

EXPRESSED ATTITUDES TOWARD SELF AND
OTHERS BY PERSONS IN A YOUTH
OPPORTUNITY CAMPAIGN

By

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CHAPTER I

INTRODUCTION

The purpose of this research is to examine expressed attitudes toward self and others. Two major objectives are explored in this study: (1) To determine the effect of different methods of exposure to communication on the attitudes of participants in the President's Youth Opportunity Campaign (YOC); (2) To analyze attitudes toward self and others in relation to ethnic and sex differences among participants of the YOC program.

An attitude, although not directly observable, is inferred from verbal and nonverbal behavior. This behavior is in relation to a particular object, event, or person. Attitude formation does not take place in a vacuum, but rather occurs, usually, through the process of interpersonal interaction. The result of this interaction is that the individual is no longer neutral with respect to various stimuli in his environment. Attitudes can be viewed as motivators of behavior because an attitude determines expectations, preferences, desirables and undesirables (Sherif & Sherif, 1956). An attitude may be goal oriented influencing an individual's behavior in relation to particular situations and objects.

The concept of attitude as used in theory and measurement will be defined and specific characteristics of attitudes will be delineated. The process of attitude formation will be explored and relevant research on attitude change presented.

Definitions of Attitudes

Although a multiplicity of definitions exist, attitudes are commonly defined in terms of predispositions to respond in a particular manner toward a specific class of objects (Rosenberg & Hovland, 1960).

Some difference of opinion revolves around the issue of the generality or specificity of attitudes. (Bysenck (1947) contends that attitudes are arranged in a hierarchical order with opinion levels underlying general social attitudes such as "conservatism," while Sherif and Cantril (1945), Hovland, Janis and Kelly (1953) and Krech, Crutchfield and Ballachey (1962) maintain that attitudes refer to a specific stimulus or class of stimuli. Rokeach (1968) holds that for social behavior to occur two attitudes must be operative, an attitude toward an object and an attitude toward a situation.

Attitudes are generally conceptualized as being composed of three different aspects: affect, cognition, and behavior (Anderson & Fishbein, 1965; Katz & Stotland, 1959; McDougall, 1908). Figure 1 will more clearly distinguish these three attitudinal components and relate them to overt behavior. The object of an attitude may be anything which exists for the individual. The cognitive component of an attitude consists of the ideas, thoughts, and beliefs of the individual in relation to stimuli. The affective component of an attitude refers to the emotions and feelings connected with the stimuli, while the behavioral component refers to predispositions to act or to actions themselves.

A review of various definitions of attitudes will provide a framework for consideration of research on attitude change. Note the following definitions and their particular emphasis.

Attitudes formed in relation to social stimulus situations, such as persons, groups, and material and nonmaterial products of interpersonal interaction, are known specifically as social attitudes. Several researchers

Measurable
Independent
Variables

Intervening
Variables

Measurable
Dependent

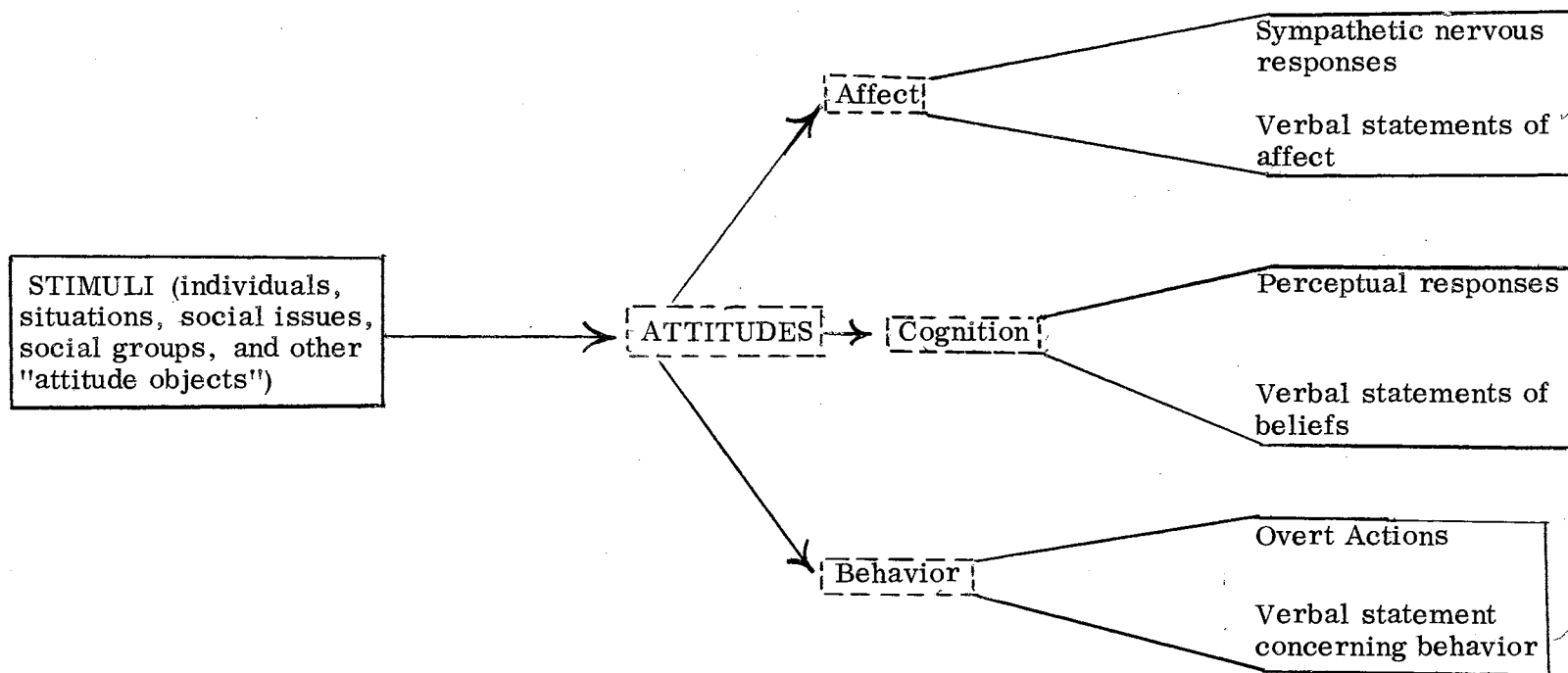


Figure 1. Schematic Conception of Attitudes (Rosenberg, Hovland, McGuire, Abelson & Brehm, 1960, p. 3)

conceptualize attitudes in this manner:

Sherif, Sherif and Nebergall (1965) define social attitudes as "the set of evaluative categorizations formed toward an object or class of objects as the individual learns in interaction with others, about his environment, including evaluations of other persons" (p. 20).

Campbell (1950) gives the following definition: "an individual's social attitude is a syndrome of response consistency with regard to social objects" (p. 31).

The influence which attitudes exert on behavior is stressed by Allport (1954) as he defines attitudes as "a mental and neural state of readiness, organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 45).

Secord and Backman (1964) emphasize the three attitudinal components (see Figure 1) of affect (feelings), cognition (thoughts) and behavior (predispositions to act) as they define attitude in the following manner: "the term attitude refers to certain regularities of an individual's feelings, thoughts, and predispositions to act toward some aspect of his environment" (p. 97).

Rokeach (1968) conceptualizes an attitude as having two essential referents, an attitude toward an object and an attitude toward a situation, and defines an attitude as "a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner" (p. 112).

A more encompassing definition is given by Sherif and Sherif (1967), stressing the evaluative dimension of an attitude and the importance of interaction with others in attitude formation. They operationally define an attitude as

the individual's set of categories for evaluating a stimulus domain, which he has established as he learns about that domain in interaction with other persons and which relate him to various subsets within the domain with varying degrees of positive or negative affect (p. 115).

There is some consensus among the preceding definitions of attitudes as given by the various researchers. One common element among definitions of attitude is an existing predisposition to respond to stimulus objects which, in interaction with situational variables, determines overt behavior.

This behavior may be in relation to various kinds of stimuli ranging from physical events and objects to ideas and thoughts. For example, an individual has attitudes toward political parties, educational institutions, business organizations and toward God, motherhood and freedom. Thus, attitudes are in relation to both concrete and abstract stimuli.

Important stimuli involved in the formation and change of attitudes are interpersonal relationships with significant others. These significant others may be parents, peers, teachers, ministers, etc. Through association with these significant others one acquires attitudes, values, beliefs, and learns expected ways of behavior in various situations. Thus, attitudes may be conceptualized as the end product of the socialization process.

Characteristics of Attitudes

In view of the foregoing definitions, attitudes may be viewed as evaluative predispositions in relation to a specific object or situation or set of objects or situations. In order to distinguish more clearly attitudes from other internal states of the individual, specific characteristics of attitudinal concepts are delineated as follows:

(1) An attitude is relatively enduring once formed (Asch, 1952; Rokeach, 1968; Sherif & Sherif, 1956). Once formed, an attitude is somewhat

resistant to change. The permanency of attitudes is determined by the interaction of external and internal factors. For example, external factors may be such environmental stimuli as method of communication (lecture and discussion), source of communication, and past experiences of the individual. Internal factors are exemplified by existing attitudes, motives, and emotional states of the individual.

(2) An attitude is organized around an object or situation (Newcomb, Turner & Converse, 1965; Rokeach, 1968; Sherif & Sherif, 1956). Attitudes are developed in relation to any stimulus object, situation, person or group. Attitudes must have referents which may be concrete or abstract resulting from direct or indirect contact with the object or situation. The attitude referent may include a varying number of items ranging from one to several (Sherif & Sherif, 1956).

(3) An attitude is learned rather than being genetically determined (McGrath, 1964; Sherif & Sherif, 1956). It is primarily through interaction with social stimulus situations that attitudes are learned. Since attitudes are learned, they are also subject to change. (Gallenbech & Smith, 1950). Attitude change depends upon the interrelationship of external and internal factors.

(4) Attitudes are evaluative in nature (Katz & Stotland, 1959) with respect to referent objects and result in motivated behavior (Anderson & Fishbein, 1965; Osgood, Suci & Tannenbaum, 1957). The evaluative nature of attitudes corresponds to affect, one of the three attitudinal components. Attitudes are acquired motives in relation to one's evaluation of given ideas, objects, events or persons.

(5) Attitudes may vary on a continuum ranging from positive to negative evaluations of stimuli (Krech, et al., 1962; McGrath, 1964; Newcomb, et al., 1965). Thus, there are degrees or ranges of evaluations of stimulus

objects. Sherif, Sherif and Nebergall (1965) conceptualize an attitudinal continuum in terms of latitudes of acceptance, rejection and noncommitment. Acceptance regions refer to tolerable stands or positions in reference to a particular issue, person or event, while rejection regions represent unacceptable stands or positions toward stimuli. Noncommitment regions refer to stands or positions which the individual neither accepts nor rejects. Decrease in size of noncommittal stands are indicative of involvement or commitment toward a particular stimuli or set of stimuli.

(6) Attitudes have varying degrees of interrelatedness (Krech, et al., 1962; McGrath, 1964). This interconnection of attitudes may be in the form of attitudinal clusters of subclusters. For example, an individual's attitude toward a foreign government may be related to his attitude toward citizens of that country living in the United States.

