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# The personal problems of seventh-grade pupils.

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SCHOOL OF EDUCATION

Thesis

THE PERSONAL PROBLEMS OF SEVENTH-GRADE PUPILS

Submitted by

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## CHAPTER I

### THE PURPOSE, METHODS, AND SCOPE OF THIS THESIS

#### 1. The Purpose

The purpose of this study.-- The purpose of this study is to determine the personal problems of grade seven pupils by means of the Junior-High-School Problems Inventory.<sup>1/</sup> The intention is to determine to what extent these problems tend to bother boys and girls, high-intelligence and low-intelligence pupils, and accelerated and retarded pupils. It is also necessary to determine to what extent these problems are not meaningful to seventh-grade pupils and what percentage of seventh-grade pupils tend to omit any of the problems in the inventory.

#### 2. The Methods Employed

The preliminary conference.-- The writer contacted principals of four large schools in the greater Boston area and one small school in New Hampshire and had a preliminary conference with each of them. The inventory was discussed with the principals and any questions that were raised were answered. Arrangements were made to administer the inventory in one home room, of grade seven pupils of heterogeneous mental ability, in each school.

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<sup>1/</sup>Roy O. Billett and Irving S. Starr, Junior-High-School Problems Inventory Experimental Edition, 1953.



The home-room teachers.-- The writer met each home-room teacher and discussed the inventory with him or her. It was agreed that the home-room teacher should undertake the actual administration of the inventory to his own pupils since he had better rapport with them than did the examiner who was a stranger to them.

The periods for administration of the inventory.-- The principals agreed to allow two home-room periods of approximately 40 minutes each for the administration of the inventory. This was necessary in case any pupils did not complete the inventory in one period. In two cases these periods ran consecutively. In the other three cases, the writer had to return a second time. The principals arranged a definite day (or days) and hour (or hours) when the writer could go to each school with the necessary number of inventories.

The administration of the inventory.-- At the beginning of the administration period the home-room teacher passed out the inventories and had the pupils fill in the information called for in the top paragraph on the first page. The writer stood nearby and observed.

The writer was then introduced to the class. He told them that the inventory was not a "test" in the usual sense of the word. He told them their school marks would not be affected by their answers to the inventory. He also told them that no one in their school would see their answers.

He further attempted to simplify the directions by means of large posters prepared in advance and placed on the blackboard in front of the class. The pupils were invited to ask questions if they did not understand any of the directions.

Problem number 82 was written on the blackboard:

82. My (brother) (sister) is always causing  
me trouble..... 82. ? S M

It was explained that in the case of such an item the pupil should cross out the word that did not apply to his case. In some cases, if both words applied, neither was to be crossed out.

The students' attention was then directed to a supplementary mimeographed sheet in the last page of the inventory. This supplement was a random sample of problems from the regular inventory. The pupils were not told that these items were repetitive. They were merely told to mark them in the same manner as the items in the regular inventory.

The pupils' attention was called to page 11 of the inventory where there was provision for them to write in any serious problem, worry, or fear which they might have had and which was not already covered by some item in the inventory.

The pupils were again asked if they had any questions. After all points were made clear, they were told to begin and to keep going until they had completed both the inventory and the supplementary sheet. They were told to raise their hands during the period if they had any questions. They also were told to raise their hands as soon as they had completed all of their work and the inventories would be collected from them.

Observations made during the administration period.-- The writer noted that pupils tended to become tired and restless after about 20 minutes of work. This, however, seemed to last only a few minutes and

the pupils continued with little evidence of fatigue until they had completed their work.

The pupils seemed to be a little doubtful about the use of X.<sup>1/</sup> They felt that certain problems may have been true for them personally but did not bother them, and they wished to know if they should cross them out. The writer directed them to cross out any problems which did not bother them even if they did apply to them personally.

The pupils also seemed to be a little doubtful about the use of the question mark. They felt if they did not understand a problem in toto, they should encircle the question mark. They felt, however, if they did not understand a word in a problem that the teacher or the writer should define it for them. They were encouraged to encircle the question mark if there was any part of a problem they did not understand. Neither the teacher nor the writer defined any words for them.

The examiner noted that if he had to administer the inventory to the same pupils on a second day, many of them had forgotten the directions and he had to re-explain them to the group.

The pupils' opinions of the inventory.-- After all pupils had completed the inventory and the supplementary sheet, the writer spent about ten minutes talking with them to get their reactions. The following were their major comments:

1. The inventory was too long and tiring.
2. Some of the items were repeated.
3. The teachers should take this "test" because they are with the pupils all day and will get to know the real problems that seventh-graders have.

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<sup>1/</sup>See first page of the inventory, page        of the Appendix.

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4. It was very interesting because it was like a game.
  5. These were real problems to seventh-graders.
  6. Some of the problems were too personal.
  7. There should be space for a pupil to write an explanation of some of his answers.
  8. There should be no problems on religion.
  9. Some of the words are too difficult.

The writer felt that, on the whole, the pupils seemed to enjoy reacting to the inventory.

The home-room teachers' and principals' opinions of the inventory.--

Before the examiner left each school he again discussed the inventory with the home-room teachers and principals. The following were their major comments:

1. This was a good inventory because there were many problems in it which most pupils could not verbalize.
2. There could be an inconsistency in the use of X because the pupil is supposed to use it if the problems do not apply to him and also if it does apply to him but does not bother him.
3. The inventory was too long.
4. Some words were too difficult for grade seven pupils.

The writer also felt that the teachers and principals liked the inventory as an instrument for group and individual guidance.

### 3. The Scope

The number, sex, and intelligence-quotient level of the seventh-graders in this study.-- In this study the inventory and supplementary sheet were administered to a total of 149 seventh-grade home-room pupils of heterogeneous mental ability.

For the purposes of this study, the pupils were grouped on the basis of sex and also into three intelligence-quotient levels (Table 1).

Table 1. Distribution of Pupils According to Intelligence-Quotient Level and Sex

Intelligence- Quotient Levels	Sex			
	Boys		Girls	
	Number	Range	Number	Range
(1)	(2)	(3)	(4)	(5)
High.....	14	120-156	18	120-133
Middle.....	49	100-119	33	100-119
Low.....	21	65-99	14	65-99
Total.....	84	65-156	65	65-133

Table 1 shows a total of 84 boys and 65 girls. The high intelligence-quotient level for boys had a greater range than did the high intelligence-quotient level for girls. The total range in intelligence quotients for boys was 65 to 156 and for girls from 65 to 133.

Table 2 shows the mean and median intelligence quotients for boys and girls.

Table 2. Mean and Median Intelligence Quotients for All Pupils by Sex

Intelligence Quotient	Sex	
	Boys	Girls
(1)	(2)	(3)
Mean.....	110	107
Median.....	109	110

It is interesting to note that the mean intelligence quotient for boys is higher than the mean intelligence quotient for the girls but the reverse is the case for the medians. Neither difference is statistically real.

Table 3 shows the mean and median intelligence quotients for seventh-graders in each intelligence-quotient level by sex.

Table 3. Mean and Median Intelligence Quotients of Pupils in Each Intelligence-Quotient Level by Sex

Intelligence- Quotient Level	Sex			
	Boys		Girls	
	Mean	Median	Mean	Median
(1)	(2)	(3)	(4)	(5)
High.....	130	126	124	123
Middle.....	110	110	109	108
Low.....	89	91	87	90

Both the mean and median intelligence quotients for boys in all three levels are greater than the intelligence quotients for girls in all three levels.

Time required by pupils to complete the inventory.-- During the administration of the inventory the writer found that seventh-graders required a wide range of time to complete it. Table 4 shows the range, the mean, and the median time required by boys and girls to complete the inventory.

Table 4. Range, Mean, and Median Time Classification in Minutes Required by Seventh-Graders to Complete the Inventory

Time Classification	Boys and Girls (149 pupils)	Boys (84 pupils)	Girls (65 pupils)
(1)	(2)	(3)	(4)
Range.....	26-120	26-120	26-77
Mean.....	51	53	47
Median.....	48	53	45

The boys alone had a time range equal to the range for the entire group (boys and girls together). The mean and median time for boys was greater than for either the entire group or the girls alone. It is evident that the girls completed the inventory in much less time than the boys.

Relationship between intelligence-quotient level and speed in completing the inventory.-- During the administration of the inventory it was noted that some pupils were considerably slower in completing their work than were others. The writer decided to try to determine whether there was any relationship between a pupil's speed on the inventory and his intelligence-quotient level. Table 5 shows the mean and median time in minutes required by seventh-graders classified by sex and intelligence-quotient level to complete the inventory.

Table 5. Mean and Median Time in Minutes Required by Grade Seven Pupils Classified by Sex and Intelligence-Quotient Level to Complete the Inventory

Intelligence- Quotient Level	Sex			
	Boys		Girls	
	Mean Time	Median Time	Mean Time	Median Time
(1)	(2)	(3)	(4)	(5)
High.....	45	45	43	41
Middle.....	55	52	49	46
Low.....	59	60	51	53

It is obvious from Table 5 that in this study the pupils of lower intelligence quotient took much longer to complete the inventory than did the brighter pupils. It is also interesting to note that even among the low intelligence-quotient level the girls were faster than the boys in completing the inventory. However, there was great variation in the amount of time taken by both boys and girls at each level.

The age in years and months of pupils in this study.-- The pupils in this study varied greatly in age (Table 6).



Table 6. Frequency Distribution of Pupils by Age in Years and Months

Age in Years and Months	Number of Pupils
(1)	(2)
11-0 to 11-11.....	30
12-0 to 12-11.....	89
13-0 to 13-11.....	23
14-0 to 14-11.....	6
15-0 to 15-11.....	1
Total.....	149

It is interesting to note that over half the pupils ranged in age from 12-0 to 12-11. Only one pupil was over 15 years of age.

## CHAPTER II

### RESPONSES OF BOYS, OF GIRLS, AND OF THE TOTAL GROUP TO EACH ITEM IN THE JUNIOR-HIGH-SCHOOL PROBLEMS INVENTORY

#### 1. The Tables

The tables of this chapter.-- A separate table is present for each problem area. The following tables show the percentage responses of the seventh-graders to the problems which bothered them to a limited or great extent.

A pupil encircled the S if the problem bothered him some, but not too much. He encircled the M if the problem bothered him very much.

For purposes of easy comparison, the writer added the percentage values for S and M and converted them to a decile rating.

#### 2. The Problem Areas

Problems of personal appearance.-- Table 7 presents the reactions of the pupils to problems of personal appearance. Twelve items are included in this area.

Table 7. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems of Personal Appearance

Problems of Personal Appearance	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Decile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Have a physical defect....	11	7	5	--	8	4	2
2. Have a disfigurement.....	18	1	8	5	13	3	2
3. Some of my facial features are too large or too small.....	17	--	17	3	17	1	2
4. Have poor posture.....	30	7	35	5	32	6	4
5. Have poor skin (bad complexion).....	15	6	23	5	19	5	3
6. My hair does not look well.....	26	8	29	3	28	6	4
7. My fingernails do not look well.....	24	19	34	14	28	17	5
8. I'm not (pretty) (good-looking).....	31	1	31	14	31	7	4
9. Don't have proper clothes.	8	1	3	2	6	1	1
10. Don't know how to pick the right kind of clothes.	20	2	15	3	18	3	3
11. Can't keep myself neat-looking.....	19	4	6	3	13	3	2

No problem of personal appearance goes above the fifth decile in frequency of mention. Fingernails, posture, hair, and "looks" are the most common. On all of these, except appearance of hair, the girls are more concerned than the boys. Boys are somewhat more frequently concerned than girls about neatness, clothes, physical defects and disfigurements.

The total group appears to be more frequently concerned with problems of fingernails, "looks," hair, posture, and clothes than with any other problems.

Problems of physical health and fitness.--- Table 8 presents the reactions of the pupils to problems of physical health and fitness. This area contains a total of 37 problems.

Table 8. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems of Physical Health and Fitness

Problems of Physical Health and Fitness	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Decile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
12. I'm underweight (too thin)...	21	6	17	2	19	4	3
13. I'm overweight (too fat)....	18	6	12	5	15	5	2
14. I'm too short.....	17	7	17	6	17	7	3
15. I'm too tall.....	5	5	5	3	5	4	1
16. I'm not strong enough.....	30	11	14	3	23	7	4
17. Would like to build myself up through physical exercises.....	29	20	14	3	22	13	4

(continued on next page)

Table 8. (continued)

Problems of Physical Health and Fitness	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		Dec- ile
	S	M	S	M	S	M	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
18. I'm not as grown-up physically as my friends..	14	7	14	3	14	5	2
19. Have poor eyesight.....	10	6	14	5	11	5	2
20. Have to wear glasses.....	7	7	11	8	9	7	2
21. Have frequent earaches....	7	1	2	3	5	2	1
22. Can't hear well.....	10	4	2	2	6	3	1
23. Have trouble with my teeth	39	7	25	3	33	5	4
24. I'm sick very often.....	11	--	12	3	11	1	2
25. Have heart trouble.....	4	--	2	2	3	1	1
26. Allergic to certain foods or substances.....	14	4	14	6	14	5	2
27. Have asthma.....	2	2	2	3	2	3	1
28. Have anemia.....	2	1	2	3	2	2	1
29. Tire too easily.....	21	4	9	2	16	3	2
30. Often feel light-headed or dizzy.....	17	6	14	6	15	6	3
31. Have chronic sinus trouble	4	--	3	--	3	--	1
32. I'm constantly nervous....	18	4	22	2	19	3	3

(continued on next page)

Table 8. (continued)

Problems of Physical Health and Fitness	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
33. My muscles always ache....	8	2	8	2	8	2	1
34. Have trouble with my feet.	14	2	8	5	11	3	2
35. I'm awkward and clumsy....	10	1	8	2	9	1	1
36. Can't take part in sports.	10	2	8	3	9	3	2
37. Poor health keeps me out of many activities.....	5	1	2	--	3	1	1
38. Don't know how to swim....	12	5	15	6	13	5	2
39. I'm not old enough to drive.....	19	11	12	9	16	10	3
40. Need to know more about sex.....	12	6	17	5	14	5	2
41. Don't have chance to eat right foods.....	11	--	5	3	8	1	1
42. Don't have time to eat right.....	5	2	9	3	7	3	1
43. Don't know how or what to eat to improve myself physically.....	12	7	11	3	11	5	2
44. Would like to be a better athlete.....	44	23	45	12	44	18	7
45. Still tired after a good night's rest.....	23	5	25	6	23	5	3

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Table 8. (concluded)

Problems of Physical Health and Fitness	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
46. Don't get up as early as I should.....	23	4	25	3	23	3	3
47. Don't get enough sleep.....	25	5	26	6	26	5	4
48. Don't know whether I should smoke.....	5	11	9	2	7	7	2

No problem of physical health and fitness goes above the seventh decile in frequency of mention. Weight, height, strength, teeth, "nervousness," athletic improvement, and sleep are the most common. The boys appear to be more concerned with problems of strength, body-building, teeth, and improved athletic status than do the girls. Problems of sex knowledge, morning fatigue, and lack of sleep seem to be more common for girls.

Problems pertaining to money.-- Table 9 presents the reactions of the pupils to problems pertaining to money. Nine problems are included in this area.

Table 9. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems Pertaining to Money

Problems Pertaining to Money	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
49. Can't do many things I'd like to do because I don't have enough money...	19	8	23	3	21	6	3
50. Can't afford many things I want.....	21	8	28	5	24	7	4
51. Can't afford bus fare to school.....	2	--	3	1	3	--	1
52. Don't get enough allowance.....	12	6	8	2	10	4	2
53. Spend money foolishly.....	24	6	26	2	25	4	3
54. Don't know whether to spend money or save it....	17	11	18	2	17	7	3
55. Want to earn money.....	27	33	52	17	38	26	7
56. Not paid enough for work I do.....	8	4	8	2	8	3	2
57. Too much money is required for school.....	11	6	6	2	9	4	2



No problem pertaining to money goes above the seventh decile in frequency of mention. Earning money, lack of possessions, failure to be able to do things because of lack of money, and misuse of money are the most common. The boys seem to be more concerned about spending or saving money than do the girls. The inability to be able to afford things and the desire to earn money appear to be of greater concern to the girls.

Problems of home and family.--- Table 10 presents the problems of home and family. Seventy-one problems are included in this area.

Table 10. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems of Home and Family

Problems of Home and Family	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
58. My (father) (mother) is dead.....	4	1	--	2	2	1	1
59. My parents are separated...	1	4	5	--	3	2	1
60. I'm adopted.....	1	4	--	2	1	3	1
61. I'm an only child.....	2	--	6	2	4	1	1
62. My parents both work.....	7	11	12	5	9	8	2
63. Mother has to work to help support us.....	6	6	12	--	9	3	2
64. My (father) (mother) has to work too hard.....	23	7	14	6	19	7	3

(continued on next page)

Table 10. (continued)

Problems of Home and Family	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
65. Have serious illness in our family.....	5	5	9	2	7	3	1
66. Parents are often nervous and irritable.....	17	4	12	--	15	2	2
67. Parents have to give up too much for me.....	13	8	22	--	17	5	3
68. Parents do too much for me.....	18	6	31	6	23	6	3
69. I'd like to be more help- ful to my parents.....	26	31	46	25	35	28	7
70. Want to work to help out at home but I'm too young.	18	10	26	8	21	9	3
71. Have to depend on my parents for money.....	25	13	31	8	28	11	4
72. My family does not have enough money.....	8	--	9	--	9	--	1
73. My parents take most or all of what I earn.....	4	1	2	--	3	1	1
74. Parents want me to save all I earn.....	20	17	26	3	23	11	4
75. We can't afford a car.....	6	6	3	--	5	3	1
76. We don't have a (radio) (television) set.....	2	2	--	2	1	2	1

(continued on next page)

Table 10. (continued)

Problems of Home and Family	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		Dec- ile
	S	M	S	M	S	M	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
77. We need a larger (apart- ment) (house).....	8	6	6	2	7	4	2
78. We need a better place in which to live.....	6	4	3	2	5	3	1
79. Have no privacy at home...	6	5	2	--	4	3	1
80. Have no place to do my homework.....	6	5	8	--	7	3	1
81. Family dislikes me.....	5	--	--	3	3	1	1
82. My (brother) (sister) is always causing me trouble.	24	12	26	2	25	7	4
83. My (brother) (sister) re- ceives more attention than I do.....	5	5	5	2	5	3	1
84. Can't get along with my grandparents.....	6	1	3	--	5	1	1
85. Parents don't agree about many things concerning me.	17	2	15	--	16	1	2
86. Parents sometimes embar- rass me.....	27	4	23	3	26	3	3
87. Parents treat me like a baby or small child.....	8	6	15	5	11	5	2

(continued on next page)

Table 10. (continued)

Problems of Home and Family	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
88. Parents worry if I don't come directly home from school.....	31	12	35	9	33	11	5
89-101. <u>One or both of my parents will not allow me:</u>							
89. To decide on my future occupation.....	7	4	3	2	5	3	1
90. To work part-time.....	10	7	3	--	7	4	2
91. To baby-sit.....	10	4	25	11	16	7	3
92. To stay out as late as I would like.....	24	13	29	5	26	9	4
93. To have dates.....	12	4	17	3	14	3	2
94. To see any one (boy) (girl) too often.....	6	4	8	9	7	6	2
95. To go to school affairs before or after school hours.....	5	1	5	3	5	2	1
96. To be out on school nights	23	17	28	5	25	11	4
97. To use make-up.....	4	5	9	6	6	5	2
98. To smoke.....	5	13	8	11	5	12	2

(continued on next page)

Table 10. (continued)

Problems of Home and Family	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		Dec- ile
	S	M	S	M	S	M	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
99. To use the telephone when I like.....	8	4	14	3	11	3	2
100. To choose my own friends.	12	8	8	3	10	6	2
101. To choose my own clothes.	19	11	18	3	19	7	3
102-108. <u>One or both of my parents are always:</u>							
102. Criticizing or blaming me	20	4	3	2	13	3	2
103. Expecting too much of me.	15	6	3	--	10	3	2
104. Misunderstanding me.....	17	5	8	2	13	3	2
105. Nagging me.....	13	--	5	--	9	--	1
106. Complaining about my marks when they are the best I can do.....	17	13	8	3	13	9	3
107. Comparing me with some- body else.....	15	7	14	5	15	6	3
108. Taking away my privileges	10	5	9	--	9	3	2
109. My parents don't like some things I do.....	39	7	26	3	34	5	4
110. I'm the cause of family quarrels.....	14	2	8	--	11	1	2

(continued on next page)

Table 10. (continued)

Problems of Home and Family	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
111. Don't feel like a real member of the family.....	5	2	--	2	3	2	1
112. I'm unhappy at home.....	8	1	5	--	7	1	1
113. Always have to take care of other children in the family.....	10	4	6	--	8	2	1
114. Have to work too much around home.....	10	5	11	2	10	3	2
115. Parents insist that I learn to play a certain musical instrument.....	6	2	8	--	7	1	1
116. Parents don't tell me anything important.....	8	5	8	--	8	3	2
117. Can't discuss things with my parents.....	13	2	6	2	10	2	2
118. Afraid to tell parents when I've done something wrong.....	30	8	20	5	26	7	4
119. Parents have little in- terest in what I do.....	8	8	2	2	5	5	1
120. Parents pry into my pri- vate affairs.....	7	5	2	2	5	3	1
121. Parents seldom or never believe what I say.....	12	5	5	2	9	3	2

(concluded on next page)

Table 10. (concluded)

Problems of Home and Family	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
122. Sometimes lie to parents to be able to do some- thing.....	29	2	12	2	21	2	3
123. Can't tell parents when I go on a date.....	2	2	6	5	4	3	1
124. Parents want me to go with a(boy) (girl) I don't like	2	--	3	2	3	1	1
125. Parents wait up for me when I'm out nights.....	8	10	12	5	10	7	2
126. I'm often afraid to go home.....	6	4	3	--	5	2	1
127. I'm thinking of leaving home.....	6	1	2	--	4	1	1
128. I hate my (mother) (father)	2	5	--	--	1	3	1

No problems of home and family go above the seventh decile in frequency of mention. Problems of helping parents, depending on parents for money, parental interference in pupil's out-of-school activities, parental interference in pupil's use of his own money, trouble with siblings, parental disapproval of some things pupils do, and fear of telling parents about mistakes, seem to be the most outstanding problems in this area.

The boys seem to be concerned with problems of parental interference

in use of pupil's own money, sibling rivalry, parental disapproval of things pupil does, fear of admitting mistakes to parents, and telling falsehoods to parents to accomplish an end.

The girls, however, are more concerned with problems of parental solicitousness, helping parents more, and working to help financially at home.

Problems of school life.--- Table 11 shows the reactions of pupils to problems of school life. There are 37 problems in this area.

