>
<tr>
<td>SC</td>
<td>214</td>
<td>4</td>
<td>359</td>
<td>6</td>
</tr>
</tbody>
</table>

It is very interesting to note that both eighth and ninth grade boys rank their problems identically in order until they reach the Relations to People in General areas and the Self-Centered Concerns which they have reversed in importance. This seems to indicate that the ninth grade boys are beginning to emerge from their psychological moods into the realization that people in general and their ability to get along with them are important factors to be taken into consideration. Up until this period of maturation the boys have been more concerned about their own self-centered problems. However, these two areas are not yet of any great importance to them. The areas giving them the greatest concern are Adjustment to School Work, Educational and Vocational Plans, opportunity for recreation, and work opportunities, and the Boy and Girl relationships. Home and Family and
Health and Physical Development are of little concern to boys of this age. They, the young adolescents, are still more concerned about Enhancement of Self than about relationships to others. It is significant that there are greater numbers of specific problems concerning the ninth grade boys than there are concerning the eighth grade boys, but the same pattern of rank in problem area importance prevails for both eighth and ninth grade boys. Boys in the ninth grade are still somewhat slow in maturing and remain interested in areas which affect Self.

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>8G Rank</th>
<th>9G Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP</td>
<td>211</td>
<td>435</td>
</tr>
<tr>
<td>S</td>
<td>257</td>
<td>499</td>
</tr>
<tr>
<td>HF</td>
<td>157</td>
<td>350</td>
</tr>
<tr>
<td>X</td>
<td>267</td>
<td>587</td>
</tr>
<tr>
<td>BG</td>
<td>240</td>
<td>507</td>
</tr>
<tr>
<td>PG</td>
<td>235</td>
<td>438</td>
</tr>
<tr>
<td>SC</td>
<td>233</td>
<td>480</td>
</tr>
</tbody>
</table>

A study of the above table shows that both groups agree only once in their ranking of the problem area concerning groups of small problems relating to money, work, the future, educational and vocational plans, and opportunity for recreation. It is significant again that the ninth grade students have marked a greater
number of specific problems in each area than the eighth grade students have marked. A different pattern of concern, however, is being shown by the ninth grade girls which must account for that definite maturation leap from eighth to ninth grade age in girls. The ninth grade girls are more concerned about Boy and Girl Relations which is natural in that they are beginning to have dates with the boys, and much of their time and thought are spent in desiring to become attractive to the opposite sex. The fact that the ninth grade girls consider school work as third in rank of importance to them seems to indicate that they have made a fairly good adjustment to school work before they reach the age of concern about their personal relations. Health and Physical Development and Home and Family Relations rank lowest in the problems of both groups of girls.

TABLE XI

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Total Boys</th>
<th>Rank</th>
<th>Total Girls</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP</td>
<td>546</td>
<td>6</td>
<td>646</td>
<td>6</td>
</tr>
<tr>
<td>S</td>
<td>1077</td>
<td>1</td>
<td>756</td>
<td>2</td>
</tr>
<tr>
<td>HF</td>
<td>377</td>
<td>7</td>
<td>507</td>
<td>7</td>
</tr>
<tr>
<td>X</td>
<td>817</td>
<td>2</td>
<td>854</td>
<td>1</td>
</tr>
<tr>
<td>BG</td>
<td>717</td>
<td>3</td>
<td>747</td>
<td>3</td>
</tr>
<tr>
<td>PG</td>
<td>561</td>
<td>5</td>
<td>723</td>
<td>4</td>
</tr>
<tr>
<td>SC</td>
<td>573</td>
<td>4</td>
<td>713</td>
<td>5</td>
</tr>
</tbody>
</table>
The above table gives the total picture of all boys compared to all girls. The reader's attention is called to the fact that the one, two, three problem areas of the boys have to do with School; Miscellaneous groups related to money, work, educational and vocational plans, opportunity for recreation; and Boy and Girl Relations. These same areas are of major concern to the girls but in differing degrees of intensity. The girls rank their number one area in the Miscellaneous groups related to money, work, educational and vocational plans, opportunity for recreation; their number two area as School; and their number three area in Boy and Girl Relations.

TABLE XII
COMMENTS ON ENJOYMENT SHOWN IN CHECKING THE LIST

QUESTION: Have you enjoyed using this check list of problems?

The following comments are a random sampling taken from all groups mentioned in previous tables:

"Yes, because it brings my troubles out openly to me and makes me want to whip them and really do something about them."

