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A COMPARISON OF THE PROBLEMS OF INSTITUTIONALIZED  
AND NON-INSTITUTIONALIZED CHILDREN

by

Reverend John W. Keller

A Thesis Submitted to the Faculty of the Graduate School  
of Loyola University in Partial Fulfillment of  
the Requirements for the Degree of  
Master of Arts

February

1958

## LIFE

Reverend John Walter Keller was born in Newport, Kentucky, October 21, 1930.

He was graduated from the Covington Latin School, Covington, Kentucky, in 1946.

He attended Xavier University, Cincinnati, Ohio, for three years. He received his A.B. degree from the Saint Paul Seminary, Saint Paul, Minnesota, in 1950.

Having completed his theological studies at the Saint Paul Seminary, he was ordained to the priesthood on June 5, 1954 by Most Reverend William T. Mulloy, Bishop of Covington.

He has been a graduate student at Loyola University since 1954. His assignments include three summers as chaplain of St. John's Orphanage, Covington, Kentucky, one year as chaplain of Marywood High School, Evanston, Illinois and three years as an assistant at St. Thomas of Canterbury Church, Chicago, Illinois.

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## CHAPTER I

### STATEMENT OF THE PROBLEM: THE PURPOSE

The purpose of this thesis is to compare the problems of institutionalized children with the problems of non-institutionalized children. In this thesis, institutionalized children have been defined as children of broken homes. They are children who have been separated from their natural parents because of divorce, separation or desertion. Non-institutionalized children have been defined as children who are living with their natural parents in a usual home atmosphere.

In the population of the United States, there are less than 60,000 true orphans. A true orphan is a child who has lost both parents through death. However, there are 262,000 children in foster care. Of these, 175,000 are in foster family homes; 87,000 children are in child-caring institutions. (23) These child-caring institutions are sometimes called, "orphan asylums," or simply, "orphanages." But the facts are that they contain very few orphans. The majority of children they house, are children of broken homes.

Experience and research indicate that a child of a broken home who is placed in an institution, may have difficulty in developing a healthy personality. A child needs the companionship of affectionate parents. He needs the experiences of home life that enable him to learn how to live in a modern society. (6)

By being provided with protection, food and clothing, the child is given a feeling of security. He feels loved because of the gifts that he receives from his parents. A child views his parents as the all-knowing givers of information who explain his world and omnipotently protect him in this world. Parents control the child's life, direct his behavior, and emphasize ideals of conduct in individual and group living. (6)

The concepts that a child has of his parents will in large part determine what his notions of human beings as a whole, will be like. Whether a child directs his love toward other persons or withholds his love, will depend mostly on the infant and childhood concept he has of his parents. (6)

The concept that a child has of himself is most crucially demonstrated to him by the love, attention, protection and companionship with which the parents provide him. Parents must make positive expressions of their feelings if they expect their child to have the necessary degree of self-esteem. (6)

In many cases of children of broken homes, such positive relationships with parents have been effected. However, the concept of the mother and the father was altered by pre-separation strife. The child became insecure by the threat of removal from the home. Love relationships with human beings no longer appeared stable. The child may have set up his defenses for insecurity by acting out to gain the attention of his parents. On the other hand, the mother may have attempted to lavish gifts on the child and make him the total object of her affection. This makes it difficult to break away when the home is disrupted and also gives the child an unrealistic



concept of self-worth. (6)

The child of the broken home feels different from other children. He has a rejected spirit that permeates his personality. Separation from his parents has seriously affected the concept he has of himself and the concept he has of others. (6) In order to make a reasonable adjustment to institutional life, such a child needs understanding, friends, vocational training and wholesome recreation. (24)

In the United States, the nuns of the Ursuline Convent in New Orleans were the first to undertake the care of dependent children. An Indian massacre in 1729 resulted in many orphaned children, and the Ursuline Sisters cared for them. (8) Since that historical event, private organizations as well as the government have provided institutions to care for dependent children. The present trend in education is to place dependent children in foster family homes as soon as possible after their home has been broken. But there will always be a need for institutions to care for dependent children.

There are a large number of children under institutional care. The majority of these children had established positive relationships with their parents before their home life was disrupted by divorce, separation or desertion. This experience would tend to introduce certain unique problems into their lives. It is the goal of this thesis to survey the problems of institutionalized children. But it is impossible to delineate the particular problems of institutionalized children unless their problems are contrasted with the problems of children who live in a normal home atmosphere.

The purpose of this thesis, then, is to compare the problems of institutionalized children with those of non-institutionalized children. The study should contribute to a better understanding of the problems of institutionalized children and also offer practical solutions. The problems confronted by children living a normal home life, will be designated. The problems that the institutionalized and the non-institutionalized children have in common, will also be presented.

## CHAPTER II

### REVIEW OF THE LITERATURE

There are very few studies devoted wholly to an investigation similar in scope to the present one. Aurelius Abbatiello in a master's thesis, compared the frustration patterns of orphans and non-orphans. His purpose was to determine whether or not there were any significant differences between an orphan group of children and non-orphan group of children as reflected in the type and amount of frustration and aggression shown by the Rosenzweig Picture-Frustration Test. The group consisted of pre-school children. It was tentatively concluded that no significant difference exists in the frustration pattern of an orphan and a non-orphan. (1) A limitation in this investigation is the fact that pre-school children do not give sufficient responsiveness. Another consideration in evaluating the results of the above experiment is the difficulty in measuring even the good responses on the Rosenzweig Picture-Frustration Test.

Charles McIntyre devoted part of his thesis to comparing the problems of children from broken homes with children who are not from broken homes. Children of broken homes were those who were not living with their natural parents. However, they were not under institutional care. The sample consisted of 407 high school students of an average city. The result of his study indicated that the mean number of problems in the area of Home and Family for the 85 students from broken homes was 2.8 and for the students

from intact homes, 1.9. This represents a difference of means significant at the .05 level of confidence. Therefore, he was able to confirm his hypothesis that children of broken homes would have more problems in the area of Home and Family than the children from intact homes. (12) It should be noted that in the McIntyre study the children of broken homes were not institutionalized and thus the results could not be applied to institutionalized children of broken homes.

In the preceding investigation, Charles McIntyre used the Mooney Problem Check List to make his comparative study. (12) The writer of the present thesis intends to utilize the same instrument to compare the problems of institutionalized children with the problems of non-institutionalized children.

The Check List is composed of short phrases that represent common problems of students. Students use the list by marking the problems that are of particular concern to them. (16) The problems are categorized in areas like school, personality and physique but the categorization is not revealed to the students. Presently, there is a special form of the Check List for adults, college students, high school pupils and junior high school students. It is the latter form that will be used in the present investigation.

The first study of the Check List reported in the literature was Charles J. Marsh's study, "The Worries of College Women." (11) He used an experimental mimeographed form of the Problem Check List. He gave the Check List to 370 college girls during the academic year, 1938-39 and 1939-40. The category of personality problems received the highest number of checks;

academic and social problems ranked next, and in that order.

In 1940 Ross L. Mooney gave impetus to the study of youth problems by devising the Mooney Problem Check List. (14) Dr. Mooney's work was undertaken at Ohio State University. The function of the list was to help the student in the expression of his problems. Mooney's research led him to investigate 5,000 items gleaned from the free writing of four thousand students. The selection of the subject matter for the experimental edition was concerned primarily with simplicity of expression. Simple phrases in the language of the student were used. These were sifted and tried out in experimental editions and then revised. The present edition of the Mooney Problem Check List, high school form, was copyrighted in 1941. (18)

In selecting and phrasing the items for the junior high school form, the ages thirteen to fifteen were kept particularly in mind. Additional free-response data were secured from Lakewood Junior High School pupils as a partial check. The Check List was given to about 100 pupils in each of three junior high schools in Lakewood, Ohio during April, 1941. These pupils were selected by grade, sex and school as representative of all pupils in the Lakewood junior high schools. The range in number of problems marked ran from one to one hundred and sixty-six. The areas which had the highest percentage of frequency were: Future Vocation and Education; Social and Recreational Activities; and School Problems. "Home and Family" problems were the last in the order of frequency. It was obvious that the students were willing to mark their problems; however, the best procedure seemed to tell the subjects that they did not have to identify themselves. (2)

The usefulness of the Problem Check List 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 Check List may be utilized for the following reasons (14): to facilitate counseling interviews; to make group surveys leading to a plan for individualized action; to increase teacher understanding in regular class-room teaching; and to conduct research on the problems of youth. Some examples of the value of the various forms of the Check Lists will now be presented.

Ross L. Mooney used the Problem Check List, college form, to detect the personal problems of freshmen girls in a certain college. (17) He gave the Check List to 171 girls living in dormitories. He indicated the number, type and seriousness of the problems which the students presented and showed the implications of the results for the organization of a personnel program in the dormitories.

In a doctoral dissertation, Sister Margaret Burke evaluated the counseling and guidance services in seven Liberal Arts colleges for women. (3) She found the Mooney Problem Check List to be very practical in learning of the predominant problems of college women.

Ross L. Mooney administered the Check List, high school form, to 425 boys and girls who were seniors in high school and who represented five different communities. (15) His study indicated that the Check List can give a picture of the problem world of a youth in a given community and can show differences in the problem pattern of communities. The Check List can also indicate the prevalent problems in a given community. This investigation is encouraging because it is hoped that the Mooney Problem Check List in the

present thesis will reflect differences in the institutional community as compared to the non-institutional community.

C. B. Smith used the Check List to study differences between students dropping out of high school and those who remained to complete their four year course. (22) His study gives area results and data on leading items and shows how a knowledge of the personal problems of individual students could help school authorities to cooperate in the adjustment of pupils and enable them to remain in school and finish their education.

