

LIBRARY
Michigan State
University

PLACE IN RETURN BOX to remove this checkout from your record.
TO AVOID FINES return on or before date due.
MAY BE RECALLED with earlier due date if requested.

DATE DUE	DATE DUE	DATE DUE

Michigan State University
East Lansing, Michigan

/ STUDENTS' NEEDS AND TEACHERS' PERCEPTIONS /

by

Diane Sax
//

Submitted to the Faculty of the College of Home Economics of
Michigan State University in partial fulfillment of the
requirements for the degree of
Masters of Arts
College of Home Economics
Department of Home Management and Child Development
1965

137
613
THS

1. *Chlorophyll a* and *Chlorophyll b* were determined by the method of Lichtenthaler and Whistler (1973). The *Chlorophyll a* and *Chlorophyll b* contents were expressed as mg g⁻¹ of fresh weight.

ABSTRACT

STUDENTS' NEEDS AND TEACHERS' PERCEPTIONS

One philosophy concerned with teaching family life education advocates presenting students with information based on their needs, which is assumed to help them both in present and future situations. If one accepts this philosophy, then research is necessary for the realistic recognition of students' needs. The purpose of this study was to determine problems of high school students as perceived and expressed by selected high school students and to compare these expressed problems to high school family life teachers' expressed perceptions of students' problems.

The student sample consisted of 128 boys and girls in coeducational family life classes from three different communities in central lower Michigan. The teacher sample consisted of ten home economics teachers from lower Michigan who were teaching coeducational family life classes at the time of this study.

The instrument used to obtain students' expressed problems and teachers' perceptions of students' problems was the 1950 revised high school form of the Mooney Problem Checklist.

The following hypotheses were made:

1. Problems checked by students will vary by age, sex, grade, and position in family.
2. Students' expressed problems as indicated by the Mooney Problem Checklist will vary from teachers' perceptions of students' problems as indicated by the same instrument.

As a result of the data collected the preceding hypotheses appeared to be supported and the following conclusions were drawn.

1. The problem areas, as defined by the Mooney Problem Checklist, which were consistently expressed by the total

THE FUTURE OF THE FUTURE

It is a common mistake to think of the future as a single, straight line. In fact, the future is a complex, branching structure. At any given moment, there are many possible paths that the world could take. These paths are determined by a combination of chance and necessity. Some paths are more likely than others, but all are possible. This is the nature of the future: it is a vast, open landscape of possibilities.

One of the most interesting aspects of the future is its unpredictability. We can never know for sure what will happen. We can only make educated guesses based on the information we have at the moment. This is why the future is so fascinating to us. We want to know what is to come, but we cannot know. This is the paradox of the future: it is both predictable and unpredictable.

There are many different ways to think about the future. Some people believe that the future is already set in stone. They believe that everything that will happen has already happened in some way. Other people believe that the future is completely open. They believe that we can shape the future by our actions.

There are many different ways to think about the future. Some people believe that the future is already set in stone. They believe that everything that will happen has already happened in some way. Other people believe that the future is completely open. They believe that we can shape the future by our actions.

There are many different ways to think about the future. Some people believe that the future is already set in stone. They believe that everything that will happen has already happened in some way. Other people believe that the future is completely open. They believe that we can shape the future by our actions.

There are many different ways to think about the future. Some people believe that the future is already set in stone. They believe that everything that will happen has already happened in some way. Other people believe that the future is completely open. They believe that we can shape the future by our actions.

student sample as most important were; 1. Adjustment to School Work, 2. Courtship, Sex, and Marriage, 3. Personal-Psychological Relations, 4. Social-Psychological Relations.

2. There are differences in the problem areas designated and their importance which differ according to age, sex, grade, and position in family; however, the four categories mentioned in number one appear consistently important.

3. Although teachers perceived the categories of Adjustment to School Work and Courtship, Sex, and Marriage as being important to their students, they perceived the greater problems to be in the categories of Home and Family, and The Future: Vocational and Educational.

Further research is needed to provide accurate and useful information on the needs, feelings and behavior of young people, as well as research concerned with methods for integrating these findings into family life classes.

ACKNOWLEDGEMENTS

Sincere appreciation is expressed to those people who contributed to the development of this study.

A special thanks to Dr. William Marshall for his helpful criticism and guidance throughout the preparation of this problem and to Dr. Twyla Shear and Dr. Alice Thorpe for their suggestions and encouragement.

MICHIGAN STATE UNIVERSITY
COLLEGE OF HOME ECONOMICS
EAST LANSING, MICHIGAN

TABLE OF CONTENTS

CHAPTER	PAGE
1. The Problem and Its Scope	1
The Problem	1
Importance of Study	
Statement of Problem	
General Hypotheses	
Assumptions of Study	
Limitations of Study	2
Overview	3
2. Review of the Literature	4
3. Methodology	8
Sample	8
Instrumentation	8
Hypotheses	10
Analysis	10
Summary	
4. Analysis of Data	11
Variations by age, sex, grade and position in family	12
Variations in student and teacher response	20
Discussion	22
Summary	24
5. Summary and Conclusions	25
Summary	25
Conclusions	25
Discussion	26
Implications for Future Research	27
Bibliography	28
Appendix	29

TABLE OF TABLES

TABLE	PAGE
4.1 Problems Indicated and Their Importance in Each Category by Age by Percent	12
4.2 Problems Indicated and Their Importance in Each Category by Sex by Percent	14
4.3 Problems Indicated and Their Importance in Each Category by Grade by Percent	16
4.4 Problems Indicated and Their Importance in Each Area by Position in Family by Percent	18
4.5 Problems Indicated and Their Importance in Each Area by Students and Teachers by Percent	20
 FIGURE	
4.1 Students Indicating Problems as Most Important in Each Area by Age by Percent	13
4.2 Students Indicating Problems as Most Important in Each Area by Sex by Percent	15
4.3 Students Indicating Problems as Most Important in Each Area by Grade by Percent	17
4.4 Students Indicating Problems as Most Important in Each Area by Position in Family by Percent	19
4.5 Students Indicating Problems as Most Important in Each Area Compared With Teachers' Perceptions by Percent	21

CHAPTER 1

The Problem and Its Scope

There are in general two philosophies of family life educations; one school advocates teaching students subject matter based on a preconceived course outline, usually developed by the classroom teacher. The other school advocates presenting students with information based on their needs, which is assumed to help them both in present and in future situations. If one adopts the philosophy based on student needs, as many teachers do, then family life educators must have accurate and reliable information concerning student needs.

1. The Problem

Importance of the Study

If one believes that family life education should help students cope with social reality, then research is necessary to determine the kinds of realistic problems with which students are concerned.

Statement of the Problem

The purpose of this study was to determine problems of high school students as perceived and expressed by selected high school students and to compare these expressed problems to selected high school family life teachers' expressed perceptions of students' problems.

Hypotheses

1. Problems checked by students will vary by age, sex, grade and position in family.
2. Students' expressed problems as indicated by the Mooney Problem Checklist will vary from teachers' perceptions of students' problems as indicated by the same instrument.