Table 11. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems of School Life

Problems of School Life	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
129. School is not helping me as much as it should.....	10	--	6	2	8	1	1
130. Don't like school.....	18	10	5	3	17	7	3
131. Don't understand why we have to go to school.....	5	5	3	2	4	3	1
132. Find one or more of my sub- jects boring.....	37	17	48	5	42	11	6
133. Subjects I'm taking will never be of any help.....	6	5	8	--	7	3	1
134. Don't know what I'm sup- posed to do in this school.	6	1	2	2	4	1	1
135. School day is too long.....	12	10	9	--	11	5	2

(continued on next page)



Table 11. (continued)

Problems of School Life	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
136. School schedule confuses me.....	7	4	3	5	5	4	1
137. School work takes too much of my time.....	18	5	15	3	17	4	3
138. Can't do school work as fast as I'd like.....	32	11	25	5	29	8	4
139. Have too much work in school.....	8	4	12	2	10	3	2
140. Don't have to work hard enough in school.....	8	--	2	6	5	3	1
141. School overlooks ability and talent.....	7	5	9	--	8	3	2
142. School has too many cliques.....	2	2	3	--	3	1	1
143. Would like to get into a certain group.....	19	13	18	--	19	7	3
144. School shows partiality to pupils of one certain re- ligion or race.....	2	2	3	--	3	1	1
145. Don't have enough freedom in school.....	8	4	8	--	8	2	1
146. Have too much freedom in school.....	7	4	9	--	8	2	1

(continued on next page)

Table 11. (continued)

Problems of School Life	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
147. Hate to ask permission to leave the room.....	29	8	25	5	27	7	4
148. Tough pupils bother me...	19	5	22	3	20	10	3
149. Some classes are too noisy.....	24	7	23	2	23	5	3
150. School has some unfair rules.....	14	7	12	--	13	4	2
151. Too much cheating in our school.....	7	4	9	--	8	2	1
152. Hate school.....	15	6	6	3	11	5	2
153. Too many things in school cost money.....	12	8	15	3	13	6	2
154. Have sometimes skipped classes.....	4	--	2	--	3	--	1
155. Have been absent too much	5	1	5	2	5	1	1
156. Wonder whether I should quit school.....	7	2	2	2	5	2	1
157. My school work is checked and inspected too much...	5	2	8	2	6	2	1
158. My school work is not checked and inspected often enough.....	8	--	3	--	6	--	1

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Table 11. (continued)

Problems of School Life	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
159. Marking (grading) system is unfair.....	7	5	8	2	7	3	1
160. Teachers don't mark (grade) alike.....	15	7	17	2	16	5	3
161. Fear tests.....	26	6	28	5	27	5	4
162. Nervous when I take a test.....	37	11	43	6	40	9	5
163. Wonder if I'll pass.....	46	20	45	11	46	16	7
164. Worried about my marks....	37	20	37	18	37	19	6
165. Don't know how to improve my marks.....	10	8	14	2	11	5	2
166. Failing in one or more of my subjects.....	20	10	14	2	17	6	3
167. Can't play on teams be- cause I'm failing.....	5	1	--	2	3	1	1
168. Teachers mark me according to what they think I can do, not by what I do.....	12	5	11	2	11	3	2
169. Pupils make fun of me be- cause I get good marks....	8	4	3	2	6	3	1
170. Don't think I'll make the (honor roll) (honor society)	14	14	25	9	19	12	4

(continued on next page)

Table 11. (continued)

Problems of School Life	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
171. Have difficulty with cer- tain subjects.....	40	10	48	5	44	7	6
172. Nervous in front of the class.....	30	11	31	11	30	11	5
173. Don't know how to study..	11	6	11	3	11	5	2
174. Can't remember what I've studied.....	18	7	18	8	18	7	3
175. Some textbooks don't ex- plain things well.....	29	7	32	3	30	5	4
176. Can't read well enough...	21	2	14	--	18	1	2
177. Can't do arithmetic.....	15	5	20	3	17	4	3
178. Worry about talking be- fore the class.....	33	5	29	6	32	5	4
179. Can't get started on homework.....	14	2	17	--	15	1	2
180. Would like to be elected to some school office....	14	6	18	5	16	5	3
181. Would like to take greater part in school activities.....	20	10	20	9	20	9	3
182. We need more hobby and subject clubs in school..	21	6	25	3	23	5	3

(continued on next page)

Table 11. (continued)

Problems of School Life	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
183. We need more social life in school.....	12	5	18	3	15	4	2
184. Often embarrassed at school social affairs be- cause I can't dance or conduct myself properly..	10	4	9	--	9	2	2
185-211. <u>I'm worried because</u> <u>some of my teachers:</u>							
185. Don't treat pupils as grown-ups.....	12	5	11	2	11	3	2
186. Don't listen to what we pupils say.....	19	4	11	2	15	3	2
187. Are uncooperative.....	6	4	8	2	7	3	1
188. Are set in their ways....	17	8	18	--	17	5	3
189. Are too old.....	15	6	20	2	17	4	3
190. Are discourteous and dis- respectful.....	5	5	2	--	3	3	1
191. Are prejudiced.....	2	2	3	--	3	1	1
192. Allow their personal feelings to rule them....	13	6	8	--	11	3	2
193. Are flighty.....	4	2	--	--	2	1	1
194. Get angry too easily.....	25	11	18	6	22	9	3

(continued on next page)

Table 11. (continued)

Problems of School Life	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		Dec- ile
	S	M	S	M	S	M	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
195. Are always picking on me..	10	6	5	--	7	3	1
196. Blame me for things I don't do.....	14	8	12	--	13	5	2
197. Don't encourage or help me.....	6	4	6	--	6	2	1
198. Embarrass me in front of the class.....	13	5	11	2	12	3	2
199. Say I'm not brought up right at home.....	5	2	5	--	5	1	1
200. Expect too much of me.....	11	4	6	2	9	3	2
201. Threaten me if I don't do my work.....	11	6	8	--	9	3	2
202. Don't like me.....	6	4	5	2	5	3	1
203. Show they like some pu- pils and not others.....	19	6	34	3	26	5	4
204. Don't appreciate the extra work I do.....	10	1	3	2	7	1	1
205. Frighten me.....	8	4	15	2	11	3	2
206. Seldom or never believe me	6	--	3	--	5	--	1
207. Frequently keep me after school.....	8	2	5	2	7	2	1

(concluded on next page)

Table 11. (concluded)

Problems of School Life	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
208. Won't let me make up work	5	1	3	--	4	1	1
209. Don't make work clear....	11	4	20	3	15	3	2
210. Do what they tell us not to do.....	10	2	9	2	9	2	2
211. Think that their subjects are the only important ones.....	11	5	17	--	13	3	2
212. I would like to know how to get along with some of my teachers.....	18	11	29	5	23	8	4
213. I hate one or more of my teachers.....	17	11	12	3	15	7	3
214. Feel too young for my class.....	1	1	3	--	2	1	1
215. Feel too old for my class	6	2	3	--	5	1	1

No problems of school life go above the seventh decile in frequency of mention. Fear of the difficulty of school subjects, lack of interest in school subjects, fear of tests, fear of failure, fear of marks, fear of failure to make the honor roll, fear of appearing before the class, dislike of teachers' "pets," worry of how to get along with teachers, and fear of asking permission to leave the room appear to be problems

of major concern in this area.

Boys seem to have more serious problems in this area than do girls. Problems of slowness in school work, getting into special groups, asking to leave the room, noisy classrooms, passing, and teachers who anger too easily are of concern to the boys.

Girls appear to be more concerned with problems of the honor roll, difficulty with some subjects, teachers who show favoritism, and ability to get along with some teachers.

Problems of educational planning.--- Table 12 presents the reactions of pupils to problems of educational planning. Fifteen problems are included in this area.

Table 12. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems of Educational Planning

Problems of Educational Planning	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Decile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
216. Wonder if I should quit school at end of grade 8 or 9.....	5	2	5	2	5	2	1
217. Wonder if I should quit school before finishing grade 12.....	11	2	5	3	8	3	2
218. Don't know what to study in high school.....	15	7	18	2	17	5	3
219. Can't take courses I want because of required subjects.....	4	5	6	2	5	3	1

(concluded on next page)



Table 12. (concluded)

Problems of Educational Planning	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
220. Wonder if I'm taking the right subjects.....	10	1	6	2	8	1	1
221. Don't know whether to con- tinue a subject I'm poor in.....	6	4	9	--	7	2	1
222. Would like subjects that help with practical liv- ing.....	14	2	8	3	11	3	2
223. Wish we had an intramural sports program.....	13	4	3	2	9	3	2
224. Have too many subjects....	4	4	8	2	5	3	1
225. Have too many study periods.....	1	1	3	--	2	1	1
226. Have too many gym periods.	1	2	3	2	1	2	1
227. Think too much stress is placed on college prepa- ration.....	7	--	--	2	4	1	1
228. Not sure whether I should go to college.....	20	6	18	2	19	4	3
229. Don't know what college to attend.....	29	4	18	2	24	3	3
230. Wonder if I'll get into the college of my choice..	20	13	23	5	21	9	3

No problems of educational planning go above the third decile in frequency of mention for the entire group. Problems of what to study in high school, whether to go to college and to which one, and acceptance by a college of preference, seem to be the outstanding problems in this area.

The major problems for the boys in this area seem to be the same ones as the entire group displayed.

The major problems for the girls in this area are what to study in high school, desire for more "practical" subjects, whether to go to college and to which one, and acceptance by a college of preference.

Problems pertaining to jobs and vocations.-- Table 13 presents the reactions of pupils to problems pertaining to jobs and vocations. Eleven problems are included in this area.

Table 13. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems Pertaining to Jobs and Vocations

Problems Pertaining to Jobs and Vocations	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
231. Don't know what I want to be.....	21	11	26	6	23	9	4
232. Wonder how I can pick the right career.....	25	8	22	6	23	7	3
233. Know what I want to be, but don't know how much chance I have.....	23	4	22	3	22	3	3
234. Wonder if I'll ever get a job.....	15	6	15	6	15	6	3
235. Want a part-time job.....	15	6	3	8	10	7	2
236. Want a summer job.....	15	14	20	3	17	9	3
237. Need a part-time or summer job and too young for a working permit.....	10	10	14	3	11	7	2
238. Don't like my present job	6	5	--	2	3	3	1
239. Present job interferes with my school work.....	6	2	--	3	3	3	1
240. Don't know how to go about getting a job.....	25	6	8	3	17	5	3
241. Don't feel school is help- ing me toward my job.....	11	5	5	--	8	3	2

No problems pertaining to jobs and vocations go above the fourth decile in frequency of mention. Problems of what job to choose, how to choose a job, how to get the right job, how to get a job at all, and a desire for a summer job seem to be the outstanding problems in this area.

The boys show a greater concern for jobs than do the girls. They appear concerned about how to pick the right job, about getting a part-time job, and how to go about getting a job at all.

The girls appear to be concerned about how to pick the right job, about how to get a job at all, and about getting a summer job.

Problems of peace and war.-- Table 14 presents the reactions of pupils to problems of peace and war. Six problems are included in this area.

Table 14. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems of Peace and War

Problems of Peace and War	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Decile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
242. Worry about world-wide troubles.....	25	13	29	5	27	9	4
243. Concerned about the future of our country....	32	24	45	9	38	17	6
244. Wonder why nations war...	26	14	31	9	28	12	4
245. Worried about friends or relatives in the armed services.....	24	19	25	20	24	19	5
246. Worried about how the draft will affect my friends or relatives.....	25	11	22	14	23	12	4
247. Fear atomic warfare.....	20	21	23	20	21	21	5

No problems of peace and war go above the sixth decile in frequency of mention. However, they range from the fourth to the sixth decile and would all appear to be of major concern to the total group, the boys and the girls.

The pupils are most concerned about the future of their country. Fear for the safety of their friends and relatives in the armed services, and fear of atomic warfare rank second in importance. The pupils show less concern about world-wide troubles, why nations war, and how the draft will affect their friends and relatives.

Problems of morality, ethics, right and wrong.-- Table 15 presents the reactions of the pupils to problems of morality, ethics, right and wrong. Ten problems are included in this area.

Table 15. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems of Morality, Ethics, Right and Wrong

Problems of Morality, Ethics, Right and Wrong	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
248. Disturbed by some people's profanity.....	7	1	3	2	5	1	1
249. Disturbed by some people's vulgarity.....	5	2	8	3	6	3	1
250. Disturbed by friends who do things against the law.....	10	8	8	6	9	7	2
251. Often don't know what is right and what is wrong...	10	5	22	--	15	3	2
252. Often disagree with parents as to what is right and what is wrong...	23	4	17	5	20	4	3
253. Troubled by immoral thoughts.....	2	5	6	2	4	3	1
254. I'm often untruthful.....	14	1	8	5	11	3	2
255. My conscience bothers me..	11	1	8	2	9	1	1
256. Wonder if it is wrong to drink.....	7	2	6	6	7	4	2
257. Wonder if it is wrong to smoke.....	7	2	8	6	7	4	2

No problems of morality, ethics, right and wrong go above the third decile in frequency of mention. The following appear to be the most troublesome problems in this area: worry about law-breaking friends, worry about the difference between right and wrong, disagreement with parents about right and wrong, worry about their own untruthfulness, and worry about whether or not it is right to smoke or drink.

The boys seem to have less worries in this area than do the girls. They are concerned more with their own conscience than with anything else.

The girls, however, are worried about people's vulgarity, about what is right and wrong, and whether or not it is right to smoke or drink.

Problems of religion.-- Table 16 presents the reactions of pupils to problems of religion. Eighteen problems are included in this area.



Table 16. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems of Religion

Problems of Religion	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Decile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
258. Wonder if it is wrong to be interested in a religion other than my own.	2	1	15	2	8	1	1
259. Wonder if it is wrong to discuss my religion with people of another religion.....	11	4	20	--	15	2	2
260. Don't know which religion is the right one....	4	2	2	3	3	3	1
261. Can't believe in any religion.....	4	--	3	2	3	1	1
262. Worry about people who lack faith in God.....	14	5	20	9	17	7	3
263. Sometimes doubt that God exists.....	10	4	11	2	10	3	2
264. I'm afraid of God.....	6	2	2	--	4	1	1
265. Don't understand my own religion.....	10	2	3	2	7	2	1
266. Don't believe I'm living up to the teachings of my religion.....	10	5	11	3	10	4	2
267. Don't attend religious services as often as I should.....	14	8	9	--	12	5	2

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Table 16. (concluded)

Problems of Religion	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec-ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
268. My parents are not of the same religion.....	7	2	6	2	7	2	1
269. Think church and Sunday school are a waste of time.....	7	2	2	2	5	2	1
270. One very near and dear has just died.....	6	2	9	6	7	4	2
271. Wonder if I must accept certain religious beliefs.....	4	4	3	2	3	3	1
272. I'm forced to attend religious services.....	7	4	--	2	4	3	1
273. I'm forced to say prayers daily.....	2	2	3	--	3	1	1
274. Sunday school expects too much homework.....	7	4	5	2	6	3	1
275. Wonder if I must attend church to believe in God.	5	4	5	5	5	4	1

No problems of religion go above the third decile in frequency of mention. The most frequent are problems of discussion of religion with others of another religion, worry about non-believers, doubting the existence of God, worry about not living up to the teachings of one's own religion, infrequent church attendance, and death of a close friend or relative.

The boys have slightly more problems in this area than do the girls. They seem to be concerned about not understanding their own religion, infrequent church attendance, required church attendance, and homework given in Sunday school.

The girls appear to be concerned about the ethics of being interested in a religion other than their own, about people who lack faith in God, and the death of a near friend or relative.

Problems of boy-girl relationship.-- Table 17 presents the reactions of pupils to problems of boy-girl relationships. Thirteen problems are included in this area.

Table 17. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems of Boy-Girl Relationship

Problems of Boy-Girl Relationships	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Decile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
276. I'm bashful with the opposite sex.....	27	10	28	3	28	7	4
277. Don't understand (boys) (girls).....	20	1	12	2	17	1	2
278. Don't know how to dance.	15	13	14	6	15	10	3
279. Don't know how to act in social groups of my own age.....	7	7	8	2	7	5	2
280. Don't know whether I'm old enough for dates....	10	4	12	5	11	4	2
281. Receive attention from (boy) (girl) I do not like.....	12	10	11	8	11	9	2
282. My friend and I like the same (boy) (girl).....	11	5	17	6	13	5	2
283. Can't get (him) (her) to notice me.....	8	6	12	5	10	5	2
284. Would like to go out with older boys.....	11	7	8	3	9	5	2
285. Have broken off with a (boy) (girl) I like.....	7	4	15	5	11	4	2
286. Bothered by way (boys) (girls) act on a date....	10	7	8	2	9	5	2

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Table 17. (concluded)

Problems of Boy-Girl Relationships	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Decile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
287. Bothered by boy's lack of respect and courtesy for girls.....	11	6	9	2	10	4	2
288. Think too much about the opposite sex.....	6	11	8	--	7	6	2

No problems of boy-girl relationships exceed the fourth decile in frequency of mention. Bashfulness with the opposite sex, and inability to dance are the most common problems of the total group.

The boys appear to be somewhat more concerned about the problems in this area than are the girls. They are concerned about being bashful with the opposite sex, not understanding girls, inability to dance, and receiving attention from girls they do not like.

The girls appear to have only two main problems in this area. They are: bashfulness with the opposite sex, and competition with another girl over a certain boy.

Problems pertaining to relations with other people.-- Table 18 presents the reactions of pupils to problems pertaining to relations with other people. Fifty-one problems are included in this area.

Table 18. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems Pertaining to Relations with Other People

Problems Pertaining to Relations with Other People	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
289. Can't get along with other people.....	11	1	11	2	11	1	2
290. Don't like to meet people	10	5	8	2	9	3	2
291. Afraid to meet people....	7	4	2	--	5	2	1
292. Have trouble making friends.....	10	4	8	--	9	2	2
293. Don't have many friends..	10	5	3	--	7	3	1
294. Wonder if I have any real friends.....	13	5	14	2	13	3	2
295. Afraid of losing my friends.....	10	4	14	2	11	3	2
296. Find it hard to keep up with the gang.....	11	1	5	--	8	1	1
297. Don't like doing certain things in order to be popular.....	7	4	6	3	7	3	1
298. Feel as if people don't want me around.....	10	2	12	3	11	3	2
299. Feel lonely most of the time.....	4	5	3	2	3	3	1
300. I'm never invited any- where.....	13	4	9	5	11	4	2

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Table 18. (continued)

Problems Pertaining to Relations with Other People	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		Dec- ile
	S	M	S	M	S	M	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
301. I'm embarrassed by a nickname.....	7	4	2	--	5	2	1
302. Tell things I shouldn't.	8	2	8	--	8	1	1
303. Argue too much.....	5	4	8	2	6	3	1
304. I'm too bashful.....	17	7	15	3	16	5	3
305. One of my friends has a bad reputation.....	8	4	12	2	10	3	2
306. Pupils with good marks (grades) are left out when a party is planned.	5	2	5	2	5	2	1
307. Find other people's actions hard to under- stand.....	7	1	18	--	12	1	2
308. Don't know how to keep people from feeling not wanted.....	14	7	14	2	14	5	2
309. Don't know how to say "no" without hurting the other person's feel- ings.....	21	14	42	8	30	11	5
310. Worried about people who are handicapped.....	14	7	22	5	17	6	3

(continued on next page)

Table 18. (continued)

Problems Pertaining to Relations with Other People	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
311. Worried because many people are mean to other people.....	20	5	25	8	22	6	3
312. Not allowed to associate with a certain nation- ality or nationalities...	--	--	2	2	1	1	1
313. Not allowed to associate with a certain race or races.....	2	1	6	--	4	1	1
314. Can't carry on a con- versation with older people.....	10	1	11	--	10	1	2
315. Don't know what to say when I first meet some- one.....	18	5	22	2	19	3	3
316. Nervous when I talk to people.....	11	2	6	3	9	3	2
317. Not a good conversation- alist.....	18	2	11	3	15	3	2
318. Don't speak correctly....	13	4	8	2	11	3	2
319. Don't want people to know I can't hear well....	4	--	--	2	2	1	1
320. Don't know the right thing to do in social groups...	5	2	9	--	7	1	1

(continued on next page)



Table 18. (continued)

Problems Pertaining to Relations with Other People	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
321. Not as popular as I would like to be.....	13	10	20	9	16	9	3
322. Want others to like me....	18	12	20	12	19	12	4
323. Disturbed by people who "show off".....	26	11	17	9	22	10	4
324-339. <u>Don't know how to act</u> <u>with people who:</u>							
324. Brag.....	12	6	23	3	17	5	3
325. Are conceited.....	7	2	9	6	8	4	2
326. Laugh at things they know little or nothing about...	14	4	17	8	15	5	2
327. Are snobs.....	5	5	15	3	9	4	2
328. Are insincere.....	10	4	12	3	11	3	2
329. Are wrong.....	12	5	15	3	13	4	2
330. Are selfish.....	8	7	17	2	12	5	2
331. Are not dependable.....	12	4	14	3	13	3	2
332. Think money is everything.	12	2	9	5	11	3	2
333. Are jealous.....	10	5	23	6	15	5	2
334. Make fun of me.....	13	11	12	5	13	8	3

(concluded on next page)

Table 18. (concluded)

Problems Pertaining to Relations with Other People	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
335. Take advantage of me.....	17	6	6	8	12	7	2
336. Say I'm a prude.....	4	4	3	2	3	3	1
337. Treat me like a child.....	10	6	11	2	10	4	2
338. Spread gossip about me....	11	7	9	9	10	8	2
339. Are much older than I.....	12	--	6	5	9	2	2

No problem pertaining to relations with other people exceeds the fifth decile in frequency of mention. The total group seems to be concerned about bashfulness, saying "no" to others, handicapped people, mean people, being introduced to others, being more popular, people who "show-off," people who brag, and people who make fun of them.

The boys appear to be concerned about bashfulness, keeping people from not being wanted, people who "show-off," people who make fun of them, and people who take advantage of them.

The girls appear to be concerned about saying "no" to others, people who are mean, being popular, people who brag, people who laugh at things they know nothing about, and people who are jealous.

Problems of courtship, marriage, and founding a home.-- Table 19 presents the reactions of pupils to problems of courtship, marriage, and

founding a home. Only two problems are included in this area.

Table 19. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems of Courtship, Marriage, and Founding a Home

Problems of Courtship, Marriage and Found- ing a Home	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
340. Wonder how I can know whom to marry.....	13	12	20	8	16	10	3
341. Wonder at what age I should marry.....	13	11	20	5	16	8	3

No problem in the area of courtship, marriage, and founding a home exceeds the third decile in frequency of mention. The total group, the boys, and the girls all are concerned about these problems to the same, or nearly the same, extent.

Problems involving heredity.— Table 20 presents the reactions of pupils to problems involving heredity. Thirteen problems are included in this area.

Table 20. Percentage Frequency of Mention of Boys, Girls, and the Total Group to Problems Involving Heredity

Problems Involving Heredity	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Decile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
342. Would like to be a professional dancer.....	12	1	9	14	11	7	2
343. Would like to be a professional baseball pitcher.....	13	2	2	--	8	1	1
344. Don't understand myself.	7	1	8	--	7	1	1
345. Don't know what I want to be.....	13	7	18	6	15	7	3
346. Wonder what my real mental ability is.....	8	7	14	2	11	5	2
347. Don't understand why I'm good in some subjects and poor in others.....	23	5	22	3	22	4	3
348. I try hard and can't get good marks (grades).....	14	10	14	5	14	7	3
349. My marks (grades) remain the same no matter how hard I try.....	14	7	15	5	15	6	3
350. Can't get the highest mark in certain subjects	12	8	15	5	13	7	2
351. Some teachers expect me to do as well as some other member of my family	7	4	8	3	7	3	1

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Table 20. (concluded)

Problems Involving Heredity	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
352. Some people are much smarter than I.....	14	6	11	6	13	6	2
353. Want to go to college but don't think I'm smart enough.....	11	7	8	5	9	6	2
354. Would like to be able to do something well.....	14	13	14	11	14	12	3

No problems in the area of heredity exceed the third decile in frequency of mention. Problems of what to be, of success in some school subjects and failure in others, of failure to get good marks after working hard, and of desire to do something well have the greatest frequency of mention for the total group.

Boys tend to be more concerned about success in some school subjects and failure in others, failure to get good marks after working hard, and desire to do something well.

Girls tend to be concerned about being professional dancer, of knowing what to be, of success in some school subjects and failure in others, and desire to do something well.

Problems involving leisure, interests, activities, and budgeting of time.--- Table 21 presents the reactions of pupils to problems involving leisure, interests, activities, and budgeting of time. Seventeen problems are included in this area.

Table 21. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems Involving Leisure, Interests, Activities, and Budgeting of Time

Problems Involving Leisure, Interests, Activities, and Budgeting of Time	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
355. Have nothing interesting to do.....	8	4	12	2	10	3	2
356. I'm restless too much of the time.....	11	5	11	2	11	3	2
357. Don't have enough differ- ent things to do.....	13	7	11	2	12	5	2
358. Don't know how to find out what I would be in- terested in.....	10	5	11	--	10	3	2
359. We should have more worth- while activities in school	12	8	14	8	13	8	3
360. Wish we had more after- school activities.....	8	7	12	5	10	6	2
361. My out-of-school activi- ties interfere with my in-school activities.....	11	1	11	3	11	2	2
362. My work interferes with things I'd like to do.....	10	6	18	--	13	3	2

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Table 21. (concluded)

Problems Involving Leisure, Interests, Activities, and Budgeting of Time	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
363. Get tired from too much activity.....	13	2	6	3	10	3	2
364. Prefer to be alone.....	5	2	5	2	5	2	1
365. Don't agree with my parents on what my out-of-school activities should be.....	6	1	5	3	5	2	1
366. Engage in school activi- ties and sports when I should be working.....	8	2	--	5	5	3	1
367. Spend too much time on (radio) (television) (movies).....	12	7	12	3	12	5	2
368. Don't have time enough to study.....	14	1	9	2	12	1	2
369. Put off doing my assign- ments.....	7	10	25	2	15	6	3
370. Worried about getting work done on time.....	23	10	28	8	25	9	4
371. Don't know how to plan my time for each day.....	10	4	17	2	13	3	2

No problem in the area of leisure, interests, activities, and budgeting of time exceeds the fourth decile in frequency of mention. More worth-while school activities, putting off doing school assignments, and worry about getting work done on time seem to have the greatest frequency of mention for the total group.