Mother Rosemary Moody made a survey of the problems of girls in Catholic high schools. (13) From the number and type of problems reflected on the Mooney Problem Check List, she concluded there was a need to enrich and enhance the guidance programs in all the high schools.

The Mooney Problem Check List, junior high school form, was administered by Harry Young to 1,220 seventh and eighth graders from eight elementary schools. The subjects were selected so that they represented different communities in Pittsburg, Pennsylvania. He was able to show differences according to community, normal age versus over-age, level of intelligence and ethnic background. On the basis of his findings, he was able to make recommendations for procedures in curriculum building which would enable the students to find help towards the solution of their problems within the educational program itself. (26)

It is the opinion of Nora A. Congdon (4) that the Mooney Problem Check List cannot be assessed with regard to the usual concepts of validity and reliability because the list was not designed to produce scores and no normative or correlational data are supplied. Mooney himself admits that the

nature of the Check List makes it impossible to arrive at a definite conclusion about its validity. (12) Charles McIntyre admits the difficulty in appraising the validity of the Check List but sets up three criteria as measures of its validity: the students must be able to recognize their own problems; they must be able to find their problems on the list; and the students must be willing to record their problems. (12) This study assumes that if the three conditions are met, it should be possible to predict the relative number of problems in particular areas of the Check List for various groups. Hence, the following hypotheses were formulated: the less intelligent students would have more problems than the more intelligent in the area of "Adjustment of School Work;" seniors would have more problems than those in the lower grades in the area of "Future: Vocational and Educational;" students from broken homes would have more problems than those from intact homes in the area of "Home and Family;" boys would have more problems than girls in the area of "Adjustment to School Work;" boys would have more problems than girls in the area of "Future: Vocational and Educational;" Negroes would have more problems than Whites in the area of "Finance, Living Conditions and Employment;" girls would have more problems than boys in the area of "Courtship, Sex and Marriage."

The sample consisted of 407 high school students in grades ten to twelve inclusive. The school was the only public high school in a highly industrial city of 60,000. The city population was highly heterogeneous in terms of race, religion and national origins and this heterogeneity was reflected in the school population.



The first and second hypotheses were confirmed with the mean number of problems beyond the .01 level of confidence. The third, fourth, fifth and sixth hypotheses were also confirmed. The difference between means was significant at the .05 level of confidence. The seventh hypothesis was not confirmed. It was concluded that the findings represented real evidence for the validity of the Check List because the essential test for validity was adequately met, namely, that the students were able to recognize their problems, find their problems on the Check List and record them. (12)

Although the McIntyre study on the validity of the Check List has a certain value for the high school form, the results cannot be applied to other forms of the Mooney Problem Check List. His study on the validity of the high school form of the Mooney Problem Check List is an encouraging step in the right direction. However, a more detailed and scientific approach to the problem of validity on the Check List is necessary if the results are to be accepted with confidence.

The reliability of the Mooney Problem Check List was investigated by Leonard Gordon. (7) He administered the college form of the Check List to 116 subjects and repeated the administration after an interval of nine days. An independent statement of problem changes for this period was obtained from the subjects. A total of 46 problem changes were indicated by 35 of the subjects. An examination of corresponding changes in items marked from one administration of the Check List to the other, indicates that the Check List is highly sensitive in reflecting those problem changes indicated by the independent measure. The problem itself was indicated on the Check List 97.8 per cent of the time, the direction of the change being reflected 82.6

per cent of the time. A correlation coefficient of .93 was indicated.

The Check List was repeated from one to ten weeks after a first administration to four educational groups. The rank order of the eleven problem areas in the college form remained virtually the same from one administration to the other for each of the groups. The rank order correlation coefficients varied from .90 to .98. (14)

The reliability coefficients for the college form of the Check List may not be analogously applied to the high school and junior high school forms. Individual reliability studies must be presented for the various forms of the Check List. Furthermore, the average high school student is not as sensitive and intelligent as the average college student. Therefore, reliability coefficients for the high school and junior high school form of the Check List should tend to be lower than the above studies on reliability indicate. It will be necessary in the current investigation to run a certain number of reliability tests for the junior high school form of the Check List. The results of such a reliability study will be meaningful in interpreting the data with which this thesis is concerned.

In summary, various studies indicate that the Mooney Problem Check List was valuable in detecting the personal problems of individuals. This knowledge was used to evaluate counseling and guidance services in certain institutions, to show differences in the problem pattern of communities, to express differences between students dropping out of high school and those who remain to complete their four year course, and lastly, to build a new school curriculum. The conclusion is that the Mooney Problem Check List could be profitably used

to compare the problems of institutionalized children with the problems of non-institutionalized children.

The difficulty in assessing the concepts of reliability and validity for the Mooney Problem Check List is not an insurmountable one. The subjects for the reliability and validity studies cited are not junior high school students. However, the results of the above studies should reflect the confidence that may be placed in the reliability and validity of the junior high school form of the Check List. For further evidence of reliability, the junior high school form will be administered a second time to a group of the institutionalized children.

## CHAPTER III

### DESIGN OF THE EXPERIMENT

The following procedure will be observed in this experiment: First, a group of institutionalized children and a group of non-institutionalized children must be located; Secondly, a sample of sixty children from each group must be equated for grade, age, sex and intelligence; Thirdly, the Mooney Problem Check List, junior high school form, will be administered to the sample of institutionalized children and the sample of non-institutionalized children to determine any significant differences in problems or problem areas; Fourthly, the Check List will be administered a second time to sixteen of the institutionalized children in order to determine a reliability coefficient that may be predicated of the entire sample.

The group of institutionalized children were chosen from a large Catholic orphanage and three smaller non-Catholic institutions. All the institutions were located on the North-side of Chicago. Of the 161 children in the seventh and eighth grades at the Catholic orphanage, only 28 percent were institutionalized because of death in the family or because of illegitimacy. Of the 40 children in the seventh and eighth grades at the non-Catholic institutions, only 17 percent had been placed because of death in the family. It is evident that the majority of institutionalized children are products of homes that have been disrupted by divorce, separation, desertion, intemperance and mental

disease. It is safe to assume this is a representative group of institutionalized children from which an adequate sample of sixty children may be drawn. The sample only contained children of broken homes.

The sample of sixty non-institutionalized children were chosen from a group of seventh and eighth graders of a parochial school on the North-side of Chicago. All the children were actually living with their natural parents in a normal home atmosphere.

The Otis Group Intelligence Test, Form Beta was administered to the sample of institutionalized children and to the sample of non-institutionalized children. Using the matched pairs technique, the experimenter equated the two samples for sex, grade, age and intelligence. The closeness of the matching is presented in Table I and Table II.

TABLE I  
MATCHING OF INSTITUTIONALIZED AND NON-INSTITUTIONALIZED  
CHILDREN FOR INTELLIGENCE

	Institutional		Non-Institut.		Diff. of	Ave.
	Mean IQ	S.D.	Mean IQ	S.D.	Means	Diff.
7th boys N, 15	107	5.69	108	6.12	.463	1.93 pts.
7th girls N, 15	100	6.16	102	5.46	.943	4.73 pts.
8th boys N, 15	106	6.04	107	5.00	.497	1.66 pts.
8th girls N, 15	103	4.01	104	3.93	.694	1.46 pts.

TABLE II  
MATCHING OF INSTITUTIONALIZED AND NON-INSTITUTIONALIZED  
CHILDREN FOR AGE

	Institutional		Non-Institut.		Diff. of	Ave.
	Mean Age	S.D.	Mean Age	S.D.	Means	Diff.
7th boys N, 15	13-0	4.18	13-0	4.54	.000	1.33 mo.
7th girls N, 15	12-11	4.42	12-10	2.54	.763	4.80 mo.
8th boys N, 15	13-10	3.41	13-9	3.36	.821	2.20 mo.
8th girls N, 15	13-10	2.91	13-9	3.05	.918	1.33 mo.

The construction of the Mooney Problem Check List has already been described in Chapter II. The junior high school form of the Check List consists of 210 items in seven areas of problems. There are 30 problems in each of the following areas:

HPD	Health and Physical Development
S	School
HF	Home and Family
MWF	Money, Work, the Future
BG	Boy and Girl Relations
PG	Relations to People in General
SC	Self-Centered Concerns <sup>1</sup>

<sup>1</sup> Areas will henceforth be abbreviated by using capital letters indicated above.

The nature of the construction of the Check List enables the institutionalized children and the non-institutionalized children to be compared on three levels, namely, the level of total problems, specific areas and particular items.

#### Preliminary Instructions

The children were informed that the Problem Check List was not really a test. They were told how the Check List had originated. The experimenter expressed his interest in administering the Check List to a cross section of seventh and eighth graders on the North-side of Chicago. He reminded the subjects that everyone had problems although the problems might vary in number and kind. The most important thing was that the children were very honest and sincere in marking their problems on the Check List. The experimenter mentioned the hope of a better understanding of junior high school problems as a result of the Check Lists and he encouraged the students to make a genuine contribution to this understanding. There was no need for anyone to become alarmed. The Check List would not be a public revelation. The children were specifically instructed to omit the signing of their names and were assured that their responses would be confidential. The subjects were asked to fill in the date of their birth, their sex and grade. This was sufficient information to make the necessary identification of the students.

