

1986

The impact of Sierra Service Project on the attitudes of the high school age youth

Sarah R. Lilja
San Jose State University

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DOI: <https://doi.org/10.31979/etd.ndwt-nga3>

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THE IMPACT OF SIERRA SERVICE PROJECT
ON THE ATTITUDES OF
HIGH SCHOOL AGE YOUTH

A Thesis

Presented to

The Faculty of the School of Social Work
San Jose State University

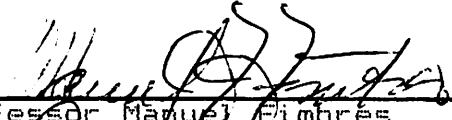
In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

By

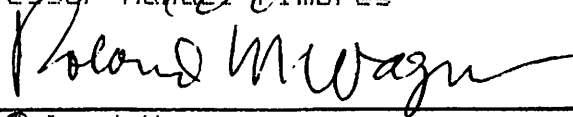
Sarah R. Lilja

May, 1986

APPROVED FOR THE SCHOOL OF SOCIAL WORK



Professor Manuel Gimbrés



Dr. Roland Wagner



Reverend Larry Thomas

APPROVED FOR THE UNIVERSITY



Acknowledgement

I would like to thank the members of my thesis committee: Chairman, Professor Manuel Fimbres, Doctor Roland Wagner, and Reverend Larry Thomas, for their help and support in preparing this thesis. I also would like to thank the United Methodist Church and all those people involved in the organization and operation of Sierra Service Project, especially the Summer 1985 staff who in every way facilitated my research. Particularly deserving of thanks is my husband, David, for all the time and effort that HE put into this work. His help with the computer programming, statistical analysis, proofreading, and much more, was critical to the maintenance of my sanity and the successful completion of this thesis.

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CHAPTER 1

Introduction

The sociological and psychological literature gives very little attention to the experiences which engender attitude change. Instead, most researchers devote themselves to the measurement of attitudes and theories about their formation. This perspective is limited because it neglects a vital question in the study of attitudes: What experiences encourage the change of attitudes? It is important to develop some understanding of how experiences influence attitudes for one main reason: Humans are deeply influenced by all types of attitudes. When such attitudes are negative, they often encourage behaviors and beliefs that are hurtful to others. As our world grows ever more sophisticated, urban, and populated it becomes increasingly important to diminish negative attitudes about others. As Gordon Allport said, (1954) "as the peoples of the earth grow ever more interdependent, they can tolerate less well the mounting friction" (p. 15) caused by negative attitudes. Thus, the study of experiences which encourage attitude change is important because it can provide new ideas about how negative attitudes can be reduced or replaced by more positive ones.

A significant negative attitude in our society is prejudice. There are many definitions of this term, but

Allport's is perhaps the most encompassing. He defines prejudice as "a feeling, favorable or unfavorable, toward a person or thing, prior to, not based on, actual experience" (p. 6). Simply stated, prejudice is an attitude that is inaccurate because it is not based on actual experience.

A major factor of prejudice is how it influences people and their behavior. Allport believes that there are five main results of prejudicial attitudes. In order of increasing seriousness, they are:

- a) Antilocution (speaking negatively about a person or thing)
- b) Avoidance
- c) Discrimination
- d) Physical Attack
- e) Extermination. (p. 14-15).

While it may seem like an exaggeration of the dangers of prejudice to include physical attack and extermination in this list, in reality there are many instances of this behavior. Hitler's "Final Solution" during World War II is one such example. Another is the use of rubber bullets, tear gas, and billy clubs by South African police during Black demonstrations for equal rights. Closer to home, there is the phenomena called "gay bashing" which is the physical assault of people who appear to be homosexual. There are endless examples of violence associated with prejudice. In addition, the other items that result from prejudice, antilocution, avoidance and discrimination also are serious problems in that they lead to the artificial

separation of human beings into races, classes, and other types of divisions.

In addition to discussing the outcomes of prejudice, Allport also points out that experience with one level of prejudice makes the transition to a more serious one easier. Thus, "bad-mouthing" someone who is on welfare by calling them lazy or undeserving of aid can lead to the avoidance of that person. Eventually, states or even nations may reflect the attitude of the people and decide that because welfare recipients are lazy, they should receive (as an incentive to find employment) funds that are insufficient for basic living expenses. This attitude is present in the Reagan Administration. The result of such limited aid can be classified as physical attack or even extermination, because people (especially children) starve and die without enough money to pay for basic living expenses.