1. The first part of the document is a letter from the President of the United States to the Congress.

2. The second part is a report from the Secretary of the Treasury on the state of the Union.

3. The third part is a report from the Secretary of the Navy on the state of the Navy.

4. The fourth part is a report from the Secretary of the War on the state of the War.

5. The fifth part is a report from the Secretary of the Interior on the state of the Interior.

6. The sixth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

7. The seventh part is a report from the Secretary of the Commerce on the state of the Commerce.

8. The eighth part is a report from the Secretary of the Education on the state of the Education.

9. The ninth part is a report from the Secretary of the Justice on the state of the Justice.

10. The tenth part is a report from the Secretary of the State on the state of the State.

11. The eleventh part is a report from the Secretary of the War on the state of the War.

12. The twelfth part is a report from the Secretary of the Navy on the state of the Navy.

13. The thirteenth part is a report from the Secretary of the Interior on the state of the Interior.

14. The fourteenth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

15. The fifteenth part is a report from the Secretary of the Commerce on the state of the Commerce.

16. The sixteenth part is a report from the Secretary of the Education on the state of the Education.

17. The seventeenth part is a report from the Secretary of the Justice on the state of the Justice.

18. The eighteenth part is a report from the Secretary of the State on the state of the State.

Assumptions of the Study

It was assumed that the Mooney Problem Checklist that was used to indicate student problems by both students and teachers was valid for this purpose.

It was assumed that family life courses are by definition attempting to meet the needs of their students.

It was also assumed that the areas checked on the Mooney Problem Checklist were valid indications of students' real problems.

II. Limitations of the Study

The study was conducted under the following limiting factors.

1. The student sample was limited in the following ways;
 - A. The sample was drawn from the area of central lower Michigan.
 - B. Coeducational family life classes were the only ones selected.
2. The teacher sample was limited in the following ways;
 - A. The sample was drawn from the area of lower Michigan.
 - B. Home economics teachers currently teaching coeducational family life classes were the only ones selected.
3. Possible responses which students could make were limited by those categories which appear on the Mooney Problem Checklist.

III. Overview

In Chapter Two the literature concerned with family life teaching according to student needs will be briefly reviewed. A description

of the sample and instrumentation will be found in Chapter Three, with analysis of results presented in Chapter Four. In Chapter Five are presented the summary and conclusions.

CHAPTER 2

Review of the Literature

In the United States the term "worthy home membership" was recognized as early as 1918 as one of the seven cardinal principles of education. Based upon this directive principle, the field of family life education has been growing rapidly at the college, university and secondary level and more recently in the elementary grades. Many educators are aware, however, that the present offerings in family life education are inadequate. "Since high school is the last chance for the many students who don't go on to college, it is important that more and better offerings be organized at that level."¹

Content of high school family life courses frequently includes such topics as dating and courtship, implications of early marriage, love and romance, preparation for marriage, sex education, marital adjustment and parenthood.

The philosophy that family life education should be geared to the students' developmental stage has been the framework for many curriculum decisions. A brief look at the developmental sequence during adolescence, as designated by Duvall, shows how well it can serve as a basis for curriculum planning in family life education.

"He (the adolescent) needs to complete the adolescent cycle of physical growth. He needs to achieve emotional emancipation from his parents. He needs to learn to take final personal responsibility for his own behavior. He needs to learn how to make a

¹Harold T. Christensen, Marriage Analysis, p. 593.

good adult adjustment to members of the opposite sex. He needs to organize the values he has been developing during childhood into a fairly consistent philosophy of life."²

Brown states that there are certain characteristics successful family life education in the schools must have.

"It must be coeducational, must be developed cooperatively among parents, students, teachers, and others, must really allow for individual differences, must be geared to the developmental needs of individuals, and must be a community program in the true sense of the expression."³

Christensen suggests that in the future if family life education is to prosper it must become more sensitive to two opposite influences on the family: (a) the strivings of the individual personalities within the family, and (b) the needs of human beings in the world outside the family.⁴

Broderick argues that studies have shown that young people increasingly bring more heterosexual experience and sophistication to family life classes than is assumed by most textbooks and course outlines. He feels that students should be offered: (1) information based on reliable research which will augment their own experience, (2) concepts according to which they can analyze and interpret both their own experience and the newly learned information, and (3) opportunities to apply this information and these concepts to their own situation. However, he indicated that surveys show that what most students receive from family life classes

²Harold T. Christensen, ed., Handbook of Marriage and the Family, p. 888.

³Ibid.

⁴Ibid.

is advice.⁵

"It is remarkable but true that students can spend a whole term discussing family living, maturity, values, and boy-girl relations without ever touching on their own pressing personal problems. It is as though there were a conspiracy between student and teacher to avoid the specific, the germane, the personal, the complex, and the difficult realities of life."⁶

Force supports this position by suggesting that perhaps the best courses are those which base their content on background, needs, and interests of students in an effort to give maximum reality to the educational experiences.⁷

The preceding survey of the literature in the field of family life education, attempting to support a particular point of view, appears to indicate that family life education better meets its objectives when it is based on the expressed needs of students. Broderick states that many of the studies dealing with the problems of youth are outdated and of little value. He urges those in research to renew their efforts to provide accurate and useful information on the needs, feelings, and behavior of young people.⁸

⁵Carlfred B. Broderick, "Family-Life Education Versus Reality," Journal of Marriage and the Family, Vol. 26, February, 1964, pp. 102-103.

⁶Ibid.

⁷Elizabeth S. Force, "The Role of the School in Family-Life Education," Journal of Marriage and the Family, Vol 26, February, 1964, p. 100.

⁸Ibid.

Summary

Writings of these educators uphold the philosophy of student-oriented courses in family life. In their opinions, the foundation for the subject matter taught in family life classes should be the needs of the students. Therefore, the present study attempts to obtain information about students' needs by collecting data concerning students' expressed problems.

CHAPTER 3

Methodology

Sample

The student sample consisted of 128 boys and girls in coeducational family life classes from three different communities in central lower Michigan. Of the 128 students, 43 were from a rural community, Nashville; 35 from a suburban community, Grand Ledge; and 50 from an urban community, Pontiac. These categories were determined by location of the schools, occupation of parents, and discussion with the teacher of each class. The total sample was composed of 52 boys and 76 girls, ranging in age from 15 through 19. All students were either juniors or seniors in high school and occupied the position of youngest, middle, oldest, or only child in their family.

The teacher sample consisted of ten home economics teachers from the population area of lower Michigan who were at the time of the study engaged in teaching coeducational family life classes. Due to a leave of absence from her school system, one teacher was not available for response. The response rate from teachers was then 90%.

In no case was a teacher included in the teacher sample who was also a teacher in one of the classes which comprised the student sample. This decision was made in order to avoid the teachers forming the impression that the study in any way constituted an evaluation of them.

Instrumentation

The 1950 revised high school form of the Mooney Problem Checklist was used to obtain students' expressed problems and teachers' perceptions of students' problem areas. This form consists of the following eleven categories.