Although an attitude is not directly observable, it can be studied through an individual's responses to various stimuli. An individual's attitude is measured by the way he reacts to environmental stimuli. Hence, an attitude is inferred from an individual's typical way of behaving. Attitudes are inferred by measuring one of the three attitudinal components: affect, cognition, and behavior (see Figure 1). An attitude can be viewed as a part of a relatively enduring system of evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of objects. An attitude is a hypothetical construct which is inferred from behavior, verbal and non-verbal. Internal and external factors interact in producing attitude change. Internal factors are existing motives, effects of past experience, etc., while external factors consist of objects, events, persons, cultural products, etc.

Relevant Research on Attitude Change

Time Factor

A discrepancy in the length of time necessary for an attitude shift is evident in a comparison of several studies. Studies such as Gilliland (1930) and Willey and Rice (1924) report attitude changes in approximately three to four weeks of a forty-hour work week. While Young (1927) and Garrison and Mann (1931) claim that ten, forty hour work weeks are too brief to change attitudes significantly.

One-Way Exposure to Communication

There has been a diversity of conclusions from research on attitude change due to a clack of rigorous experimental control and experimental design. However, numerous studies present some interesting information regarding the presentation of communications through lectures, printed materials and motion pictures.

Early research on attitude change reported shifts or changes in test scores in favor of the communication (Murphy, Murphy & Newcomb, 1937; Williams, 1947). Other studies by Garrison & Mann (1931) and Symonds (1925) indicate no conclusive attitude shift.

A research study by Schlorff (1930) notes a significant upward shift in ranking Negroes in an experimental group of ninth-graders exposed to weekly classes in a study of Negro history. Cherrington and Miller (in Murphy et al., 1937) also found a significant increase in attitudes against war in test scores of college students who were exposed to an antiwar speech and pamphlets as compared to a control group (not given the speech or pamphlets).

Peterson and Thurstone (1933) conducted research on the effects which motion pictures have on school children's attitudes and discovered that several films on the same subject would significantly effect a change in attitudes as

opposed to only one film. Frequency of communication was found to be an important factor in modifying attitudes through propoganda in this study.

Several studies, such as those done by Manske (1935) and Wilke (1934) demonstrate a shift in the opposite direction intended by the communication. Sherif and Sherif (1956) refer to this occurence as the "boomerang effect". Manske's research involved twenty-two high school classes exposed to ten lessons on the Negro. In two classes test scores shifted in the direction of the communication, while in eight classes, scores shifted in a direction away from the original communication. Some college students reacted positively in Wilke's research on the effects of propaganda, while others reacted negatively.

Several factors seem to interact in determining attitude shifts in referrence to communications as noted by Hovland, et al., (1953). These investigators found that the "credibility" of the communicator has a significant effect on persuasibility of the recipients of a communication. Two apparently important factors in "communicator credibility" are the communicator's "expertness" and "trustworthiness" (Secord & Backman, 1964).

Asch (1952) demonstrated variability of recipients interpretation of a communication as a function of source of the communication. An individual's attitude toward the source and content of the communication appear to be inter-related factors in persuasive communications.

Two-Way Interaction Situations and Attitude Change

Two-way interaction situations involve reciprocal relationships which may include established channels of social interaction, e. g., interpersonal relationships among individuals of a reference group. A group to which an individual belongs, or aspires to belong to, is known as a reference group (Hyman, 1942; Sherif & Sherif, 1956).

One of the important factors affecting attitude change is an individual's

interaction with significant others. The behavior, conduct, beliefs, and attitudes of significant others are valued by the individual. Although reference groups are not the only means of changing attitudes, they do exert a significant influence on the attitudes of others.

The importance of social interaction among significant others in changing attitudes is emphasized by Cartwright (in Charters & Gage, 1963):

(1) If the group is to be used effectively as a medium of change, those people who are to be changed and those who are to exert influence for change must have a strong sense of belonging to the same group. (2) The more attractive the group is to its members, the greater is the influence that the group can exert on its members. (3) In attempts to change attitudes, values, or behavior, the more relevant they are to the basis of interaction to the group, the greater will be the influence that the group can exert upon them. (4) The greater the prestige of a group member in the eyes of the other members, the greater the influence he can exert. (5) Efforts to change individuals or subparts of a group which, if successful, would have the result of making them deviate from the norms of the group will encounter strong resistance. (6) Strong pressures for changes in the group can be established by creating a shared perception by members of the need for change, thus making the source of pressure for change lie within the group. (7) Information relating to the need for change, plans for change, and consequences of change must be shared by all relevant people in the group. (8) Changes in one part of a group produce strain in other related parts which can be reduced only by eliminating the change or by bringing about readjustment in the related parts (pp. 111-113).

A longitudinal study by Newcomb (1948) reports the effectiveness of the adoption of a new reference group among traditionally conservative students at Bennington College. Over a four-year period, conservative students changed significantly toward a liberal stand on six of nine social issues. Reference group ties may also account for those students who did not change their conservative attitudes while attending Bennington College. Sherif and Sherif (1964) also support the differential effect of one's reference group upon the behavior of adolescent youth in three socio-economic classes. Thus, some of the most significant determinants of attitude change appear to be the established role and status relationships among individuals.

A study by Wilner, Walkley and Cook (1955) comparing White's attitudes living in integrated housing with those living in segregated housing units, reveal that Whites are less prejudiced in the integrated situation in which social interaction exists. A similar study by Brophy (1946) shows an inverse relationship between frequency of contact among Negro and White sailors, and the rating of Negroes by the White sailors. The more interaction, the less prejudiced were the White sailors.

The effectiveness of the group discussion method in comparison with the lecture method of changing attitudes is noted by several researchers. In a well-known series of experiments, Lewin (1952) used housewives in comparing the effectiveness of the discussion method versus the lecture method. The results indicate the superiority of the discussion method in which the women were allowed time for social interaction.

Levine and Butler (1953) report a significant change in the attitudes of industrial supervisors taking part in small group discussions as compared to no significant improvement among supervisors receiving lectures. Studies by Mitnick and McGinnies (1958) and Pennington, Haravey and Bass (1958) also indicate that attitude change is more effective for the discussion method than for the lecture method.

However, two studies report results opposite to the forementioned research. Murphy (1953) reports a cross-cultural study which indicates the lecture method was more effective in changing attitudes among college students in India. A study by Bennett (1955) indicates that the discussion method was not superior to the lecture method in persuading American college students to volunteer for psychological experiments. However, the process of making a decision and the degree of group consensus proved to be factors affecting attitude change.

Changing an individual's attitude means changing a part of himself or shifting his stand toward or away from particular stimuli (objects, events, or persons). Self acceptance is most commonly viewed as an attitude toward the self (Berger, 1952; Bills, 1958; Lowe, 1961; Phillips, 1951; Sherrer, 1949; Wylie, 1961). Rosenberg (in Sherif and Sherif, 1967) comments ". . . the self is squarely located in the realm of attitudes" (p. 27). Sherif (1967) defines the self or ego as

a developmental formation in the psychological make-up of the individual, consisting of interrelated attitudes which are acquired in relation to his own body, to his own abilities, to objects, persons, family groups, social norms, and institutions which define and regulate his relatedness to them in a number of concrete situations (p. 78).

Thus, expressed self acceptance and acceptance of others are studied in the framework of an attitudinal system. This attitudinal system consists of interrelated attitudes, including attitudes toward the self and other individuals.

Expressed Self Acceptance and Acceptance of Others As Attitudes

There are few studies of self acceptance in adolescents and those available contribute little clarity to the understanding of this concept (Goldstein, 1967). The research on self acceptance (SA) and acceptance of others (AO) utilizes several measurement techniques including rating scales, Q-sorts, adjective check lists and questionnaires. A relevant question is the relationship of these various SA and AO measuring techniques. In an attempt to answer this question, Crowne, Stephens, and Kelly (1961) compared the major SA instruments using high school and college students. These researchers report a moderate correlation among the different methods of assessing attitude toward self.

Relationship Between Acceptance of Self and Acceptance of Others

Wylie (1961) reports twenty-one studies which demonstrate relationships between self acceptance and acceptance of others. For example, Stock (1949) in a study of ten counseling cases discovered a relationship between the way an individual feels about himself and the way he feels about others. Braun and Link (1967) support the hypothesis of a relationship between self acceptance and acceptance of others in a study of eighty-four college students using a 55 item self-cathexis scale.

Fey (1954) using a self acceptance measure derived from three separate scales also discovered a significant positive relationship between scores of self acceptance and acceptance of others in a study of sixty, first year medical students. In a study of eighty-two high school seniors, Suinn (1961) using a Q-sort device also confirmed the positive relationship between self acceptance and acceptance of others.

Several personality theorists have noted the correlation between attitudes toward self and attitudes toward others (Adler, 1926; Fromm, 1947; Horney, 1939; Murphy, 1947; Rogers, 1951). These theorists suggest that the self is an anchorage point influencing the perceptions of and attitudes toward others. Sullivan (1940) comments "one can find in others only that which is in the self . . . if the self dynamism . . . be chiefly derogatory then it will facilitate hostile disparaging appraisals of other people" (p. 10).

Research on the relationship between attitudes toward self and attitudes toward others suggests the importance of parent-child relationships. For example, Symonds (1939) observed that an individual's attitudes toward self grow out of the attitudes exhibited toward him by his parents. Medinnus and Curtis (1963) have reported a significant correlation between self acceptance and child acceptance in mothers of young children.

In a study of 202 Negro children, Trent (1957) demonstrated that the most self accepting group expressed significantly more positive attitudes toward both Negroes and Whites than the least accepting group.

A study by Lundy, Katkovsky, Cromwell, and Shoemaker (1955) of fifty-four college students indicates that subjects describe persons they liked best as more similar to themselves than persons they liked least. Crowne (1959) in a study of 130 college students discovered that there was a correlation between expressed low self acceptance and maladjustment.

Group Sensitivity Training on SA and AO Using Before and After Model

Knox (1958) using three groups, a therapy group, a social group and a control group, reported no significant increases in SA and AO in the therapy and social group. Both therapy and social groups were composed of chronic schizophrenic male patients. The therapy and social group met three times a week over a six week period. The groups did a Q-sort before and after the six week period.

Gordon (1950) and Bunker (1963, 1965) have demonstrated that one of the effects of sensitivity training is an increased level of self acceptance among the participants. Rubin (1967) is a study of fifty college educated adults demonstrated that a two-week sensitivity training program is an effective technique in increasing the individual's acceptance of ego threatening materials and decreasing ethnic prejudice.

In a study of the effect of sensitivity training on thirty-seven student teachers, Whitcomb (1966) discovered evidence that student teachers who are successful therapy group members will achieve greater self acceptance than will the less successful therapy group members. However, Whitcomb also found that success in sensitivity training is not related to success in student

teaching.

Importance of Significant Others In Determining Attitudes Toward Self and Others

Mannheim (1957) in a study of 103 college freshmen supports the Cooley-Mead theory of the looking glass self, reflected from an individual's reference group. Changes in attitudes toward the self were associated with changes in reference group identifications.

Grace (1953) indicates the importance of identification with a reference group as she comments:

members of underprivileged groups have less self acceptance, and so show less acceptance of others and other groups. Members of privileged groups have more self acceptance, and accordingly show more acceptance of others (p. 224).