Another problem of prejudice, according to Jack Levin (1975) is that it "severely <impairs> the operating effectiveness of our society" (p. 34). This impairment becomes more and more problematic as our world matures. Those who are victims of prejudice "suffer dysfunctional consequences with respect to their ability to compete for class, status and power, if not their mental health. . ." (p. 34-35). These dysfunctional consequences, besides encouraging failure over success, also encourage the separation of humans from other humans. A world as complex as ours has no

room for the kind of prejudice that divides people. One single issue, the existence of nuclear weapons, provides the ultimate reason that this world must build unity, not division. Until prejudice is banished, such unity will be difficult to create.

It is clear that prejudice and its outcomes are serious problems in our world today. Thus, it is of great importance that further study be made of attitudes and of experiences which change attitudes. If the attitudes that are at the root of prejudice can be changed, then prejudice can be reduced in our world. While taking part in experiences that change attitudes is not the only way to reduce prejudice, it represents an area that has received insufficient study. This thesis is an attempt to further that study.

This thesis is the study of an experience from which the attitudes of high school age youth might undergo change. The setting is Sierra Service Project (SSP), a project that provides home repair and weatherization to Native Americans and others in need.

Sierra Service Project

SSP works in affiliation with two bodies of the United Methodist Church: the California-Nevada and the Pacific-Southwest Conferences. The purpose of the project is to give youth the opportunity to express discipleship with Indian people and other low income people by sharing "tal-



Plate 1

Patching Holes in a
Roof in Preparation
for Re-roofing



Plate 2

Interior Painting

ents, skills and caring with our fellow human beings in the spirit of love and acceptance" (Sierra Service Project Flyer, 1983).

SSP was founded in 1974 by three United Methodists, Glenn "Tex" Evans, the Reverend David Wolf, and Floyd McKeithen. Their ideas were based on the Appalachian Service Project which was providing home repair to needy families in Appalachia. Seeing the great need of Native Americans and others in California, the three men decided to bring the concept of Christian outreach through youth service to this state. The first work sites were in Northern California but during the tenth anniversary year of the project the sites were expanded to include areas in Southern California. Currently, about two hundred and fifty youth participate on the project each summer and approximately 60 homes receive repairs. SSP is open to all youth who are in high school. Denominations other than United Methodist also are welcome.

A specific philosophy governs the organization and work of SSP. The words that best express these ideals and goals are found in the "SSP Theology" which was written by Tex Evans (no date). The following excerpt summarizes the main ideas:

We do not blast, condemn, or degrade any of the people with whom we work. We simply extend our hand in Christian love and do not demand that the recipient think or act as we do. For we believe that this is a true test of Christian

mission -- that we accept all persons, everywhere, as brothers and sisters, regardless of their background or belief.

The project is committed to acceptance of all people, whatever their beliefs or background. This acceptance is the antithesis of prejudice because there is no formation of feelings about those who are helped by SSP before the actual experience of working with and for these people. For this reason, SSP is an excellent setting in which to study attitude change as the result of experience.

Participation

High school age volunteers (and their adult counselors) come from all over California and Nevada to participate in SSP. Each youth pays approximately \$150 to participate in a week of work. In groups of about fifty, they spend one week at the project. Small work teams of six to eight youths and an adult counselor are assigned to each house that is in need of repairs. Together, with some supervision from the SSP staff, they weatherize homes and make necessary repairs. The work can be simple or extensive. Youth dig ditches, replace windows, build and install storm windows, level and rebuild foundations, install turbo vents, replace roofs, build steps and porches, replace or install siding, paint, clean up yards and much more.

Each day during the summer of 1985 (when this research was done), the youth worked at their respective sites for