The administrator of the Mooney Problem Check List gave the above instructions to both the institutionalized children and the non-institutionalized children. Neither group were informed that a comparative study was being made. After the preliminary instructions were given, the subjects were asked to read the specific directions contained on the first page of the

Check List.Directions

This is a list of some of the problems of boys and girls. You are to pick out the problems which are troubling you. Read the list slowly, and as you come to a problem which is troubling you, draw a line under it. For example, if you are often bothered by headaches, you would draw a line under the first item, like this, "1. Often have headaches." When you have finished reading through the whole List and marking the problems which are troubling you, please answer the questions on Page 5. (2)

There were three summarizing questions on the last page. The first asked them to indicate what problems were troubling them most. The second and third summarizing questions asked for a "Yes" or "No" indication of whether they would like to spend more time in school in trying to do something about some of their problems and whether they would like to talk to someone about their problems.

To determine whether there were any significant differences between the problems of institutionalized children and the problems of non-institutionalized children, it was decided to use the chi-square test of significance. Siegel remarks, "When the data of research consist of frequencies in discrete categories, the chi-square test may be used to determine the significance of differences between two independent groups." (21, p. 104) The chi-square test of significant differences was chosen because the sample of institutionalized children and the sample of non-institutionalized children represent two independent groups and because the "scores" on the Mooney Problem Check List are frequencies in discrete categories.

According to Lewis and Burke, (9) the two most basic requirements in any application of the chi-square test are the independence among the separate



items and theoretical frequencies of reasonable size. The hypothesis of independence must be assumed in the correct use of chi-square. (23) Strictly speaking, there should be no correlation between any of the items or measures under consideration. The categories for frequency data should be established on the basis of completely external criteria and should be set up independently of the particular problem under study. (9) The second requirement for the use of chi-square demands that  $N$  must be reasonably large. Yuke and Kendall (9, p. 487) state.

In the first place,  $N$  must be reasonably large. It is difficult to say exactly what constitutes largeness but as an arbitrary figure we may say that  $N$  should be at least 50, however few the number of cells. No theoretical cell frequency should be small. Here again it is hard to say what constitutes smallness, but 5 should be regarded as the very minimum, and 10 is better.

Cramer (9, p. 487) firmly recommends a minimal value of 10 and says that the chi-square test should not be applied if the theoretical frequencies are not greater than 10.

On the Mooney Problem Check List, junior high school form, there is some degree of correlation among certain items and even among the seven areas. Therefore, significant differences as determined by the chi-square test, for both areas and items within the areas, must be interpreted in a modified way. However, the second prerequisite for the application of the chi-square test has been adequately met. The conclusion is that the chi-square technique is the most meaningful statistic to determine significant differences between the problems of the two samples in spite of the modified way in which the results can be interpreted.

The final step in the design of the experiment was to administer the Mooney Problem Check List a second time to sixteen of the children from the Catholic orphanage. Their mean IQ and mean age were approximately the same as the mean IQ and mean age for the entire sample. Since the focus was on the institutionalized children, it did not seem necessary to make a reliability study on the non-institutionalized children. Because the majority of institutionalized children were chosen from the Catholic orphanage --- only 22 children from the non-Catholic institutions were acceptable for the study --- no reliability study was made on the children from the non-Catholic institutions. The second administration of the Check List occurred within a two week interval of the first administration. The reliability coefficient was .93 according to the Pearson product moment method of correlation. The coefficient of correlation was obtained by finding the mean number of problems for each administration of the test. The deviation from the mean was divided by the standard deviation, and the products from each administration were multiplied. The sum of products for the 16 subjects gave a correlation of .93. (23) The results of the reliability study are presented in Table III.

TABLE III  
TEST-RETEST RELIABILITY STUDY OF SIXTEEN SUBJECTS  
FROM THE CATHOLIC INSTITUTION

	Administrations		Same - %	Diff. - %
	First	Second		
7th boys N, 4	237	175	116 - 49%	59 - 21%
7th girls N, 4	181	147	98 - 54%	49 - 27%
8th boys N, 4	267	253	184 - 69%	69 - 26%
8th girls N, 4	225	166	121 - 54%	45 - 20%
Total, N, 16	910	741	519 - 57%	222 - 24%

Table III indicates a consistent decrease in the number of problems marked upon the second administration of the Check List. The students seem to be able to delineate their problems more sharply after they have reflected on them during the first administration. It could be theorized that the decrease in problems is not one of quality but rather of quantity.

The reliability coefficient of .93 that was obtained above, is as high as the results of Leonard Gordon's investigation for college students. (7) Such a coefficient gives assurance that the test results of the institutionalized children from the Catholic orphanage, are acceptable. It is assumed that the Check Lists of the institutionalized children from the non-Catholic institutions and the Check Lists of the non-institutionalized children, are

as reliable as those of the children from the Catholic orphanage.

## CHAPTER IV

### ANALYSIS OF RESULTS

The number of problems that were marked on the Mooney Problem Check List by the institutionalized and the non-institutionalized children, are indicated in Table IV and V.

TABLE IV

RANK ORDER OF AREAS FOR INSTITUTIONALIZED CHILDREN  
AND PER CENT OF TOTAL PROBLEMS IN EACH AREA

Area	7 boys	7 girls	8 boys	8 girls	Area total	Rank	Per Cent
S	126	133	139	190	588	1	19.39
SC	142	125	134	173	574	2	18.93
PG	127	95	97	172	491	3	16.19
MWF	101	97	115	138	451	4	14.87
BG	89	77	68	120	354	5	11.67
HPD	68	82	78	87	315	6	10.39
HF	<u>53</u>	<u>69</u>	<u>55</u>	<u>82</u>	<u>259</u>	7	8.54
TOTAL	706	678	686	962	3,032		

TABLE V

RANK ORDER OF AREAS FOR NON-INSTITUTIONALIZED CHILDREN  
AND PER CENT OF TOTAL PROBLEMS IN EACH AREA

Area	7 boys	7 girls	8 boys	8 girls	Area total	Rank	Per Cent
S	146	121	85	80	432	1	18.06
SC	139	124	59	72	394	2	16.47
PG	121	123	36	87	367	3	15.35
MWF	138	67	74	46	325	4	13.63
BG	106	83	70	63	322	5	13.54
HF	116	99	39	49	303	6	12.66
HPD	<u>81</u>	<u>87</u>	<u>39</u>	<u>42</u>	<u>249</u>	7	10.41
TOTAL	847	704	402	439	2,392		

The rank order of problem areas for both samples is approximately the same. Many of the problems in the area of HF pertain to immediate family relationships, and could only be existent in a home atmosphere. Furthermore, parents are generally able to give more attention to the health of their children and insure an adequate physical development. Thus, there may be some explanation for the inversion of the rank order of the HPD and HF areas in the sample of non-institutionalized children.

Table IV indicates more problems in every area for the eighth grade girls when they are compared with the other groups in the sample of institutionalized children. It might be hypothesized that eighth grade girls in general have more problems than other groups; but there is contrary evidence

in Table V. Another supposition is that the eighth grade girls of institutions are more willing to reveal their problems than other groups. However, the responses to the summary question whether or not the children would like to talk to someone about their problems, gives no evidence for this supposition. The number of girls who answered, "Yes" to the summary question was about the same for every group of girls in both samples. It may be concluded that the eighth grade girls who live in institutions simply have more problems.

Table V reveals a sharp decrease in the problems of the eighth graders for the sample of non-institutionalized children. The reduction of problems in the area of S and MWF may be attributed to the fact that, at the time the test was taken, most of the children in the eighth grade had been accepted into high school. Since eighth graders are seniors in their respective schools, they should have more self-confidence and be more secure in social situations. This should result in a diminution of problems in the PG area. Moreover, parents usually regard an older child as more responsible and such an attitude tends to improve the interpersonal relationship between parents and child. This would seem to denote a lessening of problems in the HF area. Since there is contrary evidence that the non-institutionalized children of the eighth grade were unwilling to list their problems, it is admissible to accept the above explanations in understanding the marked decrease in their problems.

In order to determine whether or not there is a significant difference between the problems of the institutionalized children and the problems of the non-institutionalized children, it is necessary to apply the chi-square

statistic which was previously discussed in Chapter III. It must be reiterated that some correlation exists between the items on the Mooney Problem Check List. Therefore, the chi-square statistics that follow must be interpreted in a modified way. In spite of this limitation the chi-square test will give the most meaningful results in this investigation. The results from comparing the two samples with regard to total problems and problems in particular areas, are presented in Table VI.

TABLE VI

CHI-SQUARE ANALYSIS TO DETERMINE SIGNIFICANT DIFFERENCES  
FOR TOTAL NUMBER OF PROBLEMS AND SPECIFIC AREAS

Comparison of Problems	Chi-Square Statistics	
	Institutionalized	Non-Institutionalized
Total	27.71	
SC	45.22	
S	32.45	
MWF	25.70	
PG	22.10	
HPD	8.88	
BG	1.78	
HF		3.89

It is evident that the institutionalized children have significantly more problems in general and also in the areas of SC, S, MWF, PG and HPD. They are all significant at the .01 level of confidence. The



non-institutionalized children have more problems in the HF area significant at the .05 level of confidence. There is no significant difference between the two samples in the BG area. The null hypothesis that there is no significant difference between the total problems of institutionalized children and the total problems of non-institutionalized children may be rejected. However, the null hypothesis cannot be completely rejected for specific areas of problems.

To understand why problems in certain areas of the Mooney Problem Check List occur more frequently among the institutionalized children, it is necessary to analyze the individual items composing the various areas. The chi-square statistics will not only be used to ascertain what items are significantly different for the two samples but also to specify any significant differences among the sexes. The following tables will indicate whether a significantly different problem may be predominantly predicated of a particular sex.