The boys appear to have less troublesome problems in this area than do the girls. Worry about getting work done on time seems to concern the boys more than any other problem in this area.

The girls appear to be concerned about more worth-while school activities, putting off doing school assignments, and worry about getting work done on time.

Problems related to mental-emotional health and fitness.-- Table 22 presents the reactions of pupils to problems of mental-emotional health and fitness. Sixty-three problems are included in this area.



Table 22. Percentage Frequency of Mention by Boys, Girls, and the Total Group to Problems Related to Mental-Emotional Health and Fitness

Problems Related to Mental-Emotional Health and Fitness	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
372. Wonder what my future will be.....	20	8	31	5	25	7	4
373. Don't seem to have any goal in life.....	7	7	5	--	6	4	1
374. I am not able to do all I try to do.....	10	7	15	3	12	5	2
375. Can't do things other people can.....	14	5	20	6	17	5	3
376. Want something very much which I don't think I can get.....	18	10	18	3	18	7	3
377. Have too many problems all at one time.....	6	7	12	--	9	4	2
378. Things change so much I am confused.....	8	2	8	2	8	2	1
379. Feel sorry for myself....	7	1	3	2	5	1	1
380. Frequently feel moody or depressed.....	11	2	5	2	8	2	1
381. Feel I'm not wanted.....	13	1	12	2	13	1	2
382. Don't think people under- stand me.....	13	6	17	--	15	3	2
383. Feel people talk about me behind my back.....	24	6	22	6	23	6	3

(continued on next page)

Table 22. (continued)

Problems Related to Mental-Emotional Health and Fitness	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
384. Feel everyone is against me.....	5	2	8	2	6	2	1
385. People don't like me.....	10	1	5	3	7	2	1
386. I'm blamed for things that are not my own fault.	18	6	15	2	17	4	3
387. People laugh at me.....	13	4	5	5	9	4	2
388. People make fun of my laugh.....	8	--	5	3	7	1	1
389. Worry about what others say.....	11	1	15	2	13	1	2
390. Don't like my name.....	7	1	9	3	8	2	1
391. I'm not independent enough.....	8	4	8	2	8	3	2
392. The story gets too big when I tell it.....	8	1	3	3	6	2	1
393. Can't take a joke.....	10	2	6	2	8	2	1
394. Can't stand criticism.....	10	4	9	3	9	3	2
395. Can't stand teasing.....	18	6	9	2	14	4	2
396. Wonder if I appear con- ceited.....	11	1	14	2	12	1	2

(continued on next page)

Table 22. (continued)

Problems Related to Mental-Emotional Health and Fitness	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
397. I'm always misplacing things.....	17	8	12	8	15	8	3
398. I'm careless.....	17	5	14	3	15	4	2
399. Don't do things when I should.....	19	4	12	2	16	3	2
400. I'm always late.....	5	4	8	3	6	3	1
401. Don't know how to con- centrate.....	7	4	6	2	7	3	1
402. Don't have enough will power.....	11	4	5	2	8	3	2
403. Don't finish what I start.	15	4	12	3	14	3	2
404. Not working as hard as I could.....	13	7	9	3	11	5	2
405. I'm not aggressive.....	2	2	6	--	4	1	1
406. I'm not responsible.....	5	4	5	3	5	3	1
407. I forget to do things I should do.....	15	6	20	--	17	3	2
408. I'm a coward.....	10	6	2	3	6	5	2
409. I'm shy and self-conscious	8	2	11	3	9	3	2
410. Spend too much time day- dreaming.....	10	5	5	2	7	3	1

(continued on next page)

Table 22. (continued)

Problems Related to Mental-Emotional Health and Fitness	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
411. Can't control my temper...	10	8	8	5	9	7	2
412. Get excited too easily....	13	1	5	3	9	2	2
413. I'm jealous and envious of others.....	12	2	9	—	11	1	2
414. Life is too much the same, over and over.....	8	5	5	2	7	3	1
415. I'm frequently restless and bored.....	15	5	9	2	13	3	2
416. I'm uncertain about every- thing.....	4	1	5	3	4	2	1
417. Don't like to be alone....	17	6	11	3	14	5	2
418. Hate myself.....	5	2	2	2	3	2	1
419. Sometimes think of kill- ing myself.....	6	—	3	2	5	1	1
420. I'm afraid of high places.	19	5	17	3	18	4	2
421. I'm afraid of falling.....	15	5	12	6	14	5	2
422. I'm afraid of dropping things.....	8	4	8	3	8	3	2
423. I'm afraid to take part in sports.....	8	1	8	2	8	1	1

(concluded on next page)

Table 22. (concluded)

Problems Related to Mental-Emotional Health and Fitness	Percentage Frequency of Mention						
	Total Boys		Total Girls		Total Group		
	S	M	S	M	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
424. I'm afraid of seeing sick or hurt persons.....	10	4	17	3	13	3	2
425. I'm afraid of getting sick.....	8	2	12	—	10	1	2
426. I'm afraid to die.....	8	12	12	11	10	11	3
427. I'm afraid of getting into trouble.....	15	7	8	2	14	7	3
428. I'm afraid of failing in what I try to do.....	17	4	17	—	17	2	2
429. I'm afraid of making a mistake.....	13	1	9	5	11	3	2
430. I'm afraid to grow up and face the world.....	12	1	3	2	8	1	1
431. Afraid I won't be allowed to be on my own after I graduate.....	5	2	5	2	5	2	1
432. Want to learn to depend on myself.....	11	5	14	5	12	5	2
433. Would like to know how to get rid of a bad habit....	13	10	26	6	19	8	3
434. Would like to know how to develop character.....	13	11	12	6	13	9	3

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No problems in the area of mental-emotional health and fitness exceed the fourth decile in frequency of mention. Problems of one's future, failure to do what others can do, wishing to obtain something impossible to obtain, feeling that one is being talked about behind his back, being unfairly blamed for things, frequently misplacing things, fear of death, fear of getting into trouble, wishing to get rid of a bad habit, and desire to develop character are of major concern to the total group.

The boys appear to have more serious problems in this area than do the girls. The boys' main problems are: blame for things unjustly, dislike being teased, misplacing things, carelessness, failure to do things at the right time, forgetting to do things, dislike of being alone, fear of high places, fear of getting into trouble, fear of failing in any work, and desire to know how to develop character.

The girls' main problems are: uncertainty about the future, unable to do what others can do, desire to obtain something impossible to obtain, feeling that others are talking behind her back, fear of death, and desire to get rid of a bad habit.

## CHAPTER III

### RESPONSES OF PUPILS IN THE HIGHEST AND LOWEST INTELLIGENCE-QUOTIENT LEVELS AND OF ACCELERATES AND RETARDATES

#### 1. Highest and Lowest Levels

Pupils included in the highest and lowest levels.-- The highest intelligence-quotient level includes both boys and girls whose intelligence-quotients were 120 or above. The lowest intelligence-quotient level includes both boys and girls whose intelligence-quotients were below 100.

Throughout this chapter the terms highest group and lowest group refer respectively to the pupils in the highest intelligence-quotient level and the pupils in the lowest intelligence-quotient level.

#### 2. The Tables

The tables of this section.-- A separate table is presented for each problem area. The following tables show the percentage responses of the highest and lowest groups to the problems which bothered them to a limited or great extent.

To facilitate comparisons between the highest and lowest groups, the writer added the percentage values for S and M and converted them to a decile rating.

#### 3. The Problem Areas

Problems of personal appearance.-- Table 23 presents the reactions of the highest and lowest groups to problems of personal appearance.

Table 23. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems of Personal Appearance

Problems of Personal Appearance	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Have a physical defect.....	9	3	2	11	6	2
2. Have a disfigurement.....	6	--	1	17	3	2
3. Some of my facial features are too large or too small.....	6	--	1	23	6	3
4. Have poor posture.....	34	--	4	31	11	5
5. Have poor skin (bad complexion)..	19	--	2	29	11	4
6. My hair does not look well.....	19	--	2	20	11	4
7. My fingernails do not look well..	25	13	4	28	17	5
8. I'm not (pretty) (good-looking)..	19	3	3	31	14	5
9. Don't have proper clothes.....	--	--	0	6	6	2
10. Don't know how to pick the right kind of clothes.....	16	--	2	20	9	3
11. Can't keep myself neat-looking...	9	--	1	17	9	3



A quick examination either of the percentage or decile columns shows that problems of personal appearance are much more common among the pupils of the lowest group. In the case of no item is the percentage for the highest group as high as the percentage for the lowest group. Posture (item 4), fingernails (item 7), and "looks" (item 8) stand highest in matters of concern.

Problems of physical health and fitness.--- Table 24 presents the reactions of the highest and lowest groups to problems of physical health and fitness.

Table 24. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems of Physical Health and Fitness

Problems of Physical Health and Fitness  (1)	Percentage Frequency of Mention					
	Highest Group		Dec- ile	Lowest Group		
	S	M		S	M	Dec- ile
	(2)	(3)	(4)	(5)	(6)	(7)
12. I'm underweight (too thin).....	9	3	2	20	9	3
13. I'm overweight (too fat).....	6	6	2	20	6	3
14. I'm too short.....	28	--	3	17	9	3
15. I'm too tall.....	6	--	1	3	9	2
16. I'm not strong enough.....	25	--	3	29	14	5
17. Would like to build myself up through physical exercises.....	25	3	3	9	14	3
18. I'm not as grown-up physically as my friends.....	16	3	2	17	6	3

(continued on next page)

Table 24. (continued)

Problems of Physical Health and Fitness  (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
	(2)	(3)	(4)	(5)	(6)	(7)
19. Have poor eyesight.....	6	3	1	11	9	2
20. Have to wear glasses.....	6	6	2	9	14	3
21. Have frequent earaches.....	3	--	1	--	6	1
22. Can't hear well.....	3	--	1	11	6	2
23. Have trouble with my teeth.....	31	--	4	23	11	3
24. I'm sick very often.....	9	--	1	11	6	2
25. Have heart trouble.....	--	--	0	3	6	1
26. Allergic to certain foods or sub- stances.....	13	--	2	17	6	3
27. Have asthma.....	--	--	0	3	3	1
28. Have anemia.....	--	--	0	3	3	1
29. Tire too easily.....	13	--	2	26	3	3
30. Often feel light-headed or dizzy..	6	3	1	20	11	4
31. Have chronic sinus trouble.....	9	--	1	3	--	1
32. I'm constantly nervous.....	22	--	3	14	9	3
33. My muscles always ache.....	9	--	1	9	6	2
34. Have trouble with my feet.....	9	--	1	11	9	2
35. I'm awkward and clumsy.....	6	--	1	9	6	2

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Table 24. (concluded)

Problems of Physical Health and Fitness  (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
	(2)	(3)	(4)	(5)	(6)	(7)
36. Can't take part in sports.....	13	--	2	6	9	2
37. Poor health keeps me out of many activities.....	3	--	1	3	3	1
38. Don't know how to swim.....	3	3	1	23	14	4
39. I'm not old enough to drive.....	13	9	3	20	6	3
40. Need to know more about sex.....	9	--	1	17	6	3
41. Don't have chance to eat right foods.....	--	--	0	11	6	2
42. Don't have time to eat right.....	9	--	1	6	6	2
43. Don't know how or what to eat to improve myself physically.....	9	3	2	11	14	3
44. Would like to be a better athlete.	50	19	7	54	17	7
45. Still tired after a good night's rest.....	34	--	4	17	11	3
46. Don't get up as early as I should.	22	--	3	29	6	4
47. Don't get enough sleep.....	38	--	4	26	9	4
48. Don't know whether I should smoke.	3	3	1	9	9	2

Problems of physical health and fitness are more common among the lowest group than among the highest group. An examination of the decile columns (columns 4 and 7) shows that differences of three deciles appear in connection with items 30 and 38, having to do respectively with dizziness and swimming; two deciles in connection with items 16 and 40, having to do respectively with physical strength and need for sex knowledge; and one decile in connection with 12 other items. Only one problem is greater for the highest group. This is item 23, pertaining to teeth. Item 44, wanting to be a better athlete, stands highest of all problems in this area, placing in the seventh decile in each group.

Problems pertaining to money.-- Table 25 presents the reactions of the highest and lowest groups to problems of money.

Table 25. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems Pertaining to Money

Problems Pertaining to Money (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
	(2)	(3)	(4)	(5)	(6)	(7)
49. Can't do many things I'd like to do because I don't have enough money.....	19	--	2	20	9	3
50. Can't afford many things I want..	25	--	3	20	14	4
51. Can't afford bus fare to school..	--	--	0	6	--	1
52. Don't get enough allowance.....	6	3	1	14	9	3
53. Spend money foolishly.....	19	--	2	29	--	3

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Table 25. (concluded)

Problems Pertaining to Money	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
54. Don't know whether to spend money or save it.....	19	3	3	23	11	4
55. Want to earn money.....	50	16	7	23	31	6
56. Not paid enough for work I do....	6	--	1	20	3	3
57. Too much money is required for school.....	3	3	1	6	9	2

No problems pertaining to money exceed the seventh decile in frequency of mention. Problems in this area appear to be of more concern to the lowest group. An examination of the decile columns reveals that differences of two deciles appear in connection with items 52 and 56, having to do respectively with inadequate allowance and inadequate pay for work done. One decile difference exists for each of the other items. Only one item is of greater concern to the highest group. This is item 55, want to earn money.

Problems of home and family.-- Table 26 presents the reactions of the highest and lowest groups to problems of home and family.

Table 26. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems of Home and Family

Problems of Home and Family	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
58. My (father) (mother) is dead.....	--	--	0	--	3	1
59. My parents are separated.....	--	--	0	9	--	1
60. I'm adopted.....	--	--	0	--	6	1
61. I'm an only child.....	3	--	1	9	3	2
62. My parents both work.....	13	--	2	6	11	2
63. Mother has to work to help sup- port us.....	6	--	1	11	6	2
64. My (father) (mother) has to work too hard.....	28	3	4	23	6	3
65. Have serious illness in our family	6	--	1	3	11	2
66. Parents are often nervous and irritable.....	13	--	2	11	3	2
67. Parents have to give up too much for me.....	16	6	3	29	3	4
68. Parents do too much for me.....	28	--	3	17	11	3
69. I'd like to be more helpful to my parents.....	44	25	7	34	29	7
70. Want to work to help out at home but I'm too young.....	13	3	2	23	20	5
71. Have to depend on my parents for money.....	34	3	4	26	20	5

(continued on next page)

Table 26. (continued)

Problems of Home and Family	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
72. My family does not have enough money.....	3	--	1	6	--	1
73. My parents take most or all of what I earn.....	--	--	0	6	--	1
74. Parents want me to save all I earn.....	22	6	3	31	11	5
75. We can't afford a car.....	3	--	1	3	6	1
76. We don't have a (radio) (tele- vision) set.....	--	--	0	--	6	1
77. We need a larger (apartment) (house).....	6	--	1	6	9	2
78. We need a better place in which to live.....	3	--	1	3	3	1
79. Have no privacy at home.....	--	--	0	3	9	2
80. Have no place to do my homework.	8	--	1	6	6	2
81. Family dislikes me.....	--	--	0	--	6	1
82. My (brother) (sister) is always causing me trouble.....	28	3	4	31	9	4
83. My (brother) (sister) receives more attention than I do.....	3	--	1	3	14	2
84. Can't get along with my grand- parents.....	3	--	1	6	--	1

(continued on next page)

Table 26. (continued)

Problems of Home and Family	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
85. Parents don't agree about many things concerning me.....	16	--	2	20	3	3
86. Parents sometimes embarrass me..	28	3	4	26	6	4
87. Parents treat me like a baby or small child.....	--	--	0	14	11	3
88. Parents worry if I don't come directly home from school.....	28	--	3	34	26	6
89-101. <u>One or both of my parents</u> <u>will not allow me:</u>						
89. To decide on my future occupa- tion.....	3	--	1	6	6	2
90. To work part-time.....	--	3	1	9	9	2
91. To baby-sit.....	25	3	3	26	14	4
92. To stay out as late as I would like.....	22	13	4	23	14	4
93. To have dates.....	13	--	2	17	9	3
94. To see any one (boy) (girl) too often.....	6	--	1	6	17	3
95. To go to school affairs before or after school hours.....	--	3	1	9	3	2
96. To be out on school nights.....	22	6	3	29	14	5
97. To use make-up.....	6	3	1	6	14	2

(continued on next page)



Table 26. (continued)

Problems of Home and Family  (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
	(2)	(3)	(4)	(5)	(6)	(7)
98. To smoke.....	3	9	2	6	17	3
99. To use the telephone when I like.....	13	--	2	9	9	2
100. To choose my own friends.....	6	--	1	9	17	3
101. To choose my own clothes.....	6	3	1	17	20	4
102-108. <u>One or both of my parents are always:</u>						
102. Criticizing or blaming me.....	6	--	1	14	6	2
103. Expecting too much of me.....	--	--	0	11	6	2
104. Misunderstanding me.....	3	--	1	20	9	3
105. Nagging me.....	3	--	1	9	--	1
106. Complaining about my marks when they are the best I can do.....	6	--	1	20	6	3
107. Comparing me with somebody else	13	3	2	17	6	3
108. Taking away my privileges.....	3	--	1	14	6	2
109. My parents don't like some things I do.....	31	3	4	29	14	5
110. I'm the cause of family quar- rels.....	9	--	1	14	3	2

(continued on next page)

Table 26. (continued)

Problems of Home and Family	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
111. Don't feel like a real member of the family.....	--	--	0	3	3	1
112. I'm unhappy at home.....	3	--	1	9	3	2
113. Always have to take care of other children in the family...	3	--	1	6	6	2
114. Have to work too much around home.....	3	--	1	14	9	3
115. Parents insist that I learn to play a certain musical instru- ment.....	9	3	2	6	3	1
116. Parents don't tell me anything important.....	3	--	1	9	9	2
117. Can't discuss things with my parents.....	3	--	1	11	3	2
118. Afraid to tell parents when I've done something wrong.....	13	6	2	26	11	4
119. Parents have little interest in what I do.....	3	--	1	6	14	2
120. Parents pry into my private affairs.....	3	--	1	3	3	1
121. Parents seldom or never believe what I say.....	--	--	0	3	11	2
122. Sometimes lie to parents to be able to do something.....	19	--	2	31	--	4

(concluded on next page)

Table 26. (concluded)

Problems of Home and Family  (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
123. Can't tell parents when I go on a date.....	--	3	1	6	9	2
124. Parents want me to go with a (boy) (girl) I don't like.....	--	--	0	6	--	1
125. Parents wait up for me when I'm out nights.....	9	3	2	9	11	2
126. I'm often afraid to go home....	3	--	1	9	9	2
127. I'm thinking of leaving home...	--	--	0	9	3	2
128. I hate my (mother) (father)....	--	--	0	3	9	2

No problems of home and family exceed the seventh decile in frequency of mention. Problems in this area are greater for the lowest group than for the highest group. A difference of three deciles appear in connection with items 70, 87, 88, and 101 having to do respectively with wishing to work to help out at home but too young, being treated like a baby, parental worry about pupil not returning home immediately after school, and parent choosing pupil's clothes. A difference of two deciles appear in connection with items 74, 94, 96, 100, 104, 106, 114, 118, 121, 122, 127, and 128. Items 74, 94, 96, 100, 118, 121, and 122 pertain to parental interference. Items 104 and 106 pertain to parental criticisms. Item 114 pertains to having too much work to do at home;

item 127 and 128 pertain to leaving home and hating mother or father.

Only in the case of items 64 and 115, father or mother works too hard and parents forcing pupil to learn to play a musical instrument, is the decile greater for the highest group than for the lowest group.

Item 69, desire to be more helpful to parents, reaches the seventh decile for both groups.

Problems of school life.-- Table 27 presents the reactions of the highest and lowest groups to problems of school life.

Table 27. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems of School Life

Problems of School Life	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
129. School is not helping me as much as it should.....	6	--	1	11	--	2
130. Don't like school.....	28	--	3	6	11	2
131. Don't understand why we have to go to school.....	--	3	1	9	3	2
132. Find one or more of my subjects boring.....	47	3	5	29	20	5
133. Subjects I'm taking will never be of any help.....	13	--	2	6	3	1
134. Don't know what I'm supposed to do in this school.....	6	--	1	9	6	2
135. School day is too long.....	16	--	2	9	6	2
136. School schedule confuses me....	3	--	1	9	14	3

(continued on next page)

Table 27. (continued)

Problems of School Life	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec-ile	S	M	Dec-ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
137. School work takes too much of my time.....	19	3	3	14	9	3
138. Can't do school work as fast as I'd like.....	34	6	4	23	14	4
139. Have too much work in school...	13	--	2	17	6	3
140. Don't have to work hard enough in school.....	6	--	1	3	9	2
141. School overlooks ability and talent.....	9	--	1	11	6	2
142. School has too many cliques....	3	--	1	9	3	2
143. Would like to get into a certain group.....	16	3	2	26	9	4
144. School shows partiality to pupils of one certain religion or race.....	6	--	1	--	3	1
145. Don't have enough freedom in school.....	6	--	1	3	3	1
146. Have too much freedom in school	--	--	0	14	--	2
147. Hate to ask permission to leave the room.....	22	3	3	40	9	5
148. Tough pupils bother me.....	19	9	3	34	11	5
149. Some classes are too noisy.....	22	3	3	6	11	2

(continued on next page)

Table 27. (continued)

Problems of School Life  (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
	(2)	(3)	(4)	(5)	(6)	(7)
150. School has some unfair rules....	9	3	2	6	11	2
151. Too much cheating in our school.	--	--	0	11	3	2
152. Hate school.....	9	--	1	6	14	2
153. Too many things in school cost money.....	16	--	2	14	14	3
154. Have sometimes skipped classes..	--	--	0	3	--	1
155. Have been absent too much.....	6	--	1	9	6	2
156. Wonder whether I should quit school.....	--	3	1	6	6	2
157. My school work is checked and inspected too much.....	6	--	1	14	--	2
158. My school work is not checked and inspected often enough.....	--	--	0	6	--	1
159. Marking (grading) system is unfair.....	13	--	2	9	9	2
160. Teachers don't mark (grade) alike.....	25	3	3	3	6	1
161. Fear tests.....	31	--	4	23	6	3
162. Nervous when I take a test.....	50	3	6	46	11	6
163. Wonder if I'll pass.....	50	3	6	34	26	6
164. Worried about my marks.....	41	9	5	20	29	5

(continued on next page)

Table 27. (continued)

Problems of School Life	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec-ile	S	M	Dec-ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
165. Don't know how to improve my marks.....	19	--	2	17	11	3
166. Failing in one or more of my subjects.....	6	--	1	29	11	4
167. Can't play on teams because I'm failing.....	--	3	1	3	3	1
168. Teachers mark me according to what they think I can do, not by what I do.....	19	--	2	6	6	2
169. Pupils make fun of me because I get good marks.....	6	3	1	11	3	2
170. Don't think I'll make the (honor roll) (honor society)...	16	6	3	17	26	5
171. Have difficulty with certain subjects.....	44	6	5	43	14	6
172. Nervous in front of the class..	34	3	4	26	14	4
173. Don't know how to study.....	16	--	2	11	11	3
174. Can't remember what I've studied.....	19	6	3	9	14	3
175. Some textbooks don't explain things well.....	28	3	4	29	11	4
176. Can't read well enough.....	9	--	1	29	6	4

(continued on next page)

Table 27. (continued)

Problems of School Life	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec-ile	S	M	Dec-ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
177. Can't do arithmetic.....	16	--	2	14	6	2
178. Worry about talking before the class.....	28	--	3	40	9	5
179. Can't get started on homework...	25	--	3	26	3	3
180. Would like to be elected to some school office.....	9	--	1	11	14	3
181. Would like to take greater part in school activities.....	28	3	4	14	17	4
182. We need more hobby and subject clubs in school.....	31	--	4	14	11	3
183. We need more social life in school.....	25	3	3	11	3	2
184. Often embarrassed at school social affairs because I can't dance or conduct myself properly	3	--	1	6	--	1
185-211. <u>I'm worried because some of my teachers:</u>						
185. Don't treat pupils as grown-ups.	13	--	2	17	9	3
186. Don't listen to what we pupils say.....	6	3	1	17	3	2
187. Are uncooperative.....	6	3	1	3	6	1
188. Are set in their ways.....	22	6	3	23	3	3

(continued on next page)



Table 27. (continued)

Problems of School Life	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
189. Are too old.....	19	3	3	23	6	3
190. Are discourteous and disrespectful.....	6	--	1	--	3	1
191. Are prejudiced.....	3	--	1	--	3	1
192. Allow their personal feelings to rule them.....	13	6	2	3	6	1
193. Are flighty.....	--	--	0	--	3	1
194. Get angry too easily.....	16	13	3	26	6	4
195. Are always picking on me.....	--	3	1	11	3	2
196. Blame me for things I don't do..	6	3	1	11	6	2
197. Don't encourage or help me.....	--	3	1	3	--	1
198. Embarrass me in front of the class.....	9	3	2	20	6	3
199. Say I'm not brought up right at home.....	--	--	0	6	3	1
200. Expect too much of me.....	9	3	2	6	6	2
201. Threaten me if I don't do my work.....	6	3	1	14	--	2
202. Don't like me.....	6	3	1	9	6	2
203. Show they like some pupils and not others.....	25	6	4	26	9	4

(concluded on next page)

Table 27. (concluded)

Problems of School Life	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
204. Don't appreciate the extra work I do.....	--	--	0	9	3	2
205. Frighten me.....	16	--	2	17	3	2
206. Seldom or never believe me.....	--	--	0	9	--	1
207. Frequently keep me after school.	9	--	1	3	6	1
208. Won't let me make up work.....	3	--	1	9	--	1
209. Don't make work clear.....	19	--	2	11	6	2
210. Do what they tell us not to do..	3	--	1	11	--	2
211. Think that their subjects are the only important ones.....	16	3	2	14	--	2
212. I would like to know how to get along with some of my teachers..	25	6	4	11	14	3
213. I hate one or more of my teachers.....	16	--	2	14	9	3
214. Feel too young for my class.....	3	--	1	--	3	1
215. Feel too old for my class.....	3	--	1	9	3	2

No problem of school life exceeds the sixth decile in frequency of mention. Problems in this area are of greater concern to pupils of the lowest group than to pupils of the highest group.

