

A STUDY OF  
PROBLEMS OF 4-H YOUTH ENROLLED  
IN GRADES 10-11-12  
IN FIVE COUNTIES OF OKLAHOMA

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By

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CHAPTER I  
INTRODUCTION

This study was done because of the interest of the writer in the family life of rural people. In her years of experience as Home Demonstration Agent and as Family Life Specialist she has observed indications that there has been marked growth in interest in family life on the part of the 4-H Club members of Oklahoma.

The writer has observed that in our rural culture, family life is estimated of relatively high value in the sense that John Dewey<sup>1</sup> defines it. He says, "To value means primarily to prize, to esteem.... It means the act of cherishing something, holding it dear...." It is generally conceded that the home and family is the seat of learning for early education, including attitudes toward life in general; i.e., changes in behavior -- which make for personal adjustment in life's rapidly changing situations. Because the rural and urban population is more mobile than heretofore, the people are confronted with more new situations and are required to compete to a greater extent in their efforts to live and achieve. In this rapidly changing and competitive culture, home life may well be the stabilizing influence for the learning of attitudes and activities on the part of individuals, especially the young persons.

The writer has long been interested in a family life program for the 4-H members of Oklahoma. We have been told that if

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<sup>1</sup>Dewey, John, Philosophy and Education. p. 207

an educational program is to succeed, we must begin where the people are. Then our first step is to learn the needs of rural boys and girls. That is the purpose of this study.

### Preliminary Study

Recently an informal study was made by the writer of the plans of work and annual reports of states employing a person devoting full or part time to the family life program. This study indicated that some of these specialists recognized weaknesses in this area. One specialist said, "The tremendous resources afforded in 4-H and older youth groups cannot be left unexplored.... In looking forward to successful family relations of the future, the materials used for work with younger people need even greater appraisal." It also seemed significant that the specialist from one of the states doing more than most in 4-H family life said this, "The 4-H program is definitely the weakest link in our state family life program." In the opinion of another specialist, "Children and youth, as well as adults should benefit by a fuller and earlier understanding of family life teaching." Beliefs that "There is need to understand how to develop satisfying relationships and secure family life in everyday living of the family" and that "Youth needs preparation for living successfully with others in today's expanded world" are expressed by other specialists.

These beliefs would seem to imply a need for helping young people to understand the factors involved in the development of friendships, in the choice of a life partner and in the adjustments between and among family members.

In this informal study of state programs, it was found that one-fourth (12) of them carried a 4-H family life program. Some idea of the scope of the program can be obtained from the following resume of subjects dealt with and data relating to participation, when given. In this outline the states are referred to by number (see appendix for the key to specific states).

<u>State Program</u>	<u>Discussion or Topics Dealt With</u>	<u>Activities Employed</u>	<u>Participating Sexes Counties</u>
No. 1	"Understanding Myself" "Understanding My Family" "Adjusting to Problems in School Life" "Making and Keeping Friends" "Do's and Don'ts of Dating" "Making the Most of Courtship" "Looking Forward to Marriage" "Preparing to Go to College" "Character Traits Which Will Help on the Job" "Probing Our Prejudices" "Standards for Baby Sitters" "Care of Brothers and Sisters"	Leader training meetings and group discussions	
No. 2	Group Activity: "Making and Playing Games" (Using multiple Choice questions) "Relations with Others" "You and Your Friends" "You and Your Family" "Living Together in the Family" "Family Recreation" "Youth and Success in a Job" "Reading List"	Leader training  Discussions	Both

<u>State Program</u>	<u>Discussion or Topics Dealt With</u>	<u>Activities Employed</u>	<u>Participating Sexes</u>	<u>Counties</u>
No. 3	Phases: "Personal Growth and Development" "Care of Young Children" "Health" "Recreation" "Music Appreciation"		Both Girls Both Both Both	58
No. 4	"Dating" "Choosing A Mate" "Getting Started in Marriage" "Caring for Pre-School Children" (Baby Sitters) "Parent and Child Relationship" "Living Together in the Family"	Group discussion	Both Both Both Girls Both Both	
No. 5	"You and Your Family" "You and Your Friends" "You and Your Community" "Reading Project"	Group discussion		
No. 6	4-H sheet "My Family and I" Leadership and family relations	2 State and 7 District Camps  4 County groups  4 Community Club groups		
No. 7	1st year "Child Care" 2nd year "Child Care"	Panel with adults 4-H Family Cook-outs (430 families)		9
No. 8	"Better Living for a Better World" ---Health ---Boy and Girl relations ---Family relations ---4-H club	Group discussion Group discussion at camps  8 clubs community group discussion	Girls	77  15

<u>State Program</u>	<u>Discussion or Topics Dealt With</u>	<u>Activities Employed</u>	<u>Participating Sexes</u>	<u>Counties</u>
No. 9	Short Course Child Care (Baby Sitters)			
No. 10	Working With People	4 talks		
No. 11	"Democratic Living"	Group discussion		2
No. 12	"Citizenship" (Correlated)			

Three other states reported work with leaders in developing interest for family life program.

In addition to efforts reported by individual states in annual reports and plans of work to meet needs of rural young people, some work has been done on a national level. Following the National Family Life Conference held in Washington in 1948, the United States Department of Agriculture Extension Service sponsored a workshop for Extension Family Life Specialists. The purpose of this workshop was to relate the findings of the Family Life Conference to the Extension Family Life Programs. The members participating in the 4-H group of this workshop recognized nine obstacles which in their opinion stood in the way of developing a 4-H Family Life Program -- three of these related particularly to the choice of subject matter to be emphasized.

--Lack of adequate knowledge concerning ways of developing programs which will meet the needs of youth of various age levels.

--There is difficulty in developing programs within a given club because of the diversity of age, interests and backgrounds.

--The difficulty of developing programs that fit in with the specific contemporary interests of young people

rather than in general terms.

### Review of Literature

Attempts have been made by several investigators to find out what personal problems are recognized by adolescents themselves. One such attempt was made by Ross Mooney<sup>2</sup> using a problem check list which he developed for this purpose. This check list<sup>3</sup> is composed of 330 problems believed to be common among high school students, applicable to both boys and girls. The problems are divided equally into eleven areas which are designated as follows:

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

In presenting the check list, the students are instructed to fill the check list by reading the list slowly, to pause at each item, and to underline those items which were troubling them.

The second step in completing the check list is to look back

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<sup>2</sup>Mooney, Ross L. "Community Differences in the Problem of High School Students: A Survey of 5 Communities by means of a Problem Check List. Educational and Psychological Measurements Vol. 3, (1943) pp. 127-142.

<sup>3</sup>Mooney, Ross L. Problem Check List, High School Form (1941) Bureau of Educational Research, Ohio State University, Columbus, Ohio. pp. 1-6



over the items which had been underscored and circle the numbers in front of the items which were of most concern to them.

In a study of 425 students in five senior high schools, Mooney<sup>4</sup> found the average problem per student to be twenty-eight. Eight items were underlined by fifty per cent or more of the students. These items, "Don't Know How to Study Effectively," "Hard to Study in Living Quarters," "Worry About Examinations," "Unable to Concentrate Well," and "Forced to Take Courses I Don't Like" are similar in nature since they relate to school work. The other items were "Not Enough Sleep," "Wanting A More Pleasing Personality," "Moodiness," and "Having the Blues." These are of more personal concern.

Those items checked by forty per cent of the group included, "Worrying About Unimportant Things," "Lacking Self-confidence," "Afraid to Speak up in Class Discussion," "Not Time Enough for Study," "Nervousness," "Wondering if I'll Be Successful in Life," "Afraid of Making Mistakes," "Day Dreaming," "Tiring Very Easily" and "Unable to Express Myself in Words." Most of these items are conceivably related to the feeling of inferiority.

Personality items ranked highest in the items underlined by thirty per cent or more of the group. These included: "Wondering if I'll Find A Suitable Mate," "Wanting Love and Affection," "Not Knowing What I Really Want," "Deciding Whether I'm in Love,"

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<sup>4</sup>Mooney, Ross L. "Community Differences in the Problem of High School Students: A Survey of 5 Communities by means of a Problem Check List. Educational and Psychological Measurements Vol. 3, (1943) pp. 127-142.

"Can't Forget Some Mistakes I've Made," "Taking Things Too Seriously," "Feeling Inferior," "Petting and Necking," "Parents Sacrificing Too Much for Me," "Being Ill at Ease at Social Affairs," "Too Easily Hurt," "Boy Friend," "Stubbornness" and "Can't Make up My Mind About Things."

Items relating to school work ranked second in the thirty per cent group. These items included "Too Much Work Required in Some Courses," "Inadequate High School Training," "Getting Low Grades," "Vocabulary Too Limited," "Weak in Spelling or Grammar," "Slow in Mathematics." The time element items were also under-scored by more than thirty per cent of the group. They were "Too Little Chance to Read What I Like," "Failing to go to Church," "Too Little Time for Sports," "Too Little Chance to Listen to Radio," "Not Enough Time for Recreation," and "Not Getting Studies Done on Time."

In the group of items underlined and circled by fifteen per cent to twenty-three per cent of the students were: "Not Knowing What I Really Want," "Lacking Self-confidence," "Wanting a More Pleasing Personality," "Unable to Express Myself in Words," "Deciding Whether I'm in Love," "Worrying About Examinations," "Afraid to Speak Up in Class Discussions," "Forced to Take Courses I Don't Like," "Getting Low Grades" and "Not Enough Sleep."

From this study we find that the items which are of general concern are also of major concern to the members of the groups.

The Mooney Problem Check Sheet was also used in a study

reviewed by Miles E. Carey.<sup>5</sup> In this study a total of 620 pupils living in a large American city filled out the check list: 356 boys and 264 girls in grades 9-10-11-12. These pupils, besides single-checking the problems troubling them more or less, double-checked those that were troubling them most. A summary of this study follows:

Only two problems were rated by thirty to forty per cent of the group. They were "Bothered by Dull Classes" and "Troubled Because They So Often Feel Restless in Class." A larger number of problems came in the twenty to thirty per cent area of problems. They were in this order: "Taking Things Too Seriously," "Worrying Too Much About Grades," "Not Spending Enough Time in Study," "Wanting a More Pleasing Personality," "Not Knowing What I Really Want," "Lunch Hour Too Short," "Unable to Concentrate When I Need to," "Wanting to Earn Some Money of My Own," "Wondering What I'll Be Like Ten Years from Now," "Needing to Know My Vocational Abilities," "Afraid of Making Mistakes," "Day Dreaming," "Worrying" and "Forgetting Things."

In the problems checked by ten to twenty per cent of the group, the following problems were found in order of their rank:

<u>Rank Order</u>	<u>Problems Checked</u>
No. 1	Being left out of things
No. 2	Learning to save money
No. 3	Disliking certain persons
No. 3	Having too few dates
No. 4	Not being allowed to use family car
No. 5	Poor complexion
No. 5	Not enough sleep

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<sup>5</sup>Carey, Miles E. "Looking at Teen Age Problems," Journal of Home Economics, (Dec. 1948) p. 575.

No. 6	Wondering if I'll find a suitable mate
No. 6	Clash of opinions with my parents
No. 6	Can't forget some mistakes I've made
No. 7	Talking back to my parents
No. 8	Wanting to learn how to dance
No. 9	Needing a job in vacations
No. 10	Being overweight
No. 10	Ill at ease at social affairs
No. 11	Trying to break off a bad habit
No. 12	Being criticized by my parents
No. 13	Awkward in making a date
No. 14	Yielding to temptations

The problem areas in which items were checked most frequently were "Adjustment to School Work," "Curriculum and Teaching Procedures" and "Personal-psychological Relations." Suggestive of these problems are such matters as "Worrying About Grades," "Too Much Work Required in Some Subjects" and "Afraid of Making Mistakes."