1. The first part of the document is a letter from the President of the United States to the Congress.

2. The second part is a report from the Secretary of the Treasury on the state of the Union.

3. The third part is a report from the Secretary of the Navy on the state of the Navy.

4. The fourth part is a report from the Secretary of the War on the state of the War.

5. The fifth part is a report from the Secretary of the Interior on the state of the Interior.

6. The sixth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

7. The seventh part is a report from the Secretary of the Commerce on the state of the Commerce.

8. The eighth part is a report from the Secretary of the Education on the state of the Education.

9. The ninth part is a report from the Secretary of the Health on the state of the Health.

10. The tenth part is a report from the Secretary of the Labor on the state of the Labor.

11. The eleventh part is a report from the Secretary of the Justice on the state of the Justice.

12. The twelfth part is a report from the Secretary of the State on the state of the State.

13. The thirteenth part is a report from the Secretary of the Foreign Affairs on the state of the Foreign Affairs.

14. The fourteenth part is a report from the Secretary of the Finance on the state of the Finance.

15. The fifteenth part is a report from the Secretary of the Public Works on the state of the Public Works.

16. The sixteenth part is a report from the Secretary of the Public Health on the state of the Public Health.

17. The seventeenth part is a report from the Secretary of the Public Education on the state of the Public Education.

18. The eighteenth part is a report from the Secretary of the Public Labor on the state of the Public Labor.

19. The nineteenth part is a report from the Secretary of the Public Justice on the state of the Public Justice.

20. The twentieth part is a report from the Secretary of the Public State on the state of the Public State.

1. The first part of the document is a letter from the President of the United States to the Congress.

2. The second part is a report from the Secretary of the Treasury on the state of the Union.

3. The third part is a report from the Secretary of the Navy on the state of the Navy.

4. The fourth part is a report from the Secretary of the War on the state of the War.

5. The fifth part is a report from the Secretary of the Interior on the state of the Interior.

6. The sixth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

7. The seventh part is a report from the Secretary of the Commerce on the state of the Commerce.

8. The eighth part is a report from the Secretary of the Education on the state of the Education.

9. The ninth part is a report from the Secretary of the Health on the state of the Health.

10. The tenth part is a report from the Secretary of the Labor on the state of the Labor.

HPD	Health and Physical Development
FLE	Finances, Living Conditions, and Employment
SRA	Social and Recreational Activities
CSM	Courtship, Sex, and Marriage
SPR	Social-Psychological Relations
PPR	Personal-Psychological Relations
MR	Morals and Religion
HF	Home and Family
FVE	The Future: Vocational and Educational
ASW	Adjustment to School Work
CTP	Curriculum and Teaching Procedure

Each of the above categories contained thirty problem statements and two total columns, one column for the statements underlined as problems and the other column for the statements circled, from those previously underlined, as most important.

The Problem Checklist resulted from the desire of Ross L. Mooney to systematize his methods of discovering the problems of young people. It is not a test. It does not measure the scope or intensity of student problems in such a way as to yield a test score. The number of items underlined and circled must be regarded as a "census count" of each student's problems -- limited by his awareness of his problems and his willingness to reveal them. The usefulness of the Problem Checklist approach lies in its economy for appraising the major concerns of a group and for bringing into the open the problems of each student in the group. The Mooney Problem Checklist has been used in research to show changes and differences in problems in relation to age, sex, social background,

the $\mathbb{R}^n$ -valued function $\mathbf{f}$ is a solution of the system of differential equations

$$\mathbf{f}'(t) = \mathbf{A}(t)\mathbf{f}(t) + \mathbf{b}(t), \quad \mathbf{f}(t_0) = \mathbf{f}_0$$

if and only if $\mathbf{f}$ is a solution of the system of differential equations

$$\mathbf{f}'(t) = \mathbf{A}(t)\mathbf{f}(t) + \mathbf{b}(t), \quad \mathbf{f}(t_0) = \mathbf{f}_0$$

if and only if $\mathbf{f}$ is a solution of the system of differential equations

$$\mathbf{f}'(t) = \mathbf{A}(t)\mathbf{f}(t) + \mathbf{b}(t), \quad \mathbf{f}(t_0) = \mathbf{f}_0$$

if and only if $\mathbf{f}$ is a solution of the system of differential equations

if and only if $\mathbf{f}$ is a solution of the system of differential equations

if and only if $\mathbf{f}$ is a solution of the system of differential equations

if and only if $\mathbf{f}$ is a solution of the system of differential equations

if and only if $\mathbf{f}$ is a solution of the system of differential equations

if and only if $\mathbf{f}$ is a solution of the system of differential equations

if and only if $\mathbf{f}$ is a solution of the system of differential equations

if and only if $\mathbf{f}$ is a solution of the system of differential equations

school ability, interest patterns and the like.⁹

Hypotheses

On the Mooney Problem Checklist:

1. Problem areas indicated by students will vary according to age.
2. Problem areas indicated by students will vary according to sex.
3. Problem areas indicated by students will vary according to grade.
4. Problem areas indicated by students will vary according to position in family.
5. Problem areas indicated by students will vary from the problem areas perceived by teachers as student problems.

Analysis

The analysis of data in Chapter Four treats each of the above variables as a separate entity. Computations consisted of counting separately both the circled and underlined statements in each category of the Mooney Problem Checklist. These figures were then expressed as percents of the total possible statements, thirty in each category, which students could circle and underline.

Summary

This Chapter included a description of the sample used for this study, a description of the Mooney Problem Checklist, a statement of hypotheses and discussion of the way in which the data were analyzed. The percentages obtained for each variable will be compared by means of tables and graphs presented in Chapter Four.

⁹Ross L. Mooney and Leonard V. Gordon, The Mooney Problem Check Lists.

CHAPTER 4

Analysis of Data

The following data have been summarized and presented in table and graph form according to each hypothesis; age, sex, grade, position in family and teachers' perceptions of students' problems.

For each table, the percentages given for both the number of underlined statements and the number of circled statements have been obtained by dividing the number of responses recorded on all Checklists in each category (e.g., HPD, FLE, SRA, CSM) by the total number of possible responses for each category.

For each graph, the percentages shown have been obtained by dividing the number of students who circled one or more statements in each Mooney category by the total number of students.

The above procedure was also used in summarizing the teacher responses as obtained by the Mooney Problem Checklist.

The following tables and graphs will be more meaningful if the eleven categories of the Mooney Problem Checklist presented in Chapter Three are reviewed and the highest percentages in each column are noted and related to the proper category.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	1450	1451	1452	1453	1454	1455	1456	1457	1458	1459	1460	1461	1462	1463	1464	1465	1466	1467	1468	1469	1470	1471	1472	1473	1474	1475	1476	1477	1478	1479	1480	1481	1482	1483	1484	1485	1486	1487	1488	1489	1490	1491	1492	1493	1494	1495	1
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	---

Figure 4.4 Students Indicating Problems as Most Important in Each Area by Position in Family by Percent