Male and Female Differences in Acceptance of Others

Two studies, by Berger (1952) and Zuckerman, Baer, and Monashkin (1956), support the hypothesis that females are more accepting of others than are males. Berger used college females, while Zuckerman, et al., used normal, nonschizophrenic, and schizophrenic females.

CHAPTER II

PROBLEM AND HYPOTHESES

The major problem was to measure expressed attitudes toward self and others to ascertain the effect of the President's Youth Opportunity Campaign (YOC) on these attitudes. Minor problems were to measure differences in expressed SA and AO between ethnic groups and between sexes, and to measure the relationship between expressed SA and AO. The problem closely resembles a field experiment (Cartwright & Zander, 1960) in which subjects are exposed to different methods of communication and persuasion with the explicit purpose of testing some hypotheses as to the effect of the methods.

The treatment conditions employed in this study were not determined by this experimenter, but rather were previously created for the President's Youth Opportunity Campaign at Tinker Air Force Base. The three treatment conditions were specifically designed by the administrators of the YOC program at Tinker AFB for the summer of 1968. The treatment conditions were not designed with the explicit purpose of changing expressed attitudes toward self and others. The experimenter merely used the existing treatment conditions to test hypotheses.

The 1968 YOC program at Tinker Air Force Base was designated "Project Count Me In" and offered the youth the choice of one of three treatment conditions designed to increase their changes for assimilation into the mainstream of society. The three treatment conditions consisted of a general lecture program, a vocations interest program, and a communication skills

course.

Differential attitude change among participants of the YOC program may be attributed to their participation in one of the three treatment conditions during an eight week period. As a base line for determining attitude change, the participants' pre-treatment SA and AO attitudes were measured.

Presentation and Content of The Three Treatment Conditions

Of the three treatment conditions, the communication skills course was predicted to exert the most influence on change in attitudes toward self and others. This course stressed the discussion method and attempted to improve communicative ability for 59 YOC participants in the course. Two educators (high school teachers) organized and conducted the program involving groups of eight to ten youths meeting an hour and a half each week (Appendix A).

The vocations interest program varies in size from twenty to fifty youth, sometimes divided on the basis of sex. Each of the sessions stressed the lecture approach, although occasionally there was time for questions and some discussion. A slight change in attitudes was predicted from this treatment condition. One of the counseling staff served as coordinator for the program (Appendix A).

The general lecture program consisted of five lectures, a talent show and a tour of Air Force transport planes. Each lecture audience numbered from 150 to 200 and there was no discussion involved. Of the three treatment conditions this lecture series was predicted to produce the least change in attitudes toward self and others because it was limited to one-way exposure to a communication (Appendix A).

Group Influence

Because of the importance of significant others in attitude formation and change, the influence of small groups of YOC participants is considered relevant to changes in expressed attitudes toward self and others.

Although the work sites did not allow for a considerable amount of interaction among the majority of YOC participants, some instances of group influenced were observed. The presence of small groups was particularly evident in determining "who sat next to whom" during the general lecture and vocations interest programs. Otherwise, the effect of natural groups did not come under consideration, nor were they taken advantage of by the YOC program. The variables considered were limited to the three conditions referred to above.

Measurement Techniques

Questionnaire

An attitude questionnaire was chosen from the literature (Shaw & Wright, 1967) on self acceptance and others acceptance for use in a pre-treatment and post-treatment model. The post-treatment questionnaire was identical to the pre-treatment questionnaire, thus allowing for a comparison of subject responses before and after exposure to the three treatment conditions of "Project Count Me In."

Berger's Attitude Scale of Expressed Self Acceptance and Expressed Acceptance of Others

The questionnaire is used as one instrument, although it measures two attitudes; attitude toward self and attitude toward others. This scale, constructed by Berger (1952) is based on studies by Sheerer (1949) and Rogers

(1949). In research with ten counseling cases, Sheerer discovered a correlation between self acceptance and acceptance of others attitudes. Rogers also noted a similar relationship in his counselees. Berger's scale consists of 36 statements concerning self acceptance and 28 statements regarding acceptance of others, making a total scale of 64 items.

In construction of the scale, Berger (1952) modified Sheerer's definitions of self acceptance and acceptance of others as follows:

The self accepting person

1. Relies primarily upon internalized values and standards rather than on external pressure as a guide for his behavior.
2. Has faith in his capacity to cope with life.
3. Assumes responsibility for and accepts the consequences of his own behavior.
4. Accepts praise or criticism from others objectively.
5. Does not attempt to deny or distort any feelings, motives, limitations, abilities or favorable qualities which he sees in himself, but rather accepts all without self-condemnation.
6. Considers himself a person of worth on an equal plane with other persons.
7. Does not expect others to reject him whether he gives them any reason to reject him or not.
8. Does not regard himself as totally different from others, "queer," or generally abnormal in his reactions.
9. Is not shy or self-conscious.

The person who is accepting of others

1. Does not reject, hate or pass judgment against other persons when their behavior or standards seem to him to be contradictory to his own.
2. Does not attempt to dominate others.
3. Does not attempt to assume responsibility for others.
4. Does not deny the worth of others or their equality as persons with him. This does not imply equality in regard to specific achievements. He feels neither above nor below the people he meets.
5. Shows a desire to serve others.
6. Takes an active interest in others and shows a desire to create mutually satisfactory relations with them.
7. In attempting to advance his own welfare, he is careful not to infringe on the rights of others (pp. 778-779).

Four statements for each of the forementioned items make up the scale. The statements for Berger's 64 item attitude scale were selected from preliminary

scales consisting of 47 statements of self acceptance and 40 statements on acceptance of others using an item analysis. Thus, subjects whose total scores were in the top 25 per cent were compared with those whose scores were in the bottom 25 per cent. In developing the scales, 200 first year psychology and sociology students were used. They came from divergent socioeconomic backgrounds and approximately 90 per cent of the subjects were in the 17 to 30 age category.

Berger used a modified Likert procedure in the development of the SA and AO scale. The respondent is limited to one of five choices ranging from "not at all true of myself" (one point) to "true of myself" (five points). The scoring is reversed for negatively worded items. There are 180 points possible on the SA scale and 140 points on the AO scale. The higher the score the more favorable the attitude toward self and others.

Berger reports split-half reliability coefficients of .89 or better for self-acceptance (except for one group which was .75) and a coefficient of reliability for the acceptance of others scale ranging from .78 to .88 for five groups (Day session college students, Evening session college students, Prisoners, Stutterers, and Adult classes at the YMCA).

In assessing the validity of the scale, Berger had twenty respondents write on attitudes toward themselves. Another twenty respondents wrote about their attitudes toward others using the nine definitions for self acceptance and the seven definitions for acceptance of others as a guide. Four judges then rated the expressed attitudes of the forty respondents. Pearson product moment correlations were obtained for self acceptance and acceptance of others of .90 and .73, respectively.

Another method of assessing validity was to match a group of stutterers with a group of nonstutterers upon the basis of age and sex. On the self

acceptance scale, the stutterers evidenced a lower mean score than the non-stutterers ($p < .06$). When prisoners (33) were matched with a group of college students upon the basis of age, sex, and race the prisoners scored lower on the acceptance of others scale than the students ($p < .02$). Shaw and Wright (1967) recommend Berger's attitude scale as one of the most carefully developed and validated instruments for measuring attitudes toward self.

Hypotheses

On the basis of research presented on attitude and attitude change and the conditions prevailing in the 1968 YOC program, "Project Count Me In," the following hypotheses were advanced using scores on Berger's (1952) attitude scale of expressed self acceptance (SA) and expressed acceptance of others (AO).

1. There is a positive correlation between SA and AO scores for:
 - (a) pre-treatment measurement of ethnic-sex categories.
 - (b) post-treatment measurement of ethnic-sex categories.
2. There is a greater increase in SA and AO scores expected for participants in the communication skills course as compared to change in SA and AO scores for participants in the general lecture and vocations interest programs.
3. There is an increase in SA and AO scores expected for:
 - (a) participants in the general lecture program.
 - (b) participants in the vocations interest program.
 - (c) participants in the communications skills course.
 - (d) participants in all treatment conditions.
4. Anglo youth will have higher SA and AO scores than:
 - (a) Negro youth on pre-treatment measurement.

- (b) Negro youth on post-treatment measurement.
 - (c) Indian youth on pre-treatment measurement.
 - (d) Indian youth on post-treatment measurement.
5. Females will have higher SA and AO scores than:
- (a) males on pre-treatment measurement.
 - (b) males on post-treatment measurement.

CHAPTER III

METHOD

Subjects

The President's Youth Opportunity Campaign (YOC) officially began in 1965 as a part of the War on Poverty initiated by President Johnson in 1964. The primary purpose of the YOC program was to provide summer employment and financial aid to youth between the ages of sixteen and twenty-one. To qualify for the President's Youth Opportunity Campaign a youth was required to be a member of a low socio-economic family and to have expressed a desire to return to school in the fall. The Oklahoma Employment Security Commission served as a screening device for the hiring of youth for the program.

Three-hundred-seventy-five youth were initially employed to receive twelve weeks of employment-training at Tinker Air Force Base. During eight of the twelve weeks the youth were exposed to treatment conditions as described in Chapter II and Appendix A. The youth worked a regular forty-hour work week. Because of different hiring dates, general information statistics were calculated on a sample of 333 (88.8% of 375) youth who completed the general information questionnaire (Appendix C). This sample is considered representative of the youth in the Youth Opportunity Campaign at Tinker Air Force Base for the summer of 1968.

General Descriptive Statistics of Youth Completing General Information Questionnaire

Sex male (58%), female (42%); Ethnic Anglo-American (33%), Negro-American (44%), Indian-American (22%), Latin-American (1%); Age 17.6 years (Mean); Average number of siblings in family living at home (4); Average family annual income all youth (\$2834), male (\$2856), female (\$2818); Anglo-male (\$3176), female (\$3098); Negro-male (\$2837), female (\$2936); Indian-male (\$2542), female (\$2814); Latin-male (\$2645), female (\$1150); Average educational attainment 11.5 years; Home - father deceased or not living at home (46%), mother deceased or not living at home (14%); Community Urban (60%), Rural (40%).

From the 333 subjects completing the general information questionnaire (Appendix C), 76 subjects completed both the pre-treatment and post-treatment attitude scale, 83 subjects completed only a pre-treatment attitude scale and 52 subjects completed only a post-treatment attitude scale. Thus, a total of 211 subjects completed Berger's (1952) attitude scale at least one time (Appendix B). The 211 subjects, including the 76 subjects completing both the pre-treatment and post-treatment scale, are considered a more or less random sample of the general data given above.

Procedure

Data was gathered by pre-treatment, post-treatment attitude measurement technique. This was necessary to measure the effect of three treatment conditions (general lecture program, vocations interest program, and communication skills course) on attitude change over an eight week employment period. Each subject had the opportunity to choose one of the three treatment conditions.

Berger's (1952) SA and AO attitude scale (Appendix B) was administered to Youth Opportunity Campaign (YOC) employees during the first week of exposure to the treatment conditions. This resulted in a pre-treatment measure of the participants' existing attitudes toward self and others.