An examination of Table 27 reveals that a difference of three deciles appears in connection with items 166 and 176 having to do respectively with failure in certain school subjects, and inability to read well. These two items were of greater concern to the lowest group than to the highest group. Differences of two decile points appear in connection with items 136, school schedule confusing; 143, desire to get into a certain group; 146, too much freedom in school; 147, dislike asking to leave the room; 148, bothered by tough pupils; 151, too much cheating in school; 160, teachers don't mark alike; 170, afraid of not making the honor roll; 178, afraid to talk before the class; 180, desire to be elected to a school office; 204, teachers unappreciative of extra work done.

Only on item 160, teachers don't mark alike, did the highest group show more concern than the lowest group. On all other of the above items, the lowest group showed more concern than did the highest group.

It is interesting to note that items 162, nervous during a test, and 171, difficulty with certain subjects, reach the sixth decile in frequency of mention. Item 162 reached the sixth decile for both groups whereas item 171 reached the sixth decile for the lowest group and the fifth decile for the highest group. Items 132, some subjects are boring, and 164, worry about marks, reached the fifth decile for both groups.

Problems of educational planning.-- Table 28 presents the reactions of the highest and lowest groups to problems of educational planning.

Table 28. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems of Educational Planning

Problems of Educational Planning  (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
216. Wonder if I should quit school at end of grade 8 or 9.....	3	--	1	6	9	2
217. Wonder if I should quit school before finishing grade 12.....	6	--	1	9	9	2
218. Don't know what to study in high school.....	25	--	3	11	9	2
219. Can't take courses I want because of required subjects.....	--	--	0	9	9	2
220. Wonder if I'm taking the right subjects.....	3	--	1	14	6	2
221. Don't know whether to continue a subject I'm poor in.....	--	--	0	11	3	2
222. Would like subjects that help with practical living.....	6	--	1	11	6	2
223. Wish we had an intramural sports program.....	13	--	2	3	6	1
224. Have too many subjects.....	6	3	1	6	--	1
225. Have too many study periods....	3	--	1	3	3	1
226. Have too many gym periods.....	--	--	0	6	--	1

(concluded on next page)

Table 28. (concluded)

Problems of Educational Planning (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
	(2)	(3)	(4)	(5)	(6)	(7)
227. Think too much stress is placed on college preparation.....	3	--	1	6	3	1
228. Not sure whether I should go to college.....	19	--	2	23	9	4
229. Don't know what college to attend.....	25	3	3	17	--	2
230. Wonder if I'll get into the college of my choice.....	34	3	4	14	17	4

No problem of educational planning exceeds the fourth decile in frequency of mention. Problems in this area are of greater concern to the lowest group than to the highest group.

Examination of the decile columns reveals that items 219, 221, and 228 pertaining respectively to inability to take courses because of prerequisites, doubt about continuing a subject, and doubt about going to college show a difference of two decile points between the highest and lowest groups and are of greater concern to the lowest group. The highest group shows greater concern than the lowest group on items 218, 223, and 229 pertaining respectively to doubt about what to study in high school, desire for intramural sports program, and doubt about what college to attend. Item 230, concern about getting into college of choice, reaches the fourth decile in frequency of mention and is of equal concern

to both groups.

Problems pertaining to jobs and vocations.--- Table 29 presents the reactions of the highest and lowest groups to problems of jobs and vocations.

Table 29. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems Pertaining to Jobs and Vocations

Problems Pertaining to Jobs and Vocations (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
231. Don't know what I want to be...	28	--	3	14	17	4
232. Wonder how I can pick the right career.....	22	--	3	11	20	4
233. Know what I want to be, but don't know how much chance I have.....	25	9	4	20	6	3
234. Wonder if I'll ever get a job..	13	3	2	23	17	4
235. Want a part-time job.....	3	3	1	14	14	3
236. Want a summer job.....	13	6	2	20	14	4
237. Need a part-time or summer job and too young for a working permit.....	6	3	1	26	9	4
238. Don't like my present job.....	--	--	0	6	3	1
239. Present job interferes with my school work.....	--	--	0	6	9	2
240. Don't know how to go about getting a job.....	9	6	2	23	9	4
241. Don't feel school is helping me toward my job.....	3	3	1	20	3	3

No problem pertaining to jobs and vocations exceeds the fourth decile in frequency of mention. Problems in this area are of greater concern to the lowest group.

Examination of the decile columns reveals a difference of three decile points appears in connection with item 237, need for a part-time or summer job but too young for a work permit. This item is of greater concern to the lowest group than to the highest group. Further examination reveals that a difference of two deciles appears in connection with items 234, wonder if ever get a job; 235, want a part-time job; 236, want a summer job; 239, job interferes with school work; 240 don't know how to go about getting a job; and 241, school not helping toward getting a job. The above items were all of greater concern to the lowest group than to the highest group.

Item 233, know what I want to be, but don't know how much chance I have, was greater for the highest group than for the lowest group.

Problems of peace and war.--- Table 30 presents the reactions of the highest and lowest groups to problems of peace and war.

Table 30. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems of Peace and War

Problems of Peace and War (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec-ile	S	M	Dec-ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
242. Worry about world-wide troubles	38	3	5	20	9	3
243. Concerned about the future of our country.....	56	9	7	26	11	4
244. Wonder why nations war.....	22	13	4	26	11	4
245. Worried about friends or relatives in the armed services....	38	6	5	14	26	4
246. Worried about how the draft will affect my friends or relatives.....	28	6	4	9	14	3
247. Fear atomic warfare.....	25	19	5	17	17	4

No problems of peace and war exceed the seventh decile in frequency of mention. Problems in this area are of greater concern to the highest group than to the lowest group.

The highest group rated item 243, concern about this country's future, three decile points higher than did the lowest group. The highest group rated item 242, worry about world-wide troubles, two decile points higher than did the lowest group.

In all items in this area except item 244, wonder why nations war, the highest group shows greater concern than the lowest group. On item 244 both groups appear to be equally concerned.



Problems of morality, ethics, right and wrong.-- Table 31 presents the reactions of the highest and lowest groups to problems of morality, ethics, right and wrong.

Table 31. Percentage Frequency of Mention by the Highest and Lowest Group to Problems of Morality, Ethics, Right and Wrong

Problems of Morality, Ethics, Right and Wrong	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
248. Disturbed by some people's profanity.....	3	--	1	3	3	1
249. Disturbed by some people's vulgarity.....	13	3	2	3	3	1
250. Disturbed by friends who do things against the law.....	9	9	2	6	9	2
251. Often don't know what is right and what is wrong.....	13	--	2	17	3	2
252. Often disagree with parents as to what is right and what is wrong.....	19	--	2	11	9	2
253. Troubled by immoral thoughts...	3	--	1	9	6	2
254. I'm often untruthful.....	9	--	1	6	3	1
255. My conscience bothers me.....	6	--	1	3	6	1
256. Wonder if it is wrong to drink.	12	--	2	11	3	2
257. Wonder if it is wrong to smoke.	9	3	2	11	3	2

No problem of morality, ethics, right and wrong exceeds the second decile in frequency of mention. Both groups appear to have very little concern in this area.

Item 249, disturbed by some people's vulgarity, is of more concern to the highest group than to the lowest group. Item 253, troubled by immoral thoughts, is of more concern to the lowest group than to the highest group.

Problems of religion.-- Table 32 presents the reactions of the highest and lowest groups to problems of religion.

Table 32. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems of Religion

Problems of Religion	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Decile	S	M	Decile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
258. Wonder if it is wrong to be interested in a religion other than my own.....	9	--	1	11	3	2
259. Wonder if it is wrong to discuss my religion with people of another religion.....	16	--	2	20	6	3
260. Don't know which religion is the right one.....	3	--	1	3	6	1
261. Can't believe in any religion.	--	--	0	3	3	1
262. Worry about people who lack faith in God.....	22	9	4	11	11	3
263. Sometimes doubt that God exists	9	3	2	14	3	2

(concluded on next page)

Table 32. (concluded)

Problems of Religion	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
264. I'm afraid of God.....	6	--	1	3	3	1
265. Don't understand my own re- ligion.....	--	3	1	3	3	1
266. Don't believe I'm living up to the teachings of my religion...	16	3	2	3	6	1
267. Don't attend religious services as often as I should.....	6	--	1	9	6	2
268. My parents are not of the same religion.....	6	--	1	14	--	2
269. Think church and Sunday school are a waste of time.....	9	--	1	3	6	1
270. One very near and dear has just died.....	6	--	1	11	6	2
271. Wonder if I must accept certain religious beliefs.....	3	3	1	3	3	1
272. I'm forced to attend religious services.....	9	--	1	3	3	1
273. I'm forced to say prayers daily.....	3	--	1	3	3	1
274. Sunday school expects too much homework.....	3	3	1	9	6	2
275. Wonder if I must attend church to believe in God.....	3	--	1	6	11	2

No problems of religion exceed the fourth decile in frequency of mention. Problems in this area are of greater concern to the lowest group than to the highest group.

Examination of the decile columns reveals that items 262, and 266, having to do respectively with worry about people who lack faith in God and worry about not living up to teachings of one's own religion rank higher for the highest group than for the lowest group. It is interesting to note that the highest group ranked problem 261, can't believe in any religion, in the zero decile while the lowest group ranked it in the first decile.

Problems of boy-girl relationships.-- Table 33 presents the reactions of the highest and lowest groups to problems of boy-girl relationships.

Table 33. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems of Boy-Girl Relationships

Problems of Boy-Girl Relationships (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
	(2)	(3)	(4)	(5)	(6)	(7)
276. I'm bashful with the opposite sex.....	34	3	4	23	11	4
277. Don't understand (boys) (girls).	13	--	2	23	3	3
278. Don't know how to dance.....	9	--	1	14	20	4
279. Don't know how to act in social groups of my own age.....	6	--	1	3	6	1
280. Don't know whether I'm old enough for dates.....	16	--	2	9	14	3

(concluded on next page)

Table 33. (concluded)

Problems of Boy-Girl Relationships	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec-ile	S	M	Dec-ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
281. Receive attention from (boy) (girl) I do not like.....	16	9	3	9	9	2
282. My friend and I like the same (boy) (girl).....	13	3	2	11	6	2
283. Can't get (him) (her) to notice me.....	3	6	1	17	6	3
284. Would like to go out with older boys.....	3	3	1	11	9	2
285. Have broken off with a (boy) (girl) I like.....	6	3	1	9	9	2
286. Bothered by way (boys) (girls) act on a date.....	9	6	2	—	3	1
287. Bothered by boy's lack of respect and courtesy for girls..	6	3	1	11	6	2
288. Think too much about the opposite sex.....	13	3	2	11	9	2

No problem of boy-girl relationships exceeds the fourth decile in frequency of mention. Problems in this area are of greater concern to the lowest group than to the highest group.

Both groups have ranked item 276, bashful with the opposite sex, in the fourth decile. The lowest group is much more concerned with problem 278, don't know how to dance, than is the highest group. Only in problems 281 and 286, having to do respectively with receiving unwanted

attention from boy or girl, and worried about action of boy or girl on dates, does the highest group show greater concern than the lowest group.

Problems pertaining to relations with other people.-- Table 34 presents the reactions of the highest and lowest groups to problems pertaining to relations with other people.

Table 34. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems Pertaining to Relations with Other People

Problems Pertaining to Relations with Other People	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
289. Can't get along with other people.....	9	--	1	6	3	1
290. Don't like to meet people.....	6	3	1	11	6	2
291. Afraid to meet people.....	3	--	1	11	6	2
292. Have trouble making friends....	3	3	1	9	3	2
293. Don't have many friends.....	--	3	1	9	6	2
294. Wonder if I have any real friends.....	6	6	2	17	6	3
295. Afraid of losing my friends....	9	3	2	9	6	2
296. Find it hard to keep up with the gang.....	3	3	1	17	--	2
297. Don't like doing certain things in order to be popular.....	6	3	1	9	6	2
298. Feel as if people don't want me around.....	13	3	2	11	6	2
299. Feel lonely most of the time...	--	3	1	6	11	2

(continued on next page)

Table 34. (continued)

Problems Pertaining to Relations with Other People  (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
	(2)	(3)	(4)	(5)	(6)	(7)
300. I'm never invited anywhere.....	6	3	1	17	9	3
301. I'm embarrassed by a nickname....	3	--	1	6	6	2
302. Tell things I shouldn't.....	6	--	1	11	3	2
303. Argue too much.....	3	--	1	6	6	2
304. I'm too bashful.....	25	--	3	11	17	3
305. One of my friends has a bad reputation.....	6	--	1	9	6	2
306. Pupils with good marks (grades) are left out when a party is planned.....	3	--	1	6	6	2
307. Find other people's actions hard to understand.....	19	--	2	9	3	2
308. Don't know how to keep people from feeling not wanted.....	13	3	2	14	9	3
309. Don't know how to say "no" with- out hurting the other person's feelings.....	31	9	4	20	14	4
310. Worried about people who are handicapped.....	25	9	4	23	3	3
311. Worried because many people are mean to other people.....	22	9	4	20	9	3
312. Not allowed to associate with a certain nationality or nationalities	--	--	0	--	--	0

(continued on next page)



Table 34. (continued)

Problems Pertaining to Relations with Other People (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
313. Not allowed to associate with a certain race or races.....	3	—	1	3	3	1
314. Can't carry on a conversation with older people.....	16	—	2	9	—	1
315. Don't know what to say when I first meet someone.....	19	3	3	17	6	3
316. Nervous when I talk to people....	9	—	1	11	11	3
317. Not a good conversationalist.....	19	—	2	11	3	2
318. Don't speak correctly.....	6	6	2	14	3	2
319. Don't want people to know I can't hear well.....	—	—	0	—	3	1
320. Don't know the right thing to do in social groups.....	9	—	1	11	—	2
321. Not as popular as I would like to be.....	25	6	4	9	14	3
322. Want others to like me.....	19	9	3	14	20	4
323. Disturbed by people who "show off".....	19	13	4	6	11	2
324-339. <u>Don't know how to act with</u> <u>people who:</u>						
324. Brag.....	22	6	3	17	6	3
325. Are conceited.....	9	6	2	6	3	1

(continued on next page)



Table 34. (continued)

Problems Pertaining to Relations with Other People	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
326. Laugh at things they know little or nothing about.....	19	6	3	14	11	3
327. Are snobs.....	9	3	2	6	3	1
328. Are insincere.....	9	3	2	14	6	2
329. Are wrong.....	13	6	2	11	3	2
330. Are selfish.....	13	6	2	14	6	2
331. Are not dependable.....	19	6	3	11	3	2
332. Think money is everything.....	13	3	2	6	6	2
333. Are jealous.....	25	3	3	3	14	2
334. Make fun of me.....	3	13	2	9	17	3
335. Take advantage of me.....	13	13	3	14	6	2
336. Say I'm a prude.....	--	3	1	3	3	1
337. Treat me like a child.....	6	6	2	11	3	2
338. Spread gossip about me.....	9	13	3	9	11	2
339. Are much older than I.....	9	--	1	3	9	2

No problem pertaining to relations with other people exceeds the fourth decile in frequency of mention. Problems in this area seem to be of a greater over-all concern to the lowest group although the highest group ranks more items in the fourth decile than does the lowest group.

Item 322, want others to like me, ranks in the fourth decile for the lowest group but only in the third group for the highest group. Items 310, worry about handicapped people, 311, worry about mean people, 321, desire to be more popular, all rank in the fourth decile for the highest group but only in the third decile for the lowest group. Item 323, disturbed by "show-off," ranks in the fourth decile for the highest group but only in the second decile for the lowest group. It is interesting to note that item 312, not allowed to associate with certain nationalities, ranked in the zero decile for both groups. Item 319, don't want people to know I can't hear well, ranks in the zero decile for the highest group and in the first decile for the lowest group.

Problems of courtship, marriage, and founding a home.-- Table 35 presents the reactions of the highest and lowest groups to problems of courtship, marriage, and founding a home.

Table 35. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems of Courtship, Marriage and Founding A Home

Problems of Courtship, Marriage and Founding a Home (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
340. Wonder how I can know whom to marry.....	25	6	4	14	14	3
341. Wonder at what age I should marry.....	13	6	2	17	11	3

No problems of courtship, marriage, and founding a home exceed the fourth decile in frequency of mention. Item 340, worry about how to know whom to marry, is of greater concern to the highest group and item 341, worry about what age to marry, is of greater concern to the lowest group.

Problems involving heredity.-- Table 36 presents the reactions of the highest and lowest groups to problems involving heredity.

Table 36. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems Involving Heredity

Problems Involving Heredity	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
342. Would like to be a professional dancer.....	6	6	2	17	17	4
343. Would like to be a professional baseball pitcher.....	--	--	0	9	3	2
344. Don't understand myself.....	6	--	1	11	3	2
345. Don't know what I want to be...	13	3	2	23	14	4
346. Wonder what my real mental ability is.....	16	3	2	3	9	2
347. Don't understand why I'm good in some subjects and poor in others.....	22	--	3	23	11	4
348. I try hard and can't get good marks (grades).....	9	3	2	11	14	3
349. My marks (grades) remain the same no matter how hard I try..	6	3	1	23	11	4
350. Can't get the highest mark in certain subjects.....	16	3	2	14	9	3
351. Some teachers expect me to do as well as some other member of my family.....	16	--	2	9	3	2
352. Some people are much smarter than I.....	3	3	1	11	11	3

(concluded on next page)

Table 36. (concluded)

Problems Involving Heredity (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
	(2)	(3)	(4)	(5)	(6)	(7)
353. Want to go to college but don't think I'm smart enough...	6	--	1	11	14	3
354. Would like to be able to do something well.....	16	6	3	11	17	3

No problems involving heredity exceed the fourth decile in frequency of mention. Problems in this area seem to be of greater concern to the lowest group.

Items 342, 345, 347, and 349 having to do with desire to be a professional dancer, doubt about what to be, inability to understand reason for good grades in some subjects and poor grades in others, and marks or grades always remain the same regardless of effort rank in the fourth decile in frequency of mention and are of greater concern to the lowest group than to the highest group.

It is interesting to note that the highest group ranks 343, would like to be a professional baseball pitcher, in the zero decile whereas the lowest group ranks it in the second decile.

Problems involving leisure, interests, activities, and budgeting of time.-- Table 37 presents the reactions of the highest and lowest groups to problems involving leisure, interests, activities, and budgeting of time.

Table 37. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems Involving Leisure, Interests, Activities, and Budgeting of Time

Problems Involving Leisure, Interests, Activities, and Budgeting of Time	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
355. Have nothing interesting to do..	13	--	2	17	6	3
356. I'm restless too much of the time.....	6	--	1	14	6	2
357. Don't have enough different things to do.....	13	--	2	17	3	2
358. Don't know how to find out what I would be interested in.....	9	--	1	20	3	3
359. We should have more worth-while activities in school.....	16	9	3	23	11	4
360. Wish we had more after-school activities.....	9	6	2	14	3	2
361. My out-of-school activities interfere with my in-school activities.....	16	--	2	11	6	2
362. My work interferes with things I'd like to do.....	13	3	2	23	3	3
363. Get tired from too much activity	9	--	1	--	9	1
364. Prefer to be alone.....	--	3	1	11	3	2
365. Don't agree with my parents on what my out-of-school activities should be.....	3	3	1	6	3	1
366. Engage in school activities and sports when I should be working.	3	--	1	3	11	2

(concluded on next page)

Table 37. (concluded)

Problems Involving Leisure, Interests, Activities, and Budgeting of Time	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
367. Spend too much time on (radio) (television) (movies).....	13	3	2	14	11	3
368. Don't have time enough to study	9	3	2	17	3	2
369. Put off doing my assignments...	28	9	4	14	11	3
370. Worried about getting work done on time.....	19	6	3	83	11	10
371. Don't know how to plan my time for each day.....	13	3	2	11	6	2

Problems involving leisure, interests, activities, and budgeting of time appears to be of greater concern to the lowest group than to the highest group. Examination of the decile columns reveals that one problem ranks in the tenth decile in frequency of mention for the lowest group. This is item 370, worried about getting work done on time. It is interesting to note that item 370 ranks only in the third decile for the highest group.

Further examination reveals that no other problems exceed the fourth decile in frequency of mention. There are only two items in the fourth decile--item 359, desire for more worth-while school activities, and item 369, putting off doing assignments. Item 359 is of greater concern to the lowest group and item 369 is of greater concern

to the highest group.

Problems related to mental-emotional health and fitness.-- Table 38 presents the reactions of the highest and lowest groups to problems related to mental-emotional health and fitness.