Fourth in rank of the problem areas was "The Future: Vocational and Educational."

It appears that the problem of human relations bulks large in the thinking of these young people. This is indicated in such concerns as "Afraid to Speak up in Class Discussion," "Afraid of Making Mistakes," "Being Left Out of Things," and "Clash of Opinions Between Me and My Parents." Might it not be well to select subject matter and problems for discussion in our young people's educational programs which will give them more insight into human behavior and relationships as prevention.

The information obtained from these studies was valuable, yet it was not a satisfactory answer to our problem, "What are the needs of rural youth?"

In the past more research has been done in urban than rural areas. Therefore, it seemed advisable to conduct a study with

Oklahoma 4-H club members. The Ross Mooney Problem Check Sheet, High School Form seemed the best tool to use for this research. After this study was started, a Problem Check List Form for Rural Young People was developed.<sup>6</sup> It is to be used with the rural youth, ages 16 to 30, thus being a different age level. It should be a useful tool for further research.

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<sup>6</sup>Bender, Ralph E. Problem Check List Form for Rural Young People, Columbus, Ohio. Bureau of Educational Research, Ohio University (1946)

## CHAPTER II

## PURPOSE

The main purpose of this study is to discover what problems trouble 4-H boys and girls in the approximate age range of 15 to 18 as expressed by them through their checking of the Ross Mooney Check List.<sup>7</sup> However, there are some other purposes. These are listed:

1. To find what per cent of the problems in the areas, as they are set up in the Mooney Problem Check List, are of general concern and which ones are of major concern to the 4-H members.
2. To determine the specific problems that are of concern to ten, twenty, thirty, forty and fifty per cent of the 4-H club members.
3. To determine the rank order of these areas as they are set up in the Mooney Problem Check List.
4. To determine if there is a marked difference in the problems of boys and girls.
5. To determine if there is a marked difference in the problems of negro and white 4-H club members.

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<sup>7</sup>Ibid, 3, pp. 1-2.

## CHAPTER III

## PROCEDURE

In order to achieve the purpose set up for this study, the following steps were taken:

1. A study was made of research studies related to the problems of high school youth. The ones that seemed closer to our needs used the Mooney Problem Check Sheet, High School Form. This Check List has been used in many studies over a period of years, during which time its validity and reliability have been calculated.
2. An informal study of Extension subject matter being dealt with in states was made in order to find out what types of programs were used in working with 4-H youth.
3. Discussions were held with groups of 4-H boys and girls in order to stimulate interest and cooperation in this study.
4. The problem of doing this study was discussed with Extension Service State Home Demonstration Staff. They examined a Mooney Check List and approved its use.
5. The writer conferred with and instructed the Home Demonstration Agents in four counties concerning the use of the Mooney Check List. They presented the Check List to their 4-H club members of 10th,

11th and 12th grades. The students checked the lists.

6. The writer presented the Check List to negro 4-H club members of one county, wherein negro 4-H membership is relatively high. They also filled out the check list.
7. The data obtained by the Check Lists were analyzed in order to achieve the purposes set up in Chapter II.

#### The Mooney Problem Check List

The immediate function of the Check List<sup>8</sup> is as seen by its author, to help students in the recognition of their personal problems. In filling out the check list, the students read through the list, underline the problems which are of concern to them, then reread the list and circle the ones of most concern. The results of these marked lists provide a summary of the items with which young people are concerned. It would seem that such a summary might be useful in several ways to a 4-H program. For example, it might serve:

1. To help locate the most prevalent problems, and clusters of problems, recognized by the 4-H group. Such problems might serve as a basis for the development of a program in Family Life at the 4-H level.
2. To locate students who want and need counseling or other personal aid (on health, school, home,

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<sup>8</sup>Ibid, pp. 2-3.



social, psychological or other personal problems.)

3. To stimulate each student to the quicker recognition and analysis of his needs.

Such problems might well serve as a basis of discussion of topics and group activities which are related to the personal interests and needs of the students in any given group.

Selection and phrasing of the particular items used in the Mooney Check List were based on the following criteria. The items should be:

1. In the language of the students.
2. Short enough for rapid reading.
3. Self-sufficient as individual phrases.
4. Consistent in style of expression.
5. Common enough to appear frequently in large groups of students or serious enough to be important in an individual case.
6. Graduated in seriousness from minor difficulties to major concerns.
7. Vague enough in "touchy" spots to enable the student to check the item and still feel that he can hide his specific problems in later conferences if he chooses to do so.
8. Centered within the student's own personal orientation rather than in general social orientation.

An additional aim was to select items which would secure a naive, rapid "feeling" response from the student. Spontaneous

rather than deliberate reaction was sought.

The items for the High School Form of the Mooney Check List were selected and developed from a master list of over 5,000 items. The master list was accumulated from:

1. Past experience of the author.
2. Review of the literature.
3. Analysis of paragraphs written by 4,000 high school students describing their personal problems.
4. A detailed report on the personal and social problems expressed by 250 students in Grades 7 through 12.
5. A review of the 5,000 cards itemizing the "personal educational needs" expressed by 950 6th, 9th and 12th graders.
6. Other miscellaneous sources.

#### Criteria for Classification of Items:

While developing and selecting items for the three editions, categories for the items were also developed. The first edition contained 17 categories, the second 16 and the third 11. The criteria for the classification schemes were that the categories of the Mooney Check List should:

1. Cover the range of problems collected.
2. Allow for a relatively equal distribution of the problems among the areas.
3. Be few enough in number for convenience in summarization.
4. Be pragmatic in pointing the data as much as pos-

sible in directions which would suggest programs of action related to the kinds of services which tend to be available in schools.

### Validity

The validity of the Check List is also described in the Manual.<sup>9</sup>

"It is used for a variety of purposes and is so constructed that its data, when used, come to be interrelated with many other factors." Eleven general uses for the Check List are suggested in the first part of this Manual, and each use requires that the data be considered in relation to specific situations, specific people and specific purposes. This makes a categorical conclusion about the validity of the Check List, per se, an impossibility. Validity must be determined in terms of the particular purpose and the particular situation.

"As experience with the Check List has accumulated, it has become possible to evaluate certain aspects of the instrument in terms of the assumptions on which it was built and the purposes for which it was intended. When the Check List was devised, it was assumed that:

1. The great majority of students would find it possible to be responsive.
2. They would "accept" it with a constructive attitude.
3. They would find that it reasonably well covered the range of personal problems with which they were concerned.
4. School administrators, teachers and counselors would find the Check List usable and use it.
5. Research workers would find the Check List useful in various lines of inquiry."

"That students find it possible to be responsive is indicated by the fact that the median number of problems marked is approximately twenty-three; the upper quartile,

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<sup>9</sup>Mooney, Ross L. and Price, Mary Alice. Manual to Accompany the Problem Check List, High School Form. (1948) The Bureau of Educational Research, Ohio State University, Columbus, Ohio, p. 5.

approximately thirty-eight; and the top decile approximately fifty-five. Further, a group of one hundred students, among them, usually mark ninety-three per cent of the problems on the Check List. This is ample responsiveness to give clues to many factors in individual and group situations deserving further inquiry and action."

"That students accept the Check List with constructive attitudes is indicated by the degree of positive response to the questions, "Have you enjoyed filling out the List?" and "Would you like to have more chances in school to write out, think about and discuss matters of personal concern to you?" Eighty-seven per cent of those responding to the first question gave an affirmative answer and seventy-four per cent gave an affirmative answer to the second question.

"In response to the question, "If you had the chance, would you like to talk to someone about some of the problems you have marked on the List?" Seventy-three per cent of those who responded answered "yes." This indicates that if the opportunity were given to express their problems and to get help with them, it would be constructively appreciated by the majority of those who responded to this question.

"Students find the Check List reasonably well covers the range of problems with which they are concerned. This is indicated by the fact that approximately ninety-three per cent of those who responded to the question<sup>10</sup> "Do you feel that the problems you have marked give a well-rounded picture of your problems?" answered "yes." Those who do not feel that the Check List contains items which cover the range of their problems are given an opportunity at the end of the Check List to express their additional problems in free writing.

"That schools, teachers and counselors find the Check List usable and use it, is indicated by the fact that over 100,000 of the High School Form have been distributed to date."

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<sup>10</sup>Gordon, Leonard V., Unpublished Study. Ohio State University. (1948)

## Reliability

The reliability of the Check List is described in the Manual<sup>11</sup> as follows:

"If the Check List were a personality test designed to predict specific pattern of behavior, the determination of its reliability would be simplified to the extent of testing the degree to which responses to items and categories remain stable from one administration to the next. Stability of response, in this case, would be the particular characteristic which makes the test a dependable instrument for the purpose for which it is to be used. The function of the Check List, however, is not one of predicting specific patterns of behavior, and stability of response is not an adequate criterion of its dependability.

"The Check List is designed to reflect the problems which a student senses and is willing to express at a given time. Since the problem world of any individual is a dynamic interrelation of changing situations and experiences, one would expect the number of items and the specific items marked to be somewhat different at each administration of the Check List, if the instrument does what it has been designed to do. The question of dependability then must be resolved by determining whether the shift in items that does occur, facilitates or renders impractical the use of data for specific purposes.

"If the data is to be used to implement understanding of the individual case, it must be capable of reflecting changes in the circumstances surrounding the individual or changes in his feeling toward those circumstances. Shifts in item responses which reflect these changes do no invalidate the data, and may well facilitate the purpose for which the data is used.

"Examination of the college and Junior High School data shows that although a shift in specific items marked by an individual may occur, the general constellation of problem areas remains relatively stable for the group. The rank order correlation for the average number of problems marked in each area on the first and second administration was: .90  $\pm$  .04 for the group of thirty college students after one week; .95  $\pm$  .01 for the group

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<sup>11</sup>Mooney, Ross L. and Price, Mary Alice. Manual to Accompany the Problem Check List, High School Form. (1948) The Bureau of Educational Research, Ohio State University, Columbus, Ohio, p. 6.

of sixty-nine college students after six weeks;  $.97 \pm .01$  for a group (not mentioned above) of one hundred ninety college students after ten weeks; and  $.98 \pm .001$  for a group of one hundred eighteen Junior High School students after one month. This is sufficient stability to warrant general program planning for groups of students when data on rank order of the problem areas are used."

### Method of Presentation

A Mooney Problem Check List, High School Form was presented to each 4-H club member of four counties of white boys and girls in the tenth, eleventh and twelfth grades. It was also presented to the negro boys and girls of one county of the same grades.

The four counties where we worked with the white boys and girls were chosen because of the willingness of the Extension Agents to cooperate in this study. They are not necessarily the strongest nor the weakest counties of the state in their interest and activity in the family life field. In these four counties the Check List was presented by the Agents. The county for work with negro youth was chosen because the 4-H membership of that race was relatively high within that county. The Check Sheet was presented by the writer.

A brief explanation of the Check List, along with the purpose for conducting the research, was given the club members. They were told that their cooperation and honesty in filling the Check List would contribute immeasurably to the validity and reliability of the findings and that the findings would provide data which would be of value in an Extension program for rural youth.

The boys and girls were asked not to sign their names to the Check Lists. It is believed that this procedure made for greater

honesty in checking the items. It will be remembered that problems of concern to the group rather than those of concern to the individual students was the primary purpose of this study. Research<sup>12</sup> has shown that, when signatures are withheld, the mean number of problems underlined and circled increases; the latter a marked degree.

The 4-H club members were told to read the list slowly, pause at each item, underline the items which were of concern to them. After completing the Check List they were instructed to look back over the list and circle the numbers in front of the items underlined which were of most concern to them. They were told that writing a summary was optional.