In an attempt to have subjects respond as they actually felt rather than in terms of "acceptable answers" for the YOC program administrators, a graduate student not identified with the Youth Opportunity Campaign administered the pre-treatment attitude scale. The graduate student identified himself with Oklahoma State University and he told the subjects he was collecting data for a research project. YOC staff members (counselors) assisted in the distribution and collection of the attitude scale. In an effort to secure the most "honest" subject responses possible they were requested not to sign their names to the SA and AO scale. The phrase, "this is a study of some of your attitudes," was deleted from the instructions on the Berger scale. Through a hidden identity-number coding procedure on each questionnaire the experimenter was able to identify each subject's attitude scale. The testing time was approximately thirty minutes.

The post-treatment questionnaire (Berger, 1952) was given at the end of the eight week employment training period and exposure to three treatment conditions. An attendance record was kept on the three treatment conditions and with few exceptions those completing both pre- and post-attitude scales (N=76) were regular in their participation in group meetings, lectures and classes. The difference between subject responses before and after the summer program were attributed to subject attitude changes deriving from the specific variations in the treatment of the subjects.

The post-treatment scale was administered by the YOC counseling staff to the subjects in each of the three treatment conditions during the same

week. The anonymity of the subjects was maintained as in the pre-treatment measurement through a hidden identity-number coding procedure on each questionnaire.

Subjects in the general lecture program were tested in the base theater, while subjects in the vocations interest program were tested in the classroom of another building. Subjects in the communication skills courses were tested in their regular classroom. The time required for testing each treatment condition was about thirty minutes.

CHAPTER IV

RESULTS

This research on expressed attitudes and attitude change necessitates an assessment of subjects' attitudes toward self and others under the three treatment conditions presented in Chapter II. Attitude change was determined by obtaining differences between the pre-treatment and post-treatment scores on Berger's (1952) attitude scale (Appendix B). An analysis of variance of difference technique (Edwards, 1968) was employed to compare changes in self acceptance (SA) and acceptance of others (AO) scores among the three treatment conditions. The Pearson product moment correlation coefficient was used in measuring the relationship between attitudes toward self (self acceptance) and attitudes toward others (acceptance of others) for ethnic-sex categories. T-tests for comparison of sample means for unpaired observations were used in determining significant differences in SA and AO scores between ethnic and sex categories and t-tests for comparison of sample means of paired observations were used in determining significant changes in SA and AO scores (Steel & Torrie, 1960).

Data was gathered from the expressed attitudes of 211 subjects who completed Berger's (1952) scale. From this number of 211 subjects, 76 subjects took both the pre-treatment and post-treatment measurements. Eighty-three subjects took only a pre-treatment measurement and fifty-two subjects took only a post-treatment measurement. The subjects used in this study represent a more or less random sample of the 333 youth completing the

general information questionnaire (Appendix C) as presented in Chapter II.

Analysis of Data

Hypothesis 1 (a). A positive correlation between expressed SA and AO scores was predicted for pre-treatment measurement of ethnic-sex categories. Table I shows significant positive correlations for Anglo males and females, Negro males and females, and Indian females. Three correlation coefficients are significant at the .01 level and two at the .05 level. Indian males is the only ethnic-sex category which does not demonstrate a significant positive correlation between SA and AO scores. Thus, Hypothesis 1 (a) is confirmed except in the case of Indian males.

TABLE I
PRE-TREATMENT CORRELATIONS BETWEEN EXPRESSED SELF
ACCEPTANCE AND ACCEPTANCE OF OTHERS BY
ETHNIC-SEX CATEGORIES

| Ethnic-Sex Category | N | r_{xy} | $P^* <$ |
|------------------------|----|----------|---------|
| Anglo males | 28 | .519 | .01 |
| Anglo females | 31 | .510 | .01 |
| Negro males | 44 | .354 | .05 |
| Negro females | 28 | .557 | .01 |
| Indian males | 16 | .308 | NS |
| Indian females | 11 | .688 | .05 |

x = self acceptance

y = acceptance of others

*significance level in Underwood, Duncan, Spence and Cotton (1954)

Hypothesis 1 (b). A positive correlation between expressed SA and AO scores was predicted for post-treatment measurement of ethnic-sex categories. Table II indicates that Negro males and females and Indian females demonstrate significant positive correlation coefficients between SA and AO scores. Anglo males and females and Indian males do not demonstrate significant correlation coefficients (at the .05 level) between SA and AO scores. However, the correlation coefficients for Anglo males and females are significant at the .10 level. Thus, partial support is found for Hypothesis 1 (b).

TABLE II
POST-TREATMENT CORRELATIONS BETWEEN EXPRESSED SELF
ACCEPTANCE AND ACCEPTANCE OF OTHERS BY
ETHNIC-SEX CATEGORIES

| Ethnic-Sex Category | N | r_{xy} | $P^* <$ |
|------------------------|----|----------|---------|
| Anglo males | 18 | .408 | NS |
| Anglo females | 23 | .409 | NS |
| Negro males | 31 | .623 | .01 |
| Negro females | 34 | .610 | .01 |
| Indian males | 13 | .438 | NS |
| Indian females | 10 | .688 | .01 |

x = self acceptance

y = acceptance of others

*significance level in Underwood, Duncan, Spence, and Cotton (1954)

Hypothesis 2. The prediction that participants in the communication skills course would demonstrate greater increase in SA and AO attitude scores as compared to changes in SA and AO attitude scores for participants in the general lecture program and vocations interest program is not supported by the data (Tables III and IV). In Table III, the F test shows no significant difference (at .05 level) between changes in expressed SA scores among the three treatment conditions.

TABLE III

SUMMARY OF THE ANALYSIS OF VARIANCE OF THE DIFFERENCE
MEASURE FOR EXPRESSED SELF ACCEPTANCE AMONG
TREATMENT CONDITIONS

| Source | df | MS | F |
|-----------|----|--------|------|
| Treatment | 2 | 235.35 | 1.23 |
| Error | 73 | 191.20 | |
| Total | 75 | | |

Source: Analysis of variance of difference measure (Edwards, 1968, p. 343)

In Table IV, the F test indicates no significant difference (at .05 level) between changes in expressed AO scores among the three treatment conditions.

TABLE IV

SUMMARY OF THE ANALYSIS OF VARIANCE OF THE DIFFERENCE
MEASURE FOR EXPRESSED ACCEPTANCE OF OTHERS
AMONG TREATMENT CONDITIONS

| Source | df | MS | F |
|-----------|----|-------|-----|
| Treatment | 2 | 19.9 | .24 |
| Error | 73 | 82.24 | |
| Total | 75 | | |

Source: Analysis of variance of difference measure (Edwards, 1968, p. 343)

Hypothesis 3 (a). This hypothesis predicts that participants in the general lecture program will have an increase in SA and AO scores from pre-treatment to post-treatment measurement. However, the data (Table V) does not indicate a significant increase in SA and AO scores. Thus, Hypothesis 3 (a) is not supported.

Hypothesis 3 (b). The prediction that participants in the vocations interest program will have an increase in SA and AO scores is not supported (at the .05 level) by the data in Table V. This hypothesis is not supported.

Hypothesis 3 (c). The data (Table V) does not indicate a significant increase in SA and AO scores for participants of the communication skills course. Thus, Hypothesis 3 (c) is not supported.

Hypothesis 3 (d). This hypothesis predicted that participants in all treatment conditions will have an increase in SA and AO scores. The data (Table V) does not indicate a significant increase in SA and AO scores. Therefore, Hypothesis 3 (d) is not supported.

TABLE V
PRE-TREATMENT AND POST-TREATMENT DIFFERENCES IN
EXPRESSED SELF-ACCEPTANCE AND ACCEPTANCE
OF OTHERS BY TREATMENT CONDITIONS

| | GL \bar{x} | VI \bar{x} | CS \bar{x} | All \bar{x} |
|----------------------|-----------------|-----------------|-----------------|------------------|
| Self Acceptance (SA) | | | | |
| Pre-treatment | 129.13 | 110.12 | 125.43 | 123.85 |
| Post-treatment | 131.97 | 117.24 | 132.33 | 128.77 |
| P < | NS | NS | NS | NS |
| Acceptance of Others | | | | |
| Pre-treatment | 101.37 | 90.24 | 98.05 | 97.96 |
| Post-treatment | 102.08 | 92.06 | 99.95 | 99.25 |
| P < | NS | NS | NS | NS |

GL General Lecture Program (N=38)

VI Vocations Interest Program (N=17)

CS Communication Skills Course (N=21)

All All three treatment conditions (N=76)

Hypothesis 4 (a). This hypothesis predicts that Anglo youth will obtain higher expressed SA and AO attitude scores than Negro youth on pre-treatment measurement. This hypothesis is supported by the data presented in the pre-treatment portion of Table VI.

Hypothesis 4 (b). This hypothesis predicts that Anglo youth will obtain higher SA and AO attitude scores than Negro youth on post-treatment measurement. The data found in the post-treatment portion of Table VI does not indicate such a difference in SA and AO scores for Anglo and Negro youth. Therefore, Hypothesis 4 (b) is not supported.

TABLE VI

PRE-TREATMENT AND POST-TREATMENT DIFFERENCES IN
EXPRESSED SELF ACCEPTANCE AND ACCEPTANCE OF
OTHERS FOR ANGLO AND NEGRO CATEGORIES

| | Anglo \bar{x} | N | Negro \bar{x} | N | P< |
|---------|--------------------|----|--------------------|----|-----|
| Pre SA | 134.83 | 59 | 126.51 | 72 | .05 |
| Pre AO | 101.66 | 59 | 95.68 | 72 | .01 |
| Post SA | 134.90 | 41 | 127.03 | 65 | NS |
| Post AO | 100.58 | 41 | 97.18 | 65 | NS |

SA self acceptance

AO acceptance of others

Hypothesis 4 (c). This hypothesis predicts that Anglo youth will obtain higher expressed SA and AO attitude scores than Indian youth on pre-treatment measurement. There is a significant difference between the scores of these two ethnic groups at the .001 level for both SA and AO scores (Table VII). Thus, Hypothesis 4 (c) is supported.

Hypothesis 4 (d). This hypothesis predicts that Anglo youth will obtain higher expressed SA and AO attitude scores than Indian youth on post-treatment measurement. The post-treatment data in Table VII indicate a significant difference (at the .02 level) between Anglo and Indian youth in SA attitude scores. However, there is no significant difference (at .05 level) between Anglo and Indian youth in AO attitude scores. Thus, Hypothesis 4 (d) is only partially supported.

TABLE VII

PRE-TREATMENT AND POST-TREATMENT DIFFERENCES IN
EXPRESSED SELF ACCEPTANCE AND ACCEPTANCE OF
OTHERS BY ANGLO AND INDIAN CATEGORIES

| | Anglo \bar{x} | N | Indian \bar{x} | N | P < |
|---------|--------------------|----|---------------------|----|------|
| Pre SA | 134.83 | 59 | 114.48 | 27 | .001 |
| Pre AO | 101.66 | 59 | 92.41 | 27 | .001 |
| Post SA | 134.90 | 41 | 122.78 | 23 | .02 |
| Post AO | 100.58 | 41 | 97.43 | 23 | NS |

SA self acceptance

AO acceptance of others

Hypothesis 5 (a). The prediction that females will obtain higher expressed SA scores than males on pre-treatment measurement is supported (at the .001 level) by the pre-treatment portion of Table VIII.

Hypothesis 5 (b). The post-treatment portion of Table VIII indicates that females demonstrate significantly higher scores (at .001 level) in expressed attitudes toward others than males. Thus Hypothesis 5 (b) is supported.