Table 38. Percentage Frequency of Mention by the Highest and Lowest Groups to Problems Related to Mental-Emotional Health and Fitness

Problems Related to Mental- Emotional Health and Fitness  (1)	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
372. Wonder what my future will be..	22	3	3	26	11	4
373. Don't seem to have any goal in life.....	3	3	1	9	3	2
374. I am not able to do all I try to do.....	13	6	2	14	6	2
375. Can't do things other people can.....	25	3	3	17	11	3
376. Want something very much which I don't think I can get.....	13	3	2	23	9	4
377. Have too many problems all at one time.....	13	--	2	11	9	2
378. Things change so much I am confused.....	3	--	1	14	3	2
379. Feel sorry for myself.....	6	--	1	3	6	1
380. Frequently feel moody or de- pressed.....	--	--	0	14	3	2
381. Feel I'm not wanted.....	6	3	1	11	3	2

(continued on next page)



Table 38. (continued)

Problems Related to Mental- Emotional Health and Fitness	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
382. Don't think people understand me.....	6	--	1	14	14	3
383. Feel people talk about me behind my back.....	13	9	3	14	17	4
384. Feel everyone is against me.....	3	--	1	9	6	2
385. People don't like me.....	3	--	1	14	3	2
386. I'm blamed for things that are not my own fault.....	9	3	2	6	9	2
387. People laugh at me.....	9	3	2	9	9	2
388. People make fun of my laugh.....	3	--	1	9	3	2
389. Worry about what others say.....	13	--	2	17	6	3
390. Don't like my name.....	3	3	1	11	3	2
391. I'm not independent enough.....	3	--	1	14	6	2
392. The story gets too big when I tell it.....	6	--	1	--	9	1
393. Can't take a joke.....	6	3	1	9	3	2
394. Can't stand criticism.....	3	--	1	6	6	2
395. Can't stand teasing.....	19	--	2	9	3	2
396. Wonder if I appear conceited.....	13	--	2	11	3	2

(continued on next page)

Table 38. (continued)

Problems Related to Mental- Emotional Health and Fitness	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
397. I'm always misplacing things...	16	3	2	11	11	3
398. I'm careless.....	19	--	2	14	3	2
399. Don't do things when I should..	19	3	3	14	6	2
400. I'm always late.....	9	--	1	3	9	2
401. Don't know how to concentrate..	9	--	1	9	3	2
402. Don't have enough will power...	13	--	2	6	6	2
403. Don't finish what I start.....	16	--	2	14	9	3
404. Not working as hard as I could.	25	3	3	9	11	2
405. I'm not aggressive.....	3	--	1	9	--	1
406. I'm not responsible.....	3	--	1	6	6	2
407. I forget to do things I should do.....	9	--	1	14	6	2
408. I'm a coward.....	13	3	2	3	6	1
409. I'm shy and self-conscious.....	16	3	2	9	3	2
410. Spend too much time day- dreaming.....	13	--	2	9	3	2
411. Can't control my temper.....	13	--	2	6	11	2
412. Get excited too easily.....	6	--	1	20	3	3

(continued on next page)

Table 38. (continued)

Problems Related to Mental- Emotional Health and Fitness	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
413. I'm jealous and envious of others.....	19	--	2	9	6	2
414. Life is too much the same, over and over.....	6	--	1	6	11	2
415. I'm frequently restless and bored.....	13	--	2	17	6	3
416. I'm uncertain about everything..	6	--	1	3	6	1
417. Don't like to be alone.....	13	6	2	11	6	2
418. Hate myself.....	6	--	1	--	3	1
419. Sometimes think of killing my- self.....	--	--	0	6	3	1
420. I'm afraid of high places.....	13	3	2	14	6	2
421. I'm afraid of falling.....	13	3	2	9	9	2
422. I'm afraid of dropping things...	--	--	0	17	6	3
423. I'm afraid to take part in sports.....	3	1	1	9	3	2
424. I'm afraid of seeing sick or hurt persons.....	13	--	2	14	9	3
425. I'm afraid of getting sick.....	6	--	1	17	3	2
426. I'm afraid to die.....	6	13	2	11	14	3

(concluded on next page)

Table 38. (concluded)

Problems Related to Mental- Emotional Health and Fitness	Percentage Frequency of Mention					
	Highest Group			Lowest Group		
	S	M	Dec- ile	S	M	Dec- ile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
427. I'm afraid of getting into trouble.....	9	3	2	14	11	3
428. I'm afraid of failing in what I try to do.....	13	3	2	20	—	2
429. I'm afraid of making a mistake.	6	—	1	17	6	3
430. I'm afraid to grow up and face the world.....	3	—	1	11	6	2
431. Afraid I won't be allowed to be on my own after I graduate..	3	—	1	11	6	2
432. Want to learn to depend on my- self.....	13	6	2	14	6	2
433. Would like to know how to get rid of a bad habit.....	16	6	3	29	9	4
434. Would like to know how to de- velop character.....	16	—	2	11	9	2

Problems related to mental-emotional health and fitness appear to be of greater concern to the lowest group than to the highest group. No problems exceed the fourth decile in frequency of mention and are of greater concern to the lowest group. They are items 372, 376, 383, and 433, having to do respectively with wonder about one's future, desire to have something difficult to get, worry about people talking behind one's back, and desire to get rid of a bad habit.

In most problems of this area there is a difference of only one decile point between the frequency of mention by the highest group and the frequency mention by the lowest group. There is a difference of two decile points in frequency of mention by the highest and lowest groups in problems 376, 380, 382, and 429, having to do respectively with desire to have something difficult to get, frequent feeling of moodiness or depression, misunderstood by others, and afraid of making a mistake. There is a difference of three decile points in frequency of mention by the highest and lowest groups in problem 422, afraid of dropping things. This item is of greater concern to the lowest group.

Further examination reveals that the highest group places items 380, 419, and 422, having to do respectively with frequent feeling of moodiness or depression, occasionally feel like committing suicide, and afraid of dropping things, in the zero decile in frequency of mention whereas the lowest group places them in the second, first, and third deciles respectively.

Items 399, 404, and 408, having to do respectively with not doing things when one should, not working as hard as one could, and feeling one is a coward all are of greater concern to the highest group.

#### 4. Accelerates and Retardates

Pupils included in the accelerates and retardates.-- In this study the accelerates are the 6 youngest pupils in the group. Their ages range from 11-0 years to 11-5 years. The retardates are the 6 oldest pupils in the group and their ages range from 14-4 years to 15-9 years.

The two groups are not classified according to sex or intelligence quotient.

### 5. The Tables

The tables in this section.--- Table 39 presents the reactions of the accelerates and retardates to the problems in the inventory. Since the standard error of the difference of two percentages on such a small basis is so great, only those items are recorded here where the percentage difference is 33 or greater.

Table 39. Reactions of Accelerates and Retardates to Problems Which Show a Difference in Percentage Frequency of Mention of 33 Per Cent or Greater

Item Number	Items	Difference in Percentage Frequency of Mention	
		Greater for	
		Accelerates	Retardates
(1)	(2)	(3)	(4)
2.	Have a disfigurement.....	34	
8.	I'm not (pretty) (good-looking)	50	
12.	I'm underweight (too thin).....	33	
17.	Would like to build myself up through physical exercises.....	33	
29.	Tire too easily.....	33	
44.	Would like to be a better athlete.....	34	
50.	Can't afford many things I want	33	
52.	Don't get enough allowance.....		33

(continued on next page)

Table 39. (continued)

Item Number	Items	Difference in Percentage Frequency of Mention	
		Greater for	
		Accelerates	Retardates
(1)	(2)	(3)	(4)
55.	Want to earn money.....	50	
56.	Not paid enough for what I do.....		33
64.	My (father) (mother) has to work too hard.....		33
67.	Parents have to give up too much for me.....	33	
69.	I'd like to be more helpful to my parents.....	33	
72.	My family does not have enough money	33	
74.	Parents want me to save all I earn..		33
80.	Have no place to do my homework.....		33
83.	My (brother) (sister) receives more attention than I do.....		33
86.	Parents sometimes embarrass me.....		33
87.	Parents treat me like a baby or small child.....	33	
88.	Parents worry if I don't come directly home from school.....	33	
92.	One or both of my parents will not allow me to stay out as late as I would like.....	33	
93.	One or both of my parents will not allow me to have dates.....	34	

(continued on next page)

Table 39. (continued)

Item Number	Items	Difference in Percentage Frequency of Mention	
		Greater for	
		Accelerates	Retardates
(1)	(2)	(3)	(4)
97.	One or both of my parents will not allow me to use make-up.....		33
100.	One or both of my parents will not allow me to choose my own friends..		33
119.	Parents have little interest in what I do.....		33
128.	I hate my (mother) (father).....		33
148.	Tough pupils bother me.....	50	
161.	Fear tests.....	50	
163.	Wonder if I'll pass.....	33	
164.	Worried about my marks.....	33	
174.	Can't remember what I've studied...	33	
176.	Can't read well enough.....		33
178.	Worry about talking before the class.....	33	
194.	I'm worried because some of my teachers get angry too easily.....	33	
203.	I'm worried because some of my teachers show they like some pupils and not others.....	50	
209.	I'm worried because some of my teachers don't make work clear.....	33	
233.	Know what I want to be, but don't know how much chance I have.....	33	

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Table 39. (continued)

Item Number	Items	Difference in Percentage Frequency of Mention	
		Greater for	
		Accelerates	Retardates
(1)	(2)	(3)	(4)
238.	Don't like my present job.....		34
239.	Present job interferes with my school work.....		50
243.	Concerned about the future of our country.....	83	
244.	Wonder why nations war.....	50	
247.	Fear atomic warfare.....	33	
256.	Wonder if it is wrong to drink.....		33
264.	I'm afraid of God.....		33
267.	Don't attend religious services as often as I should.....	33	
276.	I'm bashful with the opposite sex...	50	
278.	Don't know how to dance.....	33	
281.	Receive attention from (boy) (girl) I do not like.....	33	
282.	My friend and I like the same (boy) (girl).....	33	
309.	Don't know how to say "no" without hurting the other person's feelings.	50	
315.	Don't know what to say when I first meet someone.....	33	
323.	Disturbed by people who "show off"...	33	
324.	Don't know how to act with people who brag.....	33	

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Table 39. (continued)

Item Number	Items	Difference in Percentage Frequency of Mention	
		Greater for	
		Accelerates	Retardates
(1)	(2)	(3)	(4)
326.	Don't know how to act with people who laugh at things they know little or nothing about.....	33	
328.	Don't know how to act with people who are insincere.....	33	
329.	Don't know how to act with people who are wrong.....	33	
334.	Don't know how to act with people who make fun of me.....	34	
340.	Wonder how I can know whom to marry.	34	
341.	Wonder at what age I should marry...	34	
342.	Would like to be a professional dancer.....	34	
346.	Wonder what my real mental ability is.....	50	
354.	Would like to be able to do some- thing well.....	34	
362.	My work interferes with things I'd like to do.....	33	
370.	Worried about getting work done on time.....	33	
372.	Wonder what my future will be.....	33	
397.	I'm always misplacing things.....	33	
409.	I'm shy and self-conscious.....	33	

(concluded on next page)

Table 39. (concluded)

Item Number	Items	Difference in Percentage Frequency of Mention	
		Greater for	
		Accelerates	Retardates
(1)	(2)	(3)	(4)
420.	I'm afraid of high places.....		33
421.	I'm afraid of falling.....		34
422.	I'm afraid of dropping things.....		33
429.	I'm afraid of making a mistake.....	33	
432.	Want to learn to depend on myself....	34	

## 6. Reactions

Reactions of the accelerates.-- Examination of Table 39 reveals that the accelerates show greater concern than the retardates in the following areas: Physical health and fitness (items 12, 17, 29 and 44); School life (items 148, 161, 163, 164, 174, 178, 194, 203, and 209; Peace and war (items 243, 244, and 246); Boy-girl relations (items 276, 278, 281, and 282); Relations with others (items 309, 315, 323, 324, 326, 328, 329, and 334); Courtship, marriage, and founding a home (items 340 and 341); Heredity (items 342, 346, and 354); Leisure, interests, activities, and budgeting of time (items 362 and 370).

The majority of problems shows a difference in frequency of mention of 33 per cent. However, the accelerates are more concerned to the extent of a 50 per cent difference over the retardates in problems

8, 55, 148, 161, 203, 244, 276, 309, and 346 having to do respectively with "looks," desire to earn money, bothered by tough pupils, fear of tests, worry about teachers showing favoritism, wonder why nations war, bashful with opposite sex, worry about saying "no" without hurting someone's feelings, and worry about one's real mental ability. In the case of problem 243 having to do with worry about the future of our country, the accelerates show a 83 per cent difference over the retardates.

Reactions of the retardates.-- The retardates show greater concern than the accelerates in the following areas: Jobs and vocations (items 238 and 239); and Morality, ethics, right and wrong (item 256).

The majority of problems shows a difference in percentage of mention of 33 per cent. However, the retardates are more concerned to the extent of a 50 per cent difference over the accelerates in problem 239, present job interferes with school work.

Reactions of both accelerates and retardates.-- Both groups show about equal concern in the areas of: Monetary problems (items 50, 52, 55, and 56); Home and family (items 67, 69, 72, 74, 80, 83, 86, 87, 88, 92, 93, 97, 100, 119, and 128); and Religion (items 264 and 267).

In the areas in which both groups appear to be about equally concerned, it is obvious from examination of these items that the accelerates tend to be more altruistic than the retardates. That is, the retardates appear to be more "self-centered."

CHAPTER IV  
ITEMS MARKED BY SEVENTH-GRADERS AS NOT  
TRUE FOR THEM PERSONALLY

1. The Tables

The tables of this chapter.-- The first seven tables of this chapter are presented to facilitate identification of items in the Junior-High-School Problems Inventory which seventh-graders marked as not true for them personally. These tables are arranged by deciles beginning with the fourth, that is, with items marked X by 30 to 39 per cent of all pupils participating (Table 40).

The eighth table in this chapter (Table 47) is presented as a summary to this chapter. It illustrates the number of items marked X in each problem area by pupils in the various percentage groupings.

Table 40 presents a total of 8 problems which do not apply personally to 30 to 39 per cent of the seventh graders.

Table 40. Items Marked X by 30 to 39 Per Cent of the Total Group

Number	Item
(1)	(2)
44.	Would like to be a better athlete.
55.	Want to earn money.
69.	I'd like to be more helpful to my parents.
142.	School has too many cliques.
163.	Wonder if I'll pass.
164.	Worried about my marks.
248.	Disturbed by some people's profanity.
249.	Disturbed by some people's vulgarity.

Table 41 presents a total of 6 problems which do not apply to 40 to 49 per cent of the seventh-graders.

Table 41. Items Marked X by 40 to 49 Per Cent of the Total Group

Number	Item
(1)	(2)
1.	Have a physical defect.
132.	Find one or more of my subjects boring.
162.	Nervous when I take a test.
171.	Have difficulty with certain subjects.
191.	I'm worried because some of my teachers are prejudiced.
243.	Concerned about the future of our country.

Table 42 presents a total of 23 problems which do not apply to 50 to 59 per cent of the seventh-graders.

Table 42. Items Marked X by 50 to 59 Per Cent of the Total Group

Number	Item
(1)	(2)
2.	Have a disfigurement.
3.	Some of my facial features are too large or too small.
4.	Have poor posture.
7.	My fingernails do not look well.
8.	I'm not (pretty) (good-looking).
17.	Would like to build myself up through physical exercises.
23.	Have trouble with my teeth.
31.	Have chronic sinus trouble.
71.	Have to depend on my parents for money.
88.	Parents worry if I don't come directly home from school.
92.	One or both of my parents will not allow me to stay out as late as I would like.
96.	One or both of my parents will not allow me to be out on school nights.
170.	Don't think I'll make the (honor roll) (honor society).
193.	I'm worried because some of my teachers are flighty.
223.	Wish we had an intra-mural sports program.
242.	Worry about world-wide troubles.
244.	Wonder why nations war.
245.	Worried about friends or relatives in the armed services.

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Table 42. (concluded)

Number	Item
(1)	(2)
246.	Worried about how the draft will affect my friends or relatives.
247.	Fear atomic warfare.
276.	I'm bashful with the opposite sex.
309.	Don't know how to say "no" without hurting the other person's feelings.
325.	Don't know how to act with people who are conceited.

Table 43 presents a total of 58 problems which do not apply personally to 60 to 69 per cent of the seventh-graders.

Table 43. Items Marked X by 60 to 69 Per Cent of the Total Group

Number	Item
(1)	(2)
6.	My hair does not look well.
16.	I'm not strong enough.
18.	I'm not as grown-up physically as my friends.
26.	Allergic to certain foods or substances.
27.	Have asthma.
28.	Have anemia.
32.	I'm constantly nervous.
39.	I'm not old enough to drive.
40.	Need to know more about sex.

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Table 43. (continued)

Number	Item
(1)	(2)
45.	Still tired after a good night's rest.
47.	Don't get enough sleep.
50.	Can't afford many things I want.
53.	Spend money foolishly.
64.	My (father) (mother) has to work too hard.
68.	Parents do too much for me.
70.	Want to work to help out at home but I'm too young.
74.	Parents want me to save all I earn.
82.	My (brother) (sister) is always causing me trouble.
86.	Parents sometimes embarrass me.
109.	My parents don't like some things I do.
118.	Afraid to tell parents when I've done something wrong.
138.	Can't do school work as fast as I'd like.
147.	Hate to ask permission to leave the room.
148.	Tough pupils bother me.
149.	Some classrooms are too noisy.
161.	Fear tests.
172.	Nervous in front of the class.
174.	Can't remember what I've studied.
175.	Some textbooks don't explain things well.
178.	Worry about talking before the class.

(continued on next page)

Table 43. (continued)

Number	Item
(1)	(2)
181.	Would like to take greater part in school activities.
182.	We need more hobby and subject clubs in school.
183.	We need more social life in school.
188.	I'm worried because some of my teachers are uncooperative.
192.	I'm worried because some of my teachers allow their personal feelings to rule them.
194.	I'm worried because some of my teachers get angry too easily.
203.	I'm worried because some of my teachers show they like some pupils and not others.
212.	I would like to know how to get along with some of my teachers.
229.	Don't know what college to attend.
230.	Wonder if I'll get into the college of my choice.
231.	Don't know what I want to be.
232.	Wonder how I can pick the right career.
253.	Troubled by immoral thoughts.
310.	Worried about people who are handicapped.
311.	Worried because many people are mean to other people.
317.	Not a good conversationalist.
322.	Want others to like me.
323.	Disturbed by people who "show off."
327.	Don't know how to act with people who are snobs.

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Table 43. (concluded)

Number	Item
(1)	(2)
328.	Don't know how to act with people who are insincere.
336.	Don't know how to act with people who say I'm a prude.
340.	Wonder how I can know whom to marry.
370.	Worried about getting work done on time.
372.	Wonder what my future will be.
383.	Feel people talk about me behind my back.
396.	Wonder if I appear conceited.
405.	I'm not aggressive.
433.	Would like to know how to get rid of a bad habit.

Table 44 presents a total of 120 problems that do not apply personally to 70 to 79 per cent of the seventh-graders.

Table 44. Items Marked X by 70 to 79 Per Cent of the Total Group

Number	Item
(1)	(2)
5.	Have poor skin (bad complexion).
10.	Don't know how to pick the right kind of clothes.
12.	I'm underweight (too thin).
13.	I'm overweight (too fat).
14.	I'm too short.

(continued on next page)

Table 44. (continued)

Number	Item
(1)	(2)
21.	Have frequent earaches.
29.	Tire too easily.
30.	Often feel light-headed or dizzy.
43.	Don't know how or what to eat to improve myself physically.
46.	Don't get up as early as I should.
48.	Don't know whether I should smoke.
49.	Can't do many things I'd like to do because I don't have enough money.
54.	Don't know whether to save money or spend it.
62.	My parents both work.
66.	Parents are often nervous and irritable.
67.	Parents have to give up too much for me.
85.	Parents don't agree about many things concerning me.
87.	Parents treat me like a baby or small child.
91.	One or both of my parents will not allow me to baby-sit.
93.	One or more of my parents will not allow me to have dates.
98.	One or more of my parents will not allow me to smoke.
101.	One or more of my parents will not allow me to choose my own clothes.
102.	One or both of my parents are always criticizing or blaming me.
104.	One or both of my parents are always misunderstanding me.

(continued on next page)

Table 44. (continued)

Number	Item
(1)	(2)
106.	One or more of my parents are always complaining about my marks when they are the best I can do.
107.	One or both of my parents are always comparing me with somebody else.
122.	Sometimes lie to parents to be able to do something.
130.	Don't like school.
137.	School work takes too much of my time.
141.	School overlooks ability and talent.
143.	Would like to get into a certain group.
144.	School shows partiality to pupils of one certain religion or race.
153.	Too many things in school cost money.
160.	Teachers don't mark (grade) alike.
166.	Failing one or more of my subjects.
168.	Teachers mark me according to what they think I can do, not by what I do.
176.	Can't read well enough.
177.	Can't do arithmetic.
179.	Can't get started on homework.
180.	Would like to be elected to some school office.
184.	Often embarrassed at school social affairs because I can't dance or conduct myself properly.
186.	I'm worried because some of my teachers don't listen to what we pupils say.

(continued on next page)

Table 44. (continued)

Number	Item
(1)	(2)
189.	I'm worried because some of my teachers are too old.
190.	I'm worried because some of my teachers are discourteous and disrespectful.
196.	I'm worried because some of my teachers: Blame me for things I don't do.
198.	I'm worried because some of my teachers: Embarrass me in front of the class.
204.	I'm worried because some of my teachers don't appreciate the extra work I do.
213.	I hate one or more of my teachers.
218.	Don't know what to study in high school.
222.	Would like subjects that help with practical living.
227.	Think too much stress is placed on college preparation.
228.	Not sure whether I should go to college.
233.	Know what I want to be, but don't know how much chance I have.
234.	Wonder if I'll ever get a job.
235.	Want a part-time job.
236.	Want a summer job.
237.	Need a part-time or summer job and too young for a working permit.
240.	Don't know how to go about getting a job.
250.	Disturbed by friends who do things against the law.
252.	Often disagree with parents as to what is right and what is wrong.

(continued on next page)

Table 44. (continued)

Number	Item
(1)	(2)
259.	Wonder if it is wrong to discuss my religion with other people.
262.	Worry about people who lack faith in God.
278.	Don't know how to dance.
281.	Receive attention from (boy) (girl) I do not like.
282.	My friend and I like the same (boy) (girl).
287.	Bothered by boy's lack of respect and courtesy for girls.
288.	Think too much about the opposite sex.
294.	Wonder if I have any real friends.
304.	I'm too bashful.
308.	Don't know how to keep people from feeling not wanted.
315.	Don't know what to say when I first meet someone.
321.	Not as popular as I would like to be.
324.	Don't know how to act with people who brag.
326.	Don't know how to act with people who laugh at things they know little or nothing about.
329.	Don't know how to act with people who are wrong.
330.	Don't know how to act with people who are selfish.
331.	Don't know how to act with people who are not dependable.
333.	Don't know how to act with people who are jealous.
334.	Don't know how to act with people who make fun of me.
335.	Don't know how to act with people who take advantage of me.

(continued on next page)

Table 44. (continued)

Number	Item
(1)	(2)
338.	Don't know how to act with people who spread gossip about me.
341.	Wonder at what age I should marry.
342.	Would like to be a professional dancer.
345.	Don't know what I want to be.
346.	Wonder what my real mental ability is.
347.	Don't understand why I'm good in some subjects and poor in others.
348.	I try hard and can't get good marks (grades).
349.	My marks (grades) remain the same no matter how hard I try.
350.	Can't get the highest mark in certain subjects.
352.	Some people are much smarter than I.
354.	Would like to be able to do something well.
359.	We should have more worth-while activities in school.
360.	Wish we had more after-school activities.
367.	Spend too much time on (radio) (television) (movies).
369.	Put off doing my assignments.
374.	I'm not able to do all I try to do.
375.	Can't do things other people can.
376.	Want something very much which I don't think I can get.
378.	Things change so much I am confused.
380.	Frequently feel moody or depressed.

(concluded on next page)



Table 44. (concluded)

Number	Item
(1)	(2)
382.	Don't think people understand me.
386.	I'm blamed for things that are not my fault.
391.	I'm not independent enough.
394.	Can't stand criticism.
395.	Can't stand teasing.
397.	I'm always misplacing things.
398.	I'm careless.
399.	Don't do things when I should.
401.	Don't know how to concentrate.
402.	Don't have enough will power.
404.	Not working as hard as I could.
407.	I forget to do things I should do.
409.	I'm shy and self-conscious.
415.	I'm frequently restless and bored.
420.	I'm afraid of high places.
421.	I'm afraid of falling.
426.	I'm afraid to die.
427.	I'm afraid of getting into trouble.
428.	I'm afraid of failing in what I try to do.
434.	Would like to know how to develop character.

Table 45 presents a total of 177 problems that do not apply personally to 80 to 89 per cent of the seventh-graders.