In presenting the Check List the members were told to take as much time as they needed. All groups finished within an hour. This coincides with the time suggested in the Manual.<sup>13</sup> In Manual, which is used with the Problem Check List, High School Form, we find:

"The great majority of students can easily finish with the Check List in one class period. Past experience shows that two-thirds of the students will finish in thirty-five minutes and ninety per cent will finish in fifty minutes."

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<sup>12</sup>Fischer, Robert P., "Signed Versus Unsigned Personal Questionnaires." Journal of Applied Psychology, Vol. 30 (1946) pp. 220-225.

<sup>13</sup>Mooney, op. cit., p.2.

CHAPTER IV  
ANALYSIS OF THE DATA

The data obtained in this study were analyzed by groups: Group A (88 white boys), Group B (58 negro boys), Group C (158 white girls) and Group D (64 negro girls.) For each group the data were analyzed for each of the eleven subject matter areas in the Ross Mooney Check List. These data are set forth in eleven tables for each group (1A through 11D.) Within each group the per cent was calculated for each item underlined as of general concern and for each item underlined and circled of major concern. These data are analyzed and discussed within a ten per cent range as follows: ten to twenty, twenty to thirty, thirty to forty, forty to fifty and fifty and above.

Items checked by ten to twenty per cent of the young people

Some items in all of the eleven subject matter areas of the Ross Mooney Check List were checked by all groups in the ten per cent range. The white boys checked eighty-two items, negro boys one hundred and one items, white girls ninety-three items and negro girls eighty-eight items.

For 378 youth marking the check list, it will be noted (in Tables 1A through 11D) that forty-six items were underlined as of general concern in the area of "Adjustment to School Work" followed closely by "Social and Recreational Activities" with forty-five items.

"Courtship, Sex and Marriage" ranked third, "Social-Psychological Relations" fourth, with the areas of "Health and Physical Development" and "Curriculum and Teaching Procedures"



tied for fifth place.

"The Future: Vocational and Educational" ranked sixth. The areas of "Finances, Living Conditions and Employment," "Personal-Psychological Relations" and "Morals and Religion" were given about equal consideration, falling below the areas mentioned above.

The area "Home and Family" ranked lowest. White boys recognized only one problem in the area of "Home and Family" and the negro boys checked two. This area was low for all groups.

Of the items checked by ten to twenty per cent of the young people, the problems of general concern and the problems of major concern have been consistent.

Items checked by twenty to thirty per cent of the young people

All eleven areas were represented in the items checked by twenty to thirty per cent of these boys and girls. Again the negro girls recognized more problems than the other groups. They checked fifty-four problems while the white girls checked thirty-two, the negro boys twenty-seven and the white boys twenty-one.

Only one item was checked by all groups -- "Needing A Job in Vacations." This item appeared in the area "The Future: Vocational and Educational." This area presented more problems than any other area. The negro boys checked seven items, white girls and negro girls five items each and the white boys two items. "Not Knowing What I Really Want" was checked by the negro boys and white girls. These two groups also checked "Wanting Advice on What to Do After High School." The negro boys and girls

checked "Needing to Know My Vocational Abilities" and "Needing Information about Vocations." The white boys and girls were concerned about "Needing to Decide on an Occupation," the white boys "Choosing Best Courses to Prepare for College," and the white girls "Deciding Whether or Not to Go to College."

The negro boys were "Concerned Over Military Service." They also checked "Wondering What I'll Be Like Ten Years From Now," and "Restless to Get out of School and into A Job." The white girls checked "Wondering if I'll Be A Success in Life."

"Personal-Psychological Relations" area was second on the list. White boys checked the five following items: "Taking Some Things Too Seriously," "Forgetting Things," "Stubbornness," "Losing My Temper" and "Day Dreaming." Only one item "Afraid of Making Mistakes" was checked by the negro boys. White girls checked the eight following items: "Afraid of Making Mistakes," "Stubbornness," "Taking Some Things Too Seriously," "Day Dreaming," "Forgetting Things," "Sometimes Wishing I'd Never Been Born," "Not Taking Some Things Seriously Enough" and "Moodiness, Having the Blues." These five items were checked by the negro girls: "Worrying," "Sometimes Wishing I'd Never Been Born," "Can't Make up My Mind About Things," "Moodiness, Having the Blues" and "Too Easily Discouraged." It is possible also that some of the other items are closely related to this area. Examples are "Afraid to Speak up in Class" and "Can't Forget Some Mistakes I've Made."

"Learning How to Spend My Money Wisely" was checked by the

white boys and both groups of girls. Negro boys and girls checked "Wanting to Earn Money of My Own" and "Needing to Find A Part Time Job Now." In addition, negro girls checked "Needing to Plan Ahead for the Future," "Trying to Combine Marriage and a Career," "Getting Needed Education for Occupation" and "Family Opposing My Choice of Vocation."

Social problems were also recognized. White boys and girls were interested in "Learning to Dance." These two groups and the negro girls checked "Awkward in Meeting People." Both groups of girls checked "Wanting to Learn How to Entertain." Another problem of the white girls was "Making a Good Appearance." White boys considered "Not Being Allowed to Use Family Car" a problem. Other problems listed by the negro girls are "No Place to Entertain Friends," "So Often Not Allowed to Go out Nights," "Nothing Interesting to Do in Spare Time" and "Too Little Social Life." These facts would indicate that social problems are of greater concern to the negro girls but of almost equal concern to white boys and girls since the white girls checked four items and the white boys three items. This area was not checked by the negro boys.

"Courtship, Sex and Marriage" problems were checked in this order: Negro boys and girls, seven items each; white boys and girls, two items each. Both groups of boys checked "Girl Friend." The white boys checked "Awkward in Making A Date." "Having Dates" was of concern to negro boys and girls. Sex problems were also of concern to the negro youth. Both boys and girls checked

"Concerned Over Proper Sex Behavior." The girls checked "Afraid of Close Contact with Opposite Sex." The negro boys also checked "Finding it Hard to Control Sex Urges" and "Thinking Too Much About Sex Matters." It is possible that this indicates a need for proper education in this area.

"Wondering if I'll Find A Suitable Mate" was recognized as a problem by the negro boys and white girls.

Problems checked by the negro girls are: "Disappointed in Love Affair," "Boy Friend," "Being in Love," and "Being Jealous."

Both groups of girls recognized problems in "Social-Psychological Relations." White girls checked "Disliking Certain Persons" and "Feelings Too Easily Hurt." The latter item was also checked by the negro girls. Other problems checked by the negro girls were: "Being Talked About," "Being Disliked by Certain Persons," "Getting Rid of People I Don't Like" and "Shyness." These facts would indicate that girls recognize more problems in the "Social-Psychological Relations" area more readily than boys.

Problems concerning school work were well distributed in the groups. The white boys, negro boys and negro girls checked three items each and the white girls two items. Items checked include: "Unable to Concentrate When I Need to," "Weak in Spelling or Grammar," "Unable to Express Myself in Words," "Afraid to Speak up in Class Discussions," "Difficulty with Oral Reports," "Not Smart Enough" and "Worrying About Examinations." These may indicate a feeling of inferiority. The time element "Not Spending Enough Time in Study" was recognized by the negro

boys and white girls.

School problems checked by the different groups included: "Dull Classes" by both groups of girls; "Subjects Not Offered by the School" by white boys; and "Having an Unfair Teacher" and "Grades Unfair Measure of Ability" by negro girls.

Fewer problems were recognized in the area of "Home and Family" by all of the groups.

In most cases the items of general concern were the same as the items of major concern, as shown in Tables 1A through 11D, pp. 31-66.

Items checked by thirty to forty per cent of the young people

In the items checked by thirty to forty per cent of the boys and girls, it was found that nine of the eleven areas were represented.

It will be noted that five items were checked by two groups and all other items were checked by one group only. The negro girls checked seventeen items. The negro boys and white girls checked four items each and the white boys checked five items.

It is interesting to note that the area: "The Future: Vocational and Educational" ranked relatively high with all of the groups.

Both groups of boys checked the item "Deciding Whether or Not to Go to College."

The white boys checked the item "Restless to Get Out of School and Get A Job." White boys and girls checked the item "Wondering What I'll Be Like Ten Years From Now."

"Finances, Living Conditions and Employment" was the area second in importance with both groups of boys, third with white girls but rated lower by the negro girls. Problems checked were: "Learning How to Save Money," "Wanting to Earn Some Money of My Own" and "Learning How to Spend My Money Wisely."

Both white and negro girls recognized problems in "Health and Physical Development." The white girls checked the item "Poor Complexion" and the negro girls checked "Weak Eyes."

In the area "Personal-Psychological Relations" girls of both groups checked the item "Losing My Temper." This area ranked first with the negro girls and second in importance with the white girls. Problems checked in this area were: "Taking Some Things Too Seriously," "Not Taking Some Things Seriously Enough," "Day Dreaming," "Nervousness," "Forgetting Things." It is possible that these problems are related to feelings of insecurity.

It will be noted that other problems checked by the negro girls were in the areas of "Education," "Courtship, Sex and Marriage" and "Social-Psychological Relations."

"Failing to Go to Church" was a problem recognized by white boys.

None of the groups checked problems in the area of "Home and Family" and "Social and Recreational Activities." However, it is conceivable that some of the other problems checked could be associated with these two areas.

Items checked by forty to fifty per cent of the young people

It was found that ten items, representing nine of the eleven areas of subject matter of the Ross Mooney Check List, were checked by forty per cent or more of the young people.

No item was checked by all four groups. Nine items were checked by the negro girls, three by the negro boys and one each by the white boys and girls.

The items checked by forty per cent of the young people cover a wide range of subject matter areas. But for this per cent the area "The Future: Vocational and Educational" ranked highest. "Social-Psychological Relations" was another area of relatively high concern. The time element presented a problem, since one of the items of major concern to the white boys and girls was the item "Not Spending Enough Time in Study."

It will be noted that both negro boys and girls checked the item "Being Treated Unkindly Because of My Race."

Apparently both groups of girls have a common problem, since the item "Wanting A More Pleasing Personality" was checked by them.

The negro girls checked three items which suggest social-emotional needs. These items were: "Wondering if I'll Be A Success in Life," "Can't Forget Some Mistakes I've Made" and "Wondering if I'll Find A Suitable Mate." They also checked other items which were related to school work -- "Wanting Subjects Not Offered by School," "Too Few Books in Library" and "Deciding Whether or Not to Go to College." Another problem recognized was "Wanting to Earn Some Money of My Own."

Items checked by fifty per cent or more of the young people

From Tables 1A through 11D (pp. 31-66) it will be seen that in one group only (Group D, negro girls) were items checked by more than fifty per cent. They checked two items. Those items were "Wanting Subjects Not Offered by the School" and "Wondering What I'll Be Like Ten Years From Now." It is evident from these tables (pp. 31-66) that negro girls recognize more problems than do the other three groups.