TABLE VIII

PRE-TREATMENT AND POST-TREATMENT DIFFERENCES IN
EXPRESSED ACCEPTANCE OF OTHERS BY SEX

| | Males \bar{x} | N | Females \bar{x} | N | P < |
|----------------|--------------------|----|----------------------|----|------|
| Pre-treatment | 92.96 | 70 | 102.87 | 88 | .001 |
| Post-treatment | 93.05 | 67 | 103.18 | 62 | .001 |

CHAPTER V

SUMMARY AND CONCLUSIONS

Expressed attitudes toward self (self acceptance - SA) and expressed attitudes toward others (acceptance of others - AO) were measured with Berger's (1952) sixty-four item attitude scale, using participants in the President's Youth Opportunity Campaign (YOC). The youth ranged in age from 16 to 21 and were classified as "underprivileged" according to Federal and State criteria. The youth received twelve weeks of employment training. During eight weeks of this twelve week employment period the youth were exposed to various methods of communications (lecture and discussion) in "Project Count Me In" at Tinker Air Force Base.

A relationship between expressed attitudes toward self (SA) and expressed attitudes toward others (AO) was investigated in this study. Considerable research has indicated that there is a positive relationship between self acceptance and acceptance of others. In measuring SA and AO attitudes a pre-treatment and post-treatment paradigm was used to ascertain the effect of three treatment conditions on changes in attitudes toward self and others. The major hypothesis concerns the effect of three treatment conditions on attitude change. Any changes in attitudes were attributed to specific treatment conditions.

The three treatment conditions consisted of a general lecture program, a vocations interest program and a communication skills course (Appendix A). The treatment conditions were designed by the administrators of the YOC

program at Tinker Air Force Base for the summer of 1968. The experimenter utilized the situation as it existed at the time of this study to test the hypotheses.

The subjects in the general lecture program were exposed to the lecture method of communication. Subjects in the vocations interest course were exposed primarily to the lecture method with a small amount of time for discussion and a question and answer period. Subjects in the communication skills course were exposed to the discussion method of communication.

Two other areas of concern in this research involved ethnic and sex differences in expressed attitudes toward self and toward others. It was predicted that Anglo subjects would obtain higher expressed SA and AO scores than minority groups, such as Negroes and Indians. Another prediction involved sex differences in attitudes toward others (acceptance of others), i. e., females would demonstrate more acceptance of others than males.

Discussion of Experimental Results

Any inferences drawn from this study are considered applicable only to participants of the Youth Opportunity Campaign at Tinker Air Force Base for the summer of 1968.

Support was found for a positive relationship between expressed attitudes toward self (SA) and expressed attitudes toward others (AO) on pre-treatment and post-treatment measurements. The correlation coefficients range from a low of .308, to a high of .688 for ethnic-sex categories of YOC participants which compares favorably to Berger's (1952) correlation coefficients (.356 to .695) for college students, prisoners and stutterers.

The major hypothesis is not supported by the data as there were no significant differences between changes in SA and AO scores among the three

treatment conditions. This finding supports Bennett's (1955) study which reported no significant difference between the discussion and lecture method in persuading college students to volunteer for psychological experiments.

Although a small increase in SA and AO scores was noted from pre- to post-treatment measurement (Chapter IV, Table V), no significant increase in SA and AO scores was discovered for participants in any of the three treatment conditions.

Several observations suggest possible reasons for lack of significant attitude change among YOC participants, particularly those subjects in the communication skills course (discussion method). These reasons are as follows: (1) The treatment conditions were designed to assist underprivileged youth in assimilation into American society, i. e., count them into society, and thus were not designed with the explicit purpose of changing expressed attitudes toward self and others; (2) Reference groups may have served as an anchorage to resist attitude change. Through experimenter observation and the administration of a disguised sociogram, several male friendship groups were identified among participants of the YOC program. Some of the youth knew each other through attendance at the same high school. A small group of the youth traveled approximately two to three hours each day from a neighboring community. The existence of the male friendship groups was especially noticeable when problems arose concerning work absenteeism and delinquency in job tasks; (3) Through conversation with YOC participants and staff members this experimenter suggests that some subjects may have resented the idea that they needed help to be "Counted into Society"; (4) Some subjects were given menial job tasks which might be expected to thwart any significant increase in attitudes. For example, the majority of Indian males worked outdoors (manual labor) on the roads and ground crew, thus reinforcing the low status occupational position

of a minority group; (5) The subjects' socio-economic environment may have contributed to the lack of significant attitude change, i. e. , disadvantaged youth may be so conditioned to hearing lectures or being presented with unattainable goals that communication methods such as lecture and discussion are ineffective in significantly changing attitudes toward self and others.

Hence, several interacting factors may account for lack of significant change in expressed attitudes toward self and others. More control is needed over environmental factors before definite conclusions can be formulated concerning the effectiveness of the discussion and lecture method in changing the expressed attitudes of underprivileged youth.

The fourth hypothesis predicted that Anglo subjects would have higher SA and AO scores than minority groups such as Negroes and Indians. A comparison of Anglo and Indian subjects yields more support for this hypothesis than a comparison of Anglo and Negro subjects. Post-treatment measurement (Chapter IV, Tables VI and VII) was the only comparison of ethnic categories yielding no significance (at .05 level) between SA scores and AO scores. This prediction of higher SA and AO scores for Anglo youth as compared to Negro and Indian youth was made on the assumption that Anglo youth would identify more with their ethnic group, Anglos, in the United States, than they would with the lower socio-economic classes.

Thus, one possible explanation for the lack of significant differences between post-treatment SA and AO scores for Anglo and Negro subjects and post-treatment AO scores for Anglo and Indian subjects may be that the Anglo subjects also identify rather strongly with the disadvantaged socio-economic classes. Another explanation for lack of significance may be that "Project Count Me In" facilitated some positive change in attitudes toward self (SA) and attitudes toward others (AO). This is particularly true for ethnic minorities,

i. e. , Negroes and Indians (Chapter IV, Tables VI and VII).

Although this experimenter could not find comparable studies of expressed SA and AO attitudes among lower socio-economic classes, several studies were found using Berger's scale with middle socio-economic classes.

Streifeld (1959) using 79 graduate students found SA and AO mean scores of 145.35 and 115.35, respectively. Berger (1952) reports the following SA and AO mean scores: Day session college students, 135.50 and 105.15; Night session college students, 142.63 and 106.39; Prisoners, 128.45 and 101.30.

Two other studies involving college students and mothers used only the SA portion of Berger's scale. These studies report higher mean scores than those given in this research on lower socio-economic subjects (Tables V, VI, and VII in Chapter IV). Goldfarb (1961) in a study of thirty college fraternity members found SA mean scores ranging from 137.87 to 145.03. Another study by Cummings, Bayley and Rie (1966) discovered SA mean scores for mothers of the following categories of children: Healthy control, 150.6; Mentally retarded, 147.6; Chronically ill, 144.7; and Neurotic, 142.4. The forementioned studies suggest that socio-economic class may have a significant effect upon mean SA and AO scores.

The experimental evidence supports the prediction that females will demonstrate more acceptance of others than males. This observation may possibly be attributable to differences in the socialization process for male and female roles in the United States. This experimenter could not find comparable AO mean scores for females in other studies. The two studies by Berger (1952) and Zuckerman, et al. (1956) give no specific AO mean scores for females in their articles, although the experimenters mention that they found higher AO scores for females than for males. Other AO studies conducted by people could be found by looking for "Attitudes of Acceptance of Others" in the literature.

Suggested Research

Research on expressed attitudes toward self (self acceptance) and expressed attitudes toward others (acceptance of others) is difficult to assess because of the different measurement techniques employed. Crowne and Stephens (1961) indicate that measurement of self acceptance too often has only been designed for the testing of a few hypotheses, and they make the following comment, ". . . when such tests are then used in further research as if they had been carefully and adequately constructed, little can ensue but error and confusion" (p. 120). Thus, there is a need for the development of more satisfactory attitude scales for the measurement of SA and AO attitudes.

One immediate problem in this research is the use of Berger's (1952) expressed self acceptance and acceptance of others attitude scale on a population somewhat divergent from the population on which Berger standardized his instrument. Also, more control over environmental variables such as family and peer group influence would be desirable.

A rather obvious difficulty of this study is the measurement of "expressed" attitudes using a five choice Likert procedure. Although methods were used to obtain the most honest subject responses possible in the existing situation, a subject may not "express" his actual or real attitudes toward self and others.

A potential problem for further research is to investigate the relationship between expressed SA and AO attitudes and the subject's status in his peer or reference group. Another avenue of research worthy of exploration would be a longitudinal study of attitudes toward self and others in various socio-economic groups and possibly across cultures.

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APPENDIX A

The information in the following pages describing the structure and content of the three treatment programs in "Project Count Me In" is taken from an unpublished report by the Career Development and Training Branch, Civilian Personnel Division at Tinker Air Force Base, 1968.

GENERAL LECTURE PROGRAM

It was considered a goal of "Project Count Me In!" to provide development activities which might aid in the socialization process. It is necessary to the maintenance and indeed renewal of a workable social structure.

In order to accomplish this objective, speakers were carefully chosen from outstanding community leaders in the Oklahoma City area. The various speakers discussed such topics as money management, highway safety, physical and mental health, and appropriate dress for work and interview. The speakers imparted a great deal of information which will undoubtedly prove beneficial in "counting the YOC's" into the mainstream of society. The program was favorably accepted. One of the youths expressed the thoughts of many when he wrote in his "Count Me In!" essay "the fact that important people came to speak to us let me know that adults do care about young people."

June 14 - Mr. W. L. Miller -- "Use of Money"

June 21 - Dan Combs -- "Traffic Safety"

June 28 - Dr. Rex Kenyon -- "Health"

July 5 - Mrs. Barr -- Fashion Clinic

July 12 - Tour of AF C-124 and C-141

July 10 & 17 - Ed Birchall (HO HO)

July 19 - No program

July 26 - Dr. Vernon Sisney -- "Mental Health"

August 2 - Talent Show

August 9 - Post Questionnaire

August 16 - Awards Program

August 23 - Inter Agency Awards Program

August 30 - All YOC's must terminate summer employment

The following is a chronological summary of the programs presented.

Mr. W. L. Miller, Vice President
Liberty National Bank
Oklahoma City, Oklahoma

June 14

Beginning the general lecture program for "Project Count Me In!" was Mr. W. L. Miller of the Liberty National Bank in Oklahoma City.

Interspicings his speech on the use and power of money with a few relevant anecdotes, Mr. Miller stressed the value and importance of respect to the buying power of money. Mr. Miller related some of the pitfalls which people fall into when loaning and borrowing money. In line with his association with banking, Mr. Miller presented some helpful tips on money saving.

Officer Dan Combs
Oklahoma Highway Patrol

June 21

Back again with another stimulating program on responsible driving was Lt. Dan Combs of the Highway Patrol. Integrating the necessity of mature driving with personal safety, Lt. Combs stressed the importance of defensive driving habits. As a fast gun expert, he demonstrated what occurs when two fast moving automobiles collide head on at a high rate of speed by the use of two paper cups as they explode upon impact of a blank cartridge. Lt. Combs said he would much rather face a man with a gun than a careless driver behind the wheel of an automobile.

Lt. Combs illustrated the result of careless driving through the use of automobile accident pictures and vivid verbal descriptions. He closed his interesting program with an appeal to law abiding citizenry.