TABLE VII

CHI-SQUARE ANALYSIS TO DETERMINE SIGNIFICANT DIFFERENCES  
FOR PROBLEMS IN THE SC AREA AND TO SHOW  
DIFFERENCES FOR BOYS AND GIRLS

Item No.	Item	Chi-Square Statistics			Freq.
		Institut.	Boys	Girls	
68	Sometimes, not honest enough	12.54		2.44	34
210	Hard to talk about troubles	6.15		5.40	30
66	Getting into trouble	5.81		.62	24
137	Daydreaming	5.81	.07		24
207	Can't forget some mistakes I've made	5.36		2.42	27

The first problem in Table VII is significant at the .01 level of confidence; the other problems are significant at the .05 level of confidence. Among the institutionalized children, girls have significantly more difficulty in talking about their troubles. The large number of problems that the eighth grade girls listed may contribute to a reluctance in expressing them. Theoretically, it is more difficult for girls to reveal their problems even though they may manifest a desire to discuss them.

TABLE VIII

CHI-SQUARE ANALYSIS TO DETERMINE SIGNIFICANT DIFFERENCES  
FOR PROBLEMS IN THE S AREA AND TO SHOW  
DIFFERENCES FOR BOYS AND GIRLS

Item No.	Item	Chi-Square Statistics			Freq.
		Institut.	Boys	Girls	
6	Low grades in school	10.00	.27		27
113	Often restless in class	6.15	1.69		30
8	Grade behind in school	5.38			17
185	Taking disagreeable subjects	5.05		2.02	18
149	Poor memory	4.78		.30	19
183	Too little discussion in class	4.78		1.28	19
79	Worried about grades	4.53		.07	26
114	Not getting along with teachers	3.97		3.40	24

Item No.	Item	Chi-Square Statistics			Freq.
		Non-Instit.	Boys	Girls	
77	Too much homework	10.48			22

The only problem prevalent to a significant degree among the non-institutionalized children is an excessive amount of homework. The other significant items of Table VIII are problems of the institutionalized children. Getting low grades, being restless in class and being a grade behind would seem to be a function of anxiety created when the children are shifted from their homes to an institution. Dissatisfaction with both teachers and subject matter could be a reaction to the children's separation from their parents.

TABLE IX

CHI-SQUARE ANALYSIS TO DETERMINE SIGNIFICANT DIFFERENCES  
FOR PROBLEMS IN THE MWF AREA AND TO SHOW  
DIFFERENCES FOR BOYS AND GIRLS

Item No.	Item	Chi-Square Statistics			Freq.
		Institut.	Boys	Girls	
157	Knowing my vocational abilities	12.26		1.33	17
121	Choosing best subjects to take next term	6.55	.94		12
123	Advice on what to do after high school	5.94			19
124	Knowing more about college	5.77			16

The significant problems in Table IX reflect the absence of parents who are able to remind children of their talents and suggest the career best suited for them. It is almost impossible for the authority figures of an institution to take a personal interest in the future of each individual.

Institutionalized children seem to be handicapped with a paucity of ideas with regard to the future.

TABLE X

CHI-SQUARE ANALYSIS TO DETERMINE SIGNIFICANT DIFFERENCES  
FOR PROBLEMS IN THE PG AREA AND TO SHOW  
DIFFERENCES FOR BOYS AND GIRLS

Item No.	Item	Chi-Square Statistics			
		Institut.	Boys	Girls	Freq.
134	Missing someone very much	16.51		2.54	37
27	Bashful	7.81		.07	32

Parents are able to make their children feel important. They are able to center their attention on the children in the family and communicate a personal love to them. Although the authorities of institutions do their utmost to satisfy the children's needs, it is impossible to find in an institution that personal attention and love the children demand. The urgency of these needs is reflected in the first item of Table X. Moreover, institutionalized children frequently do not have the opportunity to become socially acclimated in their future world. The awareness of a social inadequacy may bring about the shyness they have underlined.

TABLE XI

CHI-SQUARE ANALYSIS TO DETERMINE SIGNIFICANT DIFFERENCES  
FOR PROBLEMS IN THE HPD AREA AND TO SHOW  
DIFFERENCES FOR BOYS AND GIRLS

Item No.	Item	Chi-Square Statistics			Freq.
		Institut.	Boys	Girls	
38	Poor posture	6.30	.08		18
145	Getting tired easily	5.94	.31		19
4	Not healthy enough	4.88		.10	12

The physical problems designated in Table XI are not very frequent. But the first problem could be diminished by the presence of parents who could be watchful of the posture of their children.

In the BG area, there was only one problem significantly different, namely, item 95: wanting to know more about boys. The problem is proper to the institutionalized children, the girls in particular. The chi-square is 4.88 for the sample of institutionalized children; 5.12 in favor of the girls; and the frequency is 12. Perhaps, institutionalized girls feel more ignorant about boys because they do not have access to such knowledge through their parents.

TABLE XII

CHI-SQUARE ANALYSIS TO DETERMINE SIGNIFICANT DIFFERENCES  
FOR PROBLEMS IN THE HF AREA AND TO SHOW  
DIFFERENCES FOR BOYS AND GIRLS

Item No.	Item	Chi-Square Statistics			
		Institut.	Boys	Girls	Freq.
12	Not living with my parents	66.36	.08		44
49	Parents separated or divorced	37.33		.07	30
13	Worried about someone in family	6.68		9.70	33
Item No.	Item	Chi-Square Statistics			
		Non-Instit.	Boys	Girls	Freq.
187	Talking back to parents	11.14			24
152	Not getting along with siblings	10.70		4.35	25
84	Parents expecting too much	10.14		1.33	17
119	Old-fashioned parents	9.37			21
118	Parents not trusting me	8.73	.84		14
117	Parents not liking my friends	7.62			13
82	Parents favoring a sibling	6.40			10
85	Wanting things my parents won't give me	5.29	4.56		14

Table XII indicates that being separated from their parents is a serious problem for practically all the institutionalized children. It is also evident that many of the institutionalized girls are anxious about the plight of their families. Although the number of significant items for the

institutionalized children is few, the problems they have underlined in the HF area are crucial.

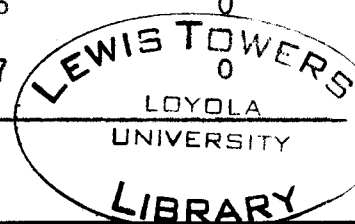
The majority of items in the HF area presuppose a current family life. This is the explanation for the large number of significant problems predicated of the non-institutionalized group. The main issue is a strained relationship between parents and children and between siblings.

The comparison between the problems of institutionalized children and the problems of non-institutionalized children has been completed. It was noted in Chapter III that twenty-two of the sample of institutionalized children were non-Catholic. The question arises whether their problems are a true reflection of the problems of institutionalized children in general.

TABLE XIII

COMPARISON OF THE DISTRIBUTION OF PROBLEMS BETWEEN CATHOLICS  
AND NON-CATHOLICS FOR THE INSTITUTIONAL GROUP

Area	Catholic	Non-Catholic	Rank <sub>c</sub>	Rank <sub>n</sub>	Difference
S	588	215	1	1	0
SC	574	180	2	2	0
PG	491	154	3	3	0
MWF	451	146	4	4	0
BG	354	140	5	5	0
HPD	315	83	6	6	0
HF	259	82	7	7	0



It can be assumed from Table XIII that the problems of the non-Catholics are adequately represented by the problems for the entire sample of institutionalized children. There is more evidence for this assumption in the fact that the average number of problems for the twenty-two non-Catholics was forty-six. This is only four problems less than the average for the total group of institutionalized children. Another striking similarity occurs between the Catholics and non-Catholics when consideration is given to the number of years the children have been separated from their parents. The average number of years spent by non-Catholics in an institution is 3.80 years, a little less than the average for the whole sample of institutionalized children. It may be concluded, therefore, that the non-Catholics and Catholics are parallel groups insofar as they both sufficiently reflect the problems of children who live in an institution.

This study would seem incomplete if only the problems found to be significantly different for the two samples, were presented. It is equally important to specify certain problems that are common to the institutionalized and the non-institutionalized children. In a way, all the problems on the Mooney Problem Check List are common because of the basic assumption underlying the formation of the Check List. However, the results of the present investigation indicated a number of problems that were marked with a great frequency. The common problems are listed in the following table and the chi-square statistical technique is again used to determine if they occur more often among boys or girls.



TABLE XIV

FREQUENCY OF PROBLEMS COMMON TO BOTH SAMPLES AND  
CHI-SQUARE ANALYSIS TO SHOW DIFFERENCES  
FOR BOYS AND GIRLS

Item No.	Area	Item	Institutional F Boys Girls		Non-Institut. F Boys Girls		Total F
42	S	Trouble with arithmetic	32	.60	36		68
168	PG	Losing my temper	34	1.73	26		60
52	MWF	Earning own money	31	.21	28	1.70	59
150	S	Speaking up in class	29	2.40	29	1.08	58
184	S	Disinterested in subj.	29		23	4.51	52
67	SC	Stopping a bad habit	29	.21	23	1.15	52
147	S	Oral reports	29	1.08	22	.08	51
7	S	Afraid of tests	21	7.32	28	1.70	49
111	S	Don't like school	28	.07	21	4.69	49
41	S	Afraid of failing	22	.65	26	.68	48
206	SC	Lying	24	.62	24		48
9	S	Dislike studying	25		21	2.64	46
197	BG	Looking neat and nice	28	1.70	18	.08	46
61	PG	Being teased	28	.07	18	.71	46
96	PG	More pleasing personal.	25	6.86	21	7.32	46
122	MWF	What to take in high sc.	28	3.44	18	.08	46
194	MWF	Will I get married	25	1.11	20	.68	45
2	HPD	Insufficient sleep	20	3.67	25	2.47	45
31	SC	Being nervous	26	.68	28	.07	44
53	MWF	Buying own things	23	1.15	21	.30	44
18	MWF	No regular allowance	22		21	1.19	43

In the light of the above analysis, the most common problems of children pertain to school. Reciting in class appears to be threatening for the students. Difficulty with certain subjects, especially arithmetic, makes the classroom an undesirable place. A better relationship between teacher and student might alleviate the intensity of certain school problems.