TABLE IA

ITEMS IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT CHECKED  
BY OVER 10% OF 88 4-H WHITE BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Smoking	27.2	1		
Poor teeth	18.1	2		
Not very attractive physically	13.6	3		
Not enough sleep	13.6	3		
Being underweight	12.5	4		
Tiring very easily	11.3	5		
Not as strong and healthy as I should be	11.3	5		
Frequent colds	11.3	5		
Too short	10.2	6		

TABLE IB

ITEMS IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT CHECKED  
BY OVER 10% OF 58 4-H NEGRO BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Weak eyes	24.1	1		
Smoking	22.4	2		
Not as strong and healthy as I should be	20.7	3		
Not enough sleep	17.2	4		
Frequent colds	17.2	4		
Foot trouble or ill fitting shoes	13.8	5		
Too short	13.8	5		
Tiring very easily	13.8	5		
Being underweight	13.8	5		
Not getting enough exercise	12.1	6		
Not getting proper diet	12.1	6		
Poor teeth	10.3	7		

TABLE IC

ITEMS IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT CHECKED  
BY OVER 10% OF 168 4-H WHITE GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Poor complexion	35.1	1	15.5	1
Being overweight	26.2	2		
Not very attractive physically	25.0	3		
Poor teeth	20.2	4		
Being underweight	19.0	5		
Weak eyes	17.3	6		
Too tall	14.9	7		
Frequent headaches	14.3	8		
Poor posture	13.1	9		
Frequent sore throat	13.1	9		
Tiring very easily	12.5	10		
Not as strong and healthy as I should be	11.9	11		
Frequent colds	11.3	12		
Too short	11.3	12		

TABLE ID

ITEMS IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT CHECKED  
BY OVER 10% OF 64 4-H NEGRO GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Weak eyes	34.4	1	15.6	1
Not as strong and healthy as I should be	26.6	2	10.9	2
Not very attractive physically	25.0	3		
Too short	21.9	4		
Poor teeth	20.3	5		
Being overweight	20.3	5	10.9	2
Being underweight	18.7	6	10.9	2
Frequent headaches	18.7	6		
Poor complexion	18.7	6		
Frequent colds	15.6	7		
Too tall	15.6	7		
Menstrual disorders	14.1	8		
Not getting enough exercise	14.1	8		
Frequent sore throat	10.9	9		

ITEMS IN THE AREA OF FINANCES, LIVING CONDITIONS AND EMPLOY-  
MENT CHECKED BY OVER 10% OF 88 4-H WHITE BOYS ENROLLED IN  
GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Learning how to save money	36.0	1	11.3	1
Wanting to earn some of my own money	30.6	2		
Learning how to spend my money wisely	27.2	3		
Needing a job in vacations	20.4	4		
Getting money for education beyond high school	17.0	5		
Having to ask parents for money	14.7	6		
Needing to find a part-time job now	14.7	6		
Family worried about money	12.5	7		
Having no regular allowance (or regular income)	11.3	8		

TABLE 2B

ITEMS IN THE AREA OF FINANCES, LIVING CONDITIONS AND EMPLOYMENT CHECKED BY OVER 10% OF 58 4-H NEGRO BOYS ENROLLED IN GRADES 10-11-12

Item	Students Underlining Items		Students Underlining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Learning how to save money	34.5	1	13.8	1
Learning how to spend my money wisely	31.0	2		
Wanting to earn some of my own money	29.3	3	12.1	2
Having no car in the family	25.9	4		
Needing a job in vacations	22.4	5		
Needing to find a part-time job now	22.4	5		
Having less money than friends have	19.0	6	10.3	3
Having to ask parents for money	19.0	6		
Getting money for education beyond high school	17.2	7		
Having no regular allowance (or regular income)	15.5	8		
Too few nice clothes	15.5	8		
Borrowing money for school expenses	12.1	9		
Family worried about money	12.1	9		
Getting low wages	12.1	9		
Having to earn some of my own money	10.3	10		

TABLE 20

ITEMS IN THE AREA OF FINANCES, LIVING CONDITIONS AND EMPLOYMENT CHECKED BY OVER 10% OF 163 4-H WHITE GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Underlining Items		Students Underlining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wanting to earn some of my own money	35.7	1		
Too few nice clothes	28.6	2		
Learning how to spend my money wisely	24.4	3		
Needing a job in vacations	20.8	4		
Having to ask parents for money	19.0	5		
Learning how to save money	16.1	6		
Having no regular allowance (or regular income)	10.7	7		
Family worried about money	10.7	7		
Getting money for education beyond high school	10.1	8		

TABLE 2D

ITEMS IN THE AREA OF FINANCES, LIVING CONDITIONS AND EMPLOYMENT CHECKED BY OVER 10% OF 64 4-H NEGRO GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Underlining Items		Students Underlining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wanting to earn some of my own money	48.4	1	18.7	1
Too few nice clothes	31.2	2	12.5	2
Having to ask parents for money	26.6	3	12.5	2
Having less money than friends have	25.0	4		
Learning how to save money	25.0	4		
Needing to find a part-time job now	21.9	5		
Having no regular allowance (or regular income)	20.3	6		
Learning how to spend my money wisely	20.3	6	12.5	2
Needing a job in vacations	20.3	6		
Getting money for education beyond high school	18.7	7		
Having no car in the family	18.7	7		
Family worried about money	17.2	8		
Too little money for school lunches	17.2	8		
Too little money for recreation	15.6	9		
Living too far from school	15.6	9		
Having to watch every penny I spend	10.9	10		

TABLE 3A

ITEMS IN THE AREA OF SOCIAL AND RECREATIONAL ACTIVITIES  
 CHECKED BY OVER 10% OF 28 4-H WHITE BOYS ENROLLED IN  
 GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wanting to learn how to dance	27.3	1		
Awkward in meeting people	26.1	2		
Not being allowed to use the family car	20.5	3		
Making a good appearance	12.5	4		
Unskilled in carrying on a conversation	12.5	4		
Slow in getting acquainted with people	11.3	5		
Too little chance to do what I want to do	10.2	6		
Unsure of my social etiquette	10.2	6		
Wanting to learn how to enter- tain	10.2	6		

TABLE 3B

ITEMS IN THE AREA OF SOCIAL AND RECREATIONAL ACTIVITIES  
CHECKED BY OVER 10% OF 58 4-H NEGRO BOYS ENROLLED IN  
GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Taking care of clothes and other belongings	19.0	1		
Slow in getting acquainted with people	19.0	1		
Wanting to learn how to dance	17.2	2		
No place to entertain friends	17.2	2		
Too little chance to get into sports	15.5	3		
Awkward in meeting people	15.5	3		
Wanting to learn how to enter- tain	15.5	3		
Nothing interesting to do in spare time	15.5	3		
Making a good appearance	12.1	4		
Too little chance to do what I want to do	12.1	4		
Not enough time for recreation	12.1	4		
Too little social life	12.1	4		
Too little chance to listen to radio	12.1	4		
Not enjoying many things others enjoy	10.3	5		
Unsure of my social etiquette	10.3	5		
Too little chance to go to shows	10.3	5		



TABLE 30

ITEMS IN THE AREA OF SOCIAL AND RECREATIONAL ACTIVITIES  
CHECKED BY OVER 10% OF 168 4-H WHITE GIRLS ENROLLED IN  
GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Making a good appearance	26.8	1		
Wanting to learn how to entertain	23.3	2		
Awkward in meeting people	23.2	3		
Wanting to learn how to dance	21.4	4		
Being ill at ease at social affairs	17.9	5		
So often not allowed to go out at night	17.9	5		
No place to entertain friends	16.7	6		
Taking care of clothes and other belongings	16.1	7		
Unsure of my social etiquette	14.9	8		
Unskilled in carrying on a conversation	13.7	9		
Not knowing how to dress attractively	13.1	10		
Too little chance to do what I want to do	11.9	11		
Slow in getting acquainted with people	11.9	11		
Not being allowed to use the family car	11.3	12		
Nothing interesting to do in spare time	10.7	13		
Not enjoying many things others enjoy	10.7	13		

TABLE 3D

ITEMS IN THE AREA OF SOCIAL AND RECREATIONAL ACTIVITIES  
 CHECKED BY OVER 10% OF 64 4-H NEGRO GIRLS ENROLLED IN  
 GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
No place to entertain friends	29.7	1		
So often not allowed to go out at night	25.0	2		
Nothing interesting to do in spare time	25.0	2		
Awkward in meeting people	21.9	3		
Too little social life	21.9	3		
Wanting to learn how to enter- tain	20.3	4		
Wanting to learn how to dance	18.7	5	10.9	1
Slow in getting acquainted with people	18.7	5		
Unskilled in carrying on a conversation	15.6	6		
Too little chance to do what I want to do	15.6	6		
In too few school activities	14.1	7		
Taking care of clothes and other belongings	12.5	8		
Making a good appearance	12.5	8		
Not enough time for recreation	12.5	8		
Too little chance to go to shows	12.5	8		
Not enjoying many things others enjoy	12.5	8		
Too little chance to get into sports	10.9	9		

TABLE 4A

ITEMS IN THE AREA OF COURTSHIP, SEX AND MARRIAGE CHECKED BY  
OVER 10% OF 88 4-H WHITE BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Girl friend	26.1	1		
Awkward in making a date	21.6	2		
Wondering if I'll ever get married	19.3	3		
Not knowing how to entertain on a date	17.0	4		
Wondering if I'll find a suit- able mate	15.9	5		
Finding it hard to control sex urges	14.7	6		
Thinking too much about sex matters	13.6	7		
Deciding whether I'm in love	13.6	7		
Too few dates	13.6	7		
Disappointment in a love affair	11.3	8		
"Going steady"	10.2	9		
Insufficient knowledge about sex matters	10.2	9		

TABLE 4B

ITEMS IN THE AREA OF COURTSHIP, SEX AND MARRIAGE CHECKED BY  
OVER 10% OF 58 4-H NEGRO BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Girl friend	27.6	1		
Finding it hard to control sex urges	24.1	2	10.3	1
Concerned over proper sex behavior	22.4	3		
Thinking too much about sex matters	20.7	4		
Having dates	20.7	4		
Wondering if I'll find a suit- able mate	20.7	4		
Being in love	20.7	4		
"Going steady"	17.2	5		
Disappointment in a love affair	17.2	5		
Insufficient knowledge about sex matters	17.2	5		
Deciding whether I'm in love	13.8	6		
Not mixing well with the op- posite sex	13.8	6		
Too few dates	13.8	6		
Going too far in love relations	12.1	7		
Awkward in making a date	10.3	8		
Not knowing how to entertain on a date	10.3	8		
Wondering if I'll ever get married	10.3	8		

TABLE 4C

ITEMS IN THE AREA OF COURTSHIP, SEX AND MARRIAGE CHECKED BY  
OVER 10% OF 168 4-H WHITE GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wondering if I'll find a suit- able mate	21.4	1		
Boy friend	19.0	2		
Having dates	18.4	3		
Too few dates	17.3	4		
Wondering if I'll ever get married	16.7	5		
"Going steady"	13.7	6		
Not knowing how to entertain on a date	13.7	6		
Not mixing well with the op- posite sex	12.5	7		
Disappointment in a love affair	12.5	7		
Deciding whether I'm in love	11.3	8		
Embarrassed in discussion of sex	10.7	9		
Breaking up a love affair	10.1	10		

TABLE 4D

ITEMS IN THE AREA OF COURTSHIP, SEX AND MARRIAGE CHECKED BY  
OVER 10% OF 64 4-H NEGRO GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wondering if I'll find a suit- able mate	46.9	1		
Deciding whether I'm in love	32.8	2		
Wondering if I'll ever get married	31.2	3		
Disappointment in a love affair	23.4	4		
Concerned over proper sex behavior	21.9	5		
Having dates	20.3	6		
Boy friend	20.3	6		
Afraid of close contact with the opposite sex	20.3	6		
Being in love	20.3	6		
Insufficient knowledge about sex matters	15.6	7		
Finding it hard to control sex urges	14.1	8		
Embarrassed in discussion of sex	14.1	8		
Not mixing well with the op- posite sex	12.5	9		
Not knowing how to entertain on a date	12.5	9		
Not being allowed to have dates	12.5	9		
Too few dates	12.5	9		
"Going steady"	10.9	10		