Dr. Rex Kenyon
Oklahoma University School of Medicine

June 28

Dr. Kenyon made another significant contribution to the lecture program as he frankly discussed such pertinent health topics as alcoholism, drug addiction, dieting, etc. Dr. Kenyon emphasized the danger of dependence upon alcohol or drugs as they may readily lead to painful addiction.

At the end of his concise presentation, Dr. Kenyon opened the meeting to questions from the audience. The barrage of questions which followed indicated interest of the group. He gave the audience his phone number and offered to help anytime they needed advice.

Fashion Clinic
 Mrs. Barr, Fashion Coordinator
 John A. Brown's Department Store
 Oklahoma City, Oklahoma

July 5

Sometimes the difference between getting a job or not is personal appearance and grooming. Toward this end the Fashion Clinic was designed. We thought a valuable experience could be obtained by using the youths as models. Barbara Blue Eyes, Ann Bothel, Diane LaFaver, Jacqueline Williams, Henry Tee and Leon Timberlake were selected from those who volunteered. They were taught correct modeling techniques and performed admirably in the show. Mrs. Barr served as moderator for the fashion clinic and discussed such topics as proper dress in various work settings, grooming hints, make up, appropriate attire for job interviews, and suggestions for general personal hygiene and cleanliness.

The youths were able to identify with the clinic because we used members of the group as models.

Tour of the AF C-124 and C-141
 at Tinker Air Force Base

July 12

A popular program in "Project Count Me In!" consisted of a tour through two of the Air Force large transport planes, the C-124 and the C-141. This tour was both informative and entertaining as the YOC's asked numerous questions and appeared impressed with the immense size of these planes. A few of the skills required to maintain these aircraft were indicated in the hope that some youths might be inspired to pursue these careers. This program was made possible through the cooperation of Colonel Reed of the 443rd, MAC (Military Airlift Command) C-141 and Colonel Huff of the 937th, CAC (Continental Airlift Command) C-124.

Ed Birchall (HO HO)
 KOCO TV Performer

July 10 & 17

In small group sessions HO HO the Clown was able to tell a message of "Take what you want and pay for it!" He told the story of his dreary life as an accountant with headaches every night. Not that to be an accountant is dull for those who are cut out for it, but it is if in your heart you are a clown. His family had to make great sacrifices for him to get started in show business, but the result was very much worth the effort. He urged youth to decide what they wanted and to stick to it. Demonstrating his tricks and telling jokes kept the youth's attention. It was one of our most successful programs.

Dr. Vernon Sisney, President
Oklahoma Psychological Association

July 26

Reinforcing his image as an interesting and informative speaker, Dr. Sisney attempted to focus the youths' attention upon the task of facing reality with respect to personal responsibility. The relating of numerous humorous incidents set the mood for a receptive and attentive audience. An important point made in Dr. Sisney's presentation centered around the ideas that one must recognize his limitations and cope with the consequences of his behavior. Dr. Sisney stressed the fact that everyone must learn to live with frustration, and that it is the mature individual who has best learned to handle his frustrations.

Talent Show

August 2

ACTS:

The Eccentrics - Soul Group

Roderick Wilson - Karate

James Weldon - Guitarist

Charles Albritton - Singer

Elaine Adams - Skit

Mary Braggs - Singer

Prizes were awarded James Weldon and Roderick Wilson as outstanding performers.

VOCATIONS INTEREST PROGRAM

During personal interviews with each summer employee in the President's 1968 Youth Opportunity Campaign, it was found that 26 girls and 70 boys wanted information about specific occupations. They had decided they did not want to go to college but had not decided on a career they would like to pursue. They were interested in exploring different possibilities. A course was developed to meet this need. The objective was to broaden the youths horizons by surveying various occupational fields and by suggesting the special training that would be required to enter and succeed in these fields. This program was designed not only to introduce occupational careers, but to stimulate immediate enrollment and training in chosen careers.

The course consisted of weekly lectures, tours, films and demonstrations. The vocations examined were electronics and electricity, business, auto mechanics, medical services, journalism, cosmetology, commercial art and drafting. One session was devoted to how to get a job with the government and many specialties were covered for each field. Tours were provided

at Tinker Air Force Base, Southwest Automotive School and Oklahoma State Technical Institute.

Participation in this course was good. The average attendance for the females was 77% and for the males was 71%. Since the supervisor was expected to keep the youth on the job if the workload was too heavy for him to attend conveniently we consider this percentage good.

The Oklahoma City Urban League was of valuable assistance in securing speakers who had achieved on a vocational or professional level in the occupations presented.

Vocational guidance and counseling was an important element of the vocations course.

The following briefly outlines the content of each class conducted in the Vocations Interest Course.

DESCRIPTION OF SESSIONS IN THE VOCATIONS INTEREST COURSE

Joint Sessions

Film - "The Road Ahead"

Two youths are looking for work, one is negro, one is white. One has a high school diploma, the other does not. In an interesting manner the story unfolds to show the problem involved in securing a job with little education.

The message of the film was that training even beyond high school is essential to finding a good job in today's complex world.

Mr. Clarence W. Campbell, Counselor for the Oklahoma City Urban League (and a counselor for Tinker's YOC program in 1966) spoke briefly on the importance of personal neatness and developing a pleasing personality. He also placed emphasis on avoiding absenteeism and tardiness.

JOURNALISM

Mr. Mike Hammer, News Editor, Oklahoman and Times, showed films of newsworthy events and told how reporters immediately obtained pertinent information and reported the news in record time.

Students were told of various positions such as editing, type setting, typing, paper cutting, and circulation management in the news media for persons interested in journalism.

Interested students were advised to begin working with a school paper for early experience. With that experience students could start as a reporter

for a newspaper in a small town and move up to a more complex situation.

Students were told of other related positions such as writing for radio, television and magazines.

HEALTH CAREERS

Mr. Kenneth Hagger, Oklahoma Council for Health Careers, Oklahoma City, brought color slides showing persons working in interesting job situations. He also brought brochures listing 200 career possibilities in the field of health. His lecture was titled "Depending on Where You Want to Get Off the Ladder" educational-wise. He progressed from the 10th grade level through college graduate and informed the youth of jobs that could be held at all levels and the pay that accordingly could be expected.

BUSINESS

Three individuals shared the spotlight in talking about the field of business. An accountant, a Personnel Director for a school of business and a Supervisory Placement Specialist each discussed aspects of this varied field.

The accountant, Charles Clark, who is a Branch Chief in the Comptroller at Tinker Air Force Base, talked about accounting and the variety of opportunities available in that field.

Gay Aday, who works in Personnel at Tinker, followed Mr. Clark with information about how to file for a permanent position with the government. She explained the difference between an assembled and unassembled examination, about registers and announcements. She mentioned some of the positions open to persons without a college degree (the apprentice, helper, warehouseman, etc.) She talked about the wages and salaries to be expected in those positions.

Mr. Charles Peters, Oklahoma School of Business and Banking, discussed training in a business college. Students can progress at their own rate and can pick courses of study most interesting to them. They can also obtain government loans to attend the school as well as other training institutions. Relative costs and benefits were discussed as well as placement services.

BOYS ONLY

MECHANICS

The speaker was Roy B. Fisher, Service Manager of Scott Chevrolet Company in Oklahoma City. Mr. Fisher told the youths that he began his working career in the parts department and advanced to Service Manager. He is associated with the Oklahoma City School System. Students are selected from various schools to be trained in their shops.

He told of the schools available for training mechanics and the need for qualified people in the Oklahoma City area. (The tour of Southwest Automotive School was a follow-up counseling activity in conjunction with this talk.)

ELECTRONICS

Mr. Truce of Aero Commander talked about aviation electronics. He said large numbers of persons were hired in the communications and research fields. He encouraged those interested in the electronics field to make an effort to study math extensively.

GIRLS ONLY

DRAFTING

Jennie Martinez, a draftsman in the Service Engineering Division of the Directorate of Materiel Management, showed the girls how a small area of a plane might need an additional part and how the draftsman must draw the part in relation to the whole aircraft so that the part could be placed accurately.

Youths were informed of the numerous businesses that require draftsmen. They were told of the recognized schools that teach drafting. Drafting tools and plates were displayed.

COMMERCIAL ART

Ellen Cotton displayed sketches and showed how they were reproduced to be used in a magazine, a brochure or a wall plaque. She related areas in which commercial artists were used. She also covered the schools and colleges which offer commercial art courses. She emphasized the importance of experience and said beginners may have to take small jobs at first to build a reputation.

Commercial art and drafting were covered during one training period.

COSMETOLOGY

Mrs. Leora Hodge, owner and operator of Leora's Beauty Salon, Oklahoma City, and connected with the Guthrie Job Corps Center for Girls was the speaker.

Mrs. Hodge explained how she worked as an apprentice until she had enough training to open her own shop. She went to college after she established her business. At present she holds several degrees and is in demand as a paid speaker in many parts of the country.

Mrs. Hodge's enthusiasm was contagious. She encouraged the youth to make up their minds and then put all their effort into achieving a goal. She

told the girls about the numerous specialties in the field such as hair stylist, manicurist, masseuse, coloring hair, and make-up artistry. She said individuals would automatically see the need for further training in different specialties or newer techniques as their careers progressed. She offered her services to those interested in exploring the matter further.

COMMUNICATION SKILLS COURSE

Communication is a vital part of doing a job and some of the youth had a language deficit that would handicap them in seeking and keeping employment. As a result of this need the course in "Communication Skills" came into being. It was offered to the youth on a voluntary basis; however, when it was discovered by the staff or supervisors through their interviews with the youth that a person had a problem in communication this course was recommended to him more specifically.

Some young people were particularly interested in writing and speaking so they, too, were offered the course.

ORGANIZATION:

A total of 59 young people between the ages of 16 and 21 were enrolled in the course during the summer. The drop-out rate was 18.6%. These drop-outs were for various reasons, such as: terminating the job, transferring to vocational or seminar groups, entering the hospital, etc.

The grouping of the classes was based on age and work schedules. The maximum number of people in each class was ten. Six classes were organized. The classes were scheduled to meet weekly for two consecutive forty-five minute periods with a short break in between. They met over a period of nine weeks, making a total of eighteen class periods for each group. Two certified educators planned the course and served as the teachers.

Both teachers met with the classes the first week for the get-acquainted sessions. The following three weeks, the teachers alternated, with one teacher in charge of the first 45-minute period, and the other conducting the second half of the total session for the day. During this three-week period the subject matter was coordinated and related in such a way that some of the most basic principles of communication were presented and discussed. No basic text book was used and no grades were given. The teachers used resource material gathered from various sources. The last five weeks of the course the sessions were again conducted with both teachers present at all times. Every effort was made by the students to put to use the subject matter that had formerly been presented.

PHILOSOPHY:

Communication may be defined as any means of interaction between people. It is always a partnership. There are many forms of nonverbal communication and ways of expressing ideas or feelings, but it may be said that

"in a very real sense the limits of one's language facilities are the limits of his world" and that language is the most meaningful type of communication between man and man. It is the principal mechanism by which individuals are bound together into a society. Speech may serve to isolate one group from another or it may be a powerful factor in creating cohesiveness. It may create a "we" feeling that contributes to security and serves as a social stimulation. It may be the difference between success and failure in a job situation and a person becoming a contributing member of society. Communication may be compared to a game where there is a teamwork of ideas with a common knowledge of the game strategy. Before one can communicate with another person, that other person must understand the same language code. The lack of a common understanding of the same language code may very well be a contributing factor to the many ills of our present society.