Table 45. Items Marked X by 80 to 89 Per Cent of the Total Group

Number	Item
(1)	(2)
11.	Can't keep myself neat looking.
15.	I'm too tall.
19.	Have poor eyesight.
20.	Have to wear glasses.
22.	Can't hear well.
24.	I'm sick very often.
33.	My muscles always ache.
34.	Have trouble with my feet.
35.	I'm awkward and clumsy.
36.	Can't take part in sports.
38.	Don't know how to swim.
41.	Don't have chance to eat right foods.
42.	Don't have time to eat right.
52.	Don't get enough allowance.
56.	Not paid enough for work I do.
57.	Too much money is required for school.
59.	My parents are separated.
60.	I'm adopted.
63.	Mother has to work to help support us.

(continued on next page)

Table 45. (continued)

Number	Item
(1)	(2)
65.	Have serious illness in our family.
72.	My family does not have enough money.
75.	We can't afford a car.
77.	We need a larger (apartment) (house).
78.	We need a better place in which to live.
79.	Have no privacy at home.
80.	Have no place to do my homework.
83.	My (brother) (sister) receives more attention than I do.
89.	One or both of my parents will not allow me to decide on my future occupation.
90.	One or both of my parents will not allow me to work part-time.
94.	One or both of my parents will not allow me to see any one (boy) (girl) too often.
95.	One or both of my parents will not allow me to go to school affairs before or after school hours.
97.	One or both of my parents will not allow me to use make-up.
99.	One or both of my parents will not allow me to use the telephone when I like.
100.	One or both of my parents will not allow me to choose my own friends.
103.	One or both of my parents are always expecting too much of me.
105.	One or both of my parents are always nagging me.

(continued on next page)

Table 45. (continued)

Number	Item
(1)	(2)
108.	One or both of my parents are always taking away my privileges.
110.	I'm the cause of family quarrels.
113.	Always have to take care of other children in the family.
114.	Have to work too much around home.
115.	Parents insist that I learn to play a certain musical instrument.
116.	Parents don't tell me anything important.
117.	Can't discuss things with my parents.
119.	Parents have little interest in what I do.
120.	Parents pry into my private affairs.
121.	Parents seldom or never believe what I say.
125.	Parents wait up for me when I'm out nights.
129.	School is not helping me as much as it should.
131.	Don't understand why we have to go to school.
133.	Subjects I'm taking will never be of any help.
135.	School day is too long.
136.	School schedule confuses me.
139.	Have too much work in school.
140.	Don't have to work hard enough in school.
145.	Don't have enough freedom in school.
146.	Have too much freedom in school.

(continued on next page)

Table 45. (continued)

Number	Item
(1)	(2)
150.	School has some unfair rules.
151.	Too much cheating in our school.
152.	Hate school.
155.	Have been absent too much.
157.	My school work is checked and inspected too much.
158.	My school work is not checked and inspected often enough.
159.	Marking (grading) system is unfair.
165.	Don't know how to improve my marks.
169.	Pupils make fun of me because I get good marks.
173.	Don't know how to study.
185.	I'm worried because some of my teachers don't treat pupils as grown-ups.
187.	I'm worried because some of my teachers are uncooperative.
195.	I'm worried because some of my teachers are always picking on me.
197.	I'm worried because some of my teachers don't encourage or help me.
200.	I'm worried because some of my teachers expect too much of me.
201.	I'm worried because some of my teachers threaten me if I don't do my work.
202.	I'm worried because some of my teachers don't like me.
205.	I'm worried because some of my teachers frighten me.

(continued on next page)

Table 45. (continued)

Number	Item
(1)	(2)
207.	I'm worried because some of my teachers frequently keep me after school.
209.	I'm worried because some of my teachers don't make work clear.
210.	I'm worried because some of my teachers do what they tell us not to do.
211.	I'm worried because some of my teachers think their subjects are the only important ones.
215.	Feel too old for my class.
216.	Wonder if I should quit school at end of grade 8 or 9.
217.	Wonder if I should quit school before finishing grade 12.
219.	Can't take courses I want because of required courses.
220.	Wonder if I'm taking the right subjects.
221.	Don't know whether to continue a subject I'm poor in.
224.	Have too many subjects.
241.	Don't feel school is helping me toward my job.
251.	Often don't know what is right and what is wrong.
254.	I'm often untruthful.
255.	My conscience bothers me.
256.	Wonder if it is wrong to drink.
257.	Wonder if it is wrong to smoke.
258.	Wonder if it is wrong to be interested in a religion other than my own.
263.	Sometimes doubt that God exists.

(continued on next page)

Table 45. (continued)

Number	Item
(1)	(2)
265.	Don't understand my own religion.
266.	Don't believe I'm living up to the teachings of my religion.
267.	Don't attend religious services as often as I should.
270.	One very near and dear has just died.
274.	Sunday school expects too much homework.
275.	Wonder if I must attend church to believe in God.
277.	Don't understand (boys) (girls).
279.	Don't know how to act in social groups of my own age.
280.	Don't know whether I'm old enough for dates.
283.	Can't get (him) (her) to notice me.
284.	Would like to go out with older boys.
285.	Have broken off with a (boy) (girl) I like.
286.	Bothered by way (boys) (girls) act on a date.
289.	Can't get along with other people.
290.	Don't like to meet people.
292.	Have trouble making friends.
293.	Don't have many friends.
295.	Afraid of losing my friends.
296.	Find it hard to keep up with the gang.
297.	Don't like doing certain things in order to be popular.

(continued on next page)

Table 45. (continued)

Number	Item
(1)	(2)
298.	Feel as if people don't want me around.
300.	I'm never invited anywhere.
301.	I'm embarrassed by a nickname.
302.	Tell things I shouldn't.
303.	Argue too much.
305.	One of my friends has a bad reputation.
306.	Pupils with good marks (grades) are left out when a party is planned.
307.	Find other people's actions hard to understand.
312.	Not allowed to associate with a certain nationality or nationalities.
313.	Not allowed to associate with a certain race or races.
314.	Can't carry on a conversation with older people.
316.	Nervous when I talk to people.
318.	Don't speak correctly.
320.	Don't know the right thing to do in social groups.
332.	Don't know how to act with people who think money is everything.
337.	Don't know how to act with people who treat me like a child.
339.	Don't know how to act with people who are much older than I.
343.	Would like to be a professional baseball pitcher.
344.	Don't understand myself.

(continued on next page)



Table 45. (continued)

Number	Item
(1)	(2)
351.	Some teachers expect me to do as well as some other member of my family.
353.	Want to go to college but don't think I'm smart enough.
355.	Have nothing interesting to do.
356.	I'm restless too much of the time.
357.	Don't have enough different things to do.
358.	Don't know how to find out what I would be interested in.
361.	My out-of-school activities interfere with my in-school activities.
362.	My work interferes with things I'd like to do.
363.	Get tired from too much activity.
364.	Prefer to be alone.
365.	Don't agree with my parents on what my out-of-school activities should be.
366.	Engage in school activities and sports when I should be working.
368.	Don't have time enough to study.
371.	Don't know how to plan my time for each day.
373.	Don't seem to have any goal in life.
377.	Have too many problems all at one time.
379.	Feel sorry for myself.
381.	Feel I'm not wanted.
384.	Feel everyone is against me.

(continued on next page)

Table 45. (continued)

Number	Item
(1)	(2)
385.	People don't like me.
387.	People laugh at me.
388.	People make fun of my laugh.
389.	Worry about what others say.
390.	Don't like my name.
392.	The story gets too big when I tell it.
393.	Can't take a joke.
400.	I'm always late.
403.	Don't finish what I start.
406.	I'm not responsible.
408.	I'm a coward.
410.	Spend too much time day-dreaming.
411.	Can't control my temper.
412.	Get excited too easily.
413.	I'm jealous and envious of others.
414.	Life is too much the same, over and over.
416.	I'm uncertain about everything.
417.	Don't like to be alone.
422.	I'm afraid of dropping things.
423.	I'm afraid to take part in sports.
424.	I'm afraid of seeing sick or hurt persons.

(concluded on next page)

Table 45. (concluded)

Number	Item
(1)	(2)
425.	I'm afraid of getting sick.
429.	I'm afraid of making a mistake.
430.	I'm afraid to grow up and face the world.
431.	Afraid I won't be allowed to be on my own after I graduate.
432.	Want to learn to depend on myself.

Table 46 presents a total of 42 problems that do not apply to 90 per cent or more of the seventh-graders.

Table 46. Items Marked X by 90 Per Cent or More of the Total Group

Number	Item
(1)	(2)
9.	Don't have proper clothes.
25.	Have heart trouble.
37.	Poor health keeps me out of many activities.
51.	Can't afford bus fare to school.
58.	My (mother) (father) is dead.
61.	I'm an only child.
73.	My parents take most or all of what I earn.
76.	We don't have a (radio) (television) set.
81.	Family dislikes me.

(continued on next page)

Table 46. (continued)

Number	Item
(1)	(2)
84.	Can't get along with my grandparents.
111.	Don't feel like a real member of the family.
112.	I'm unhappy at home.
123.	Can't tell parents when I go on a date.
124.	Parents want me to go with a (boy) (girl) I don't like.
126.	I'm often afraid to go home.
127.	I'm thinking of leaving home.
128.	I hate my (mother) (father).
134.	Don't know what I'm supposed to do in this school.
154.	Have sometimes skipped classes.
156.	Wonder whether I should quit school.
167.	Can't play on teams because I'm failing.
199.	I'm worried because some of my teachers say I'm not brought up right at home.
206.	I'm worried because some of my teachers seldom or never believe me.
208.	I'm worried because some of my teachers won't let me make up work.
214.	Feel too young for my class.
225.	Have too many study periods.
226.	Have too many gym periods.
238.	Don't like my present job.

(concluded on next page)

Table 46. (concluded)

Number	Item
(1)	(2)
239.	Present job interferes with my school work.
260.	Don't know which religion is the right one.
261.	Can't believe in any religion.
264.	I'm afraid of God.
268.	My parents are not of the same religion.
269.	Think church and Sunday school are a waste of time.
271.	Wonder if I must accept certain religious beliefs.
272.	I'm forced to attend religious services.
273.	I'm forced to say prayers daily.
291.	Afraid to meet people.
299.	Feel lonely most of the time.
319.	Don't want people to know I can't hear well.
418.	Hate myself.
419.	Sometimes think of killing myself.

Table 47 presents the number of items marked X in each problem area by seventh-graders in the various percentage groupings.

Table 47. Number of Items Marked X in Each Problem Area by Seventh-Graders in the Various Percentage Groupings

Problem Areas	Number of Items	Percentage Groupings						
		30- 39	40- 49	50- 59	60- 69	70- 79	80- 89	90- 99
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
I. Personal Appearance (Items 1-11).....	11	--	1	5	1	2	1	1
II. Physical Health and Fitness (Items 12-48)	37	1	--	3	10	9	12	2
III. Money (Items 49-57)..	9	1	--	--	2	2	3	1
IV. Home and Family (Items 58-128).....	71	1	--	4	8	14	31	13
V. School Life (Items 129-215).....	87	3	4	2	17	21	32	8
VI. Educational Planning (Items 216-230).....	15	--	--	1	2	4	6	2
VII. Jobs and Vocations... (Items 231-241)	11	--	--	--	2	6	1	2
VIII. Peace and War (Items 242-247).....	6	--	1	5	--	--	--	--
IX. Morality, Ethics, Right and Wrong (Items 248-257).....	10	2	--	--	1	2	5	--
X. Religion (Items 258- 275).....	18	--	--	--	--	2	8	8
XI. Boy-Girl Relationships (Items 276-288).....	13	--	--	1	--	5	7	--
XII. Relations with Other People (Items 289-339)	51	--	--	2	8	14	24	3
XIII- Courtship, Marriage XIV. and Founding a Home (Items 340-341).....	2	--	--	--	1	1	--	--

(concluded on next page)

Table 47. (concluded)

Problem Areas	Number of Items	Percentage Groupings						
		30- 39	40- 49	50- 59	60- 69	70- 79	80- 89	90- 99
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
XV. Heredity (Items 342-354).....	13	--	--	--	--	9	4	--
XVI. Leisure, Interests, Activities, and Budgeting of Time (Items 355-371).....	17	--	--	--	1	4	12	--
XVII. Mental-Emotional Health and Fitness (Items 372-434).....	63	--	--	--	5	25	31	2

Examination of Table 47 reveals that more than half of all problems have been marked X by 50 per cent or more of the seventh-graders in every area except the areas of personal appearance and peace and war.

## CHAPTER V

### EXTENT TO WHICH ITEMS IN THE INVENTORY WERE NOT UNDERSTOOD, WERE SUPPLEMENTED, WERE OMITTED, AND WERE MARKED CONSISTENTLY

#### 1. Items Not Understood

Number of items not understood.-- The seventh-graders did not understand 41 items. Table 48 presents these items in ascending order by decile frequency of mention.

Table 48. Items Not Understood by the Total Group by Decile Frequency of Mention

Number	Item	Decile
(1)	(2)	(3)
18.	I'm not as grown-up physically as my friends.....	2
21.	Have frequent earaches.....	2
26.	Allergic to certain foods or substances.....	2
40.	Need to know more about sex.....	2
66.	Parents are often nervous and irritable.....	2
102.	One or both of my parents are always criticizing or blaming me.....	2
104.	One or both of my parents are always misunderstand- ing me.....	2
141.	School overlooks ability and talent.....	2

(continued on next page)



Table 48. (continued)

Number	Item	Decile
(1)	(2)	(3)
144.	School shows partiality to pupils of one certain religion or race.....	2
183.	We need more social life in school.....	2
188.	I'm worried because some of my teachers are set in their ways.....	2
190.	I'm worried because some of my teachers are discourteous and disrespectful.....	2
192.	I'm worried because some of my teachers allow their personal feelings to rule them.....	2
219.	Can't take courses I want because of required subjects.....	2
250.	Disturbed by friends who do things against the law.	2
312.	Not allowed to associate with a certain nationality or nationalities.....	2
317.	Not a good conversationalist.....	2
327.	Don't know how to act with people who are snobs....	2
346.	Wonder what my real mental ability is.....	2
380.	Frequently feel moody or depressed.....	2
394.	Can't stand criticism.....	2
401.	Don't know how to concentrate.....	2
2.	Have a disfigurement.....	3
3.	Some of my facial features are too large or too small.....	3

(continued on next page)

Table 48. (continued)

Number	Item	Decile
(1)	(2)	(3)
27.	Have asthma.....	3
28.	Have anemia.....	3
227.	Think too much stress is placed on college preparation.....	3
253.	Troubled by immoral thoughts.....	3
325.	Don't know how to act with people who are conceited..	3
328.	Don't know how to act with people who are insincere..	3
396.	Wonder if I appear conceited.....	3
405.	I'm not aggressive.....	3
1.	Have a physical defect.....	4
31.	Have chronic sinus trouble.....	4
223.	Wish we had an intra-mural sports program.....	4
336.	Don't know how to act with people who say I'm a prude	4
191.	I'm worried because some of my teachers are prejudiced.....	5
193.	I'm worried because some of my teachers are flighty..	5
248.	Disturbed by some people's profanity.....	6
249.	Disturbed by some people's vulgarity.....	6
142.	School has too many cliques.....	7

Types of items not understood.-- Examination of Table 48 reveals that the majority of the problems that seventh-graders did not understand contain words which may be too difficult for that grade level--such as, allergic (item 26), irritable (item 66), partiality (item 144), social (item 183), discourteous and disrespectful (item 190), personal feelings (item 192), required subjects (item 219), disturbed (item 250), associate and nationality (item 312), conversationalist (item 317), snobs (item 327), mental ability (item 346), moody and depressed (item 380), criticism (item 394), concentrate (item 401), disfigurement (item 2), facial features (item 3), asthma (item 27), anemia (item 28), immoral (item 253), conceited (items 325 and 396), insincere (item 328), aggressive (item 405), physical defect (item 1), chronic sinus (item 31), intra-mural (item 223), prude (item 336), prejudiced (item 191), flighty (item 193), profanity (item 248), vulgarity (item 249), and cliques (item 142).

## 2. Supplemented Items

### (Translated Addenda)

Pupils' own personal problems.-- On page 11 of the Inventory pupils wrote any personal problems they may have had which they believed were not already included in the inventory. Thirteen per cent of the seventh-graders submitted addenda. These addenda have been translated and are presented here:

1. Other children call me names.
2. I'm afraid to ride in an airplane.
3. Worry because my parents might be killed in war-time.
4. My mother beats me if I get a bad report card or bad marks.
5. Worry when I lose something.
6. Parents think I'm too young to be in love.
7. Teachers never ask me to do things.
8. I go out on sneak dates with wild kids.
9. My parents don't want me to hang around with older kids although I'm much more mature than the others in my class.
10. I like a boy who is not of my religion.
11. I'm afraid to go down cellar at night.
12. How old should you be to go on dates?
13. How old should you be to wear lipstick?

Most of the addenda have already been covered in the inventory. For example, addenda items 2, 5, and 11 could be included under the general heading of mental-emotional health. Addenda items 4, 6, 9, and 13 could be included under home and family; addenda items 4, 5, and 7 under school life; addenda item 1 under relations with others; addenda item 3 under peace and war; addenda item 8 under morality, ethics, right and wrong; addenda item 10 under religion; and addenda item 12 under boy-girl relationships.

It appears that nothing significant has been added by the seventh-graders that is not already covered to some extent by the items in

the inventory.

### 3. Omitted Items

Seventh-graders omitted certain items in the inventory. That is, they did not respond to them in any one of the four ways indicated in the instructions. Table 49 presents the problems which were omitted by 2 per cent or more of the total group of grade seven pupils.

Table 49. Items Omitted by 2 Per Cent or More of the Total Group

Number	Item
(1)	(2)
14(2).*	I'm too short.
32(2).	I'm constantly nervous.
64(2).	My (father) (mother) has to work too hard.
145(2).	Don't have enough freedom in school.
146(2).	Have too much freedom in school.
148(2).	Tough pupils bother me.
155(2).	Have been absent too much.
157(2).	My school work is checked and inspected too much.
164(2).	Worried about my marks.
167(2).	Can't play on teams because I'm failing.
168(2).	Teachers mark me according to what they think I can do, not by what I do.
184(3).	Often embarrassed at school social affairs because I can't dance or conduct myself properly.
191(3).	I'm worried because some of my teachers are prejudiced.

(continued on next page)

\*The number in the parentheses refers to the per cent actually omitting the item.

Table 49. (continued)

Number	Item
(1)	(2)
193(3).	I'm worried because some of my teachers are flighty.
196(7).	I'm worried because some of my teachers blame me for things I don't do.
198(2).	I'm worried because some of my teachers embarrass me in front of the class.
200(2).	I'm worried because some of my teachers expect too much of me.
202(2).	I'm worried because some of my teachers don't like me.
213(2).	I hate one or more of my teachers.
242(2).	Worry about world-wide troubles.
243(2).	Concerned about the future of our country.
258(2).	Wonder if it is wrong to be interested in a religion other than my own.
287(3).	Bothered by boy's lack of respect and courtesy for girls.
309(3).	Don't know how to say "no" without hurting the other person's feelings.
310(2).	Worried about people who are handicapped.
311(3).	Worried because many people are mean to other people.
312(2).	Not allowed to associate with a certain nationality or nationalities.
314(3).	Can't carry on a conversation with older people.
317(2).	Not a good conversationalist.
320(3).	Don't know the right thing to do in social groups.

(concluded on next page)

Table 49. (concluded)

Number	Item
(1)	(2)
322(2).	Want others to like me.
327(3).	Don't know how to act with people who are snobs.
328(2).	Don't know how to act with people who are insincere.
334(2).	Don't know how to act with people who make fun of me.
336(2).	Don't know how to act with people who say I'm a prude.
338(2).	Don't know how to act with people who spread gossip about me.
340(2).	Wonder how I can know whom to marry.
341(2).	Wonder at what age I should marry.
350(3).	Can't get the highest mark in certain subjects.
360(3).	Wish we had more after-school activities.
386(2).	I'm blamed for things that are not my fault.

Areas in which problems were omitted.--- A total of 41 problems was omitted. It is interesting to note that the greatest number of problems was omitted in the areas of school life and relations with others.

Possible reason for omissions.--- The writer feels that these omissions are significant. Consistently throughout this study it has appeared that the areas of school life and relations with others are of major concern to seventh-graders.

The writer believes that certain pupils had a sufficient degree of emotional blocking to problems in these areas to cause them to omit

them deliberately, and not by mere chance. Some pupils were so concerned about problems of school life that 7 per cent of the total group omitted item 196, I'm worried because some of my teachers blame me for things I don't do.

#### 4. Evidence of Reliability of the Inventory

Use of the supplementary inventory.-- A supplementary inventory was included in each regular inventory. The pupils marked the items in the supplementary inventory in the same manner as they had marked the items in the original inventory. The items which appeared in the supplementary inventory were the same as selected items from the original inventory. Item 1 in the supplement was item 14 in the original; item 2, was item 34; and so on, with 20 points difference between each item on the original inventory commencing with item 14 through item 434. Item 434 in the original was item 22 in the supplementary inventory. See Appendix B.

Comparison of reactions of pupils to items on both inventories.-- The pupils' reactions to the supplementary items were compared with their reactions to the same items in the original to determine if they tended to mark the items consistently, that is, to determine if there existed a high or low correlation coefficient.

The Spearman rank difference method of calculating rho was used.<sup>1/</sup> It yielded a correlation coefficient of 0.774. This tends to indicate that a fairly high degree of correlation exists between a pupil's

<sup>1/</sup>J. G. Peatman, Descriptive and Sampling Statistics, Harper and Brothers, New York, 1947.



first responses to the items in the original inventory and his second responses to selected items on the supplementary inventory. See Appendix C for calculations. Probably the correlation was reduced by the obvious tiredness or boredom of the pupils after completing the main inventory of 434 items. It is significant that the percentage responses of the pupils to the S and M of the supplementary inventory were materially less than the percentage responses to the same items in the original inventory. See Appendix C (Table 67).

## CHAPTER VI

### SUMMARY AND CONCLUSION

#### 1. The Tables

The tables of this chapter.-- Tables 50 to 65 inclusive are included in this chapter as a means of summarizing the findings of this study.

Tables 50 to 65 inclusive present the number of items in each problem area by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Tables 50 to 65 inclusive summarize the information contained in Tables 7 to 38 inclusive. Columns 2 to 12 show the number of items included in each decile rank.

The fifth decile is the median decile. Any problems which exceed the fourth decile in frequency of mention are considered to be of real concern to the groups included in Tables 50 to 65 inclusive.

Table 50 presents the number of items in the area of Personal Appearance by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 50. Number of Items in the Area of Personal Appearance by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	1	4	2	3	1	--	--	--	--	--
Boys' Group	--	1	3	3	3	1	--	--	--	--	--
Girls' Group	--	3	3	1	2	2	--	--	--	--	--
Highest Group	1	3	4	1	2	--	--	--	--	--	--
Lowest Group	--	--	3	3	2	3	--	--	--	--	--

Examination of Table 50 reveals that no problems exceed the fifth decile in frequency of mention. The girls' group and the lowest group appear to have more serious problems in this area than do the other groups.

Table 51 presents the number of items in the area of Physical Health and Fitness by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 51. Number of Items in the Area of Physical Health and Fitness by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	11	14	7	4	--	--	1	--	--	--
Boys' Group	--	9	14	11	--	3	--	--	--	--	--
Girls' Group	--	11	16	7	2	--	1	--	--	--	--
Highest Group	4	15	8	6	3	--	--	1	--	--	--
Lowest Group	--	6	11	14	4	1	--	1	--	--	--

Examination of Table 51 reveals that no problems exceed the seventh decile in frequency of mention. All groups have problems which exceed the fourth decile. However, the total group, the highest group, and the lowest group seem to have problems of greater concern than do the other groups.

Table 52 presents the number of items in the area of Money by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 52. Number of Items in the Area of Money by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	1	3	3	1	--	--	1	--	--	--
Boys' Group	--	1	3	4	--	--	1	--	--	--	--
Girls' Group	--	4	1	2	1	--	--	1	--	--	--
Highest Group	1	3	2	2	--	--	--	1	--	--	--
Lowest Group	--	1	1	4	2	--	1	--	--	--	--

Examination of Table 52 reveals that no problems exceed the seventh decile in frequency of mention. All groups have problems which exceed the fourth decile. However, the total group, the girls' group, and the highest group seem to have problems of greater concern than do the other groups.