TABLE 5A

ITEMS IN THE AREA OF SOCIAL-PSYCHOLOGICAL RELATIONS CHECKED  
BY OVER 10% OF 88 4-H WHITE BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wanting a more pleasing per- sonality	18.1	1		
Disliking certain persons	15.9	2		
Being jealous	13.6	3		
Getting into arguments	11.3	4		
Hurting people's feelings	11.3	4		
Too easily led by other people	11.3	4		
Getting rid of people I don't like	10.2	5		
Lacking leadership ability	10.2	5		

TABLE 5B

ITEMS IN THE AREA OF SOCIAL-PSYCHOLOGICAL RELATIONS CHECKED  
BY OVER 10% OF 58 4-H NEGRO BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Being jealous	20.7	1	10.3	1
Wanting a more pleasing per- sonality	19.0	2		
Shyness	17.2	3		
Too easily led by other people	15.5	4		
Being watched by other people	12.1	5		
Feelings too easily hurt	12.1	5		
Getting into arguments	10.3	6		
Hurting people's feelings	10.3	6		

TABLE 5C

ITEMS IN THE AREA OF SOCIAL-PSYCHOLOGICAL RELATIONS CHECKED  
BY OVER 10% OF 168 4-H WHITE GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wanting a more pleasing per- sonality	40.5	1	16.1	1
Disliking certain persons	26.8	2		
Being jealous	25.6	3	10.1	2
Feelings too easily hurt	25.6	3		
Being disliked by certain persons	17.9	4		
Getting rid of people I don't like	17.9	4		
Hurting people's feelings	17.9	4		
Too easily led by other people	16.7	5		
Getting into arguments	15.5	6		
Feeling that nobody under- stands me	14.3	7		
Unpopular	13.7	8		
Being talked about	13.1	9		
Shyness	11.9	10		
Being left out of things	10.7	11		
Lacking leadership ability	10.7	11		
Being criticized by others	10.7	11		
Being watched by other people	10.7	11		



TABLE 5D

ITEMS IN THE AREA OF SOCIAL-PSYCHOLOGICAL RELATIONS CHECKED  
BY OVER 10% OF 64 4-H NEGRO GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wanting a more pleasing per- sonality	46.9	1	15.6	1
Disliking certain persons	31.2	2		
Feelings too easily hurt	28.1	3		
Being talked about	25.0	4		
Being jealous	23.4	5		
Being disliked by certain persons	20.3	6		
Getting rid of people I don't like	20.3	6		
Shyness	20.3	6		
Being watched by other people	18.7	7		
Being "different"-	15.6	8		
Getting into arguments	15.6	8		
Too easily led by other people	15.6	8		
Being criticized by others	15.6	8		
Being made fun of	14.1	9		
Being called "high-hat" or "stuck-up"	14.1	9		
Dislike talking about per- sonal affairs	12.5	10		
Hurting people's feelings	10.9	11		

TABLE 6A

ITEMS IN THE AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS CHECKED  
BY OVER 10% OF 88 4-H WHITE BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Taking some things too seriously	25.0	1		
Forgetting things	25.0	1		
Stubbornness	22.7	2		
Losing my temper	21.6	3		
Daydreaming	20.5	4		
Not taking some things ser- iously enough	19.3	5		
Afraid of making mistakes	17.0	6		
Can't make up my mind about things	15.9	7		
Worrying	13.6	8		
Moodiness, having the "blues"	12.5	9		
Nervousness	11.3	10		
Too easily discouraged	10.2	11		

TABLE 6B

ITEMS IN THE AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS CHECKED  
BY OVER 10% OF 58 4-H NEGRO BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Afraid of making mistakes	25.9	1	10.3	2
Sometimes wishing I'd never been born	19.0	2		
Taking some things too seriously	19.0	2		
Losing my temper	19.0	2	13.8	1
Moodiness, having the "blues"	17.2	3		
Can't make up my mind about things	17.2	3		
Too easily led by other people	15.5	4		
Wanting a more pleasing per- sonality	15.5	4		
Nervousness	13.8	5		

TABLE 6C

ITEMS IN THE AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS CHECKED  
BY OVER 10% OF 168 4-H WHITE GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Losing my temper	36.9	1	13.1	1
Afraid of making mistakes	29.8	2		
Stubbornness	28.6	3		
Taking some things too ser- iously	26.2	4		
Daydreaming	26.2	4		
Forgetting things	22.6	5		
Sometimes wishing I'd never been born	22.0	6		
Not taking some things ser- iously enough	20.8	7		
Moodiness, having the "blues"	20.8	7		
Can't make up my mind about things	19.0	8		
Lacking self-confidence	17.3	9		
Afraid when left alone	16.7	10		
Nervousness	16.7	10		
Worrying	14.9	11		
Getting too excited	10.7	12		

TABLE 6D

ITEMS IN THE AREA OF PERSONAL-PSYCHOLOGICAL RELATIONS CHECKED  
BY OVER 10% OF 64 4-H NEGRO GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Losing my temper	37.5	1	10.9	1
Afraid of making mistakes	37.5	1		
Taking some things too ser- iously	34.4	2		
Daydreaming	32.8	3		
Nervousness	31.2	4	10.9	1
Forgetting things	31.2	4		
Not taking some things ser- iously enough	31.2	4		
Worrying	29.7	5		
Sometimes wishing I'd never been born	29.7	5		
Can't make up my mind about things	23.4	6		
Moodiness, having the "blues"	21.9	7		
Too easily discouraged	20.3	8		
Getting too excited	17.2	9		
Unhappy much of the time	14.1	10		
Stubbornness	12.5	11		
Too many personal problems	10.9	12		
Unwilling to face a serious problem now	10.9	12		

TABLE 7A

ITEMS IN THE AREA OF MORALS AND RELIGION CHECKED BY  
OVER 10% OF 88 4-H WHITE BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Failing to go to church	31.8	1	11.3	1
Swearing, dirty stories	21.6	2		
Bothered by ideas of heaven and hell	13.6	3		
Trying to break off a bad habit	13.6	3		
Wondering what becomes of people when they die	12.5	4		
Yielding to temptations	12.5	4		
Always getting into trouble	10.2	5		
Can't forget some mistakes I've made	10.2	6		

TABLE 7B

ITEMS IN THE AREA OF MORALS AND RELIGION CHECKED BY  
OVER 10% OF 58 4-H NEGRO BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Can't forget some mistakes I've made	27.6	1	12.1	1
Bothered by ideas of heaven and hell	22.4	2		
Sometimes being dishonest	19.0	3		
Trying to break off a bad habit	17.2	4		
Wondering what becomes of people when they die	17.2	4		
Being punished for something I didn't do	15.5	5		
Wanting to know what the Bible means	13.8	6		
Yielding to temptations	13.8	6		
Failing to go to church	12.1	7		

TABLE 7C

ITEMS IN THE AREA OF MORALS AND RELIGION CHECKED BY OVER  
10% OF 168 4-H WHITE GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Can't forget some mistakes I've made	28.0	1		
Failing to go to church	20.2	2		
Bothered by ideas of heaven and hell	15.5	3		
Wondering what becomes of people when they die	12.5	4		
Trying to break off a bad habit	12.5	4		
Living up to my ideal	10.1	5		

TABLE 7D

ITEMS IN THE AREA OF MORALS AND RELIGION CHECKED BY OVER  
10% OF 64 4-H NEGRO GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Can't forget some mistakes I've made	43.7	1		
Being punished for something I didn't do	21.9	2		
Wondering what becomes of people when they die	20.3	3		
Bothered by ideas of heaven and hell	18.7	4		
Wanting to know what the Bible means	15.6	5		
Living up to my ideal	15.6	5		
Failing to go to church	14.1	6		
Having a guilty conscience	14.1	6		
Afraid God is going to punish me	14.1	6		
Trying to break off a bad habit	12.5	7		
Yielding to temptations	12.5	7		
Puzzled about prayer	10.9	8		

TABLE 8A

ITEMS IN THE AREA OF HOME AND FAMILY CHECKED BY OVER 10%  
OF 88 4-H WHITE BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Talking back to my parents	10.2	1		

TABLE 8B

ITEMS IN THE AREA OF HOME AND FAMILY CHECKED BY OVER 10%  
OF 58 4-H NEGRO BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Being treated unkindly because of my race	46.5	1	22.4	1
Talking back to my parents	13.8	2		
Being treated as a "foreigner"	12.1	3		

TABLE 8C

ITEMS IN THE AREA OF HOME AND FAMILY CHECKED BY OVER 10%  
OF 168 4-H WHITE GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Talking back to my parents	17.3	1		
Parents not understanding me	16.1	2		
Being criticized by my parents	13.7	3		
Clash of opinions between me and my parents	12.5	4		
Being treated like a child at home	11.9	5		
Parents not trusting me	11.9	5		
Family quarrels	11.9	5		
Not telling parents everything	11.9	5		
Parents favoring another child	10.7	6		
Parents sacrificing too much for me	10.1	7		
Wanting more freedom at home	10.1	7		

TABLE 8D

ITEMS IN THE AREA OF HOME AND FAMILY CHECKED BY OVER 10%  
OF 64 4-H NEGRO GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Being treated unkindly because of my race	48.4	1	14.1	1
Parents not understanding me	23.4	2		
Not telling parents everything	21.9	3		
Being criticized by my parents	17.2	4		
Wanting more freedom at home	17.2	4		
Parents favoring another child	10.9	5		
Parents not trusting me	10.9	5		



TABLE 9A

ITEMS IN THE AREA OF THE FUTURE: VOCATIONAL AND EDUCATIONAL  
CHECKED BY OVER 10% OF 88 4-H WHITE BOYS ENROLLED IN GRADES  
10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wondering what I'll be like ten years from now	36.4	1		
Deciding whether or not to go to college	32.9	2	15.9	1
Restless to get out of school and into a job	31.8	3		
Needing to decide on an oc- cupation	26.1	4		
Choosing best courses to pre- pare for college	22.7	5		
Not knowing what I really want	18.2	6		
Wondering if I'll be a success in life	18.2	6		
Choosing best courses to pre- pare for a job	17.0	7		
Wanting advice on what to do after high school	15.9	8		
Concerned over military service	14.8	9		
Needing to know my vocational abilities	13.6	10		
Doubting wisdom of my vocational choice	10.2	11		
Needing information about occupations	10.2	11		
Choosing best courses to take next term	10.2	11		
Don't know how to look for a job	10.2	11		

ITEMS IN THE AREA OF THE FUTURE: VOCATIONAL AND EDUCATIONAL  
CHECKED BY OVER 10% OF 58 4-H NEGRO BOYS ENROLLED IN GRADES  
10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Deciding whether or not to go to college	31.0	1	10.3	1
Wondering if I'll be a success in life	31.0	1		
Wondering what I'll be like ten years from now	29.3	2	10.3	1
Concerned over military ser- vice	27.6	3		
Not knowing what I really want	27.6	3		
Needing to know my vocational abilities	25.9	4		
Wanting advice on what to do after high school	25.9	4		
Needing information about oc- cupations	24.1	5		
Restless to get out of school and into a job	20.7	6		
Choosing best courses to pre- pare for a job	17.2	7		
Needing to plan ahead for the future	17.2	7		
Unable to enter desired vocation	15.5	8		
Doubting I can get a job in chosen vocation	15.5	8		
Choosing best courses to pre- pare for college	15.5	8		
Getting needed education for chosen occupation	10.3	9		