Table XIV indicates that the children are interested in the normal development of their respective personalities. They realize the necessity of self-control in their development but sometimes find this difficult. The children are cognizant of the fact that a neat appearance will enhance their personality. The girls, in particular, place a high value on developing a pleasing personality. It is evident that being teased or ridiculed is very threatening to the personality of the average seventh and eighth grader.

A study of the common problems of children manifests the children's striving for independence. They want to earn their own money, buy their own things and have their own allowance. The children are concerned with their adjustment to high school and wonder what marriage holds in store for them. Problems related to their independence and future maturity are important for them.

A common complaint of children is insufficient sleep. Television may be a cause for the non-institutionalized children; anxiety manifested in restlessness for the institutionalized children.

All problems -- whether they are school problems, personality problems, physical problems or problems concerned with the future -- give rise to anxiety in an individual. The children themselves are actually aware of

feeling nervous. It is hoped that this presentation of the common problems of seventh and eighth graders will evoke a constructive approach to their solution.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

The purpose of this thesis was to compare the problems of children institutionalized because of broken homes with the problems of non-institutionalized children. The investigation was based on the assumption that separation from parents after positive relationships had been effected, tends to introduce unique problems into the life of the child. The institutionalized children used in this study had been separated from their parents for approximately five years; therefore, relationships with parents had been formed.

Sixty children of the seventh and eighth grade were chosen from a large Catholic orphanage and three smaller non-Catholic institutions. The sample of sixty non-institutionalized children was drawn from the seventh and eighth graders of an average parochial school. The Otis Group Intelligence Test, Form Beta, was administered to both groups. The two samples were then matched for grade, age, sex and intelligence.

The Mooney Problem Check List, junior high school form, was administered to both samples. The chi-square test was used to determine whether there were any significant differences in total problems, in any of the seven areas of the Check List and in any of the 210 items. The same form of the Check List was administered a second time to sixteen children from the Catholic orphanage. The coefficient of reliability was found to be .93.

From the data of the Mooney Problem Check List, the following conclusions are drawn:

1. The institutionalized children have more problems in general, significant at the .01 level of confidence.
2. The institutionalized children have significantly more problems in the SC, S, MWF, PG, and HPD areas; but the non-institutionalized children have more problems in the HF area significant at the .05 level of confidence.
3. Within the SC area, the institutionalized children have the following significant problems: honesty; difficulty in talking about troubles; getting into trouble; daydreaming; and inability to forget mistakes.
4. Within the S area, the institutionalized children have the following significant problems: low grades; restless in class; a grade behind; disagreeable subjects; poor memory; too little discussion in class; worried about grades; and not getting along with teachers. The non-institutionalized group complained of too much home-work.
5. Within the MWF area, the institutionalized children have the following significant problems: knowing vocational abilities; choosing subjects in high school; what to do after high school; and knowing more about college.
6. Within the PG area, the significant problems for the institutionalized children were: missing someone very much; and bashfulness.
7. Within the HPD area, the following problems are significant for the institutionalized sample: poor posture; getting tired easily; and not healthy enough.
8. Within the BG area, the only significant problem is that the institutionalized girls would like to know more about boys.

9. Within the HF area, the institutionalized children have the following significant problems: separation from parents; parents separated or divorced; and worry about someone in the family. The non-institutionalized children listed the following problems as significant: talking back to parents; not getting along with siblings; parents expecting too much, old-fashioned, not trustful, disliking their children's friends, favoring a sibling and not giving children what they want.

The results of the study indicate that the institutionalized children have additional problems that are primarily a function of being separated from their parents after positive relationships with the parents had been effected. Only in an area in which a normal home atmosphere was presupposed, did the non-institutionalized children have any significantly different problems.

Certain problems were found frequently among both groups of children. Difficulty with arithmetic and fear of reciting in class, are examples of common school problems. Developing an adequate personality appeared as an important item. The main physical complaint is insufficient sleep. Children's striving for independence is reflected in the desire to earn their own money, have a fixed allowance, and buy their own things.

Further studies might investigate:

1. How would group counseling affect the number and intensity of significantly different problems that were marked by the institutionalized children.

2. How do the problems of children who entered the institution at a

very early age, compare with the problems of older children.

3. What affect does going to a public school have on the social adjustment of the institutionalized children.

4. Would family counseling improve the relationship between parents and children with regard to the non-institutionalized group.

5. Although the present investigation indicates that the thirty-eight Catholics from the large institution and the twenty-two non-Catholics from smaller institutions have similar problems, a more protracted comparison of these two groups would be an interesting study.

6. What correlation exists between the amount of resistance encountered in counseling sessions and the response to the summary question on the Mooney Problem Check List whether or not the children would like to talk to someone about their problems. In the current study, sixty-three per cent of the institutionalized children disclosed a desire to talk to someone about their problems; forty-five per cent of the non-institutionalized group manifested a similar inclination.

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## APPENDIX I

HEALTH AND PHYSICAL DEVELOPMENT AREA	NON-INSTITUTIONALIZED								
	7	8	Total	7	8	Total	Total	Total	Total
	Boys	Boys	Boys	Girls	Girls	Girls	7th	8th	
1. Often have headaches	5	1	6	6	1	7	11	2	13
2. Don't get enough sleep	7	2	9	10	6	16	17	8	25
3. Have trouble with my teeth	7	3	10	5	2	7	12	5	17
4. Not as healthy as I should be	1	0	1	1	1	2	2	1	3
5. Not getting outdoors enough	5	3	8	4	3	7	9	6	15
36. Too short for my age	4	3	7	3	4	7	7	7	14
37. Too tall for my age	1	2	3	4	0	4	5	2	7
38. Having poor posture	2	0	2	1	3	4	3	3	6
39. Poor complexion or skin trouble	2	4	6	8	3	11	10	7	17
40. Not good-looking	4	0	4	7	5	12	11	5	16
71. Not eating the right food	4	0	4	4	1	5	8	1	9
72. Often not hungry for my meals	5	1	6	0	0	0	5	1	6
73. Overweight	3	4	7	9	3	12	12	7	19
74. Underweight	2	2	4	0	2	2	2	4	6
75. Missing too much school because of illness	1	0	1	1	1	2	2	1	3
106. Often have a sore throat	4	1	5	4	1	5	8	2	10
107. Catch a good many colds	5	2	7	7	1	8	12	3	15
108. Often get sick	2	0	2	1	1	2	3	1	4
109. Often have pains in my stomach	4	0	4	4	0	4	8	0	8
110. Afraid I may need an operation	1	0	1	2	0	2	3	0	3
111. Can't hear well	0	0	0	1	1	2	1	1	2
112. Can't talk plainly	2	0	2	2	2	4	4	2	6
113. Trouble with my eyes	2	3	5	3	1	4	5	4	9
114. Smoking	3	6	9	0	2	2	3	8	11
115. Getting tired easily	1	0	1	6	0	6	7	0	7
176. Nose or sinus trouble	1	0	1	2	0	2	3	0	3
177. Trouble with my feet	3	1	4	1	0	1	4	1	5
178. Not being as strong as some other kids	7	3	10	1	1	2	8	4	12
179. Too clumsy and awkward	0	0	0	2	1	3	2	1	3
180. Bothered by a physical handicap	0	0	0	1	0	1	1	0	1

(Cont'd.)

HEALTH AND PHYSICAL DEVELOPMENT AREA (Cont'd.)	INSTITUTIONALIZED								
	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
1. Often have headaches	3	3	6	3	3	6	6	6	12
2. Don't get enough sleep	7	7	14	2	4	6	9	11	20
3. Have trouble with my teeth	1	4	5	0	4	4	1	8	9
4. Not as healthy as I should be	3	2	5	6	1	7	9	3	12
5. Not getting outdoors enough	1	0	11	2	3	5	3	3	6
36. Too short for my age	4	2	6	5	4	9	9	6	15
37. Too tall for my age	0	1	1	4	0	4	4	1	5
38. Having poor posture	4	6	10	1	7	8	5	13	18
39. Poor complexion or skin trouble	2	4	6	6	7	13	8	11	19
40. Not good-looking	2	2	4	3	6	9	5	8	13
71. Not eating the right food	3	2	5	2	3	5	5	5	10
72. Often not hungry for my meals	2	1	3	3	3	6	5	4	9
73. Overweight	3	3	6	5	7	12	8	10	18
74. Underweight	6	6	7	6	1	7	7	7	14
75. Missing too much school because ill	0	0	0	0	1	1	0	1	1
106. Often have a sore throat	2	2	4	2	5	7	4	7	11
107. Catch a good many colds	4	2	6	6	3	9	10	5	15
108. Often get sick	0	2	2	3	0	3	3	2	5
109. Often have pains in my stomach	2	4	6	6	1	7	8	5	13
110. Afraid I may need an operation	2	1	3	1	2	3	3	3	6
141. Can't hear well	2	0	2	1	2	3	3	2	5
142. Can't talk plainly	0	2	2	2	2	4	2	4	6
143. Trouble with my eyes	1	4	5	5	4	9	6	8	14
144. Smoking	2	1	3	0	1	1	2	2	4
145. Getting tired easily	7	4	11	3	5	8	10	9	19
176. Nose or sinus trouble	1	2	3	2	3	5	3	5	8
177. Trouble with my feet	3	2	5	3	2	5	6	4	10
178. Not being as strong as some other kids	7	6	13	3	4	7	10	10	20
179. Too clumsy and awkward	2	0	2	0	0	0	2	0	2
180. Bothered by a physical handicap	1	0	1	1	1	2	2	1	3