Table 53 presents the number of items in the area of Home and Family by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 53. Number of Items in the Area of Home and Family by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, The Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	29	23	10	7	1	--	1	--	--	--
Boys' Group	--	23	26	11	8	2	1	--	--	--	--
Girls' Group	1	36	20	6	6	1	--	--	1	--	--
Highest Group	14	32	12	6	6	--	--	1	--	--	--
Lowest Group	--	15	29	12	8	5	1	1	--	--	--

Examination of Table 53 reveals that no problem exceeds the eighth decile in frequency of mention. All groups have problems which exceed the fourth decile. The total group, the girls' group, the highest group, and the lowest group all appear to have problems of greater concern than do the others.

Table 54 presents the number of items in the area of School Life by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 54. Number of Items in the Area of School Life by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	33	24	16	8	2	3	1	--	--	--
Boys' Group	--	24	29	20	7	4	2	1	--	--	--
Girls' Group	1	40	21	13	6	2	4	--	--	--	--
Highest Group	8	33	19	14	8	3	2	--	--	--	--
Lowest Group	--	19	33	17	9	6	3	--	--	--	--

Examination of Table 54 reveals that no problems exceed the seventh decile in frequency of mention. All groups have problems which exceed the fourth decile. Only the total group and the boys' group have one problem each which has reached the seventh decile. The lowest group has more problems which exceed the fourth decile than do any of the other groups.

Table 55 presents the number of items in the area of Educational Planning by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 55. Number of Items in the Area of Educational Planning by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	8	3	4	--	--	--	--	--	--	--
Boys' Group	--	7	4	2	2	--	--	--	--	--	--
Girls' Group	--	10	4	1	--	--	--	--	--	--	--
Highest Group	3	7	2	2	1	--	--	--	--	--	--
Lowest Group	--	5	8	--	2	--	--	--	--	--	--

Examination of Table 55 reveals that no problems exceed the fourth decile in frequency of mention. It appears that problems of educational planning are not of major concern to seventh-graders.

Table 56 presents the number of items in the area of Jobs and Vocations by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.



Table 56. Number of Items in the Area of Jobs and Vocations by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	2	3	5	1	--	--	--	--	--	--
Boys' Group	--	1	3	4	3	--	--	--	--	--	--
Girls' Group	--	3	3	4	1	--	--	--	--	--	--
Highest Group	2	3	3	2	1	--	--	--	--	--	--
Lowest Group	--	1	1	3	6	--	--	--	--	--	--

Examination of Table 56 reveals that no problems exceed the fourth decile in frequency of mention. It appears that problems of jobs and vocations are not of major concern to seventh-graders.

Table 57 presents the number of items in the area of Peace and War by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 57. Number of Items in the Area of Peace and War by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	--	--	--	3	2	1	--	--	--	--
Boys' Group	--	--	--	--	3	2	1	--	--	--	--
Girls' Group	--	--	--	--	3	2	1	--	--	--	--
Highest Group	--	--	--	--	2	3	--	1	--	--	--
Lowest Group	--	--	--	2	4	--	--	--	--	--	--

Examination of Table 57 reveals that no problem exceeds the seventh decile in frequency of mention. All groups except the lowest group have problems which exceed the fourth decile. The highest group seems to be the most concerned in problems of peace and war and the lowest group appears to be the least concerned in this area.

Table 58 presents the number of items in the area of Morality, Ethics, Right and Wrong by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 58. Number of Items in the Area of Morality, Ethics, Right and Wrong by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	4	5	1	--	--	--	--	--	--	--
Boys' Group	--	5	4	1	--	--	--	--	--	--	--
Girls' Group	--	3	5	2	--	--	--	--	--	--	--
Highest Group	--	4	6	--	--	--	--	--	--	--	--
Lowest Group	--	4	6	--	--	--	--	--	--	--	--

Examination of Table 58 reveals that no problems exceed the third decile in frequency of mention. It appears that problems of morality, ethics, right and wrong are not of major concern to seventh-graders.

Table 59 presents the number of items in the area of Religion by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 59. Number of Items in the Area of Religion by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	12	5	1	--	--	--	--	--	--	--
Boys' Group	--	10	7	1	--	--	--	--	--	--	--
Girls' Group	--	12	5	1	--	--	--	--	--	--	--
Highest Group	1	13	3	--	1	--	--	--	--	--	--
Lowest Group	--	9	7	2	--	--	--	--	--	--	--

Examination of Table 59 reveals that no problem exceeds the fourth decile in frequency of mention. It appears that problems of religion are not of major concern to seventh-graders.

Table 60 presents the number of items in the area of Boy-Girl Relationships by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 60. Number of Items in the Area of Boy-Girl Relationships by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	--	11	1	1	--	--	--	--	--	--
Boys' Group	--	--	9	3	1	--	--	--	--	--	--
Girls' Group	--	3	8	1	1	--	--	--	--	--	--
Highest Group	--	6	5	1	1	--	--	--	--	--	--
Lowest Group	--	2	6	3	2	--	--	--	--	--	--

Examination of Table 60 reveals that no problems exceed the fourth decile in frequency of mention. It appears that problems of boy-girl relationships are not of major concern to the seventh-graders.

Table 61 presents the number of items in the area of problems pertaining to Relations with Other People by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 61. Number of Items in the Area of Relations with Other People by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	14	27	7	2	1	--	--	--	--	--
Boys' Group	1	11	28	9	2	--	--	--	--	--	--
Girls' Group	--	18	23	7	2	1	--	--	--	--	--
Highest Group	2	19	16	9	5	--	--	--	--	--	--
Lowest Group	1	7	29	12	2	--	--	--	--	--	--

Examination of Table 61 reveals that no problems exceed the fifth decile in frequency of mention. The total group and the girls' group seem to be more concerned with problems in this area than do the other groups.

Table 62 presents the number of items in the area of Courtship, Marriage and Founding a Home by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 62. Number of Items in the Area of Courtship, Marriage and Founding a Home by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	--	--	2	--	--	--	--	--	--	--
Boys' Group	--	--	--	2	--	--	--	--	--	--	--
Girls' Group	--	--	--	2	--	--	--	--	--	--	--
Highest Group	--	--	1	--	1	--	--	--	--	--	--
Lowest Group	--	--	--	2	--	--	--	--	--	--	--

Examination of Table 62 reveals that no problem exceeds the fourth decile in frequency of mention. It appears that problems of courtship, marriage and founding a home are not of major concern to seventh-graders.

Table 63 presents the number of items in the area of Heredity by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 63. Number of Items in the Area of Heredity by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	3	5	5	--	--	--	--	--	--	--
Boys' Group	--	1	8	4	--	--	--	--	--	--	--
Girls' Group	--	2	7	4	--	--	--	--	--	--	--
Highest Group	1	4	7	1	--	--	--	--	--	--	--
Lowest Group	--	--	4	5	4	--	--	--	--	--	--

Examination of Table 63 reveals that no problem exceeds the fourth decile in frequency of mention. It appears that problems involving heredity are not of major concern to seventh-graders.

Table 64 presents the number of items in the area of Leisure, Interests, Activities, and Budgeting of Time which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.



Table 64. Number of Items in the Area of Leisure, Interests, Activities, and Budgeting of Time by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	3	11	2	1	--	--	--	--	--	--
Boys' Group	--	3	13	--	1	--	--	--	--	--	--
Girls' Group	--	4	10	2	1	--	--	--	--	--	--
Highest Group	--	6	8	2	1	--	--	--	--	--	--
Lowest Group	--	2	8	5	1	--	--	--	--	--	1

Examination of Table 64 reveals that one problem has reached the tenth decile in frequency of mention for the lowest group. No problems for any of the other groups exceed the fourth decile in frequency of mention. For all groups, except the lowest group, problems involving leisure, interests, activities, and budgeting of time do not appear to be of major concern.

Table 65 presents the number of items in the area of Mental-Emotional Health and Fitness by decile frequency of mention which are of some or great concern to the total group, the boys' group, the girls' group, the highest group, and the lowest group.

Table 65. Number of Items in the Area of Mental-Emotional Health and Fitness by Decile Frequency of Mention Which Are of Some or Great Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Groups	Deciles										
	0	1	2	3	4	5	6	7	8	9	10
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total Group	--	22	31	9	1	--	--	--	--	--	--
Boys' Group	--	16	32	14	1	--	--	--	--	--	--
Girls' Group	--	27	30	4	2	--	--	--	--	--	--
Highest Group	3	27	27	6	--	--	--	--	--	--	--
Lowest Group	--	7	39	13	4	--	--	--	--	--	--

Examination of Table 65 reveals that no problems of mental-emotional health and fitness exceed the fourth decile in frequency of mention. It appears that problems in this area are not of major concern to seventh-graders.

Table 66 is a graphical representation of problem areas which are of major or minor concern to seventh-graders.

Table 66. Graphical Representation of Problem Areas Which Are of Major or Minor Concern to the Total Group, the Boys' Group, the Girls' Group, the Highest Group, and the Lowest Group

Problem Areas	Groups				
	Total	Boys	Girls	Highest	Lowest
(1)	(2)	(3)	(4)	(5)	(6)
I. Personal Appearance.....	*	*	*		*
II. Physical Health and Fitness.	*	*	*	*	*
III. Money.....	*	*	*	*	*
IV. Home and Family.....	*	*	*	*	*
V. School Life.....	*	*	*	*	*
VI. Educational Planning.....					
VII. Jobs and Vocations.....					
VIII. Peace and War.....	*	*	*	*	
IX. Morality, Ethics, Right and Wrong.....					
X. Religion.....					
XI. Boy-Girl Relationships.....					
XII. Relations with Other People.	*		*		
XIII- Courtship, Marriage and					
XIV. Founding a Home.....					
XV. Heredity.....					
XVI. Leisure, Interests, Activities, and Budgeting of Time.					*
XVII. Mental-Emotional Health and Fitness.....					

\*Refers to a problem area which is of major concern to seventh-graders. A blank denotes that a problem area is of minor concern to seventh-graders as a group.

## 2. Conclusion

Examination of Table 66 reveals that seventh-graders as a group tend to be more concerned with problems of personal appearance, physical health and fitness, money, home and family, school life and peace and war than with any other problem areas in the Junior-High-School Problems Inventory.

It is encouraging to note that the contention that high-school youth are both immoral and irreligious is not revealed by this study. In the areas of morality and religion, the seventh-graders have not shown that they have any major problems.

APPENDIX

## APPENDIX A

## JUNIOR-HIGH-SCHOOL PROBLEMS INVENTORY

by

Roy O. Billett, and Irving S. Starr

Experimental Edition

Your name? \_\_\_\_\_ Your School? \_\_\_\_\_

How old will you be on your next birthday? \_\_\_\_\_ Years

Give date of your next birthday \_\_\_\_\_  
(month) (day) (year)

Boy or girl? Underscore: Boy Girl

What grade are you in? Encircle: 7 8 9

Date? \_\_\_\_\_  
(month) (day) (year)Directions and Examples

In the following pages is a list of things which bother or worry some boys and girls of about your age. Do any of these things bother or worry you? Read each item carefully. Then

(1) If you don't understand the item, make a circle around the question mark at the end of the dotted line. Like this:

1. Find it hard to adjust to constantly changing conditions . . . . . 1. ? S M  
(I made a circle around the question mark because I don't know what the item means).

(2) If the item is something which is not true for you personally, make an X through the number of the item, at the end of the dotted line. Like this:

2. Don't have proper clothes. . . . . X ? S M  
(I made an X through the number because the item is not true for me personally).

(3) If the item is something which is true for you personally, make a circle around the S or the M to show how much you are bothered or worried by the problem. Like this:

3. Want a summer job. . . . . 3. ? (S) M  
(I made a circle around the S because the problem bothers me some but not very much).
4. Have a disfigurement. . . . . 4. ? S (M)  
(I made a circle around the M because the problem bothers me very much).

NOW GO AHEAD AND MARK EACH ITEM IN THE FOLLOWING LIST TO SHOW HOW IT IS FOR YOU PERSONALLY. ASK QUESTIONS IF YOU DON'T UNDERSTAND.

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## I. Problems of Personal Appearance

1. Have a physical defect . . . . .	1.	?	S	M
2. Have a disfigurement . . . . .	2.	?	S	M
3. Some of my facial features are too large or too small . . . . .	3.	?	S	M
4. Have poor posture . . . . .	4.	?	S	M
5. Have poor skin (bad complexion) . . . . .	5.	?	S	M
6. My hair does not look well . . . . .	6.	?	S	M
7. My fingernails do not look well . . . . .	7.	?	S	M
8. I'm not (pretty) (good-looking) . . . . .	8.	?	S	M
9. Don't have proper clothes . . . . .	9.	?	S	M
10. Don't know how to pick the right kind of clothes . . . . .	10.	?	S	M
11. Can't keep myself neat-looking . . . . .	11.	?	S	M

## II. Problems of Physical Health and Fitness

12. I'm underweight (too thin) . . . . .	12.	?	S	M
13. I'm overweight (too fat) . . . . .	13.	?	S	M
14. I'm too short . . . . .	14.	?	S	M
15. I'm too tall . . . . .	15.	?	S	M
16. I'm not strong enough . . . . .	16.	?	S	M
17. Would like to build myself up through physical exercises . . . . .	17.	?	S	M
18. I'm not as grown-up physically as my friends . . . . .	18.	?	S	M
19. Have poor eyesight . . . . .	19.	?	S	M
20. Have to wear glasses . . . . .	20.	?	S	M
21. Have frequent earaches . . . . .	21.	?	S	M
22. Can't hear well . . . . .	22.	?	S	M
23. Have trouble with my teeth . . . . .	23.	?	S	M
24. I'm sick very often . . . . .	24.	?	S	M
25. Have heart trouble . . . . .	25.	?	S	M
26. Allergic to certain foods or substances . . . . .	26.	?	S	M
27. Have asthma . . . . .	27.	?	S	M
28. Have anemia . . . . .	28.	?	S	M
29. Tire too easily . . . . .	29.	?	S	M
30. Often feel light-headed or dizzy . . . . .	30.	?	S	M
31. Have chronic sinus trouble . . . . .	31.	?	S	M
32. I'm constantly nervous . . . . .	32.	?	S	M
33. My muscles always ache . . . . .	33.	?	S	M
34. Have trouble with my feet . . . . .	34.	?	S	M
35. I'm awkward and clumsy . . . . .	35.	?	S	M
36. Can't take part in sports . . . . .	36.	?	S	M
37. Poor health keeps me out of many activities . . . . .	37.	?	S	M
38. Don't know how to swim . . . . .	38.	?	S	M
39. I'm not old enough to drive . . . . .	39.	?	S	M
40. Need to know more about sex . . . . .	40.	?	S	M
41. Don't have chance to eat right foods . . . . .	41.	?	S	M
42. Don't have time to eat right . . . . .	42.	?	S	M
43. Don't know how or what to eat to improve myself physically . . . . .	43.	?	S	M
44. Would like to be a better athlete . . . . .	44.	?	S	M
45. Still tired after a good night's rest . . . . .	45.	?	S	M

46.	Don't get up as early as I should . . . . .	46.	?	S	M
47.	Don't get enough sleep. . . . .	47.	?	S	M
48.	Don't know whether I should smoke . . . . .	48.	?	S	M

### III. Monetary Problems

49.	Can't do many things I'd like to do because I don't have enough money . .	49.	?	S	M
50.	Can't afford many things I want. . . . .	50.	?	S	M
51.	Can't afford bus fare to school . . . . .	51.	?	S	M
52.	Don't get enough allowance. . . . .	52.	?	S	M
53.	Spend money foolishly . . . . .	53.	?	S	M
54.	Don't know whether to save money or spend it. . . . .	54.	?	S	M
55.	Want to earn money . . . . .	55.	?	S	M
56.	Not paid enough for work I do . . . . .	56.	?	S	M
57.	Too much money is required for school . . . . .	57.	?	S	M

### IV. Problems of Home and Family

58.	My (father) (mother) is dead. . . . .	58.	?	S	M
59.	My parents are separated . . . . .	59.	?	S	M
60.	I'm adopted . . . . .	60.	?	S	M
61.	I'm an only child . . . . .	61.	?	S	M
62.	My parents both work . . . . .	62.	?	S	M
63.	Mother has to work to help support us . . . . .	63.	?	S	M
64.	My (father) (mother) has to work too hard . . . . .	64.	?	S	M
65.	Have serious illness in our family. . . . .	65.	?	S	M
66.	Parents are often nervous and irritable . . . . .	66.	?	S	M
67.	Parents have to give up too much for me . . . . .	67.	?	S	M
68.	Parents do too much for me . . . . .	68.	?	S	M
69.	I'd like to be more helpful to my parents . . . . .	69.	?	S	M
70.	Want to work to help out at home but I'm too young. . . . .	70.	?	S	M
71.	Have to depend on my parents for money . . . . .	71.	?	S	M
72.	My family does not have enough money. . . . .	72.	?	S	M
73.	My parents take most or all of what I earn . . . . .	73.	?	S	M
74.	Parents want me to save all I earn . . . . .	74.	?	S	M
75.	We can't afford a car . . . . .	75.	?	S	M
76.	We don't have a (radio) (television) set. . . . .	76.	?	S	M
77.	We need a larger (apartment) (house). . . . .	77.	?	S	M
78.	We need a better place in which to live. . . . .	78.	?	S	M
79.	Have no privacy at home . . . . .	79.	?	S	M
80.	Have no place to do my homework. . . . .	80.	?	S	M
81.	Family dislikes me. . . . .	81.	?	S	M
82.	My (brother) (sister) is always causing me trouble. . . . .	82.	?	S	M
83.	My (brother) (sister) receives more attention than I do. . . . .	83.	?	S	M
84.	Can't get along with my grandparents. . . . .	84.	?	S	M
85.	Parents don't agree about many things concerning me. . . . .	85.	?	S	M
86.	Parents sometimes embarrass me . . . . .	86.	?	S	M
87.	Parents treat me like a baby or small child . . . . .	87.	?	S	M
88.	Parents worry if I don't come directly home from school . . . . .	88.	?	S	M

#### 89-101. One or both of my parents will not allow me:

89.	To decide on my future occupation. . . . .	89.	?	S	M
90.	To work part-time . . . . .	90.	?	S	M
91.	To baby-sit. . . . .	91.	?	S	M



92.	To stay out as late as I would like . . . . .	92.	?	S	M
93.	To have dates . . . . .	93.	?	S	M
94.	To see any one (boy) (girl) too often. . . . .	94.	?	S	M
95.	To go to school affairs before or after school hours. . . . .	95.	?	S	M
96.	To be out on school nights . . . . .	96.	?	S	M
97.	To use make-up. . . . .	97.	?	S	M
98.	To smoke . . . . .	98.	?	S	M
99.	To use the telephone when I like . . . . .	99.	?	S	M
100.	To choose my own friends . . . . .	100.	?	S	M
101.	To choose my own clothes . . . . .	101.	?	S	M
102-108. One or both of my parents are always:					
102.	Criticizing or blaming me . . . . .	102.	?	S	M
103.	Expecting too much of me . . . . .	103.	?	S	M
104.	Misunderstanding me . . . . .	104.	?	S	M
105.	Nagging me. . . . .	105.	?	S	M
106.	Complaining about my marks when they are the best I can do. . . . .	106.	?	S	M
107.	Comparing me with somebody else . . . . .	107.	?	S	M
108.	Taking away my privileges. . . . .	108.	?	S	M
109.	My parents don't like some things I do. . . . .	109.	?	S	M
110.	I'm the cause of family quarrels. . . . .	110.	?	S	M
111.	Don't feel like a real member of the family. . . . .	111.	?	S	M
112.	I'm unhappy at home. . . . .	112.	?	S	M
113.	Always have to take care of other children in the family . . . . .	113.	?	S	M
114.	Have to work too much around home . . . . .	114.	?	S	M
115.	Parents insist that I learn to play a certain musical instrument . . . . .	115.	?	S	M
116.	Parents don't tell me anything important . . . . .	116.	?	S	M
117.	Can't discuss things with my parents. . . . .	117.	?	S	M
118.	Afraid to tell parents when I've done something wrong . . . . .	118.	?	S	M
119.	Parents have little interest in what I do . . . . .	119.	?	S	M
120.	Parents pry into my private affairs. . . . .	120.	?	S	M
121.	Parents seldom or never believe what I say . . . . .	121.	?	S	M
122.	Sometimes lie to parents to be able to do something. . . . .	122.	?	S	M
123.	Can't tell parents when I go on a date. . . . .	123.	?	S	M
124.	Parents want me to go with a (boy) (girl) I don't like. . . . .	124.	?	S	M
125.	Parents wait up for me when I'm out nights. . . . .	125.	?	S	M
126.	I'm often afraid to go home . . . . .	126.	?	S	M
127.	I'm thinking of leaving home. . . . .	127.	?	S	M
128.	I hate my (mother) (father). . . . .	128.	?	S	M

#### V. Problems of School Life

129.	School is not helping me as much as it should . . . . .	129.	?	S	M
130.	Don't like school . . . . .	130.	?	S	M
131.	Don't understand why we have to go to school . . . . .	131.	?	S	M
132.	Find one or more of my subjects boring. . . . .	132.	?	S	M
133.	Subjects I'm taking will never be of any help. . . . .	133.	?	S	M
134.	Don't know what I'm supposed to do in this school . . . . .	134.	?	S	M
135.	School day is too long . . . . .	135.	?	S	M
136.	School schedule confuses me . . . . .	136.	?	S	M
137.	School work takes too much of my time . . . . .	137.	?	S	M
138.	Can't do school work as fast as I'd like . . . . .	138.	?	S	M
139.	Have too much work in school. . . . .	139.	?	S	M
140.	Don't have to work hard enough in school . . . . .	140.	?	S	M
141.	School overlooks ability and talent. . . . .	141.	?	S	M
142.	School has too many cliques. . . . .	142.	?	S	M

143.	Would like to get into a certain group. . . . .	143.	?	S	M
144.	School shows partiality to pupils of one certain religion or race. . . . .	144.	?	S	M
145.	Don't have enough freedom in school . . . . .	145.	?	S	M
146.	Have too much freedom in school . . . . .	146.	?	S	M
147.	Hate to ask permission to leave the room. . . . .	147.	?	S	M
148.	Tough pupils bother me. . . . .	148.	?	S	M
149.	Some classrooms are too noisy . . . . .	149.	?	S	M
150.	School has some unfair rules . . . . .	150.	?	S	M
151.	Too much cheating in our school. . . . .	151.	?	S	M
152.	Hate school. . . . .	152.	?	S	M
153.	Too many things in school cost money . . . . .	153.	?	S	M
154.	Have sometimes skipped classes. . . . .	154.	?	S	M
155.	Have been absent too much. . . . .	155.	?	S	M
156.	Wonder whether I should quit school . . . . .	156.	?	S	M
157.	My school work is checked and inspected too much. . . . .	157.	?	S	M
158.	My school work is not checked and inspected often enough. . . . .	158.	?	S	M
159.	Marking (grading) system is unfair . . . . .	159.	?	S	M
160.	Teachers don't mark (grade) alike. . . . .	160.	?	S	M
161.	Fear tests. . . . .	161.	?	S	M
162.	Nervous when I take a test. . . . .	162.	?	S	M
163.	Wonder if I'll pass . . . . .	163.	?	S	M
164.	Worried about my marks. . . . .	164.	?	S	M
165.	Don't know how to improve my marks . . . . .	165.	?	S	M
166.	Failing one or more of my subjects. . . . .	166.	?	S	M
167.	Can't play on teams because I'm failing . . . . .	167.	?	S	M
168.	Teachers mark me according to what they think I can do, not by what I do. . . . .	168.	?	S	M
169.	Pupils make fun of me because I get good marks . . . . .	169.	?	S	M
170.	Don't think I'll make the (honor roll) (honor society). . . . .	170.	?	S	M
171.	Have difficulty with certain subjects . . . . .	171.	?	S	M
172.	Nervous in front of the class . . . . .	172.	?	S	M
173.	Don't know how to study. . . . .	173.	?	S	M
174.	Can't remember what I've studied. . . . .	174.	?	S	M
175.	Some textbooks don't explain things well. . . . .	175.	?	S	M
176.	Can't read well enough . . . . .	176.	?	S	M
177.	Can't do arithmetic. . . . .	177.	?	S	M
178.	Worry about talking before the class . . . . .	178.	?	S	M
179.	Can't get started on homework . . . . .	179.	?	S	M
180.	Would like to be elected to some school office. . . . .	180.	?	S	M
181.	Would like to take greater part in school activities. . . . .	181.	?	S	M
182.	We need more hobby and subject clubs in school . . . . .	182.	?	S	M
183.	We need more social life in school . . . . .	183.	?	S	M
184.	Often embarrassed at school social affairs because I can't dance or conduct myself properly . . . . .	184.	?	S	M
185-211.	<u>I'm worried because some of my teachers:</u>				
185.	Don't treat pupils as grown-ups . . . . .	185.	?	S	M
186.	Don't listen to what we pupils say . . . . .	186.	?	S	M
187.	Are uncooperative . . . . .	187.	?	S	M
188.	Are set in their ways . . . . .	188.	?	S	M
189.	Are too old . . . . .	189.	?	S	M
190.	Are discourteous and disrespectful . . . . .	190.	?	S	M
191.	Are prejudiced. . . . .	191.	?	S	M
192.	Allow their personal feelings to rule them . . . . .	192.	?	S	M
193.	Are flighty . . . . .	193.	?	S	M
194.	Get angry too easily . . . . .	194.	?	S	M
195.	Are always picking on me . . . . .	195.	?	S	M
196.	Blame me for things I don't do . . . . .	196.	?	S	M