ITEMS IN THE AREA OF THE FUTURE: VOCATIONAL AND EDUCATIONAL  
CHECKED BY OVER 10% OF 188 4-H WHITE GIRLS ENROLLED IN GRADES  
10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wondering what I'll be like ten years from now	38.7	1		
Deciding whether or not to go to college	28.0	2		
Not knowing what I really want	27.4	3		
Wondering if I'll be a success in life	25.0	4		
Wanting advice on what to do after high school	23.8	5		
Needing to decide on an oc- cupation	20.8	6		
Don't know how to look for a job	13.7	7		
Needing to plan ahead for the future	13.7	7		
Restless to get out of school and into a job	11.9	8		
Needing to know my vocational abilities	11.9	8		
Doubting I can get a job in chosen vocation	11.3	9		
Choosing best courses to pre- pare for college	11.3	9		
Needing information about oc- cupations	10.7	10		

TABLE 9D

ITEMS IN THE AREA OF THE FUTURE: VOCATIONAL AND EDUCATIONAL  
CHECKED BY OVER 10% OF 64 4-H NEGRO GIRLS ENROLLED IN GRADES  
10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wondering what I'll be like ten years from now	51.6	1	10.9	3
Deciding whether or not to go to college	46.9	2	17.2	2
Wondering if I'll be a success in life	40.6	3	18.7	1
Wanting advice on what to do after high school	35.9	4	10.9	3
Not knowing what I really want	31.2	5		
Needing to plan ahead for the future	28.1	6	10.9	3
Needing to know my vocational abilities	25.0	7		
Trying to combine marriage and a career	23.4	8		
Getting needed education for chosen occupation	21.9	9		
Needing information about oc- cupations	20.3	10		
Family opposing my choice of vocation	20.3	10		
Don't know how to look for a job	18.7	11		
Doubting wisdom of my vocation- al choice	18.7	11		
Needing to decide on an oc- cupation	18.7	11		
Choosing best courses to pre- pare for college	17.2	12		
Doubting ability to handle a good job	15.6	13		
Choosing best courses to pre- pare for a job	14.1	14		
Restless to get out of school and into a job	12.5	15		
Doubting I can get a job in chosen vocation	10.9	16		

TABLE 10A

59

ITEMS IN THE AREA OF ADJUSTMENT TO SCHOOL WORK CHECKED BY  
OVER 10% OF 88 4-H WHITE BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Not spending enough time in study	44.3	1	11.3	1
Unable to concentrate when I need to	26.1	2		
Don't like to study	22.7	3		
Weak in spelling or grammar	20.5	4		
Trouble in mathematics	19.3	5		
Worrying about grades	18.2	6		
Weak in writing	18.2	6		
Not getting studies done on time	15.9	7		
Not smart enough	15.9	7		
Getting low grades	14.8	8		
Afraid of failing in school work	14.8	8		
Finding it hard to speak cor- rect English	14.8	8		
Poor memory	12.5	9		
Difficulty with oral reports	11.3	10		
Worrying about examinations	10.2	11		

ITEMS IN THE AREA OF ADJUSTMENT TO SCHOOL WORK CHECKED BY  
OVER 10% OF 58 4-H NEGRO BOYS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Not spending enough time in study	24.1	1		
Unable to concentrate when I need to	24.1	1		
Unable to express myself in words	20.7	2		
Slow in reading	19.0	3		
Weak in writing	19.0	3		
Poor memory	17.2	4		
Weak in spelling or grammar	17.2	4		
Trouble in outlining or note- taking	17.2	4		
Vocabulary too limited	17.2	4		
Being a grade behind in school	15.5	5		
Finding it hard to speak cor- rect English	13.8	6		
Getting low grades	13.8	6		
Difficulty with oral reports	13.8	6		
Adjusting to a new school	12.1	7		
Trouble with mathematics	12.1	7		
Worrying about examinations	10.3	8		
Not smart enough	10.3	8		

TABLE 100

ITEMS IN THE AREA OF ADJUSTMENT TO SCHOOL WORK CHECKED BY  
OVER 10% OF 168 4-H WHITE GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Not spending enough time in study	27.4	1		
Afraid to speak up in class discussions	20.8	2		
Difficulty with oral reports	19.1	3		
Unable to concentrate when I need to	17.9	4		
Trouble with mathematics	17.9	4		
Unable to express myself in words	17.9	4		
Worrying about grades	17.3	5		
Worrying about examinations	17.3	5		
Not getting studies done on time	16.1	6		
Weak in writing	12.5	7		
Don't like to study	12.5	7		
Weak in spelling or grammar	11.9	8		
Vocabulary too limited	10.7	9		

TABLE 10D

ITEMS IN THE AREA OF ADJUSTMENT TO SCHOOL WORK CHECKED BY  
OVER 10% OF 64 4-H NEGRO GIRLS ENROLLED IN GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Not spending enough time in study	40.6	1		
Unable to concentrate when I need to	32.8	2		
Difficulty with oral reports	29.7	3		
Trouble with mathematics	28.1	4		
Not smart enough	26.6	5		
Worrying about examinations	26.6	5		
Worrying about grades	23.4	6		
Afraid to speak up in class discussions	18.7	7		
Vocabulary too limited	18.7	7		
Weak in spelling or grammar	17.2	8		
Unable to express myself in words	17.2	8		
Poor memory	15.6	9		
Afraid of failing in school work	12.5	10		
Finding it hard to speak cor- rect English	12.5	10		
Weak in writing	12.5	10		
Don't know how to study ef- fectively	10.9	11		
Adjusting to a new school	10.9	11		



TABLE 11A

ITEMS IN THE AREA OF CURRICULUM AND TEACHING PROCEDURES  
 CHECKED BY OVER 10% OF 88 4-H WHITE BOYS ENROLLED IN  
 GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wanting subjects not offered by the school	28.4	1		
So often feel restless in classes	28.4	1		
Dull classes	19.3	2		
Too few books in the library	18.2	3		
Made to take subjects I don't like	18.2	3		
Lunch hour too short	17.0	4		
Wanting subjects I'm not al- lowed to take	15.9	5		
Teachers not practicing what they preach	14.8	6		
Teachers doing too much of the talking	13.6	7		
Too little freedom in classes	12.5	8		
Not getting along with a teacher	12.5	8		
Too much work required in some subjects	11.3	9		

TABLE 11B

ITEMS IN THE AREA OF CURRICULUM AND TEACHING PROCEDURES  
CHECKED BY OVER 10% OF 58 4-H NEGRO BOYS ENROLLED IN  
GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wanting subjects not offered by the school	44.8	1	10.3	1
Made to take subjects I don't like	22.4	2		
So often feel restless in classes	19.0	3		
Too few books in the library	17.2	4		
Grades unfair as measures of ability	15.5	5		
Wanting subjects I'm not al- lowed to take	15.5	5		
Dull classes	13.8	6		
Too much work required in some subjects	13.8	6		
Having an unfair teacher	13.8	6		
School too indifferent to students' needs	12.1	7		
Teachers lacking understanding of youth	12.1	7		
Teachers lacking grasp of sub- ject matter	12.1	7		
Wanting more help from the teacher	12.1	7		
Teachers lacking interest in students	12.1	7		
Textbooks hard to understand	10.3	8		

TABLE 11C

ITEMS IN THE AREA OF CURRICULUM AND TEACHING PROCEDURES  
CHECKED BY OVER 10% OF 168 4-H WHITE GIRLS ENROLLED IN  
GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
So often feel restless in classes	26.8	1		
Dull classes	21.4	2		
Wanting subjects not offered by the school	19.0	3		
Made to take subjects I don't like	19.0	3		
Teachers doing too much of the talking	10.1	4		

TABLE 11D

ITEMS IN THE AREA OF CURRICULUM AND TEACHING PROCEDURES  
CHECKED BY OVER 10% OF 64 4-H NEGRO GIRLS ENROLLED IN  
GRADES 10-11-12

Item	Students Under- lining Items		Students Under- lining and Circling Items	
	Per Cent	Rank Order	Per Cent	Rank Order
Wanting subjects not offered by the school	53.1	1	14.1	1
Too few books in the library	43.7	2	10.9	2
Made to take subjects I don't like	35.9	3		
So often feel restless in classes	32.8	4		
Grades unfair as measures of ability	29.7	5		
Wanting subjects I'm not al- lowed to take	28.1	6		
Dull classes	23.4	7		
Having an unfair teacher	20.3	8		
Teachers doing too much of the talking	18.7	9		
No suitable place to study at school	15.6	10		
Too much work required in some subjects	14.1	11		
Textbooks hard to understand	12.5	12		
Wanting more help from the teacher	12.5	12		
School is too strict	12.5	12		
Teachers not friendly to students	10.9	13		
Tests unfair	10.9	13		
School too indifferent to students' needs	10.9	13		

From the literature surveyed the writer has found that the mean number of problems increased as the students advanced in school. Mooney<sup>15</sup> found from a survey of three junior high schools that the average number of problems was eighteen per student. In the research reviewed earlier in this study of 425 students in five senior high schools, Mooney<sup>16</sup> found the average number of problems per student to be twenty-eight. In this study the average is higher. The mean for the total group is 33.5 (See Table 12, p. 68.) It is possible that some of the differences in this study may be explained by the fact that the sample included negro as well as white youth. It will be seen from Table 12 that negro boys and girls underlined and underlined and circled a greater number of items than the white boys and girls. On the other hand, the white girls had a wider range of items both underlined and underlined and circled. However, the mean of problems in both underlined and underlined and circled is greater for the negro girls than any of the other groups.

Table 12, p. 68, assembled from data shows the range and mean of items underlined and underlined and circled by the white boys, negro boys, white girls and negro girls. The range and mean are also given for the entire group.

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<sup>15</sup>Mooney, Ross L. and Arnold, Dwight L. "A Students Problem Check List for Junior High School." Educational Research Bulletin, Vol. 22 (1943) pp. 1-6.

<sup>16</sup>Mooney, Ross L. "Community Differences in the Problem of High School Students: A Survey of 5 Communities by means of a Problem Check List. Educational and Psychological Measurements, Vol. 3, (1943) pp. 127-142.

TABLE 12

RANGE AND MEAN OF ITEMS UNDERLINED AND ITEMS UNDERLINED AND CIRCLED BY 4-H MEMBERS ENROLLED IN GRADES 10-11-12

<u>Group of Young People</u>	<u>Range of Items Underlined</u>	<u>Range of Items Underlined and Circled</u>	<u>Mean of Items Underlined</u>	<u>Mean of Items Underlined and Circled</u>
Entire Group	1-141	1-89	33.5	7.5
White Boys	1-90	1-33	27.2	4.6
Negro Boys	3-123	3-34	33.4	8.8
White Girls	1-141	1-89	32.0	7.7
Negro Girls	7-108	2-34	44.7	9.9

TABLE 13

PER CENT OF ITEMS UNDERLINED AND ITEMS UNDERLINED AND CIRCLED BY 4-H MEMBERS ENROLLED IN GRADES 10-11-12

<u>Group of Young People</u>	<u>Per Cent Underlined</u>	<u>Per Cent Underlined and Circled</u>
Entire Group	10.2	2.3
White Boys	8.2	1.4
Negro Boys	10.0	2.6
White Girls	9.8	2.3
Negro Girls	13.0	3.0

#### Items Analyzed by Areas

The items underlined and circled were also analyzed by areas for all groups. These data are summarized in Tables 14A through 14D, pp. 70-71. From these tables it will be seen that "The Future: Vocational and Educational" ranked first in general concern with both negro boys and girls, second with the white boys and third with the white girls. This same area was of most concern to both groups of boys and the negro girls but was rated fifth by the white girls. More variation was shown in the

other areas: "Courtship, Sex and Marriage" was rated third by negro boys, fourth by negro girls, fifth by white boys and seventh by white girls in general concern. "Courtship, Sex and Marriage" problems of most concern were rated seventh by the white boys and third by the negro boys and girls and white girls.