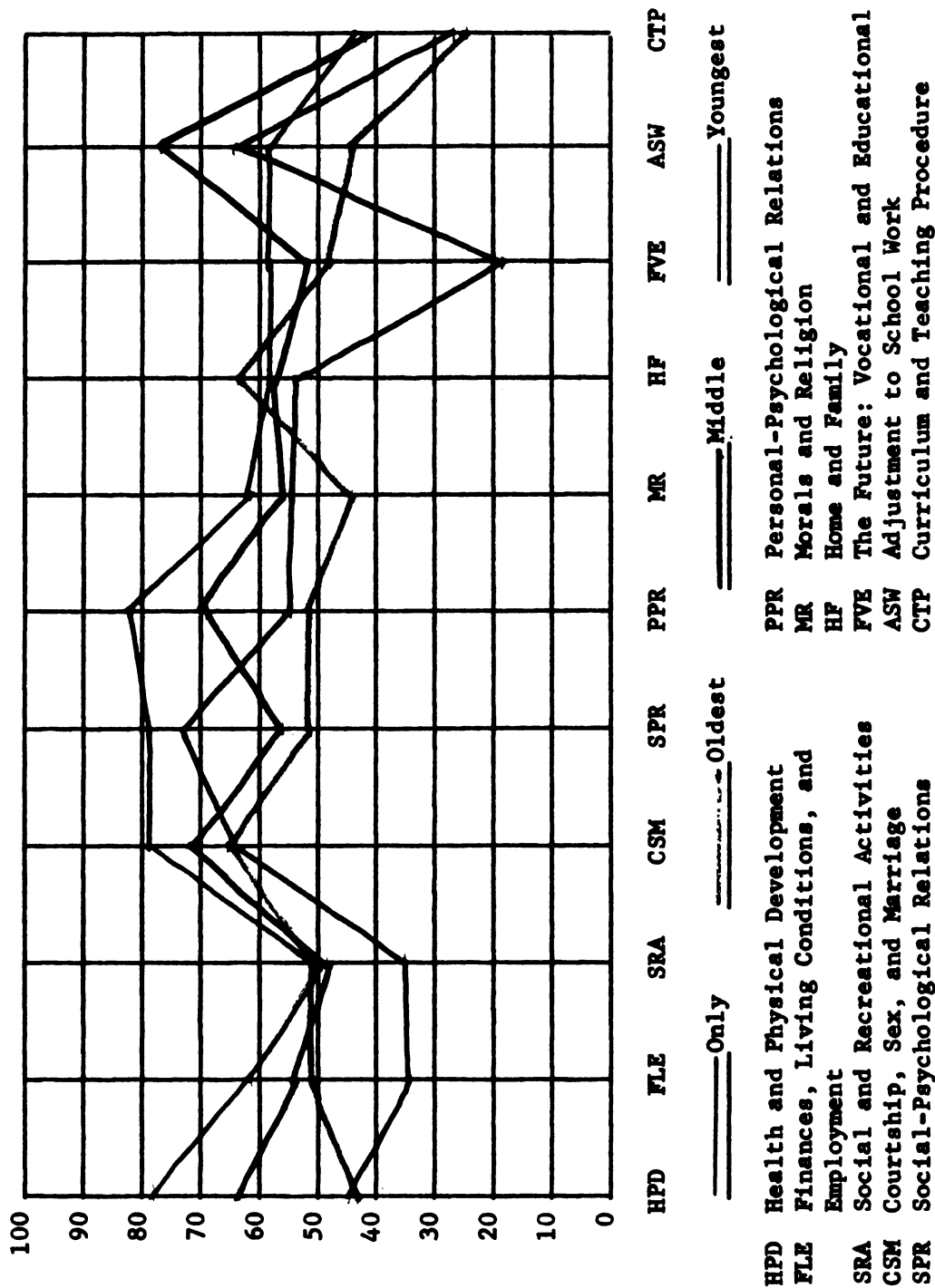


Table 4.5 Problems Indicated and Their Importance in Each Area by Students and Teachers by Percent

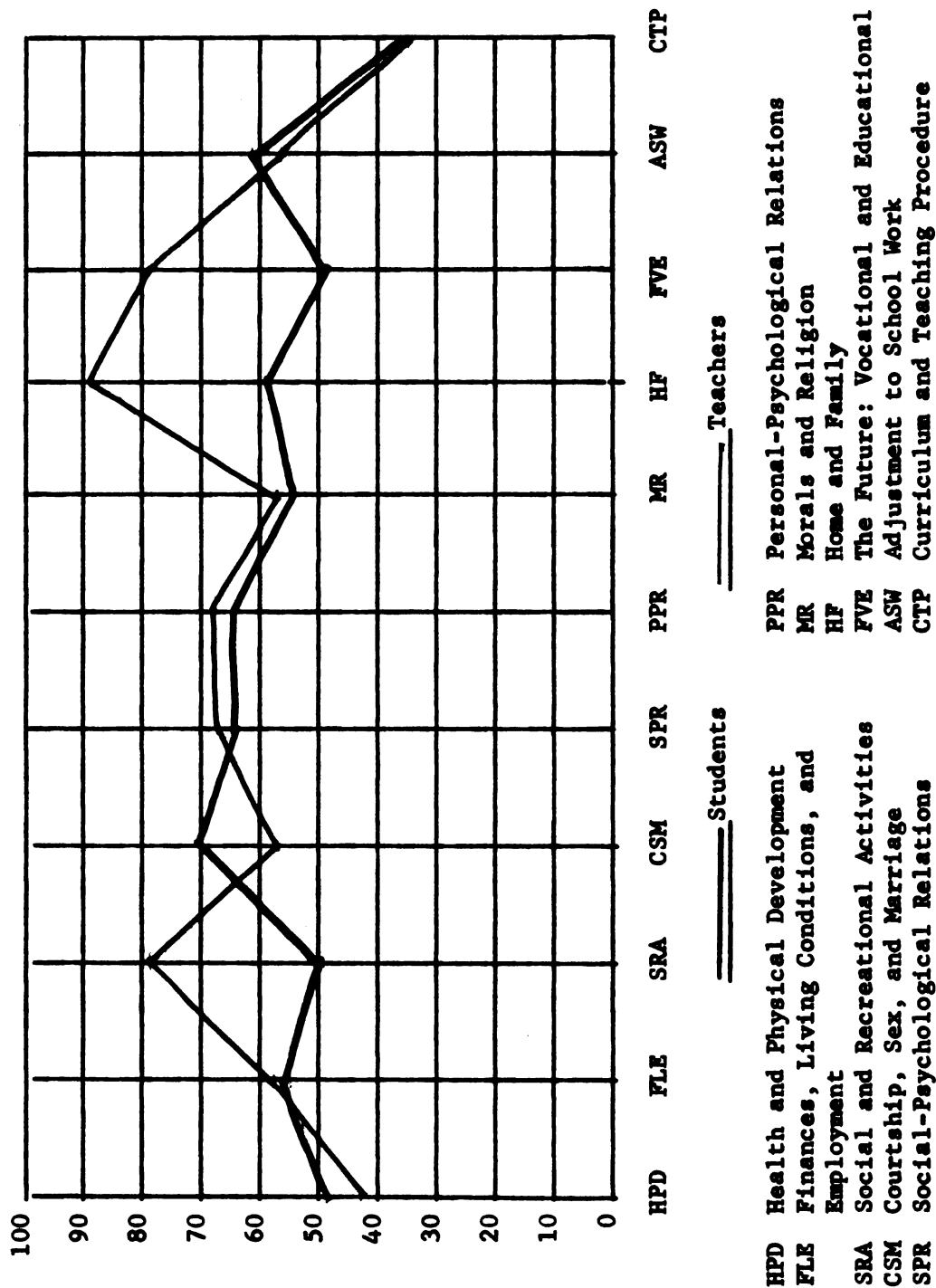
Students (N=128)		Teachers (N=9)		
*P.I.	*M.I.P.I.	P.I.	M.I.P.I.	
HPD	15.3	5.6	13.7	4.1
FLE	15.8	5.9	27.8	6.3
SPA	15.9	4.4	23.3	7.4
CSM	17.2	8.6	28.1	11.1
SPR	20.0	6.5	25.2	7.4
PPR	21.0	7.1	25.2	7.4
MR	17.0	5.0	21.9	5.6
HF	17.6	6.7	34.1	13.7
FVE	15.2	4.7	32.2	9.3
ASW	24.2	7.3	33.7	7.0
CTP	15.4	3.3	28.9	3.3

*P.I. - Problems Indicated

M.I.P.I. - Most Important Problems Indicated

HPD	Health and Physical Development	PPR	Personal-Psychological Relations
FLE	Finances, Living Conditions, and Employment	MR	Morals and Religion
SRA	Social and Recreational Activities	HF	Home and Family
CSM	Courtship, Sex, and Marriage	FVE	The Future: Vocational and Educational Adjustment to School Work
SPR	Social-Psychological Relations	ASW	Curriculum and Teaching Procedure

Figure 4.5 Students Indicating Problems as Most Important in Each Area Compared With Teachers' Perceptions by Percent



The first part of the report describes the general situation of the company and the results of the survey. The second part contains the detailed results of the survey, and the third part contains the conclusions and recommendations.