197.	Don't encourage or help me . . . . .	197.	?	S	M
198.	Embarrass me in front of the class . . . . .	198.	?	S	M
199.	Say I'm not brought up right at home . . . . .	199.	?	S	M
200.	Expect too much of me . . . . .	200.	?	S	M
201.	Threaten me if I don't do my work. . . . .	201.	?	S	M
202.	Don't like me. . . . .	202.	?	S	M
203.	Show they like some pupils and not others. . . . .	203.	?	S	M
204.	Don't appreciate the extra work I do . . . . .	204.	?	S	M
205.	Frighten me . . . . .	205.	?	S	M
206.	Seldom or never believe me. . . . .	206.	?	S	M
207.	Frequently keep me after school. . . . .	207.	?	S	M
208.	Won't let me make up work . . . . .	208.	?	S	M
209.	Don't make work clear . . . . .	209.	?	S	M
210.	Do what they tell us not to do . . . . .	210.	?	S	M
211.	Think their subjects are the only important ones . . . . .	211.	?	S	M
212.	I would like to know how to get along with some of my teachers . . . . .	212.	?	S	M
213.	I hate one or more of my teachers. . . . .	213.	?	S	M
214.	Feel too young for my class. . . . .	214.	?	S	M
215.	Feel too old for my class. . . . .	215.	?	S	M

#### VI. Problems of Educational Planning

216.	Wonder if I should quit school at end of grade 8 or 9. . . . .	216.	?	S	M
217.	Wonder if I should quit school before finishing grade 12 . . . . .	217.	?	S	M
218.	Don't know what to study in high school . . . . .	218.	?	S	M
219.	Can't take courses I want because of required subjects. . . . .	219.	?	S	M
220.	Wonder if I'm taking the right subjects. . . . .	220.	?	S	M
221.	Don't know whether to continue a subject I'm poor in . . . . .	221.	?	S	M
222.	Would like subjects that help with practical living . . . . .	222.	?	S	M
223.	Wish we had an intra-mural sports program. . . . .	223.	?	S	M
224.	Have too many subjects. . . . .	224.	?	S	M
225.	Have too many study periods . . . . .	225.	?	S	M
226.	Have too many gym periods . . . . .	226.	?	S	M
227.	Think too much stress is placed on college preparation. . . . .	227.	?	S	M
228.	Not sure whether I should go to college . . . . .	228.	?	S	M
229.	Don't know what college to attend . . . . .	229.	?	S	M
230.	Wonder if I'll get into the college of my choice . . . . .	230.	?	S	M

#### VII. Problems Pertaining to Jobs and Vocations

231.	Don't know what I want to be. . . . .	231.	?	S	M
232.	Wonder how I can pick the right career . . . . .	232.	?	S	M
233.	Know what I want to be, but don't know how much chance I have . . . . .	233.	?	S	M
234.	Wonder if I'll ever get a job. . . . .	234.	?	S	M
235.	Want a part-time job. . . . .	235.	?	S	M
236.	Want a summer job. . . . .	236.	?	S	M
237.	Need a part-time or summer job and too young for a working permit. . . . .	237.	?	S	M
238.	Don't like my present job. . . . .	238.	?	S	M
239.	Present job interferes with my school work . . . . .	239.	?	S	M
240.	Don't know how to go about getting a job. . . . .	240.	?	S	M
241.	Don't feel school is helping me toward my job. . . . .	241.	?	S	M

#### VIII. Problems of Peace and War

242.	Worry about world-wide troubles . . . . .	242.	?	S	M
243.	Concerned about the future of our country. . . . .	243.	?	S	M

244.	Wonder why nations war . . . . .	244.	?	S	M
245.	Worried about friends or relatives in the armed services . . . . .	245.	?	S	M
246.	Worried about how the draft will affect my friends or relatives . . . . .	246.	?	S	M
247.	Fear atomic warfare . . . . .	247.	?	S	M

#### IX. Problems of Morality, Ethics, Right and Wrong

248.	Disturbed by some people's profanity. . . . .	248.	?	S	M
249.	Disturbed by some people's vulgarity. . . . .	249.	?	S	M
250.	Disturbed by friends who do things against the law. . . . .	250.	?	S	M
251.	Often don't know what is right and what is wrong . . . . .	251.	?	S	M
252.	Often disagree with parents as to what is right and what is wrong. . . . .	252.	?	S	M
253.	Troubled by immoral thoughts . . . . .	253.	?	S	M
254.	I'm often untruthful. . . . .	254.	?	S	M
255.	My conscience bothers me. . . . .	255.	?	S	M
256.	Wonder if it is wrong to drink. . . . .	256.	?	S	M
257.	Wonder if it is wrong to smoke. . . . .	257.	?	S	M

#### X. Problems of Religion

258.	Wonder if it is wrong to be interested in a religion other than my own. . . . .	258.	?	S	M
259.	Wonder if it is wrong to discuss my religion with people of another religion . . . . .	259.	?	S	M
260.	Don't know which religion is the right one. . . . .	260.	?	S	M
261.	Can't believe in any religion. . . . .	261.	?	S	M
262.	Worry about people who lack faith in God . . . . .	262.	?	S	M
263.	Sometimes doubt that God exists. . . . .	263.	?	S	M
264.	I'm afraid of God . . . . .	264.	?	S	M
265.	Don't understand my own religion . . . . .	265.	?	S	M
266.	Don't believe I'm living up to the teachings of my religion. . . . .	266.	?	S	M
267.	Don't attend religious services as often as I should . . . . .	267.	?	S	M
268.	My parents are not of the same religion. . . . .	268.	?	S	M
269.	Think church and Sunday school are a waste of time. . . . .	269.	?	S	M
270.	One very near and dear has just died. . . . .	270.	?	S	M
271.	Wonder if I must accept certain religious beliefs. . . . .	271.	?	S	M
272.	I'm forced to attend religious services. . . . .	272.	?	S	M
273.	I'm forced to say prayers daily. . . . .	273.	?	S	M
274.	Sunday school expects too much homework . . . . .	274.	?	S	M
275.	Wonder if I must attend church to believe in God . . . . .	275.	?	S	M

#### XI. Problems of Boy-Girl Relationships

276.	I'm bashful with the opposite sex. . . . .	276.	?	S	M
277.	Don't understand (boys) (girls) . . . . .	277.	?	S	M
278.	Don't know how to dance . . . . .	278.	?	S	M
279.	Don't know how to act in social groups of my own age. . . . .	279.	?	S	M
280.	Don't know whether I'm old enough for dates . . . . .	280.	?	S	M
281.	Receive attention from (boy) (girl) I do not like . . . . .	281.	?	S	M
282.	My friend and I like the same (boy) (girl) . . . . .	282.	?	S	M
283.	Can't get (him) (her) to notice me . . . . .	283.	?	S	M
284.	Would like to go out with older boys . . . . .	284.	?	S	M
285.	Have broken off with a (boy) (girl) I like . . . . .	285.	?	S	M
286.	Bothered by way (boys) (girls) act on a date . . . . .	286.	?	S	M
287.	Bothered by boy's lack of respect and courtesy for girls. . . . .	287.	?	S	M
288.	Think too much about the opposite sex . . . . .	288.	?	S	M



## XII. Problems Pertaining to Relations with Other People

289.	Can't get along with other people. . . . .	289.	?	S	M
290.	Don't like to meet people. . . . .	290.	?	S	M
291.	Afraid to meet people . . . . .	291.	?	S	M
292.	Have trouble making friends. . . . .	292.	?	S	M
293.	Don't have many friends . . . . .	293.	?	S	M
294.	Wonder if I have any real friends . . . . .	294.	?	S	M
295.	Afraid of losing my friends . . . . .	295.	?	S	M
296.	Find it hard to keep up with the gang . . . . .	296.	?	S	M
297.	Don't like doing certain things in order to be popular . . . . .	297.	?	S	M
298.	Feel as if people don't want me around. . . . .	298.	?	S	M
299.	Feel lonely most of the time . . . . .	299.	?	S	M
300.	I'm never invited anywhere . . . . .	300.	?	S	M
301.	I'm embarrassed by a nickname . . . . .	301.	?	S	M
302.	Tell things I shouldn't. . . . .	302.	?	S	M
303.	Argue too much . . . . .	303.	?	S	M
304.	I'm too bashful. . . . .	304.	?	S	M
305.	One of my friends has a bad reputation . . . . .	305.	?	S	M
306.	Pupils with good marks (grades) are left out when a party is planned . . . . .	306.	?	S	M
307.	Find other people's actions hard to understand . . . . .	307.	?	S	M
308.	Don't know how to keep people from feeling not wanted . . . . .	308.	?	S	M
309.	Don't know how to say "no" without hurting the other person's feelings . . . . .	309.	?	S	M
310.	Worried about people who are handicapped . . . . .	310.	?	S	M
311.	Worried because many people are mean to other people . . . . .	311.	?	S	M
312.	Not allowed to associate with a certain nationality or nationalities . . . . .	312.	?	S	M
313.	Not allowed to associate with a certain race or races. . . . .	313.	?	S	M
314.	Can't carry on a conversation with older people. . . . .	314.	?	S	M
315.	Don't know what to say when I first meet someone . . . . .	315.	?	S	M
316.	Nervous when I talk to people. . . . .	316.	?	S	M
317.	Not a good conversationalist. . . . .	317.	?	S	M
318.	Don't speak correctly . . . . .	318.	?	S	M
319.	Don't want people to know I can't hear well. . . . .	319.	?	S	M
320.	Don't know the right thing to do in social groups . . . . .	320.	?	S	M
321.	Not as popular as I would like to be. . . . .	321.	?	S	M
322.	Want others to like me . . . . .	322.	?	S	M
323.	Disturbed by people who "show off". . . . .	323.	?	S	M
 324-339. <u>Don't know how to act with people who:</u>					
324.	Brag . . . . .	324.	?	S	M
325.	Are conceited . . . . .	325.	?	S	M
326.	Laugh at things they know little or nothing about . . . . .	326.	?	S	M
327.	Are snobs . . . . .	327.	?	S	M
328.	Are insincere . . . . .	328.	?	S	M
329.	Are wrong. . . . .	329.	?	S	M
330.	Are selfish . . . . .	330.	?	S	M
331.	Are not dependable. . . . .	331.	?	S	M
332.	Think money is everything. . . . .	332.	?	S	M
333.	Are jealous . . . . .	333.	?	S	M
334.	Make fun of me . . . . .	334.	?	S	M
335.	Take advantage of me . . . . .	335.	?	S	M
336.	Say I'm a prude . . . . .	336.	?	S	M
337.	Treat me like a child . . . . .	337.	?	S	M
338.	Spread gossip about me. . . . .	338.	?	S	M
339.	Are much older than I. . . . .	339.	?	S	M

### XIII-XIV. Problems of Courtship, Marriage and Founding a Home

340.	Wonder how I can know whom to marry . . . . .	340.	?	S	M
341.	Wonder at what age I should marry . . . . .	341.	?	S	M

### XV. Problems Involving Heredity

342.	Would like to be a professional dancer . . . . .	342.	?	S	M
343.	Would like to be a professional baseball pitcher . . . . .	343.	?	S	M
344.	Don't understand myself . . . . .	344.	?	S	M
345.	Don't know what I want to be. . . . .	345.	?	S	M
346.	Wonder what my real mental ability is. . . . .	346.	?	S	M
347.	Don't understand why I'm good in some subjects and poor in others . .	347.	?	S	M
348.	I try hard and can't get good marks (grades) . . . . .	348.	?	S	M
349.	My marks (grades) remain the same no matter how hard I try . . . . .	349.	?	S	M
350.	Can't get the highest mark in certain subjects. . . . .	350.	?	S	M
351.	Some teachers expect me to do as well as some other member of my family . . . . .	351.	?	S	M
352.	Some people are much smarter than I . . . . .	352.	?	S	M
353.	Want to go to college but don't think I'm smart enough . . . . .	353.	?	S	M
354.	Would like to be able to do something well . . . . .	354.	?	S	M

### XVI. Problems Involving Leisure, Interests, Activities, and Budgeting of Time

355.	Have nothing interesting to do. . . . .	355.	?	S	M
356.	I'm restless too much of the time . . . . .	356.	?	S	M
357.	Don't have enough different things to do . . . . .	357.	?	S	M
358.	Don't know how to find out what I would be interested in . . . . .	358.	?	S	M
359.	We should have more worth-while activities in school. . . . .	359.	?	S	M
360.	Wish we had more after-school activities. . . . .	360.	?	S	M
361.	My out-of-school activities interfere with my in-school activities . .	361.	?	S	M
362.	My work interferes with things I'd like to do. . . . .	362.	?	S	M
363.	Get tired from too much activity. . . . .	363.	?	S	M
364.	Prefer to be alone . . . . .	364.	?	S	M
365.	Don't agree with my parents on what my out-of-school activities should be . . . . .	365.	?	S	M
366.	Engage in school activities and sports when I should be working. . . .	366.	?	S	M
367.	Spend too much time on (radio) (television) (movies). . . . .	367.	?	S	M
368.	Don't have time enough to study . . . . .	368.	?	S	M
369.	Put off doing my assignments. . . . .	369.	?	S	M
370.	Worried about getting work done on time . . . . .	370.	?	S	M
371.	Don't know how to plan my time for each day . . . . .	371.	?	S	M

### XVII. Problems Related to Mental-Emotional Health and Fitness

372.	Wonder what my future will be . . . . .	372.	?	S	M
373.	Don't seem to have any goal in life . . . . .	373.	?	S	M
374.	I'm not able to do all I try to do . . . . .	374.	?	S	M
375.	Can't do things other people can . . . . .	375.	?	S	M
376.	Want something very much which I don't think I can get . . . . .	376.	?	S	M
377.	Have too many problems all at one time. . . . .	377.	?	S	M
378.	Things change so much I am confused . . . . .	378.	?	S	M
379.	Feel sorry for myself. . . . .	379.	?	S	M
380.	Frequently feel moody or depressed . . . . .	380.	?	S	M
381.	Feel I'm not wanted . . . . .	381.	?	S	M

382.	Don't think people understand me . . . . .	382.	?	S	M
383.	Feel people talk about me behind my back . . . . .	383.	?	S	M
384.	Feel everyone is against me. . . . .	384.	?	S	M
385.	People don't like me. . . . .	385.	?	S	M
386.	I'm blamed for things that are not my fault. . . . .	386.	?	S	M
387.	People laugh at me. . . . .	387.	?	S	M
388.	People make fun of my laugh . . . . .	388.	?	S	M
389.	Worry about what others say . . . . .	389.	?	S	M
390.	Don't like my name . . . . .	390.	?	S	M
391.	I'm not independent enough. . . . .	391.	?	S	M
392.	The story gets too big when I tell it. . . . .	392.	?	S	M
393.	Can't take a joke . . . . .	393.	?	S	M
394.	Can't stand criticism . . . . .	394.	?	S	M
395.	Can't stand teasing. . . . .	395.	?	S	M
396.	Wonder if I appear conceited . . . . .	396.	?	S	M
397.	I'm always misplacing things . . . . .	397.	?	S	M
398.	I'm careless . . . . .	398.	?	S	M
399.	Don't do things when I should . . . . .	399.	?	S	M
400.	I'm always late . . . . .	400.	?	S	M
401.	Don't know how to concentrate . . . . .	401.	?	S	M
402.	Don't have enough will power . . . . .	402.	?	S	M
403.	Don't finish what I start. . . . .	403.	?	S	M
404.	Not working as hard as I could . . . . .	404.	?	S	M
405.	I'm not aggressive . . . . .	405.	?	S	M
406.	I'm not responsible. . . . .	406.	?	S	M
407.	I forget to do things I should do. . . . .	407.	?	S	M
408.	I'm a coward. . . . .	408.	?	S	M
409.	I'm shy and self-conscious . . . . .	409.	?	S	M
410.	Spend too much time day-dreaming . . . . .	410.	?	S	M
411.	Can't control my temper . . . . .	411.	?	S	M
412.	Get excited too easily . . . . .	412.	?	S	M
413.	I'm jealous and envious of others . . . . .	413.	?	S	M
414.	Life is too much the same, over and over. . . . .	414.	?	S	M
415.	I'm frequently restless and bored . . . . .	415.	?	S	M
416.	I'm uncertain about everything . . . . .	416.	?	S	M
417.	Don't like to be alone . . . . .	417.	?	S	M
418.	Hate myself . . . . .	418.	?	S	M
419.	Sometimes think of killing myself . . . . .	419.	?	S	M
420.	I'm afraid of high places . . . . .	420.	?	S	M
421.	I'm afraid of falling . . . . .	421.	?	S	M
422.	I'm afraid of dropping things . . . . .	422.	?	S	M
423.	I'm afraid to take part in sports . . . . .	423.	?	S	M
424.	I'm afraid of seeing sick or hurt persons . . . . .	424.	?	S	M
425.	I'm afraid of getting sick. . . . .	425.	?	S	M
426.	I'm afraid to die. . . . .	426.	?	S	M
427.	I'm afraid of getting into trouble. . . . .	427.	?	S	M
428.	I'm afraid of failing in what I try to do. . . . .	428.	?	S	M
429.	I'm afraid of making a mistake. . . . .	429.	?	S	M
430.	I'm afraid to grow up and face the world . . . . .	430.	?	S	M
431.	Afraid I won't be allowed to be on my own after I graduate. . . . .	431.	?	S	M
432.	Want to learn to depend on myself. . . . .	432.	?	S	M
433.	Would like to know how to get rid of a bad habit. . . . .	433.	?	S	M
434.	Would like to know how to develop character . . . . .	434.	?	S	M

### Other Problems

Have you a serious problem, worry, or fear, which is not in this list?

Encircle:        yes        no

If yes, please briefly write it in the space below.



## APPENDIX B

## Supplement: Junior-High-School Problems Inventory

Your name? \_\_\_\_\_ Your school? \_\_\_\_\_

Directions. Same directions as for the booklet which you have just completed. Mark each item on this page to show how it is for you personally.

1. Make a circle around the question mark if you don't understand the item.
2. Make an X through the number of the item if it is not true for you personally.
3. Make a circle around the S if the item bothers you some but not very much.
4. Make a circle around the M if the item bothers you very much.

- |  |           |
|--|-----------|
| 1. I'm too short. . . . .  | 1. ? S M  |
| 2. Have trouble with my feet. . . . .  | 2. ? S M  |
| 3. Don't know whether to save money or spend it . . . . .                          | 3. ? S M  |
| 4. Parents want me to save all I earn . . . . .                                    | 4. ? S M  |
| 5. One or both of my parents will not let me see any one (boy)<br>(girl) too often | 5. ? S M  |
| 6. Have to work too much around home. . . . .                                      | 6. ? S M  |
| 7. Don't know what I'm supposed to do in this school. . . . .                      | 7. ? S M  |
| 8. Have sometimes skipped classes . . . . .  | 8. ? S M  |
| 9. Can't remember what I've studied . . . . .                                      | 9. ? S M  |
| 10. Get angry too easily . . . . .   | 10. ? S M |
| 11. Feel too old for my class. . . . .   | 11. ? S M |
| 12. Wonder if I'll ever get a job. . . . .   | 12. ? S M |
| 13. I'm often untruthful . . . . .   | 13. ? S M |
| 14. Sunday school expects too much homework. . . . .                               | 14. ? S M |
| 15. Wonder if I have any real friends. . . . .                                     | 15. ? S M |
| 16. Can't carry on a conversation with older people. . . . .                       | 16. ? S M |
| 17. Don't know how to act with people who make fun of me . . . . .                 | 17. ? S M |
| 18. Would like to be able to do something well . . . . .                           | 18. ? S M |
| 19. I'm not able to do all I try to do . . . . .                                   | 19. ? S M |
| 20. Can't stand criticism . . . . .  | 20. ? S M |
| 21. Life is too much the same, over and over. . . . .                              | 21. ? S M |
| 22. Would like to know how to develop character. . . . .                           | 22. ? S M |



$$\text{Rho} = 1 - \frac{6 \sum (D^2)}{N(N^2 - 1)}$$

$\sum (D^2)$  = the sum of the squares of the differences between the ranks of each associated pair

6 = a constant

N = the number of associated pairs in the group or sample of the variables correlated

$$\text{Rho} = 1 - \frac{6 \times 400.50}{22 (22^2 - 1)}$$

$$= 1 - \frac{2403}{10,626}$$

$$= 1 - .226$$

$$= .774$$

Table 67. Difference between Percentage Responses of Total Group to Items in the Original Inventory and to the Same Items in the Supplementary Inventory

Problems	Percentage Frequency of Mention					
	Original		Supplementary		Difference	
	S	M	S	M	S	M
(1)	(2)	(3)	(4)	(5)	(6)	(7)
14. I'm too short(1)*.....	25	10	22	6	3	4
34. Have trouble with my feet(2).....	17	5	17	5	--	--
54. Don't know whether to save money or spend it (3).....	26	10	28	5	2	5
74. Parents want me to save all I earn(4).....	34	16	16	7	18	9
94. One or more of my parents will not allow me to see any one (boy) (girls) too often(5)....	10	9	7	2	3	7
114. Have to work too much around home(6).....	15	5	10	2	5	3
134. Don't know what I'm supposed to do in this school(7).....	6	2	12	1	6	1
154. Have sometimes skipped classes(8).....	4	--	6	2	2	2
174. Can't remember what I've studied(9).....	27	11	26	6	1	5
194. I'm worried because some of my teachers get angry too easily(10).....	33	13	18	7	15	6
214. Feel too young for my class(11).....	3	1	6	4	3	3

\*The number in the parenthesis refers to the number of the item in the supplementary inventory.

Table 67. (concluded)

Problems	Percentage Frequency of Mention					
	Original		Supplementary		Difference	
	S	M	S	M	S	M
(1)	(2)	(3)	(4)	(5)	(6)	(7)
234. Wonder if I'll ever get a job(12).....	23	9	18	5	5	4
254. I'm often untruthful(13).	17	4	22	5	5	1
274. Sunday school expects too much homework(14).....	9	4	7	2	2	2
294. Wonder if I have any real friends(15).....	20	5	22	10	2	5
314. Can't carry on a conversation with older people(16).....	15	1	10	6	5	5
334. Don't know how to act with people who make fun of me(17).....	19	12	20	7	1	5
354. Would like to be able to do something well(18)....	21	18	27	14	6	4
374. I'm not able to do all I try to do(19).....	18	8	28	7	10	1
394. Can't stand criticism(20)	14	5	15	5	1	--
414. Life is too much the same, over and over(21)..	10	5	12	6	2	1
434. Would like to know how to develop character(22)....	19	13	23	16	4	3

[illegible]