The area "Personal-Psychological Relations" was first with white girls, second with negro girls, fourth with white boys and ninth with negro boys in general concern. This area was rated second of most concern by white girls, sixth by negro girls, eighth by white boys and fifth by negro boys.

The areas "Adjustment to School Work" and "Curriculum and Teaching Procedures" loomed high in importance to the white boys, negro boys and negro girls but somewhat lower to the white girls.

"Home and Family" was lowest in rank of importance as seen by the white boys, negro boys and negro girls. The white girls considered "Morals and Religion" to be of the least importance and "Home and Family" was the next in line.

The critical ratio<sup>17</sup> was figured for those items showing greater differences in Tables 14A through 14D and no significant difference between groups was found.

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<sup>17</sup>Garrett, Henry E., Ph. D. "Further Methods of Correlation" Ch. XI, Statistics in Psychology and Education. (1947) New York: Longmans, Green and Co.

TABLE 14A

RANK ORDER OF THE PER CENTS IN THE AREAS OF THE ITEMS  
UNDERLINED AND CIRCLED BY 88 WHITE BOYS ENROLLED IN  
GRADES 10-11-12

	Per Cent Un- derlined in Rank Order	Rank	Per Cent Underlined and Circled
Adjustment to School Work	12.23	2	2.19
The Future: Vocational and Educational	11.96	1	2.57
Curriculum and Teaching Pro- cedures	9.73	4	1.51
Personal-Psychological Relations	9.05	8	1.17
Courtship, Sex and Marriage	8.86	7	1.21
Finances, Living Conditions and Employment	8.40	3	1.74
Social and Recreational Activities	7.23	8	1.17
Morals and Religion	6.81	6	1.36
Health and Physical Development	6.78	5	1.47
Social-Psychological Relations	5.90	9	.05
Home and Family	3.82	10	.04

TABLE 14B

RANK ORDER OF THE PER CENTS IN THE AREAS OF THE ITEMS  
UNDERLINED AND CIRCLED BY 58 NEGRO BOYS ENROLLED IN  
GRADES 10-11-12

	Per Cent Un- derlined in Rank Order	Rank	Per Cent Underlined and Circled
The Future: Vocational and Educational	14.13	1	3.67
Finances, Living Conditions and Employment	12.12	2	3.63
Courtship, Sex and Marriage	11.89	3	3.04
Adjustment to School Work	11.60	7	2.29
Curriculum and Teaching Pro- cedures	11.37	5	2.64
Social and Recreational Ac- tivities	9.71	6	2.24
Health and Physical Development	8.50	4	2.70
Social-Psychological Relations	8.33	7	2.29
Personal-Psychological Relations	8.21	5	2.64
Morals and Religion	7.93	8	1.95
Home and Family	7.29	6	2.24



TABLE 14C

RANK ORDER OF THE PER CENTS IN THE AREAS OF THE ITEMS  
UNDERLINED AND CIRCLED BY 168 WHITE GIRLS ENROLLED IN  
GRADES 10-11-12

	Per Cent Un- derlined in Rank Order	Rank	Per Cent Underlined and Circled
Personal-Psychological Relations	13.25	2	3.27
Social-Psychological Relations	12.36	4	2.75
The Future: Vocational and Educational	11.28	5	2.42
Social and Recreational Activities	11.07	7	2.14
Health and Physical Development	10.71	1	3.29
Adjustment to School Work	10.47	8	2.00
Courtship, Sex and Marriage	9.04	3	3.03
Finances, Living Conditions and Employment	9.00	6	2.3
Curriculum and Teaching Procedures	7.55	11	1.13
Home and Family	7.12	9	1.96
Morals and Religion	6.98	10	1.62

TABLE 14D

RANK ORDER OF THE PER CENTS IN THE AREAS OF THE ITEMS  
UNDERLINED AND CIRCLED BY 64 NEGRO GIRLS ENROLLED IN  
GRADES 10-11-12

	Per Cent Un- derlined in Rank Order	Rank	Per Cent Underlined and Circled
The Future: Vocational and Educational	17.96	1	4.58
Personal-Psychological Relations	15.98	6	2.86
Curriculum and Teaching Procedures	15.57	5	3.28
Adjustment to School Work	14.47	7	2.44
Courtship, Sex and Marriage	14.47	3	3.69
Social-Psychological Relations	14.37	5	3.28
Finances, Living Conditions and Employment	14.01	4	3.59
Social and Recreational Activities	12.60	7	2.44
Health and Physical Development	12.39	2	3.80
Morals and Religion	8.85	9	1.25
Home and Family	8.59	8	2.03

## CHAPTER V

## FINDINGS AND INTERPRETATIONS

The findings revealed by the Check Lists are reported below.

1. All of the young people underlined at least one problem.  
The number of problems for the group ranged from 1 to 141.  
The problems checked by the white boys ranged from 1 to 90.  
The problems checked by the negro boys ranged from 3 to 123.  
The items checked by the white girls ranged from 1 to 141.  
The problems checked by the negro girls ranged from 7 to 108.
2. The mean number of items underlined was: Entire group 33.5; white boys 27.2; negro boys 33.4; white girls 32.0; negro girls 44.7. The mean was higher in this study than in the literature surveyed.
3. The per cent of items underlined by individuals of the entire group was 10.2; the per cent of problems underlined by members of the four groups was: White boys 8.2; negro boys 10.0; white girls 9.8; negro girls 13.0.
4. The range of items underlined and circled was: Entire group 1 to 89; white boys 1 to 33; negro boys 3 to 34; white girls 1 to 89; negro girls 2 to 34.
5. The mean number of items underlined and circled was: Entire group 7.5; white boys 4.6; negro boys 8.8; white girls 7.7; negro girls 9.9. Thus more than one-fourth of the problems of general concern were of major concern.
6. The per cent of items underlined and circled was: Entire group 2.3; white boys 1.4; negro boys 2.6; white girls 2.3;

negro girls 3.0.

7. Two items were underlined by more than fifty per cent of the negro girls.
8. Ten items representing nine areas were checked by forty per cent to fifty per cent of the young people. The negro girls recognized more problems than other groups.
9. In those items checked by thirty to forty per cent of the group, it was found: 17 checked by negro girls; 4 checked by white girls; 4 checked by negro boys; 5 checked by white boys. These were in nine areas. The area "The Future: Vocational and Educational" ranked high.
10. All eleven areas were represented in the items checked by twenty to thirty per cent of the group. Again the area: "The Future: Vocational and Educational" was of most concern. The negro girls checked 54 items; the white girls checked 32 items; the negro boys checked 27 items and the white boys checked 21 items.
11. All areas were checked by all groups in the ten per cent range. The white boys checked 82 items; the negro boys checked 101; the white girls checked 93; and the negro girls checked 88. The "Adjustment to School Work" area presented the greatest number of problems.
12. For the group as a whole, "The Future: Vocational and Educational" ranked first with both negro groups, second with the white boys and third with the white girls.
13. The areas "Adjustment to School Work" and "Curriculum and

Teaching Procedures" were rated first and third in importance to the white boys, third and fourth to the negro boys and negro girls but sixth and ninth to the white girls. The need for vocational guidance was indicated.

14. It will be seen from the tables 14A through 14D that the groups varied more in the recognition of problems in the subject matter areas other than "The Future: Vocational and Educational," "Adjustment to School Work" and "Curriculum and Teaching Procedures."
15. "Courtship, Sex and Marriage" was rated third as problems of general concern by negro boys, fourth by negro girls, fifth by white boys and seventh by white girls. The area "Courtship, Sex and Marriage" as a problem area of major concern was rated seventh by the white boys, third by the negro boys, third by the white girls and third by the negro girls.
16. "Personal-Psychological Relations" was rated first in general concern by white girls, second by negro girls, fourth by white boys and ninth by negro boys. They were rated of major concern as follows: Second by white girls, sixth by negro girls, eighth by white boys and fifth by negro boys. This would indicate recognition of more problems for both groups of girls in this area.
17. "Home and Family" was lowest in rank for both groups of boys and for negro girls.
18. The white girls considered "Morals and Religion" to be the least important area and "Home and Family" was next to the lowest rank.

19. The Critical Ratio was figured in those areas where the greatest difference was apparent and no significant difference was found.
20. In some areas the girls showed more concern than boys and in others the greater concern was shown by boys, but there was no marked difference.
21. No great difference was found between races except that negro boys recognized more problems than white boys and negro girls recognized more problems than white girls.
22. The range of problems 1 to 141 was greatest for the white girls.

## CHAPTER VI

## SUMMARY

The purpose of this study was to discover what problems were of concern to 4-H club members enrolled in grades 10-11-12 in five counties of Oklahoma. These data were obtained by presenting the Mooney Check List of 330 items to 378 boys and girls. The items of general concern were indicated by underlining; the items of major concern were indicated by underlining and circling. All tabulations were done in four groups -- white boys, negro boys, white girls and negro girls. The data were analyzed in the following ways: (1) To find what per cent of problems are of general concern and what per cent are of major concern to the following young people -- ten to twenty, twenty to thirty, thirty to forty, forty to fifty and fifty per cent and above of the young people; (2) To determine the rank order of the areas of problems; (3) To determine if there is a marked difference in problems of boys and girls; (4) To determine if there is a marked difference in negro and white club members.

It was found that all boys and girls in the groups had at least one problem. The mean number of items of general concern was 33.5 and the mean number of items of major concern was 7.5.

"Adjustment to School Work" led in the number of problems checked by ten to twenty per cent of the young people. A total of 366 items in the eleven areas were checked by ten to twenty per cent of the individuals in the four groups.

At the level of twenty to thirty per cent all eleven areas were represented with 134 problems checked by the four groups.

In nine areas thirty-four items were checked by thirty to forty per cent of the youth. "The Future: Vocational and Educational" ranked high.

Ten items in nine areas were checked by forty to fifty per cent of the young people.

Only two items were underlined by more than fifty per cent of the youth.

"The Future: Vocational and Educational" problems were of both general and major concern to all the youth except white girls.

The white girls rated "Personal-Psychological Relations" first. This area was second with negro girls, fourth with white boys and ninth with negro boys.

"Courtship, Sex and Marriage" rated third, fourth, fifth and seventh by the groups. "Home and Family" and "Morals and Religion" were rated low for all of the groups.

There was no significant difference found in problems of boys and girls. There was also no significant difference in problems of the negro and white club members. However, the negro youth recognized a greater number of problems.

## CHAPTER VII

## CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

1. On the basis of available information, it appears that problems recognized by students increase in number as the student advances in formal education.
2. From these data it appears that problems relating to future education and vocations are of concern to the 4-H club members who served as subjects in this study. More vocational guidance is needed.
3. It is probable that education directed toward helping young people obtain an understanding of our basic human needs and toward making it possible for them to discuss and consider possible ways of meeting these needs in socially approved ways would help these young people deal with their problems with more understanding and greater effectiveness.

## SUGGESTIONS FOR FURTHER STUDY

1. That this study be conducted in counties wherein greater differences in population, income level and educational opportunities exist.
2. That a similar study be made with younger 4-H club members.
3. That a study be made with older youth using a special Check List Prepared for Rural Youth.



KEY TO SPECIFIC STATES AND TERRITORY WHERE THE ANNUAL  
REPORT AND PLAN OF WORK WAS QUOTED IN THIS RESEARCH

---

<u>Number of State or Territory</u>	<u>Name of State or Territory</u>
1	North Carolina
2	Iowa
3	Alabama
4	New York
5	Georgia
6	Texas
7	Pennsylvania
8	Oklahoma
9	Connecticut
10	Illinois
11	Kansas
12	Puerto Rico

# PROBLEM CHECK LIST

## HIGH SCHOOL FORM

By ROSS L. MOONEY

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

Please fill out these blanks:

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

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

Name of your school .....