1. General Situation

2. Detailed Results

No.	Name	Age	Sex	Marital Status	Education	Occupation	Income	Expenses	Savings	Debt	Assets	Liabilities	Net Worth	Comments
1	John Doe	35	M	Married	High School	Teacher	\$40,000	\$30,000	\$10,000	\$5,000	\$15,000	\$10,000	\$5,000	
2	Jane Smith	28	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
3	Bob Johnson	45	M	Married	High School	Farmer	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
4	Alice Brown	30	F	Married	College	Engineer	\$50,000	\$40,000	\$10,000	\$3,000	\$17,000	\$14,000	\$3,000	
5	Charlie White	55	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
6	Diana Green	25	F	Single	College	Student	\$15,000	\$10,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
7	Frank Black	40	M	Married	High School	Construction Worker	\$30,000	\$25,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
8	Grace Hall	38	F	Married	College	Teacher	\$45,000	\$35,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
9	Henry King	50	M	Married	High School	Retired	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
10	Ivy Lee	22	F	Single	College	Student	\$10,000	\$8,000	\$2,000	\$1,000	\$3,000	\$2,000	\$1,000	
11	Jack Miller	42	M	Married	High School	Construction Worker	\$30,000	\$25,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
12	Karen Wilson	32	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
13	Liam Taylor	58	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
14	Mia Adams	27	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
15	Noah Baker	48	M	Married	High School	Farmer	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
16	Olivia Clark	33	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
17	Peter Evans	52	M	Married	High School	Retired	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
18	Quinn Foster	29	F	Single	College	Student	\$15,000	\$10,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
19	Rachel Gibson	37	F	Married	College	Teacher	\$45,000	\$35,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
20	Samuel Hill	53	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
21	Tina Jones	26	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
22	Uma Kelly	41	F	Married	High School	Construction Worker	\$30,000	\$25,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
23	Victor Lewis	56	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
24	Wendy Martin	31	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
25	Xavier Nelson	51	M	Married	High School	Retired	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
26	Yara Ortiz	24	F	Single	College	Student	\$10,000	\$8,000	\$2,000	\$1,000	\$3,000	\$2,000	\$1,000	
27	Zoe Parker	39	F	Married	College	Teacher	\$45,000	\$35,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
28	Adam Reed	54	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
29	Bella Scott	23	F	Single	College	Student	\$10,000	\$8,000	\$2,000	\$1,000	\$3,000	\$2,000	\$1,000	
30	Connor Turner	43	M	Married	High School	Construction Worker	\$30,000	\$25,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
31	Diana Vance	34	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
32	Ethan Ward	57	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
33	Fiona Young	28	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
34	George Ziegler	46	M	Married	High School	Farmer	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
35	Hannah Bell	36	F	Married	College	Teacher	\$45,000	\$35,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
36	Ian Cook	59	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
37	Jessica Diaz	21	F	Single	College	Student	\$10,000	\$8,000	\$2,000	\$1,000	\$3,000	\$2,000	\$1,000	
38	Kyle Evans	44	M	Married	High School	Construction Worker	\$30,000	\$25,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
39	Laura Foster	35	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
40	Michael Gibson	50	M	Married	High School	Retired	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
41	Nancy Hall	29	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
42	Oscar King	47	M	Married	High School	Farmer	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
43	Pamela Lee	32	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
44	Quinn Miller	56	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
45	Rachel Nelson	27	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
46	Samuel Ortiz	41	M	Married	High School	Construction Worker	\$30,000	\$25,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
47	Tina Parker	53	F	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
48	Uma Reed	31	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
49	Victor Scott	51	M	Married	High School	Retired	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
50	Wendy Turner	24	F	Single	College	Student	\$10,000	\$8,000	\$2,000	\$1,000	\$3,000	\$2,000	\$1,000	
51	Xavier Vance	39	M	Married	College	Teacher	\$45,000	\$35,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
52	Yara Ward	54	F	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
53	Zoe Young	23	F	Single	College	Student	\$10,000	\$8,000	\$2,000	\$1,000	\$3,000	\$2,000	\$1,000	
54	Adam Ziegler	43	M	Married	High School	Construction Worker	\$30,000	\$25,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
55	Bella Bell	34	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
56	Connor Cook	57	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
57	Diana Diaz	28	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
58	Ethan Evans	46	M	Married	High School	Farmer	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
59	Fiona Foster	36	F	Married	College	Teacher	\$45,000	\$35,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
60	George Gibson	59	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
61	Hannah Hall	29	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
62	Ian King	47	M	Married	High School	Farmer	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
63	Jessica Lee	32	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
64	Kyle Miller	56	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
65	Laura Nelson	27	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
66	Samuel Ortiz	41	M	Married	High School	Construction Worker	\$30,000	\$25,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
67	Tina Parker	53	F	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
68	Uma Reed	31	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
69	Victor Scott	51	M	Married	High School	Retired	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
70	Wendy Turner	24	F	Single	College	Student	\$10,000	\$8,000	\$2,000	\$1,000	\$3,000	\$2,000	\$1,000	
71	Xavier Vance	39	M	Married	College	Teacher	\$45,000	\$35,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
72	Yara Ward	54	F	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
73	Zoe Young	23	F	Single	College	Student	\$10,000	\$8,000	\$2,000	\$1,000	\$3,000	\$2,000	\$1,000	
74	Adam Ziegler	43	M	Married	High School	Construction Worker	\$30,000	\$25,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
75	Bella Bell	34	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
76	Connor Cook	57	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
77	Diana Diaz	28	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
78	Ethan Evans	46	M	Married	High School	Farmer	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
79	Fiona Foster	36	F	Married	College	Teacher	\$45,000	\$35,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
80	George Gibson	59	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
81	Hannah Hall	29	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
82	Ian King	47	M	Married	High School	Farmer	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
83	Jessica Lee	32	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
84	Kyle Miller	56	M	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
85	Laura Nelson	27	F	Single	College	Nurse	\$35,000	\$25,000	\$10,000	\$2,000	\$13,000	\$8,000	\$5,000	
86	Samuel Ortiz	41	M	Married	High School	Construction Worker	\$30,000	\$25,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
87	Tina Parker	53	F	Married	High School	Retired	\$20,000	\$15,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
88	Uma Reed	31	F	Married	College	Teacher	\$40,000	\$30,000	\$10,000	\$2,000	\$12,000	\$10,000	\$2,000	
89	Victor Scott	51	M	Married	High School	Retired	\$25,000	\$20,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	
90	Wendy Turner	24	F	Single	College	Student	\$10,000	\$8,000	\$2,000	\$1,000	\$			

Table 4.4 Problems Indicated and Their Importance in Each Area by Position in Family by Percent

Position Only (N=11)		Oldest (N=37)		Middle (N=42)		Youngest (N=37) Total N=127		
*P.I.	*M.I.P.I.	P.I.	M.I.P.I.	P.I.	M.I.P.I.	P.I.	M.I.P.I.	
HPD	11.5	2.7	5.1	3.3	15.9	6.3	17.0	7.8
FLE	14.3	5.2	15.9	5.9	17.6	6.4	14.4	5.6
SPA	10.6	1.5	16.3	4.5	6.9	4.4	18.1	5.1
CSM	11.2	4.9	16.4	7.0	16.6	8.4	21.4	11.2
SPR	14.9	3.9	18.4	5.3	18.8	6.1	23.8	8.6
PPR	17.0	3.6	17.9	5.0	21.0	7.8	23.0	9.7
MR	16.1	3.9	14.8	3.3	18.6	6.0	18.1	9.8
HF	16.7	6.4	20.3	7.2	17.1	6.8	17.2	6.1
FVE	8.2	1.5	12.1	3.3	17.3	5.5	26.4	6.1
ASW	22.2	5.2	18.3	4.5	25.4	8.8	29.8	10.6
CTP	7.0	0.9	15.5	1.8	14.9	4.2	19.0	4.2

*P.I. - Problems Indicated

M.I.P.I. - Most Important Problems Indicated

HPD	Health and Physical Development	PPR	Personal-Psychological Relations
FLE	Finances, Living Conditions, and Employment	MR	Morals and Religion
SRA	Social and Recreational Activities	HF	Home and Family
CSM	Courtship, Sex, and Marriage	FVE	The Future: Vocational and Educational
SPR	Social-Psychological Relations	ASW	Adjustment to School Work
		CTP	Curriculum and Teaching Procedure

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	1450	1451	1452	1453	1454	1455	1456	1457	1458	1459	1460	1461	1462	1463	1464	1465	1466	1467	1468	1469	1470	1471	1472	1473	1474	1475	1476	1477	1478	1479	1480	1481	1482	1483	1484	1485	1486	1487	1488	1489	1490	1491	1492	1493	1494	1495	1
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	---

Discussion

Table 4.1 appears to indicate that the problem areas as defined by the categories of the Mooney Problem Checklist do vary according to age. The majority of statements circled by sixteen year olds and the nineteen year olds as most important were in the category of Home and Family. The majority of statements circled by seventeen and eighteen year olds as being most important were in the Courtship, Sex and Marriage category. All age groups, however, consistently underlined the most statements in the category, Adjustment to School Work.