Since language is a learned skill and consists of many lesser skills, it is logical to say that it develops in stages in an orderly, sequential manner. Many experiences and much exposure and practice are required to master the skills at any particular level. All kinds of stimuli may be used to motivate a person to communicate, but for normal persons who are possessed of all the senses, visual and auditory stimuli are extremely important.

It is believed that there is a physical, social, psychological and neurological basis for speech and language and that many of the special needs of individuals may be met by using these four aspects as a multi-disciplinary approach to the diagnosis of the special need exists. In this course, however, no diagnostic tools were used. Each individual's need was determined merely by the observations and impressions of the teachers, along with the individual student's self-felt need.

CONCEPTS AND UNDERSTANDINGS:

Some of the concepts and understandings related to communication that were brought out and emphasized during the course were:

1. Communication is a two-way process by which people learn to understand others and to make themselves understood by others. Each individual shares in the responsibility for both phases -- furnishing the stimuli and making the response.
2. Speech and language development is a process which evolves in an orderly, sequential manner throughout the life stages.
3. Mastery of the verbal communication skills is accomplished through one's own desire and effort as well as through experiences and practice in the art. If one has thoughts and ideas, he has words, since words are the tools of thinking.
4. The most tragic limitation that can be placed on our freedom of speech is not imposed by any external restriction; it is that restriction or limitation we place upon ourselves when we fail to develop within ourselves the maximum effectiveness in our own speech.

OBJECTIVES:

Because of its short duration, this course in Communication Skills did not have as its objectives the full remediation of poor communications skills or the mastery of good ones; rather, realistic thinking was employed as to what reasonable changes might be expected to take place during the short summer. Therefore, the general objectives may be listed as follows:

1. To assist students in being more productive workers by becoming more alert and aware of their surroundings.
2. To impress upon students the need for constant effort and self-determination in the improvement of their communication skills.
3. To help students become conscious of the "power of words" in relationship to their own personality development, social acceptance, success in the world of work, productivity in our society, and everyday problem-solving in their personal lives.
4. To offer opportunities in small group situations to discuss the concepts and understandings that were presented and to introduce topics of their own choosing for group interaction.
5. To form a close relationship with others where each member could feel secure and have an opportunity to make himself better understood by others as well as to learn to better understand others -- thus creating within each individual a stronger feeling of self-worth and self-confidence.
6. To assist students in developing a means of self-evaluation and self-improvement of their communication skills.

APPROACH:

Because of the above philosophy, concepts, understandings and objectives, this course was planned to concentrate on the development of verbal expressive language through the sensory approach to the social and psychological aspects. Emphasis was put on visual and auditory skills, development of a logical way of thinking, self-expression, work selection and organization of ideas.

TECHNIQUES:

"Make this course as different from the stereotyped classroom situation as possible." This was the mandate given to the teachers when the course was designed. Not for the sake of being different, but recognizing that the usual classroom techniques had failed on many of these students, a new approach was sought and needed to get response. Even for those outstanding students enrolled in the course, the normal classroom activities would have been simply, more of the same, and would not have been inspirational.

1. Discussion groups:

Students were given opportunities to interact verbally in small group situations where they received and expressed ideas and feelings freely. The subjects discussed were not of primary concern, but rather the treatment of the subject was stressed as a means of improving communication skills. It was discovered that this form of communication has a number of distinct values: it makes for better understanding; it stimulates social and intellectual growth; it is essential in the democratic process; it satisfies the desire for free expression of ideas; and it is a method of solving problems of common concern.

One very effective technique used was the presentation and discussion at the end of each class session of some statement which had been selected for its encouragement in the building of self-acceptance, self-confidence, self-worth, or self-reliance.

Because of the closeness and the inter-personal relationships that developed in this relaxed psychological atmosphere, it is felt that these group meetings also proved to be therapeutic for some of the personal problems that many of the youth were experiencing both on and off the job. At any rate, several of the students came voluntarily to the teachers to discuss further some of their problems. Where it was felt that more extensive professional psychological help was needed, referrals were made, either to the counselors, or directly to a counseling agency.

2. Lecture presentations:

Some of the basic, pertinent information that was needed as a background for the understanding of communication was introduced by the teachers in the form of short presentations. This technique was kept at a minimum, in order to involve the students in a more personal way.

3. Games:

Visual and auditory skills were emphasized and re-enforced early in the course through the use of games that were designed to improve the attention, retention and concentration skills. It is felt that this technique also served to create the desired psychological atmosphere which was needed to insure free verbal expression and interaction between members of the group.

4. Audio-Visual Aids:

The tape recorder was used extensively to record the presentations and discussions. These tapes were then played back for listening and critiquing.

At the joint session on "Communication Through the Arts" the movie machine was used to show a film dealing with communication through poetry, jazz and movement.

5. Counseling technique:

Since many of the students initially evaded their responsibility to the group by demonstrating passivity, hostility or fear by not responding or communicating, the teachers often used quite directive methods of confronting them in a realistic way with their behavior. In such instances, the responsibility for the consequences of this type of behavior was placed squarely on the

individual. It was felt by the teachers that this technique was necessary to help the student face himself realistically and see himself as others see him. In most of the cases where this method was used, immediate improvement was noted.

6. Written language:

One of the teachers assumed the task of sponsoring a written essay contest on the project theme "Count Me In". This contest was open to all of the youth involved. Those enrolled in the Communication Skills classes were encouraged to compete. Individual counseling and helps were given to those 28 people who entered the contest.

7. Reading:

Although no formal, structured reading was taught in this course, the exercises and activities used often necessitated reading, and it was emphasized in the discussions as a necessary and important skill in communication and success in school. Most of the objectives of this course were in the area of verbal expression, which must precede the skills of reading and writing.

8. Communications through the Arts:

One joint meeting was held at which time a special program was presented to all the students of all the classes. This program dealt with "Communication Through the Arts". The objective of this program was to bring to the young people a new approach in their ways of thinking about the arts. An instructor from the Oklahoma City University Art Department and a member of the Oklahoma City Symphony presented the material on art and music, respectively. A film, "Perspectives on Poetry", was borrowed from the film library of Central State College, Edmond, Oklahoma. This film demonstrated not only communication through literature, but also dance and rhythm. The feeling of the teachers was that the youth might be better able to develop an appreciation for our culture by coming to better understanding that the arts are a way that people communicate ideas, feelings and information.

9. Seeing is Believing:

To see yourself as others see you can be of real benefit in improving your communication skill. Especially when the opportunity comes in an atmosphere of acceptance and approval.

At the end of this class a 30-minute tape was made at the local closed circuit TV facility. It consisted of a panel discussion of communication and an evaluation of the course. This panel consisted of five selected members who summarized and evaluated the course. This program was later viewed by all the class members at a final joint session and was followed by a critique session. This device was a very successful aid and will be used in further efforts.

COMMUNICATIONS SKILLS CLASSES

Outline of Class Sessions

| | |
|-----------------------------------|--|
| June 17-21 (First Week) | Initial Survey Get acquainted Purpose of course discussed "What does communication mean?" |
| June 24-28 (Second Week) | Unit on Visual Skills (Activities and exercises) Lecture and discussion on Listening Skills |
| July 1-5 (Third Week) | Unit on Auditory Skills (activities and exercises) Lecture and discussion on ideas "What is an idea?" |
| July 8-12 (Fourth Week) | Unit on Logical Thinking (lecture, discussion and exercises) Unit on Sequential Order of Ideas (Lecture, discussion and exercises) |
| July 15-19 (Fifth Week) | Group discussion on topic introduced by staff "How individuals limit their own freedom of speech by not developing their own language facilities." Some other topics introduced by students were discussed. |
| July 22-26 (Sixth Week) | Presentations by individual members of the class followed by group discussion and the students' evaluations of each other. |
| July 29 - August 2 (Seventh Week) | Special Joint Meeting "Communication Through the Arts" |
| August 5-9 (Eighth Week) | Final Survey Other testing Discussion of concepts and understandings of the course |
| August 12-16 (Ninth Week) | Panel discussion on summary and evaluation of the course -- filmed and taped by Tinker closed circuit t. v. Joint meeting of all class to view the t. v. Panel discussion, critique session. |

EVALUATION:

It is very difficult to evaluate such a program where no grades were given and no objective measuring instrument was used, however, the informa-

tion speaks for itself.

The following methods were used to evaluate the course:

1. Survey:

At the beginning of the course a survey of the students enrolled in the classes was made to determine the general attitudes and concepts relating to communication. It was discovered that a great majority of the students did not realize that there is a difference between hearing and listening and looking and perceiving. Their concept of a learning situation was one in which the teacher talks and the students sits quietly and tries to look attentive. Most of them felt that it was perfectly acceptable for a person to be shy and non-verbal and that one's knowledge of words had nothing to do with his quality of thinking. They justified a person's silence because of his fear of criticism. They felt two people were communicating if one was talking and the other just listening without responding. It seemed that they placed most of the responsibility of communication on someone else, and the responsibility of their learning on the teachers. To them the main purpose and value of getting an education was to be able to earn more money.

These concepts and others were discussed and argued as the course progressed. The teachers saw progress in that individual members began to assume more responsibility for the communication process and put forth a great deal of effort in overcoming their fears. The group interaction helped many to see that they had formed misconceptions. It served to stimulate and motivate them to want to improve themselves.

2. Teachers' Evaluation of Students:

The teachers kept anecdotal records on cards of their observations and impression of each students' participation and progress.

3. Students' Evaluations:

Throughout the course students were encouraged to evaluate themselves and others in a constructive manner. The culminating activity was a discussion of the value of the course by a selected panel. This panel discussion was filmed and taped by the Tinker closed circuit t. v. personnel and was later viewed and evaluated by all the students.

4. Supervisors' Evaluations:

Near the end of the course the supervisors were asked to comment on any changes they had noted in the youth with regard to attitudes, work habits, job proficiency, ability to communicate, or ability to get along on the job better with other people, that might be attributed to their participation in the Communication Skills Class. Of the 30 supervisors who responded to the questionnaire, 16 noted significant changes, 9 noted some change, and 4 noted no change. One supervisor said he did not know.

The following quotes are some of the things that the supervisors noted:

"Richard has gained self-confidence and poise since the beginning of his job this summer. He expresses his views, opinions and goals in life with assurance and determination. Richard has discussed the Communication Skills Class and feels it has been highly beneficial in that he has learned to express himself in group discussions without hesitancy or fear of ridicule. It is obvious that Richard has learned another form of communications -- the art of listening."

"Since incumbent's assignment, there has been a noted improvement in the manner in which he converses and associates with supervision and co-workers. Also, he is more willing to accept responsibility and displays more initiative than when first assigned. It is believed that the Communications Skills Class has enabled him to adjust more easily to his surroundings."

"Denise has shown a definite improvement in her ability to communicate with employees who come to the unit requesting information concerning advertisements which have appeared in the Tinker Take Off."

"Prior to attending the Communication Skills Class, Denise was shy and unsure of herself. When asked a question by an employee, she would answer in such a low tone of voice that it was impossible to understand her. She has also shown more initiative in that she now goes ahead on her own without someone having to make sure she has something to work on."