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

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

Date .....

### DIRECTIONS FOR FILLING OUT THE CHECK LIST

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

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

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

**Third Step:** When you have completed the second step, answer the summarizing questions on pages 5 and 6.

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Ohio State University  
Columbus, Ohio

For Counselors' Reference—Space for Area Totals

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
CTP	
TOTAL	...

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Tiring very easily
5. Frequent illnesses
6. Having less money than friends have
7. Learning how to save money
8. Having to ask parents for money
9. Having no regular allowance (or regular income)
10. Wanting to earn some of my own money
11. Being ill at ease at social affairs
12. Wanting to learn how to dance
13. Awkward in meeting people
14. Unsure of my social etiquette
15. Wanting to learn how to entertain
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Lack of sex attractiveness
20. Uninterested in the opposite sex
21. Being left out of things
22. Getting into arguments
23. Hurting people's feelings
24. Being talked about
25. Getting rid of people I don't like
26. Losing my temper
27. Taking some things too seriously
27. Nervousness
29. Laziness
30. Worrying
31. Living up to my ideal
32. Failing to go to church
33. Puzzled about the meaning of God
34. Science conflicting with my religion
35. Being treated unkindly because of my religion
36. Being treated unkindly because of my race
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home
41. Unable to enter desired vocation
42. Doubting wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in chosen vocation
45. Wondering what I'll be like ten years from now
46. Being a grade behind in school
47. Absent from school too often
48. Adjusting to a new school
49. Not spending enough time in study
50. Taking wrong subjects
51. Poor place to study at home
52. No suitable place to study at school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Too little freedom in classes
56. Frequent headaches
57. Weak eyes
58. Lack of appetite
59. Digestive troubles
60. Not getting proper diet
61. Too little money for school lunches
62. Working too much outside of school hours
63. Too few nice clothes
64. Getting money for education beyond high school
65. Learning how to spend my money wisely
66. Taking care of clothes and other belongings
67. Making a good appearance
68. So often not allowed to go out at night
69. In too few school activities
70. Wanting to get into a certain club
71. "Going steady"
72. Girl friend
73. Boy friend
74. Disappointment in a love affair
75. Wondering if I'll find a suitable mate
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Lacking leadership ability
79. Being a poor judge of people
80. Too easily led by other people
81. Stubbornness
82. Carelessness
83. Getting too excited
84. Forgetting things
85. Not taking some things seriously enough
86. Disliking church services
87. Having no chance to go to a church
88. Confused in my religious beliefs
89. Puzzled about prayer
90. Wanting communion with God
91. Not living with my parents
92. Parents separated or divorced
93. Being an only child
94. Mother not living
95. Father not living
96. Needing to decide on an occupation
97. Needing information about occupations
98. Lacking work experience to get a job
99. Trying to combine marriage and a career
100. Concerned over military service
101. Not getting studies done on time
102. Don't know how to study effectively
103. Worrying about grades
104. Poor memory
105. Slow in reading
106. Textbooks hard to understand
107. So often feel restless in classes
108. Teachers too theoretical
109. Classes too large
110. Teachers doing too much of the talking

- 111. Not as strong and healthy as I should be
- 112. Not enough outdoor air and sunshine
- 113. Poor complexion
- 114. Frequent colds
- 115. Poor teeth
- 116. Needing money for better health care
- 117. Not being allowed to buy my own clothes
- 118. Too little money for recreation
- 119. Having to watch every penny I spend
- 120. Needing a job in vacations
- 121. Too little chance to do what I want to do
- 122. Not enough time for recreation
- 123. Not allowed to go around with the group I like
- 124. Being made to go to bed too early
- 125. Too little social life
- 126. Not knowing how to entertain on a date
- 127. Not being allowed to have dates
- 128. Engagement
- 129. Embarrassed in discussion of sex
- 130. Afraid of close contact with the opposite sex
- 131. Shyness
- 132. Feelings too easily hurt
- 133. Don't make friends easily
- 134. Having no close friends
- 135. Feeling inferior
- 136. Moodiness, having the "blues"
- 137. Can't make up my mind about things
- 138. Afraid of making mistakes
- 139. Too easily discouraged
- 140. Sometimes wishing I'd never been born
- 141. Losing faith in religion
- 142. Failing to see value of religion in daily life
- 143. Confused on some moral questions
- 144. Yielding to temptations
- 145. Having a guilty conscience
- 146. Being criticized by my parents
- 147. Parents favoring another child
- 148. Mother
- 149. Father
- 150. Death in the family
- 151. Restless to get out of school and into a job
- 152. Choosing best courses to take next term
- 153. Getting needed education for chosen occupation
- 154. Wanting advice on what to do after high school
- 155. Graduating without being vocationally trained
- 156. Trouble with mathematics
- 157. Weak in writing
- 158. Weak in spelling or grammar
- 159. Trouble in outlining or note-taking
- 160. Trouble in using the library
- 161. Too few books in the library
- 162. Teachers lacking interest in students
- 163. Teachers lacking personality
- 164. Dull classes
- 165. Wanting subjects I'm not allowed to take
- 166. Poor posture
- 167. Being clumsy and awkward
- 168. Too short
- 169. Too tall
- 170. Not very attractive physically
- 171. Living too far from school
- 172. Living in a poor neighborhood
- 173. Borrowing money for school expenses
- 174. Needing to find a part-time job now
- 175. May have to quit school to work
- 176. Too little chance to go to shows
- 177. Nothing interesting to do in spare time
- 178. Too little chance to listen to radio
- 179. No place to entertain friends
- 180. Having no hobby
- 181. Too few dates
- 182. Being in love
- 183. Marriage
- 184. Going with a person my family won't accept
- 185. Concerned over proper sex behavior
- 186. Being criticized by others
- 187. Picking the wrong kind of friends
- 188. Unpopular
- 189. Being called "high-hat" or "stuck-up"
- 190. Being watched by other people
- 191. Lost—no sense of direction in my life
- 192. Failing to get ahead
- 193. Not doing anything well
- 194. Can't see the value of daily things I do
- 195. Not having any fun
- 196. Bothered by ideas of heaven and hell
- 197. Wanting to know what the Bible means
- 198. Wondering what becomes of people when they die
- 199. Can't forget some mistakes I've made
- 200. Afraid God is going to punish me
- 201. Never having any fun with father or mother
- 202. Clash of opinions between me and my parents
- 203. Talking back to my parents
- 204. Parents not trusting me
- 205. Wanting more freedom at home
- 206. Deciding whether or not to go to college
- 207. Choosing best courses to prepare for college
- 208. Choosing best courses to prepare for a job
- 209. Not knowing what I really want
- 210. Not knowing the kind of person I want to be
- 211. Worrying about examinations
- 212. Not fundamentally interested in books
- 213. Unable to express myself in words
- 214. Vocabulary too limited
- 215. Difficulty with oral reports
- 216. Wanting more help from the teacher
- 217. Teachers not friendly to students
- 218. School is too strict
- 219. Too many poor teachers
- 220. Teachers lacking grasp of subject matter
- 221. Physical handicap
- 222. Afraid I may need an operation
- 223. Frequent sore throat
- 224. Menstrual disorders
- 225. Not enough sleep
- 226. Having to earn some of my own money
- 227. Employed late at night on a job
- 228. Working for all my own expenses
- 229. Getting low wages
- 230. Disliking my present employment
- 231. Not enjoying many things others enjoy
- 232. Too little chance to get into sports
- 233. Not being allowed to use the family car
- 234. Not enough time to myself
- 235. Too little chance to read what I like
- 236. Breaking up a love affair
- 237. Deciding whether I'm in love
- 238. Thinking too much about sex matters
- 239. Insufficient knowledge about sex matters
- 240. Sex diseases
- 241. Disliking certain persons
- 242. Being disliked by certain persons
- 243. Being "different"
- 244. Being made fun of
- 245. Losing friends
- 246. Too self-centered
- 247. Unhappy much of the time
- 248. Lacking self-confidence
- 249. Afraid when left alone
- 250. Daydreaming
- 251. Moral code weakening
- 252. Being punished too much
- 253. Swearing, dirty stories
- 254. Drinking
- 255. Cheating in classes
- 256. Getting my family to accept my friends
- 257. Family quarrels
- 258. Brothers
- 259. Sisters
- 260. Relatives
- 261. Family opposing my choice of vocation
- 262. Not interested in entering any vocation
- 263. Afraid of unemployment after graduation
- 264. Doubting ability to handle a good job
- 265. Don't know how to look for a job
- 266. Not liking school
- 267. Finding it hard to speak correct English
- 268. Afraid to speak up in class discussions
- 269. Don't like to study
- 270. Unable to concentrate when I need to
- 271. Too much work required in some subjects
- 272. Teachers lacking understanding of youth
- 273. Teachers not practicing what they preach
- 274. Grades unfair as measures of ability
- 275. Tests unfair
- 276. Nose or sinus trouble
- 277. Poor hearing
- 278. Smoking
- 279. Speech handicap (stammering, etc.)
- 280. Foot trouble or ill-fitting shoes
- 281. Family worried about money
- 282. Too crowded at home
- 283. Having no radio at home
- 284. Having no car in the family
- 285. Ashamed of the house we live in
- 286. Unskilled in carrying on a conversation
- 287. Slow in getting acquainted with people
- 288. Not knowing how to dress attractively
- 289. Too much social life
- 290. In too many student activities
- 291. Finding it hard to control sex urges
- 292. Putting off marriage
- 293. Wondering if I'll ever get married
- 294. Petting and making love
- 295. Going too far in love relations
- 296. Being jealous
- 297. Being snubbed
- 298. No one to tell my troubles to
- 299. Feeling that nobody understands me
- 300. Dislike talking about personal affairs
- 301. Too many personal problems
- 302. Unwilling to face a serious problem now
- 303. Bad dreams
- 304. Thoughts of suicide
- 305. Fear of insanity
- 306. Always getting into trouble
- 307. Sometimes being dishonest
- 308. Being punished for something I didn't do
- 309. Trying to break off a bad habit
- 310. Getting a bad reputation
- 311. Being treated as a "foreigner"
- 312. Wanting to leave home
- 313. Afraid of someone in the family
- 314. Parents expecting too much of me
- 315. Not telling parents everything
- 316. Wondering if I'll be a success in life
- 317. Dreading to think of a life of hard work
- 318. Not knowing where I belong in the world
- 319. School of little help in getting me a job
- 320. Needing to plan ahead for the future
- 321. Can't see that school is doing me any good
- 322. Not smart enough
- 323. Getting low grades
- 324. Afraid of failing in school work
- 325. Wanting to quit school
- 326. Not getting along with a teacher
- 327. Having an unfair teacher
- 328. Poor assemblies
- 329. Lunch hour too short
- 330. School too indifferent to students' needs

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.

TOTAL...

Third Step: Pages 5 and 6

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

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

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

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

**Instructions for Making a Statistical Summary**

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

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

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

Third Step: Answer the following five questions:

SUMMARIZING QUESTIONS

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

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

(Questions are continued on next page ->)

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.

Third Step: Pages 5 and 6

HPD
PPR
SRA
CSM
SPR
PPR
MR
HF
FVE
ASW
CTP

BIBLIOGRAPHY FOR PRELIMINARY STUDY

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Extension Family Life Annual Report and Plan of Work  
1948 for the Following States

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Alabama	New York
Connecticut	North Carolina
Georgia	Ohio
Illinois	Oklahoma
Iowa	Pennsylvania
Kansas	Puerto Rico
Massachusetts	South Carolina
New Hampshire	South Dakota
New Jersey	Texas
New Mexico	Wisconsin

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