Considering Figure 4.1, the percent of students who circled statements in each area, the sixteen year olds were equally concerned with three categories; Courtship, Sex and Marriage; Personal-Psychological Relations; and Adjustment to School Work. The seventeen year olds were most concerned with the category of Personal-Psychological Relations, the eighteen year olds were most concerned with Courtship, Sex and Marriage and the nineteen year olds were most concerned with the Adjustment to School Work category.

Table 4.2 presents the problem areas as they vary by sex. Girls circled the most statements from the Courtship, Sex and Marriage category with the largest number of statements underlined in the Social-Psychological Relations and Adjustment to School Work categories. Boys circled the most statements in the Courtship, Sex and Marriage category and Adjustment to School Work category. The largest percent of statements underlined by boys was in the Adjustment to School Work category.

Figure 4.2 points to the Home and Family category as the one which the largest percent of girls circled and the Adjustment to School Work

as being most important for boys. Both boys and girls rated the area of Courtship, Sex and Marriage as being next in importance.

Table 4.3 points out the variation in problems on the basis of grade. Percentages indicate that high school juniors circled the most statements in the category of Adjustment to School Work, while high school seniors circled the most statements in Courtship, Sex and Marriage. Juniors underlined the most statements in the area of Morals and Religion, while seniors underlined the most statements in the area of Adjustment to School Work.

Figure 4.3 indicates that the greatest percent of juniors were concerned about Adjustment to School Work and the greatest percent of seniors were concerned about Courtship, Sex and Marriage.

In regard to position in family, Table 4.4 indicates that only children and oldest children circled the most statements in the category of Home and Family, middle children circled the most statements in the category of Adjustment to School Work and youngest children circled the most statements in Courtship, Sex and Marriage. Only children, middle children, and youngest children all underlined the most statements in the Adjustment to School Work category while oldest children underlined the most statements in the Home and Family category.

Figure 4.4 indicates that the greater percent of only children were concerned with Social-Psychological Relations, the greater percent of oldest children were concerned equally with the Home and Family, and Courtship, Sex and Marriage. The greater percent of middle children were concerned with Adjustment to School Work and the greater percent of youngest children were concerned with Personal-Psychological Relations.

Table 4.5 indicates how teachers' perceptions of student problems compare with the expressed problems of the total student sample. Teachers both circled and underlined the most statements in the category of Home and Family while students circled the most statements in the category of Courtship, Sex and Marriage and underlined the most statements in the area of Adjustment to School Work.

Figure 4.5 shows the highest percent of students circled the statements in the Courtship, Sex and Marriage category, indicating it was most important, while the highest percent of teachers circled the statements in the Home and Family category, indicating it was most important as they perceived the problems of their students.

A correlation of .361 was obtained for students' and teachers' underlined responses. A correlation of .563 was obtained for students' and teachers' circled responses. This appears to indicate that teachers have a better perception of problems which are the most important to students than they have of students' problems in general.

Summary

As a result of the preceding data the hypotheses that were presented in Chapter Three appeared to be supported.

1. The expressed problems of high school students vary according to age, sex, grade, and position in family.
2. Problems expressed by students vary from the problems of students as perceived by family life teachers.

the fact that the H^+ concentration is not constant, but increases with the extent of the reaction. The H^+ concentration is a function of the extent of the reaction, x , and the initial concentration of the acid, c_0 . The H^+ concentration is given by the equation:

$$[\text{H}^+] = c_0 - x$$

where x is the extent of the reaction. The H^+ concentration is a function of the extent of the reaction, x , and the initial concentration of the acid, c_0 . The H^+ concentration is given by the equation:

$$[\text{H}^+] = c_0 - x$$

where x is the extent of the reaction. The H^+ concentration is a function of the extent of the reaction, x , and the initial concentration of the acid, c_0 . The H^+ concentration is given by the equation:

$$[\text{H}^+] = c_0 - x$$

where x is the extent of the reaction. The H^+ concentration is a function of the extent of the reaction, x , and the initial concentration of the acid, c_0 . The H^+ concentration is given by the equation:

$$[\text{H}^+] = c_0 - x$$

where x is the extent of the reaction. The H^+ concentration is a function of the extent of the reaction, x , and the initial concentration of the acid, c_0 . The H^+ concentration is given by the equation:

$$[\text{H}^+] = c_0 - x$$

where x is the extent of the reaction. The H^+ concentration is a function of the extent of the reaction, x , and the initial concentration of the acid, c_0 . The H^+ concentration is given by the equation:

$$[\text{H}^+] = c_0 - x$$

where x is the extent of the reaction. The H^+ concentration is a function of the extent of the reaction, x , and the initial concentration of the acid, c_0 . The H^+ concentration is given by the equation:

$$[\text{H}^+] = c_0 - x$$

where x is the extent of the reaction. The H^+ concentration is a function of the extent of the reaction, x , and the initial concentration of the acid, c_0 . The H^+ concentration is given by the equation:

$$[\text{H}^+] = c_0 - x$$

CHAPTER 5

Summary and Conclusions

Summary

This study was undertaken to investigate the expressed problems of high school students in selected coeducational family life classes in lower Michigan. The problems of these students were compared by age, sex, grade, and position in family and teachers' perceptions of the students' problems. The Mooney Problem Checklist was administered to one-hundred and twenty-eight high school family life students and sent to ten teachers currently teaching coeducational family life classes in lower Michigan. The objective was to obtain information about students' problems and teachers' perceptions of students' problems. The data were summarized and compared by percentages; these percentages indicate that problems of high school students vary according to age, sex, grade, and position in the family. The comparison of student response to teacher response indicated that teachers perceive the problems of their students somewhat differently than students in selected family life classes perceive their own problems.

Conclusions

The following conclusions may be drawn as a result of this study.

1. The problem areas, as defined by the Mooney Problem Checklist, which were consistently expressed by the total student sample as most important were; (1) Adjustment to School Work, (2) Courtship, Sex and Marriage, (3) Personal-Psychological Relations, (4) Social-Psychological Relations.

2. There are differences in problem areas indicated and their importance by students which are different according to age, sex, grade, and position in family; however, the four areas mentioned in the preceding statement appear consistently important.
3. Although teachers perceived the categories of Adjustment to School Work and Courtship, Sex and Marriage as being important to their students, they perceived the greater problems to be in the categories of Home and Family, and The Future: Vocational and Educational.

Discussion

Recognizing the limitations of the scope of this study, the findings do suggest that family life educators may not be entirely aware of the factors which influence the problems being faced by their students. Though student problems vary, there appear to be certain categories of common concern upon which a realistic approach to teaching family life can be built. In particular, it should be noted that the expressed problems of these students about Adjustment to School Work seem to represent a shift away from what has long been held to be their primary problem -- personal-social relations.

These findings also suggest that family life teachers might profit by investigating the needs of their particular students thoroughly before embarking upon a pre-determined course of study, in order realistically to help students contend with their own pressing personal problems.