SCHOOL AREA	NON-INSTITUTIONALIZED								
	7	8	Total	7	8	Total	Total	Total	Total
	Boys	Boys	Boys	Girls	Girls	Girls	7th	8th	
6. Getting low grades in school	3	4	7	8	3	11	11	7	18
7. Afraid of tests	6	5	11	7	10	17	13	15	28
8. Being a grade behind in school	3	1	4	1	1	2	4	2	6
9. Don't like to study	9	5	14	6	1	7	15	6	21
10. Not interested in books	3	3	6	2	0	2	5	3	8
11. Afraid of failing in school work	8	3	11	8	7	15	16	10	26
12. Trouble with arithmetic	12	6	18	11	7	18	23	13	36
13. Trouble with spelling or grammar	5	3	8	4	0	4	9	3	12
14. Slow in reading	1	4	5	0	2	2	1	6	7
15. Trouble with writing	6	3	9	1	7	8	7	10	17
16. Not spending enough time in study	6	4	10	5	1	6	11	5	16
17. Too much school work to do at home	8	3	11	7	4	11	15	7	22
18. Can't keep my mind on my studies	7	2	9	5	1	6	12	3	15
19. Worried about grades	4	0	4	4	6	10	8	6	14
20. Not smart enough	0	4	4	5	9	14	5	13	18
21. Don't like school	9	6	15	4	2	6	13	8	21
22. School is too strict	7	4	11	2	1	3	9	5	14
23. So often feel restless in classes	6	3	9	4	2	6	10	5	15
24. Not getting along with a teacher	4	3	7	3	2	5	7	5	12
25. Teachers not practicing what they preach	9	4	13	2	2	4	11	6	17
26. Textbooks hard to understand	5	1	6	5	1	6	10	2	12
27. Trouble with oral reports	5	5	10	5	7	12	10	12	22
28. Trouble with written reports	3	2	5	4	1	5	7	3	10
29. Poor memory	1	1	2	6	0	6	7	1	8
30. Afraid to speak up in class	7	5	12	9	8	17	16	13	29
31. Dull classes	6	1	7	4	2	6	10	3	13
32. Too little freedom in classes	6	2	8	4	0	4	10	2	12
33. Not enough discussion in classes	4	0	4	3	1	4	7	1	8
34. Not interested in certain subjects	11	5	16	6	1	7	17	6	23
35. Made to take subjects I don't like	5	0	5	2	0	2	7	0	7

(Cont'd.)

SCHOOL AREA (Cont'd.)	INSTITUTIONALIZED								
	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
6. Getting low grades in school	7	8	15	6	6	12	13	14	27
7. Afraid of tests	3	2	5	5	11	16	8	13	21
8. Being a grade behind in school	3	6	9	6	2	8	9	8	17
9. Don't like to study	7	6	13	5	7	12	12	13	25
10. Not interested in books	3	1	4	3	7	10	6	8	14
11. Afraid of failing in school work	5	4	9	5	8	13	10	12	22
12. Trouble with arithmetic	7	7	14	9	9	18	16	16	32
13. Trouble with spelling or grammar	1	4	5	3	6	9	4	10	14
14. Slow in reading	2	4	6	4	4	8	6	8	14
15. Trouble with writing	8	5	13	6	2	8	14	7	21
16. Not spending enough time in study	4	10	14	3	8	11	7	18	25
17. Too much school work to do at home	1	2	3	0	3	3	1	5	6
18. Can't keep my mind on my studies	5	7	12	7	7	14	12	14	26
19. Worried about grades	5	7	12	5	9	14	10	16	26
20. Not smart enough	2	3	5	7	6	13	9	9	18
21. Don't like school	5	8	13	5	10	15	10	18	28
22. School is too strict	3	1	4	2	7	9	5	8	13
23. So often feel restless in classes	13	5	18	4	8	12	17	13	30
24. Not getting along with a teacher	4	4	8	7	9	16	11	13	24
25. Teachers not practicing what they preach	3	3	6	2	7	9	5	10	15
26. Textbooks hard to understand	3	2	5	4	4	8	7	6	13
27. Trouble with oral reports	8	9	17	7	5	12	15	14	29
28. Trouble with written reports	4	5	9	2	4	6	6	9	15
29. Poor memory	4	4	8	6	5	11	10	9	19
30. Afraid to speak up in class	7	4	11	9	9	18	16	13	29
31. Dull classes	6	3	9	5	5	10	11	8	19
32. Too little freedom in classes	5	3	8	5	5	10	10	8	18
33. Not enough discussion in classes	3	4	7	5	7	12	8	11	19
34. Not interested in certain subjects	8	6	14	8	7	15	16	13	29
35. Made to take subjects I don't like	3	3	6	7	5	12	10	8	18



HOME AND FAMILY AREA	NON-INSTITUTIONALIZED								
	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
11. Being an only child	0	0	0	1	1	2	1	1	2
12. Not living with my parents	0	0	0	0	0	0	0	0	0
13. Worried about someone in the family	7	2	9	7	2	9	14	4	18
14. Parents working too hard	7	1	8	5	4	9	12	5	17
15. Never having any fun with mother or dad	2	2	4	2	2	4	4	4	8
16. Sickness at home	3	1	4	2	1	3	5	2	7
17. Death in the family	1	1	2	1	0	1	2	1	3
18. Mother or father not living	0	1	1	0	0	0	0	1	1
19. Parents separated or divorced	0	0	0	0	0	0	0	0	0
20. Parents not understanding me	5	1	6	4	0	4	9	1	10
21. Being treated like a small child at home	1	2	3	2	1	3	3	3	6
22. Parents favoring a brother or sister	3	2	5	4	6	10	7	8	15
23. Parents making too many decisions for me	9	1	10	2	0	2	11	1	12
24. Parents expecting too much of me	5	1	6	5	6	11	10	2	17
25. Wanting things my pars. won't give me	9	2	11	3	0	3	12	2	14
26. Being criticized by my parents	2	2	4	3	0	3	5	2	7
27. Parents not liking my friends	4	3	7	4	2	6	8	5	13
28. Parents not trusting me	7	2	9	3	2	5	10	4	14
29. Parents old-fashioned in their ideas	7	4	11	5	5	10	12	9	21
30. Unable to disc. cert. probs. at home	3	0	3	4	4	8	7	4	11
31. Family quarrels	5	1	6	6	0	6	11	1	12
32. Not getting along with a bro. or sist.	6	2	8	7	10	17	13	12	25
33. Not telling parents everything	6	1	7	6	2	8	12	3	15
34. Wanting more freedom at home	7	3	10	3	1	4	10	4	14
35. Wanting to live in a dif. neighborhood	2	1	3	0	0	0	2	1	3
36. Clash of opins. bet. me & my parents	3	1	4	3	0	3	6	1	7
37. Talking back to my parents	8	4	12	7	5	12	15	9	24
38. Mother	7	0	7	5	1	6	12	1	13
39. Father	5	0	5	2	2	4	7	2	9
40. Wanting to run away from home	5	0	5	4	0	4	9	0	9

(Cont'd.)

HOME AND  
FAMILY AREA (Cont'd.)

	INSTITUTIONALIZED								
	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
11. Being an only child	1	1	2	0	1	1	1	2	3
12. Not living with my parents	11	12	23	11	10	21	22	22	44
13. Worried about someone in the family	5	5	10	12	11	23	17	16	33
14. Parents working too hard	0	3	3	1	6	7	1	9	10
15. Never having any fun with mother or dad	1	2	3	1	0	1	2	2	4
46. Sickness at home	0	0	0	0	2	2	0	2	2
47. Death in the family	0	0	0	3	0	3	3	0	3
48. Mother or father not living	2	1	3	2	0	2	4	1	5
49. Parents separated or divorced	4	10	14	4	12	16	8	22	30
50. Parents not understanding me	1	0	1	1	5	6	2	5	7
81. Being treated like a small child at home	3	1	4	3	4	7	6	5	11
82. Parents favoring a brother or sister	1	0	1	0	0	0	1	0	1
83. Parents making too many decisions for me	1	1	2	3	1	4	4	2	6
84. Parents expecting too much of me	2	1	3	0	0	0	2	1	3
85. Wanting things my parents won't give me	2	0	2	1	1	2	3	1	4
116. Being criticized by my parents	0	0	0	1	1	2	1	1	2
117. Parents not liking my friends	0	0	0	1	1	2	1	1	2
118. Parents not trusting me	1	0	1	0	1	1	1	1	2
119. Parents old-fashioned in their ideas	1	0	1	3	2	5	4	2	6
120. Unable to discuss certain problems at home	2	0	2	3	4	7	5	4	9
151. Family quarrels	1	2	3	2	3	5	3	5	8
152. Not getting along with a bro. or sister	1	2	3	3	2	5	4	4	8
153. Not telling parents everything	4	4	8	6	5	11	10	9	19
154. Wanting more freedom at home	1	2	3	3	5	8	4	7	11
155. Wanting to live in a diff. neighborhood	4	2	6	2	2	4	6	4	10
186. Clash of opins. bet. me & my parents	0	0	0	1	1	2	1	1	2
187. Talking back to my parents	1	1	2	2	3	5	3	4	7
188. Mother	2	2	4	2	3	5	4	5	9
189. Father	2	3	5	0	2	2	2	5	7
190. Wanting to run away from home	2	0	2	0	3	3	2	3	5