"Very much so - it helps me to see my weaknesses and then to correct them before it is too late."

"Yes, I've enjoyed it very much."
"No, I don't like other people to know about my problems."

"Yes, I've enjoyed using this check list because it helps me to see more clearly what my problems are. Maybe it can help to put an end to all of my problems."

"It's OK."

"Yes, I think it gives me an idea of the real me. Now I can ask questions about the things I have underlined and try to figure out some answers and there won't be anymore doubt in my mind."

"Yes, because you don't realize your problems until you have read them over and thought about them."

"Yes, because it gives me a chance to get clear in my mind the thing that I want most to know what to do about."

"Yes, because it relieves a lot of things off of my mind I just don't tell everybody."

"Yes, it puts into words what you couldn't say."

"Yes, - This was lots of fun to do. I like this kind of test. I think it helps the kids to."

TABLE XIII

COMMENTS OF STUDENTS INTERESTED IN SPENDING MORE TIME IN SCHOOL CONCERNING PERSONAL PROBLEMS

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

"Yes, I think it would be very nice to have a counselor."
"No, I would have to have help and that would embarrass me."

"Yes, because I have lots of trouble in school and always have had."

"Yes, I would."

"No."

"There's not much that could be done about many of my problems in school except to improve my writing."

"Yes, it would straighten me out because just this check list has helped some."

"Yes, at least one-half period a day."

"Yes, because it makes things less difficult."

"Yes, I think that a person feel freer to ask others instead of your parents."

"Yes, I feel that you can figure yourself out better if you have the help of a teacher or someone who have been around children."

"Don't care."

"Yes, very much."

"Yes, I would like to do it in a group. People would know if it is one of their problems if we talk about certain ones that seem to effect most of the students."

"Yes, because I get them off of my mind a little it helps me a lot."

"Very definitely yes. If we spent a little more time on our daily life and how to correct our troubles, we would be better."
TABLE XIV
INTEREST SHOWN FOR CONFERENCES WITH COUNSELOR OR TEACHER

QUESTION: Would you like to talk to someone about some of your problems?

"No, that would embarrass me."

"Yes, I think it would be a great help. But I think I'd be afraid to talk to them about it."

"I don't know."

"Yes, I'd like to talk to some teacher about being afraid of tests."

"Yes, my Mother."

"Yes, A teacher or someone I could speak freely with."

"I would like to be able to talk with a Doctor or a teacher and find out how I could discuss the things with my parents."

"Yes, a friend."

"I would like to talk to someone who would understand how I feel."

"Teachers or close friends."

"Yes, I would like to talk to the Minister about my problems because he is so helpful."

"I have very few ideas on what to take in high school and would like to talk to my teachers on the subject."

"I would - Because once I speak my piece and get it out of me it doesn't burn in me like a flame of fire. Just to get it out is all I want, but it has to be a very understanding person to deal with my problems."

"Yes, I have problems all cooped up inside of me and I feel as though I have to talk to someone but there's no one to talk to."
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to find out the problems of the students in the Oregon City Junior High School, and, in the light of these findings, design a guidance program which would meet the needs of all these pupils. Such a program of guidance services can be of assistance through helping the pupils achieve fundamental skills, attitudes, and experiences. To do this the problem areas and specific problems of two hundred ninety students were determined through use of the Mooney Problem Check List, Junior High School Form. The writer felt that the Check List was received with enthusiasm and was thoughtfully and sincerely marked by the students. In extensive research, Ross L. Mooney found that, "There is little indication that students try to hide their problems or to 'play' with the check list. They are surprisingly serious and constructively interested, exposing far more problems than had been originally anticipated." (8:219)

This study has shown some highly interesting results.

1. The greatest need for assistance was in the Area of Adjustment to School for the boys, and for the girls in the Area of Miscellaneous Problems relating to:
work, money, educational and vocational future, and opportunity for recreation. Both sexes agreed in ranking the Boy and Girl Area third in importance to them.

SCHOOL AREA - Many students checked items which suggested ways the school could help them more. Large percentages of students worry about getting low grades in school, being afraid of tests, trouble with arithmetic, studying is hard for them, and having difficulty in expressing themselves. A more critical teen-ager wrote: "If we were only taught how to study we wouldn't be so afraid."

MISCELLANEOUS AREA - Many students express concern about what they will do in high school and after graduation. Their problems focus on choosing a career, wanting to know more about occupations, wanting to earn money of their own, having no regular allowance, too little chance to do what they want to do, and wanting advice on what to do after high school. A perplexed student writes: "I wish somebody could help me decide what to take in high school and what occupation I want to enter."