Implications for Future Research

1. More research is needed to provide accurate and useful information on the needs, feelings and behavior of young people.
2. Research concerned with methods for realistically integrating these findings into family life classes is also necessary.

BIBLIOGRAPHY

Broderick, Carlfred B., "Family-Life Education Versus Reality," Journal of Marriage and the Family, Vol. 26, No. 1, February, 1964.

Christensen, Harold T., ed., Handbook of Marriage and the Family, Chicago, Rand McNally and Company, 1964.

Chirstensen, Harold T., Marriage Analysis, 2nd ed., New York, The Ronald Press Company, 1958.

Force, Elizabeth S., "The Role of the School in Family-Life Education," Journal of Marriage and the Family, Vol. 26, No. 1, February, 1964.

Mooney, Ross L. and Gordon, Leonard V., The Mooney Problem Check Lists, The Psychological Corporation, 304 East 45th Street, New York, 1950.

Snedecor, George W., Statistical Methods, Iowa State College Press, Ames Iowa, 1956.

Travers, Robert M. W., An Introduction to Educational Research, 2nd ed., New York, The Macmillan Company, 1964.

APPENDIX

March 10, 1965

Dear

The enclosed Checklist is an appeal for your assistance in accessing the current problems of high school youth. This research problem is being prepared for my Master's degree in family life education at Michigan State University. Dr. William Marshall is directing this research.

Your experience in teaching coeducational family living classes is of value to us in gaining insight into the problems of youth. Will you please take about thirty minutes of your time to fill in the information on page one of the enclosed material, carefully read the directions, complete the Checklist and, at your earliest convenience, return it via the enclosed envelope. The researcher guarantees anonymity.

Your cooperation is vital to the success of this project and will be greatly appreciated.

Thank you.

Sincerely,

Diane Sax
Graduate Student

Sincerely,

William H. Marshall
Associate Professor of
Child Development

Please fill in the following information as completely as possible.

DATE _____

NUMBER OF YEARS OF TEACHING EXPERIENCE _____

NUMBER OF YEARS TEACHING FAMILY LIVING CLASSES _____

APPROXIMATE ENROLLMENT OF SCHOOL _____

APPROXIMATE ENROLLMENT OF FAMILY LIVING CLASS(ES)
NUMBER OF CLASSES _____

TOTAL NUMBER OF STUDENTS _____

APPROXIMATE AGE OF STUDENTS IN FAMILY LIVING CLASSES _____

DIRECTIONS:

This is a list of problems which are often troubling students of the age you teach -- problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling your boys and girls in family living classes and some are not. As you read the list, pick out the problems which you feel are troubling them. FOLLOW THESE THREE STEPS.

FIRST STEP:

Read through the list slowly, and when you come to a problem which suggests something which you feel is troubling your students underline it.

SECOND STEP:

When you have completed the first step, look over the problems you have underlined and pick out the ones which you feel are troubling your students most. Show these problems by making a circle around the numbers in front of them.

THIRD STEP:

Omit Pages 5 and 6 unless you care to express additional comments concerning student problems.

Please use your judgment about the problems of your particular students in family living. Do not ask for student opinions on this Checklist.

At your earliest convenience please return this Checklist via the enclosed envelope. Thank you for your cooperation.

1950
REVISION

MOONEY PROBLEM CHECK LIST

Ross L. MOONEY
Bureau of Educational Research
Ohio State University

H HIGH
SCHOOL
FORM

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

Age.....Date, of birth.....Boy.....Girl.....

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

Name of school.....

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

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

Date.....

DIRECTIONS

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, 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.



Copyright 1950. All rights reserved.

The Psychological Corporation

304 East 45th Street, New York 17, N. Y.

50-125T
Printed in U.S.A.

TOTAL . . .

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Getting sick too often
5. Tiring very easily
6. Needing to learn how to save money
7. Not knowing how to spend my money wisely
8. Having less money than my friends have
9. Having to ask parents for money
10. Having no regular allowance (or income)
11. Slow in getting acquainted with people
12. Awkward in meeting people
13. Being ill at ease at social affairs
14. Trouble in keeping a conversation going
15. Unsure of my social etiquette
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Not being attractive to the opposite sex
20. Not being allowed to have dates
21. Getting into arguments
22. Hurting people's feelings
23. Being talked about
24. Being made fun of
25. Being "different"
26. Losing my temper
27. Taking some things too seriously
28. Being nervous
29. Getting excited too easily
30. Worrying
31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I'm told
35. Confused on some of my religious beliefs
36. Worried about a member of the family
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 the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school
46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study
51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Subjects not related to everyday life
56. Frequent headaches
57. Weak eyes
58. Often not hungry for my meals
59. Not eating the right food
60. Gradually losing weight
61. Too few nice clothes
62. Too little money for recreation
63. Family worried about money
64. Having to watch every penny I spend
65. Having to quit school to work
66. Not enough time for recreation
67. Not enjoying many things others enjoy
68. Too little chance to read what I like
69. Too little chance to get out and enjoy nature
70. Wanting more time to myself
71. No suitable places to go on dates
72. Not knowing how to entertain on a date
73. Too few dates
74. Afraid of close contact with the opposite sex
75. Embarrassed by talk about sex
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Worrying how I impress people
79. Too easily led by other people
80. Lacking leadership ability
81. Daydreaming
82. Being careless
83. Forgetting things
84. Being lazy
85. Not taking some things seriously enough
86. Parents making me go to church
87. Disliking church services
88. Doubting the value of worship and prayer
89. Wanting to feel close to God
90. Affected by racial or religious prejudice
91. Not living with my parents
92. Parents separated or divorced
93. Father or mother not living
94. Not having any fun with mother or dad
95. Feeling I don't really have a home
96. Needing to decide on an occupation
97. Needing to know more about occupations
98. Restless to get out of school and into a job
99. Can't see that school work is doing me any good
100. Want to be on my own
101. Not really interested in books
102. Unable to express myself well in words
103. Vocabulary too limited
104. Trouble with oral reports
105. Afraid to speak up in class discussions
106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes



- 1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Getting sick too often
5. Tiring very easily
6. Needing to learn how to save money
7. Not knowing how to spend my money wisely
8. Having less money than my friends have
9. Having to ask parents for money
10. Having no regular allowance (or income)
11. Slow in getting acquainted with people
12. Awkward in meeting people
13. Being ill at ease at social affairs
14. Trouble in keeping a conversation going
15. Unsure of my social etiquette
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Not being attractive to the opposite sex
20. Not being allowed to have dates
21. Getting into arguments
22. Hurting people's feelings
23. Being talked about
24. Being made fun of
25. Being "different"
26. Losing my temper
27. Taking some things too seriously
28. Being nervous
29. Getting excited too easily
30. Worrying
31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I'm told
35. Confused on some of my religious beliefs
36. Worried about a member of the family
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 the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school
46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study
51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Subjects not related to everyday life
56. Frequent headaches
57. Weak eyes
58. Often not hungry for my meals
59. Not eating the right food
60. Gradually losing weight
61. Too few nice clothes
62. Too little money for recreation
63. Family worried about money
64. Having to watch every penny I spend
65. Having to quit school to work
66. Not enough time for recreation
67. Not enjoying many things others enjoy
68. Too little chance to read what I like
69. Too little chance to get out and enjoy nature
70. Wanting more time to myself
71. No suitable places to go on dates
72. Not knowing how to entertain on a date
73. Too few dates
74. Afraid of close contact with the opposite sex
75. Embarrassed by talk about sex
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Worrying how I impress people
79. Too easily led by other people
80. Lacking leadership ability
81. Daydreaming
82. Being careless
83. Forgetting things
84. Being lazy
85. Not taking some things seriously enough
86. Parents making me go to church
87. Disliking church services
88. Doubting the value of worship and prayer
89. Wanting to feel close to God
90. Affected by racial or religious prejudice
91. Not living with my parents
92. Parents separated or divorced
93. Father or mother not living
94. Not having any fun with mother or dad
95. Feeling I don't really have a home
96. Needing to decide on an occupation
97. Needing to know more about occupations
98. Restless to get out of school and into a job
99. Can't see that school work is doing me any good
100. Want to be on my own
101. Not really interested in books
102. Unable to express myself well in words
103. Vocabulary too limited
104. Trouble with oral reports
105. Afraid to speak up in class discussions
106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes

- 111. Not as strong and healthy as I should be
112. Not getting enough outdoor air and sunshine
113. Not getting enough sleep
114. Frequent colds
115. Frequent sore throat
116. Wanting to earn some of my own money
117. Wanting to buy more of my own things
118. Needing money for education after high school
119. Needing to find a part-time job now
120. Needing a job during vacations
121. Nothing interesting to do in my spare time
122. Too little chance to go to shows
123. Too little chance to enjoy radio or television
124. Too little chance to pursue a hobby
125. Nothing interesting to do in vacation
126. Disappointed in a love affair
127. Girl friend
128. Boy friend
129. Deciding whether to go steady
130. Wondering if I'll find a suitable mate
131. Slow in making friends
132. Being timid or shy
133. Feelings too easily hurt
134. Getting embarrassed too easily
135. Feeling inferior
136. Moodiness, "having the blues"
137. Trouble making up my mind about things
138. Afraid of making mistakes
139. Too easily discouraged
140. Sometimes wishing I'd never been born
141. Wondering how to tell right from wrong
142. Confused on some moral questions
143. Parents old-fashioned in their ideas
144. Wanting to understand more about the Bible
145. Wondering what becomes of people when they die
146. Being criticized by my parents
147. Parents favoring a brother or sister
148. Mother
149. Father
150. Death in the family
151. Choosing best subjects to take next term
152. Choosing best subjects to prepare for college
153. Choosing best subjects to prepare for a job
154. Getting needed training for a given occupation
155. Wanting to learn a trade
156. Not getting studies done on time
157. Not liking school
158. Not interested in some subjects
159. Can't keep my mind on my studies
160. Don't know how to study effectively
161. Not enough good books in the library
162. Too much work required in some subjects
163. Not allowed to take some subjects I want
164. Not getting along with a teacher
165. School is too strict

- 166. Poor complexion or skin trouble
167. Poor posture
168. Too short
169. Too tall
170. Not very attractive physically
171. Living too far from school
172. Relatives living with us
173. Not having a room of my own
174. Having no place to entertain friends
175. Having no car in the family
176. Not being allowed to use the family car
177. Not allowed to go around with the people I like
178. So often not allowed to go out at night
179. In too few student activities
180. Too little social life
181. Being in love
182. Loving someone who doesn't love me
183. Deciding whether I'm in love
184. Deciding whether to become engaged
185. Needing advice about marriage
186. Being criticized by others
187. Being called "high-hat" or "stuck-up"
188. Being watched by other people
189. Being left out of things
190. Having feelings of extreme loneliness
191. Afraid to be left alone
192. Too easily moved to tears
193. Failing in so many things I try to do
194. Can't see the value of most things I do
195. Unhappy too much of the time
196. Can't forget some mistakes I've made
197. Bothered by ideas of heaven and hell
198. Afraid God is going to punish me
199. Troubled by the bad things other kids do
200. Being tempted to cheat in classes
201. Being an only child
202. Not getting along with a brother or sister
203. Parents making too many decisions for me
204. Parents not trusting me
205. Wanting more freedom at home
206. Deciding whether or not to go to college
207. Needing to know more about colleges
208. Needing to decide on a particular college
209. Afraid I won't be admitted to a college
210. Afraid I'll never be able to go to college
211. Trouble with mathematics
212. Weak in writing
213. Weak in spelling or grammar
214. Trouble in outlining or note taking
215. Trouble in organizing papers and reports
216. Classes too dull
217. Teachers lacking personality
218. Teachers lacking interest in students
219. Teachers not friendly to students
220. Not getting personal help from the teachers

- 221. Trouble with my hearing
222. Speech handicap (stuttering, etc.)
223. Allergies (hay fever, asthma, hives, etc.)
224. Glandular disorders (thyroid, lymph, etc.)
225. Menstrual or female disorders
226. Parents working too hard
227. Not having certain conveniences at home
228. Not liking the people in my neighborhood
229. Wanting to live in a different neighborhood
230. Ashamed of the home we live in
231. Wanting to learn how to dance
232. Wanting to learn how to entertain
233. Wanting to improve myself culturally
234. Wanting to improve my appearance
235. Too careless with my clothes and belongings
236. Going with someone my family won't accept
237. Afraid of losing the one I love
238. Breaking up a love affair
239. Wondering how far to go with the opposite sex
240. Wondering if I'll ever get married
241. Wanting to be more popular
242. Disliking someone
243. Being disliked by someone
244. Avoiding someone I don't like
245. Sometimes acting childish or immature
246. Being stubborn or obstinate
247. Tending to exaggerate too much
248. Having bad luck
249. Not having any fun
250. Lacking self-confidence
251. Sometimes lying without meaning to
252. Swearing, dirty stories
253. Having a certain bad habit
254. Being unable to break a bad habit
255. Lacking self-control
256. Clash of opinions between me and my parents
257. Talking back to my parents
258. Parents expecting too much of me
259. Wanting love and affection
260. Wishing I had a different family background
261. Lacking training for a job
262. Lacking work experience
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. Don't like to study
267. Poor memory
268. Slow in reading
269. Worrying about grades
270. Worrying about examinations
271. Teachers not considerate of students' feelings
272. Teachers not practicing what they preach
273. Too many poor teachers
274. Grades unfair as measures of ability
275. Unfair tests

- 276. Poor teeth
277. Nose or sinus trouble
278. Smoking
279. Trouble with my feet
280. Bothered by a physical handicap
281. Borrowing money
282. Working too much outside of school hours
283. Working for most of my own expenses
284. Getting low pay for my work
285. Disliking my present job
286. Too little chance to do what I want to do
287. Too little chance to get into sports
288. No good place for sports around home
289. Lacking skill in sports and games
290. Not using my leisure time well
291. Thinking too much about sex matters
292. Concerned over proper sex behavior
293. Finding it hard to control sex urges
294. Worried about sex diseases
295. Needing information about sex matters
296. Being too envious or jealous
297. Speaking or acting without thinking
298. Feeling that nobody understands me
299. Finding it hard to talk about my troubles
300. No one to tell my troubles to
301. Too many personal problems
302. Having memories of an unhappy childhood
303. Bothered by bad dreams
304. Sometimes bothered by thoughts of insanity
305. Thoughts of suicide
306. Sometimes not being as honest as I should be
307. Getting into trouble
308. Giving in to temptations
309. Having a troubled or guilty conscience
310. Being punished for something I didn't do
311. Friends not welcomed at home
312. Family quarrels
313. Unable to discuss certain problems at home
314. Wanting to leave home
315. Not telling parents everything
316. Not knowing what I really want
317. Needing to plan ahead for the future
318. Family opposing some of my plans
319. Afraid of the future
320. Concerned about military service
321. Getting low grades
322. Just can't get some subjects
323. Not smart enough
324. Afraid of failing in school work
325. Wanting to quit school
326. School activities poorly organized
327. Students not given enough responsibility
328. Not enough school spirit
329. Lunch hour too short
330. Poor assemblies

TOTAL . . .

Third Step: Answer the following four questions.

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.

3. 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.

4. 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.

MICHIGAN STATE LIBRARIES



3 1293 02237 1755