**MONEY, WORK AND  
FUTURE AREA**

**NON-INSTITUTIONALIZED**

	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
16. Spending money foolishly	6	5	11	4	4	8	10	9	19
17. Having to ask parents for money	10	3	13	6	3	9	16	6	22
18. Having no regular allowance	10	3	13	5	3	8	15	6	21
19. Family worried about money	4	2	6	6	3	9	10	5	15
20. Having no car in the family	1	2	3	1	0	1	2	2	4
51. Too few nice clothes	3	1	4	3	4	7	6	5	11
52. Wanting to earn some of my own money	10	7	17	5	6	11	15	13	28
53. Wanting to buy more of my own things	10	2	12	6	3	9	16	5	21
54. Not knowing how to buy things wisely	4	1	5	3	0	3	7	1	8
55. Too little spending money	8	3	11	4	1	5	12	4	16
86. Restless to get out of school and into a job	6	0	6	1	0	1	7	0	7
87. Not knowing how to look for a job	3	2	5	0	0	0	3	2	5
88. Needing to find a part-time job now	4	7	11	0	1	1	4	8	12
89. Having less money than my friends have	9	2	11	5	1	6	14	3	17
90. Having to work too hard for the money I get	4	2	6	0	0	0	4	2	6
121. Choosing best subjects to take next term	1	0	1	0	1	1	1	1	2
122. Deciding what to take in high school	4	6	10	3	5	8	7	11	18
123. Wanting advice on what to do after h.s.	4	1	5	1	1	2	5	2	7
124. Wanting to know more about college	4	0	4	1	0	1	5	0	5
125. Wanting to know more about trades	4	0	4	1	1	2	5	1	6
156. Needing a job during vacations	5	8	13	0	1	1	5	9	14
157. Needing to know my vocational abilities	0	1	1	1	0	1	1	1	2
158. Needing to decide on an occupation	2	0	2	2	2	4	4	2	6
159. Needing to know more about occupations	3	1	4	0	0	0	3	1	4
160. Wondering if I've chosen right vocation	4	3	7	2	1	3	6	4	10
191. Afraid of the future	0	0	0	4	2	6	4	2	6
192. Not knowing what I really want	5	2	7	3	0	3	8	2	10
193. Concerned about military service	4	4	8	0	0	0	4	4	8
194. Wondering if I'll ever get married	8	0	8	6	6	12	14	6	20
195. Wondering what becomes of people when they die	3	0	3	5	1	6	8	1	9

(Cont'd.)

MONEY, WORK AND  
FUTURE AREA (Cont'd.)

	INSTITUTIONALIZED								
	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
16. Spending money foolishly	4	2	6	1	3	4	5	5	10
17. Having to ask parents for money	4	2	6	4	6	10	8	8	16
18. Having no regular allowance	5	4	9	6	5	11	11	9	20
19. Family worried about money	2	5	7	7	4	11	9	9	18
20. Having no car in the family	1	3	4	1	3	4	2	6	8
51. Too few nice clothes	4	4	8	5	3	8	9	7	16
52. Wanting to earn some of my own money	5	12	17	6	8	14	11	20	31
53. Wanting to buy more of my own things	5	4	9	7	7	14	12	11	23
54. Not knowing how to buy things wisely	4	3	7	0	2	2	4	5	9
55. Too little spending money	5	5	10	5	6	11	10	11	21
86. Restless to get out of school and into a job	2	3	5	2	4	6	4	7	11
87. Not knowing how to look for a job	3	1	4	0	6	6	3	7	10
88. Needing to find a part-time job now	3	2	5	1	2	3	4	4	8
89. Having less money than my friends have	3	5	8	5	5	10	8	10	18
90. Having to work too hard for the money I get	0	0	0	0	1	1	0	1	1
121. Choosing best subjects to take next term	2	6	8	1	3	4	3	9	12
122. Deciding what to take in high school	1	9	10	9	9	18	10	18	28
123. Wanting advice on what to do after h.s.	5	4	9	4	6	10	9	10	19
124. Wanting to know more about college	3	5	8	5	3	8	8	8	16
125. Wanting to know more about trades	5	4	9	0	4	4	5	8	13
156. Needing a job during vacations	3	2	5	2	2	4	5	4	9
157. Needing to know my vocational abilities	3	3	6	4	7	11	7	10	17
158. Needing to decide on an occupation	7	3	10	1	4	5	8	7	15
159. Needing to know more about occupations	2	1	3	2	4	6	4	5	9
160. Wondering if I've chosen the right vocation	4	2	6	4	6	10	8	8	16
191. Afraid of the future	3	2	5	4	6	10	7	8	15
192. Not knowing what I really want	5	4	9	2	3	5	7	7	14
193. Concerned about military service	6	6	12	0	3	3	6	9	15
194. Wondering if I'll ever get married	6	4	10	9	6	15	15	10	25
195. Wondering what becomes of people when they die	2	4	6	2	4	6	4	8	12

BOY AND GIRL RELATIONS AREA	NON-INSTITUTIONALIZED								
	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
21. Not allowed to use the family car	2	3	5	0	0	0	2	3	5
22. Not allowed to run around with the kids I like	4	3	7	2	0	2	6	3	9
23. Too little chance to go to parties	6	4	10	1	1	2	7	5	12
24. Not enough time for play and fun	6	1	7	2	5	7	8	6	14
25. Too little chance to do what I want to do	6	1	7	3	3	6	9	4	13
56. Girls don't seem to like me	6	1	7	2	2	4	8	3	11
57. Boys don't seem to like me	2	0	2	7	5	12	9	5	14
58. Going out with the opposite sex	2	5	7	1	0	1	3	5	8
59. Dating	2	5	7	1	1	2	3	6	9
60. Not knowing how to make a date	5	2	7	2	1	3	7	3	10
91. Nothing interesting to do in my spare time	3	1	4	4	3	7	7	4	11
92. So often not allowed to go out at night	9	6	15	0	3	3	9	9	18
93. Not allowed to have dates	4	6	10	2	1	3	6	7	13
94. Wanting to know more about girls	7	6	13	2	1	3	9	7	16
95. Wanting to know more about boys	0	0	0	1	2	3	1	2	3
126. No place to entertain friends	3	1	4	6	2	8	9	3	12
127. Ill at ease at social affairs	1	0	1	0	1	1	1	1	2
128. Trouble in keeping a conversation going	4	3	7	4	5	9	8	8	16
129. Not sure of my social etiquette	0	1	1	0	0	0	0	1	1
130. Not sure about proper sex behavior	1	2	3	8	0	8	9	2	11
161. Not knowing what to do on a date	2	2	4	2	1	3	4	3	7
162. Girl friend	5	4	9	2	0	2	7	4	11
163. Boy friend	1	0	1	5	4	9	6	4	10
164. Deciding whether I'm in love	4	2	6	3	3	6	7	5	12
165. Deciding whether to go steady	3	0	3	1	1	2	4	1	5
196. Learning how to dance	7	2	9	6	6	12	13	8	21
197. Keeping myself neat and looking nice	7	2	9	6	3	9	13	5	18
198. Thinking too much about opposite sex	7	1	8	5	5	10	12	6	18
199. Wanting more inf. about sex matters	5	2	7	2	3	5	7	5	12
200. Embarrassed by talk about sex	5	0	5	6	2	8	11	2	13

(Cont'd.)

BOY AND GIRL RELATIONS AREA (Cont'd.)	INSTITUTIONALIZED								
	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
21. Not allowed to use the family car	0	0	0	1	2	3	1	2	3
22. Not allowed to run around with the kids I like	1	1	2	1	1	2	2	2	4
23. Too little chance to go to parties	1	2	3	7	4	11	8	6	14
24. Not enough time for play and fun	1	3	4	4	4	8	5	7	12
25. Too little chance to do what I want to do	5	6	11	4	4	8	9	10	19
56. Girls don't seem to like me	3	0	3	1	4	5	4	4	8
57. Boys don't seem to like me	2	0	2	4	7	11	6	7	13
58. Going out with the opposite sex	2	0	2	2	1	3	4	1	5
59. Dating	2	1	3	2	3	5	4	4	8
60. Not knowing how to make a date	4	3	7	2	5	7	6	8	14
91. Nothing interesting to do in my spare time	6	2	8	2	2	4	8	4	12
92. So often not allowed to go out at night	3	6	9	2	5	7	5	11	16
93. Not allowed to have dates	3	3	6	2	3	5	5	6	11
94. Wanting to know more about girls	4	3	7	3	3	6	7	6	13
95. Wanting to know more about boys	1	1	2	4	6	10	5	7	12
126. No place to entertain friends	3	1	4	2	4	6	5	5	10
127. Ill at ease at social affairs	1	3	4	0	2	2	1	5	6
128. Trouble in keeping a conversation going	5	5	10	1	6	7	6	11	17
129. Not sure of my social etiquette	1	1	2	1	2	3	2	3	5
130. Not sure about proper sex behavior	2	2	4	3	10	13	5	12	17
161. Not knowing what to do on a date	4	3	7	3	2	5	7	5	12
162. Girl friend	6	1	7	2	3	5	8	4	12
163. Boy friend	1	1	2	5	4	9	6	5	11
164. Deciding whether I'm in love	3	3	6	0	4	4	3	7	10
165. Deciding whether to go steady	2	2	4	2	3	5	4	5	9
196. Learning how to dance	4	3	7	6	4	10	10	7	17
197. Keeping myself neat and looking nice	5	6	11	9	8	17	14	14	28
198. Thinking too much about opposite sex	3	3	6	1	5	6	4	8	12
199. Wanting more inf. about sex matters	3	1	4	1	5	6	4	6	10
200. Embarrassed by talk about sex	3	1	4	3	6	9	6	7	13