"Miss Allen's commendable attitude, willingness, and desire to communicate with others was hampered by her natural shyness. However, since attending the Communication Skills Class, she has shown a significant improvement in her ability to communicate without self consciousness."

"Your Communication Skills Classes have been very beneficial for Myra helping her to express herself, to be observant, and very attentive with fellow workers."

CONCLUSION:

The Communication Skills Course was evaluated to be very worthwhile to the youth who were involved. Many of its objectives were accomplished. Communication lines between the youth and teacher were wide open. Most of the students have expressed verbally that this has been a memorable experience and one that will likely affect their lives in the future as the ideas and motivations initiated in their class continue to grow.

"The togetherness of the talking, then, is the most important element in social conversation; the subject matter is only secondary." S. I. Hayakawa expressed the basic finding of our experience. The content of communication was an added factor but the interaction of the youths was so dynamic that the method of small groups will be used more extensively in future endeavors.

APPENDIX B

THERE IS NO RIGHT ANSWER FOR ANY STATEMENT. THE BEST ANSWER IS WHAT YOU FEEL IS TRUE OF YOURSELF. CIRCLE THE NUMBER WHICH MOST CLOSELY DESCRIBES YOUR FEELING TOWARDS EACH STATEMENT.

YOU ARE TO RESPOND TO EACH QUESTION ACCORDING TO THE FOLLOWING SCHEME:

| 1 | 2 | 3 | 4 | 5 |
|---------------------------------|-------------------------------|--------------------------------------|-----------------------------|-------------------|
| Not at all true of myself | Slightly true of myself | About half- way true of myself | Mostly true of myself | True of myself |

- | | | | | | |
|--|---|---|---|---|---|
| 1. I'd like it if I could find someone who would tell me how to solve my personal problems. | 1 | 2 | 3 | 4 | 5 |
| 2. I don't question my worth as a person, even if I think others do. | 1 | 2 | 3 | 4 | 5 |
| 3. I can be comfortable with all varieties of people -- from the highest to the lowest. | 1 | 2 | 3 | 4 | 5 |
| 4. I can become so absorbed in the work I'm doing that it doesn't bother me not to have intimate friends. | 1 | 2 | 3 | 4 | 5 |
| 5. I don't approve of spending time and energy doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves. | 1 | 2 | 3 | 4 | 5 |
| 6. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere. | 1 | 2 | 3 | 4 | 5 |
| 7. If there is any criticism or any one says anything about me, I just can't take it. | 1 | 2 | 3 | 4 | 5 |
| 8. I don't say much at social affairs because I'm afraid that people will criticize me or laugh if I say the wrong thing. | 1 | 2 | 3 | 4 | 5 |
| 9. I realize that I'm not living very effectively but I just don't believe that I've got it in me to use my energies in better ways. | 1 | 2 | 3 | 4 | 5 |

- | | 1 | 2 | 3 | 4 | 5 |
|---|---------------------------------|-------------------------------|--------------------------------------|-----------------------------|-------------------|
| | Not at all true of myself | Slightly true of myself | About half- way true of myself | Mostly true of myself | True of myself |
| 10. I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you. | | | | | 1 2 3 4 5 |
| 11. I look on most of the feelings and impulses I have toward people as being quite natural and acceptable. | | | | | 1 2 3 4 5 |
| 12. Something inside me just won't let me be satisfied with any job I've done--if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test. | | | | | 1 2 3 4 5 |
| 13. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others. | | | | | 1 2 3 4 5 |
| 14. I'm afraid for people that I like to find out what I'm really like for fear they'd be disappointed in me. | | | | | 1 2 3 4 5 |
| 15. I am frequently bothered by feelings of inferiority. | | | | | 1 2 3 4 5 |
| 16. Because of other people, I haven't been able to achieve as much as I should have. | | | | | 1 2 3 4 5 |
| 17. I am quite shy and self-conscious in social situations. | | | | | 1 2 3 4 5 |
| 18. In order to get along and be liked, I tend to be what people expect me to be rather than anything else. | | | | | 1 2 3 4 5 |
| 19. I usually ignore the feelings of others when I'm accomplishing some important end. | | | | | 1 2 3 4 5 |
| 20. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself. | | | | | 1 2 3 4 5 |
| 21. There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them. | | | | | 1 2 3 4 5 |
| 22. The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines. | | | | | 1 2 3 4 5 |
| 23. I see no objection to stepping on other people's toes a little if it'll help get me what I want in life. | | | | | 1 2 3 4 5 |

| | 1 | 2 | 3 | 4 | 5 |
|--|---------------------------------|-------------------------------|--------------------------------------|-----------------------------|-------------------|
| | Not at all true of myself | Slightly true of myself | About half- way true of myself | Mostly true of myself | True of myself |
| 24. I feel self-conscious when I'm with people who have a superior position to mine in business or at school. | | | | | 1 2 3 4 5 |
| 25. I try to get people to do what I want them to do, in one way or another. | | | | | 1 2 3 4 5 |
| 26. I often tell people what they should do when they're having trouble in making a decision. | | | | | 1 2 3 4 5 |
| 27. I enjoy myself most when I'm alone, away from other people. | | | | | 1 2 3 4 5 |
| 28. I think I'm neurotic or something. | | | | | 1 2 3 4 5 |
| 29. I feel neither above nor below the people I meet. | | | | | 1 2 3 4 5 |
| 30. Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives. | | | | | 1 2 3 4 5 |
| 31. Very often I don't try to be friendly with people because I think they won't like me. | | | | | 1 2 3 4 5 |
| 32. There are very few times when I compliment people for their talents or jobs they've done. | | | | | 1 2 3 4 5 |
| 33. I enjoy doing little favors for people even if I don't know them well. | | | | | 1 2 3 4 5 |
| 34. I feel that I'm a person of worth, on an equal plane with others. | | | | | 1 2 3 4 5 |
| 35. I can't avoid feeling guilty about the way I feel toward certain people in my life. | | | | | 1 2 3 4 5 |
| 36. I prefer to be alone rather than have close friendships with any of the people around me. | | | | | 1 2 3 4 5 |
| 37. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me. | | | | | 1 2 3 4 5 |
| 38. I sort of only half-believe in myself. | | | | | 1 2 3 4 5 |
| 39. I seldom worry about other people. I'm really pretty self-centered. | | | | | 1 2 3 4 5 |

| | 1 | 2 | 3 | 4 | 5 |
|--|---------------------------------|-------------------------------|--------------------------------------|-----------------------------|-------------------|
| | Not at all true of myself | Slightly true of myself | About half- way true of myself | Mostly true of myself | True of myself |
| 40. I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all. | | | | | 1 2 3 4 5 |
| 41. I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve. | | | | | 1 2 3 4 5 |
| 42. I feel confident that I can do something about the problems that may arise in the future. | | | | | 1 2 3 4 5 |
| 43. I believe that people should get credit for their accomplishments, but I very seldom come across work that deserves praise. | | | | | 1 2 3 4 5 |
| 44. When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him what he should do. | | | | | 1 2 3 4 5 |
| 45. I guess I put on a show to impress people. I know I'm not the person I pretend to be. | | | | | 1 2 3 4 5 |
| 46. I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt. | | | | | 1 2 3 4 5 |
| 47. I can't help feeling superior (or inferior) to most of the people I know. | | | | | 1 2 3 4 5 |
| 48. I do not worry or condemn myself if other people pass judgment against me. | | | | | 1 2 3 4 5 |
| 49. I don't hesitate to urge people to live by the same high set of values which I have for myself. | | | | | 1 2 3 4 5 |
| 50. I can be friendly with people who do things which I consider wrong. | | | | | 1 2 3 4 5 |
| 51. I don't feel very normal, but I want to feel normal. | | | | | 1 2 3 4 5 |
| 52. When I'm in a group I usually don't say much for fear of saying the wrong thing. | | | | | 1 2 3 4 5 |
| 53. I have a tendency to sidestep my problems. | | | | | 1 2 3 4 5 |

| | 1 | 2 | 3 | 4 | 5 |
|--|---------------------------------|-------------------------------|--------------------------------------|-----------------------------|-------------------|
| | Not at all true of myself | Slightly true of myself | About half- way true of myself | Mostly true of myself | True of myself |
| 54. If people are weak and inefficient I'm inclined to take advantage of them. I believe you must be strong to achieve your goals. | | | | | 1 2 3 4 5 |
| 55. I'm easily irritated by people who argue with me. | | | | | 1 2 3 4 5 |
| 56. When I'm dealing with younger persons, I expect them to do what I tell them. | | | | | 1 2 3 4 5 |
| 57. I don't see much point to doing things for others unless they can do you some good later on. | | | | | 1 2 3 4 5 |
| 58. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me. | | | | | 1 2 3 4 5 |
| 59. I feel that I'm on the same level as other people and that helps me to establish good relations with them. | | | | | 1 2 3 4 5 |
| 60. If someone I know is having difficulty in working things out for himself, I like to tell him what to do. | | | | | 1 2 3 4 5 |
| 61. I feel that people are apt to react differently to me than they would normally react to other people. | | | | | 1 2 3 4 5 |
| 62. I live too much by other people's standards. | | | | | 1 2 3 4 5 |
| 63. When I have to address a group, I get self-conscious and have difficulty saying things well. | | | | | 1 2 3 4 5 |
| 64. If I didn't always have such hard luck, I'd accomplish much more than I have. | | | | | 1 2 3 4 5 |

8. At the present, I have decided on the specific occupation I would like to enter in the future:
- true
 - false
9. What occupation do you expect to enter? _____
10. Who has influenced you the Most in your selection of an occupation?
(Choose one)
- mother
 - father
 - both parents
 - friends
 - guidance counselor
 - professional acquaintance (doctor, minister, teacher)
 - no one
 - other _____
11. The most important factor influencing my selection of a future occupation is: (Choose one)
- interest in the work
 - ability to do the work
 - service to others
 - offers security
 - previous work experience
 - same work as father or mother
 - social prestige of the occupation
 - need to get away from home
 - good pay
 - other _____
12. The highest level of education attained by my father was:
- less than junior high
 - junior high
 - graduation from junior high
 - high school
 - graduation from high school
 - college
 - graduation from college
 - Master's or Doctor's degree
 - "don't know"
13. The highest level of education attained by my mother was:
- less than junior high
 - junior high
 - graduation from junior high
 - high school
 - graduation from high school
 - college
 - graduation from college
 - Master's or Doctor's degree
 - "don't know"

Directions: Answer each of the following questions by placing the letter of the appropriate response from the following list in the space provided in questions 14 through 17. You may use a response more than once.

- a. less than high school
- b. graduation from high school
- c. one year of college
- d. two years of college
- e. three years of college
- f. graduation from college
- g. Master's degree
- h. Doctor's degree
- i. graduation from a trade, vocational, or business school
- j. no more education than I presently have

14. I feel the amount of education I need to get along in today's world is:
_____.
15. The amount of education required for my chosen occupation is _____.
16. I plan to complete _____ amount of education.
17. Assuming I had the financial resources, ability, and freedom of choice, I would complete _____ amount of education.

VITA ^{iv}

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Master of Science

Thesis: EXPRESSED ATTITUDES TOWARD SELF AND OTHERS BY
PERSONS IN A YOUTH OPPORTUNITY CAMPAIGN

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