BOY-GIRL AREA - What to do about the other sex is on the minds of many adolescents, as the survey revealed. According to the boys many of them wanted to know more about girls, did not know how to make a date, wanted
to learn to dance, had trouble in keeping a conversation going, and had too little chance to go to parties. According to the girls many of them worried about dating, going out alone with a boy, wondering if they would ever get married, having trouble in keeping a conversation going, and having too little chance to go to parties. A puzzled girl wrote: "One of my worst problems is dating. I do not know whether to be coy and shy, or to act natural and just have fun. I hear so many things about what boys like or don't like."

2. The areas in which the least need for help was manifested were those of Home and Family and Health and Physical Development. The traditional belief that the younger generation and the older generation are poles apart was not supported by the findings of the survey. However a small percentage of the students did report such home troubles as: parents are divorced or separated, family worried about money, family quarrels, never having any fun with father or mother, parents don't understand me, and parents working too hard as some of their problems. While these problems are in a minority still, they are very real and very distressing to those students having them. The school program must not overlook them in its effort to satisfy the needs of its students.

3. The survey revealed significant sex
differences in that the girls had more specific problems than the boys and showed more concern over their physical condition and appearance, and their social and psychological problems in relation to other people. The boys, however, showed more concern over their Adjustment to School and over vocational and monetary problems. Both sexes were equally concerned about their Boy and Girl Relations.

4. Individuals who were known beforehand to have general areas of trouble were the ones who marked more items which reflected their specific problems in these general areas.

5. Over half of the students expressed a desire to receive further help in school by writing out or discussing their personal problems in the classroom. Those students who want to talk about their problems are already well-motivated to receive help and will welcome whatever opportunity is given them.

RECOMMENDATIONS

It is recommended that:

1. All teachers in the Oregon City Junior High School be given the results of these findings and asked to assist in working with the individual pupils who need assistance. Since the teacher has the best opportunity to observe attitudes, behavior, achievement and expressed hopes of the individual from day to day, it is he who is
of fundamental importance in actually making a guidance program operate effectively.

2. Remedial classes be formed and teachers be provided to help solve some of the specific difficulties and problems handicapping the pupils. A large number of the students' problems in this study dealt with not knowing how to study, and trouble in specific subject matter.

3. The school should be surveyed for pupils who are in need of jobs and then a community survey should be made for the possibility of developing a cooperative work-experience program for which school credit may be allowed.

4. Time be provided in the ninth grade for a classroom unit on occupations which would emphasize the place of work in the individual's life, the various kinds of jobs in terms of skill and training required, job information, community occupational studies, and personality requirements and adjustments in the occupational world.

5. The extra-curricular facilities of the school be expanded so that each child could be in a group where he is accepted by others and could enjoy those social relations which build confidence and wholesome personalities. The educational program should include a varied program of recreation. Many activities should be carried on in cooperation with youth organizations and
with city recreational program planning.

6. Children who are not well adjusted socially should be given special help to take part in the social life and programs of the school. Many of them have expressed such problems as: "Too little chance to go to parties", "Not knowing how to act at a party", and "Learning how to give parties". No student should lack opportunity to "belong".

7. The school program of citizenship education should endeavor to develop vigorous, independent initiative, and at the same time to emphasize social responsibility and cooperative skills. Through democratic participation in school government, the experience gained in connection with student councils, safety councils, room councils, social councils, welfare councils, student courts and junior patrols is exceedingly valuable in teaching cooperation, the power of example, the necessity of obedience to rules, the use and misuse of authority, parliamentary procedure and formulation of many policies of self-government.

8. Classes in family living be offered. Stress should be placed upon the worth of family living.

9. Auditorium and assembly activities should grow out of classroom experiences in which all individuals are given opportunity for personal and group development,
since the pupils often expressed the problems of "Never being chosen as a leader", "Left out of things other kids do", and "Too little chance to do what I want to do". Student assemblies carefully planned and executed could result in molding student opinion and persuasion to action.

10. Steps be taken to actively work with parents and other community groups to promote occupational and social education.

11. The guidance program for the Oregon City Junior High School should be broadened and extended more satisfactorily for the students. Such fields would include choice of vocation, family life, boy and girl relationships, personal problems of sex, use of alcohol, adjustment to social life, and human relations.

12. Trained counselors should be available for conferences, since many students expressed desires for counseling services.