RELATIONS TO PEOPLE IN GENERAL AREA	NON-INSTITUTIONALIZED								
	7	8	Total	7	8	Total	Total	Total	Total
	Boys	Boys	Boys	Girls	Girls	Girls	7th	8th	
26. Slow in making friends	3	2	5	6	1	7	9	3	12
27. Bashful	5	1	6	3	7	10	8	8	16
28. Being left out of things	3	1	4	5	5	10	8	6	14
29. Never chosen as a leader	5	2	7	5	3	8	10	5	15
30. Wishing people liked me better	4	1	5	8	5	13	12	6	18
61. Being teased	6	1	7	4	7	11	10	8	18
62. Being talked about	2	1	3	6	3	9	8	4	12
63. Feelings too easily hurt	7	1	8	6	5	11	13	6	19
64. Too easily led by other people	4	1	5	1	1	2	5	2	7
65. Picking the wrong kind of friends	4	1	5	2	0	2	6	1	7
96. Wanting a more pleasing personality	3	2	5	7	9	16	10	11	21
97. Being made fun of	5	0	5	3	1	4	8	1	9
98. Being picked on	7	0	7	4	0	4	11	0	11
99. Being treated like an outsider	2	1	3	4	1	5	6	2	8
100. People finding fault with me	3	0	3	3	1	4	6	1	7
131. Awkward in meeting people	5	0	5	2	3	5	7	3	10
132. Wanting to be more like other people	4	3	7	3	3	6	7	6	13
133. Feeling nobody understands me	3	1	4	6	2	8	9	3	12
134. Missing someone very much	4	3	7	3	4	7	7	7	14
135. Feeling nobody likes me	5	1	6	7	2	9	12	3	15
166. Getting into arguments	6	1	7	6	3	9	12	4	16
167. Getting into fights	4	3	7	5	2	7	9	5	14
168. Losing my temper	10	3	13	6	7	13	16	10	26
169. Being stubborn	5	2	7	6	4	10	11	6	17
170. Hurting people's feelings	2	1	3	5	4	9	7	5	12
201. Being jealous	3	1	4	2	4	6	5	5	10
202. Disliking someone	5	2	7	5	4	9	10	6	16
203. Being disliked by someone	6	1	7	7	2	9	13	3	16
204. Keeping away from kids I don't like	5	2	7	4	1	5	9	3	12
205. No one to tell my troubles to	2	1	3	5	0	5	7	1	8

(Cont'd.)

RELATIONS TO PEOPLE IN GENERAL AREA (Cont'd.)	INSTITUTIONALIZED								
	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
26. Slow in making friends	1	2	3	3	4	7	4	6	10
27. Bashful	5	10	15	6	11	17	11	21	32
28. Being left out of things	2	3	5	2	3	5	4	6	10
29. Never chosen as a leader	6	1	7	0	3	3	6	4	10
30. Wishing people liked me better	4	3	7	6	6	12	10	9	19
61. Being teased	8	5	13	8	7	15	16	12	28
62. Being talked about	6	2	8	3	4	7	9	6	15
63. Feelings too easily hurt	4	3	7	3	11	14	7	14	21
64. Too easily led by other people	2	2	4	0	3	3	2	5	7
65. Picking the wrong kind of friends	4	2	6	1	2	3	5	4	9
96. Wanting a more pleasing personality	2	5	7	8	10	18	10	15	25
97. Being made fun of	9	2	11	1	6	7	10	8	18
98. Being picked on	6	6	12	2	5	7	8	11	19
99. Being treated like an outsider	3	0	3	1	1	2	4	1	5
100. People finding fault with me	4	1	5	0	4	4	4	5	9
131. Awkward in meeting people	3	4	7	3	4	7	6	8	14
132. Wanting to be more like other people	6	2	8	2	3	5	8	5	13
133. Feeling nobody understands me	2	2	4	3	3	6	5	5	10
134. Missing someone very much	8	7	15	13	9	22	21	16	37
135. Feeling nobody likes me	2	2	4	2	3	5	4	5	9
166. Getting into arguments	5	3	8	5	5	10	10	8	18
167. Getting into fights	5	3	8	0	4	4	5	7	12
168. Losing my temper	7	7	14	7	13	20	14	20	34
169. Being stubborn	5	3	8	2	7	9	7	10	17
170. Hurting people's feelings	1	2	3	2	6	8	3	8	11
201. Being jealous	4	3	7	2	5	7	6	8	14
202. Disliking someone	4	6	10	7	9	16	11	15	26
203. Being disliked by someone	3	1	4	5	7	12	8	8	16
204. Keeping away from kids I don't like	3	3	6	2	5	7	5	8	13
205. No one to tell my troubles to	4	1	5	4	6	10	8	7	15



SELF-CENTERED CONCERNS AREA	NON-INSTITUTIONALIZED								
	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
31. Being nervous	8	5	13	8	7	15	16	12	28
32. Taking things too seriously	3	0	3	5	3	8	8	3	11
33. Getting too excited	7	0	7	4	4	8	11	4	15
34. Being afraid of making mistakes	5	0	5	9	9	18	14	9	23
35. Failing in so many things I try to do	3	2	5	6	2	8	9	4	13
66. Getting into trouble	6	3	9	1	1	2	7	4	11
67. Trying to stop a bad habit	9	5	14	5	4	9	14	9	23
68. Sometimes not being as honest as I should be	5	3	8	4	2	6	9	5	14
69. Giving in to temptations	5	1	6	5	1	6	10	2	12
70. Lacking self-control	7	1	8	7	3	10	14	4	18
101. Not having as much fun as other kids have	5	2	7	6	2	8	11	4	15
102. Worrying	7	2	9	7	5	12	14	7	21
103. Having bad dreams	4	0	4	4	1	5	8	1	9
104. Lacking self-confidence	3	0	3	5	2	7	8	2	10
105. Sometimes wishing I'd never been born	4	1	5	9	2	11	13	3	16
136. Being careless	1	1	2	2	0	2	3	1	4
137. Daydreaming	5	1	6	3	2	5	8	3	11
138. Forgetting things	7	5	12	2	1	3	9	6	15
139. Being lazy	3	4	7	8	2	10	11	6	17
140. Not taking some things seriously enough	2	2	4	2	2	4	4	4	8
171. Feeling ashamed of something I've done	2	3	5	5	4	9	7	7	14
172. Being punished for something I didn't do	5	1	6	6	3	9	11	4	15
173. Swearing, dirty stories	7	2	9	1	0	1	8	2	10
174. Thinking about heaven and hell	7	2	9	5	1	6	12	3	15
175. Afraid God is going to punish me	4	1	5	5	0	5	9	1	10
206. Sometimes lying without meaning to	10	3	13	7	7	14	17	10	27
207. Can't forget some mistakes I've made	4	2	6	6	2	8	10	4	14
208. Can't make up my mind about things	6	3	9	4	1	5	10	4	14
209. Afraid to try new things by myself	5	1	6	3	4	7	8	5	13
210. Finding it hard to talk about my troubles	4	4	8	6	1	7	10	5	15

(Cont'd.)

SELF-CENTERED  
CONCERNS AREA (Cont'd.)

	INSTITUTIONALIZED								
	7 Boys	8 Boys	Total Boys	7 Girls	8 Girls	Total Girls	Total 7th	Total 8th	Total
31. Being nervous	6	5	11	8	7	15	14	12	26
32. Taking things too seriously	4	2	6	1	7	8	5	9	14
33. Getting too excited	4	2	6	2	4	6	6	6	12
34. Being afraid of making mistakes	2	7	9	5	6	11	7	13	20
35. Failing in so many things I try to do	7	4	11	6	6	12	13	10	23
66. Getting into trouble	4	6	10	5	9	14	9	15	24
67. Trying to stop a bad habit	7	9	16	7	6	13	14	15	29
68. Sometimes not being as honest as I should be	7	6	13	9	12	21	16	18	34
69. Giving in to temptations	7	4	11	5	4	9	12	8	20
70. Lacking self-control	3	4	7	5	6	11	8	10	18
101. Not having as much fun as other kids have	5	2	7	0	5	5	5	7	12
102. Worrying	5	8	13	6	10	16	11	18	29
103. Having bad dreams	3	1	4	1	4	5	4	5	9
104. Lacking self-confidence	4	3	7	1	2	3	5	5	10
105. Sometimes wishing I'd never been born	4	2	6	2	7	9	6	9	15
136. Being careless	3	3	6	0	2	2	3	5	8
137. Daydreaming	6	7	13	4	7	11	10	14	24
138. Forgetting things	4	6	10	3	6	9	7	12	19
139. Being lazy	4	6	10	3	4	7	7	10	17
140. Not taking some things seriously enough	4	6	10	2	4	6	6	10	16
171. Feeling ashamed of something I've done	4	2	6	6	10	16	10	12	22
172. Being punished for something I didn't do	4	6	10	5	8	13	9	14	23
173. Swearing, dirty stories	6	4	10	3	4	7	9	8	17
174. Thinking about heaven and hell	9	3	12	4	8	12	13	11	24
175. Afraid God is going to punish me	3	3	6	3	4	7	6	7	13
206. Sometimes lying without meaning to	4	6	10	5	9	14	9	15	24
207. Can't forget some mistakes I've made	6	4	10	9	8	17	15	12	27
208. Can't make up my mind about things	4	7	11	5	4	9	9	11	20
209. Afraid to try new things by myself	6	1	7	5	4	9	11	5	16
210. Finding it hard to talk about my troubles	6	4	10	11	9	20	15	15	30

APPROVAL SHEET

The thesis submitted by Reverend John W. Keller has been read and approved by three members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

1955  
Date

V. J. Herrick  
Signature of Adviser