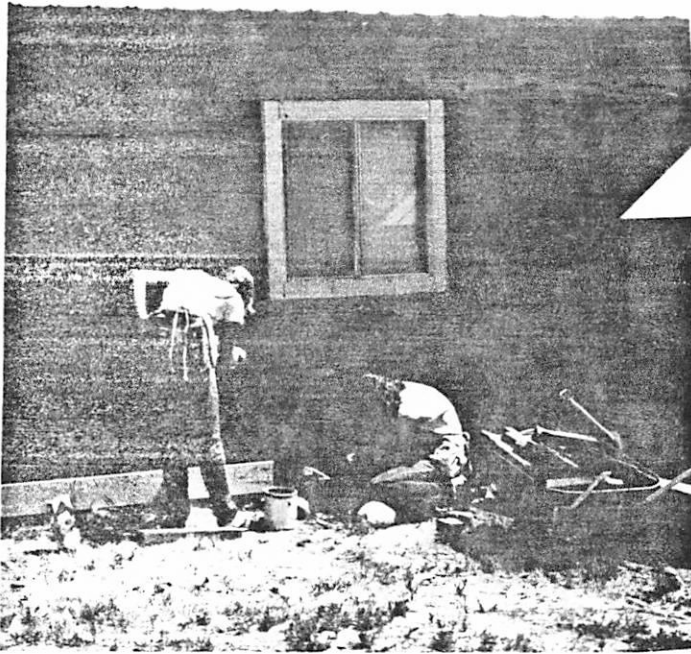


Plate 3
Patching the Siding
and Preparing the
Surface for
Painting

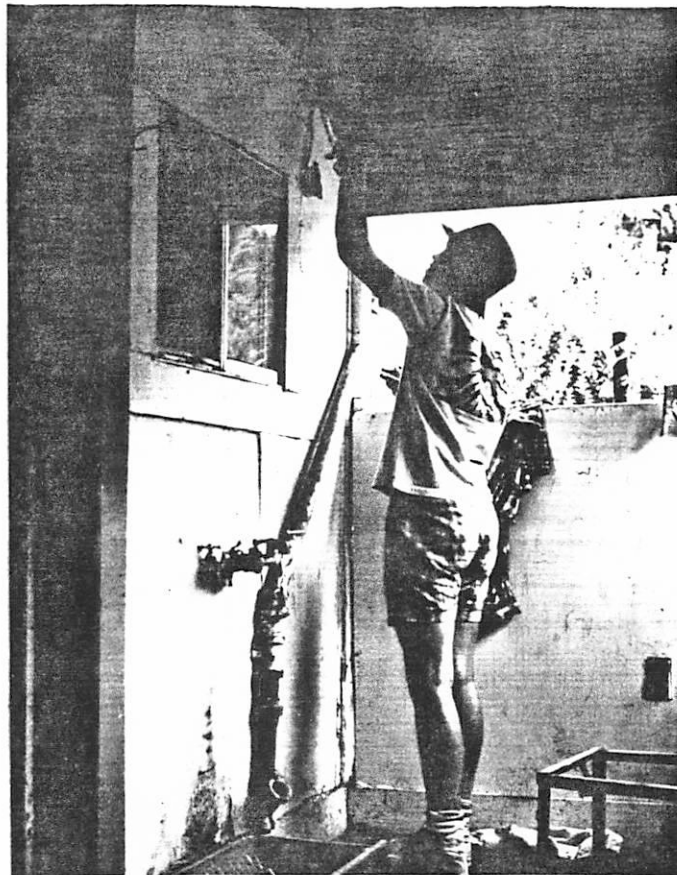


Plate 4
Caulking for
Weatherization

seven hours. During the working hours, they had many opportunities to observe and experience the living conditions of those they were helping. While some families were less eager than others to invite participants into their homes, every youth was welcome to use the bathroom facilities. Thus, participants were able to at least get a glimpse of the inside of these homes. In some cases, the conditions were very poor. There were homes with broken windows, little furniture, ancient plumbing and kitchens, etc. At the very least, most homes were shabby in appearance, both inside and out.

Those who lived in the homes were always poor. In order to qualify for help by SSP, the income must be below the poverty line. Some homeowners were old, some were disabled, some were single mothers, and others were minorities (although most families that were served in 1985 at the northern site were White). The youth interacted with these people as much as they could. In most cases, those for whom the participants worked tried to show their appreciation for the help. Sometimes they would bring out lemonade or other drinks to the workers (some families only could afford to share cold water). Sometimes they would offer cookies or other homemade foods. These signs of appreciation were welcomed by the youth and often provided a moment or two of sharing between the helpers and the helpees.

In addition to the daily experiences on the work site, other parts of SSP had an impact on the youth. One of the most pervasive was the living conditions which were particularly meager during the summer of 1985. The workers were housed at a school. The multi-purpose room fulfilled its name by housing all sleeping, eating and indoor activities. There was one, ten feet by ten feet, bathroom for each sex. Inside, there was one sink and three toilets. In the girls' room, only two stalls had doors. There was no hot water in the bathrooms and the only showers available (also cold) were at the local pool. The pool was about five miles from the school and could only be reached by automobile.

The school itself was an elementary school. Thus, adult size equipment, like chairs and tables, was extremely limited. The kitchen area was about fifteen feet by twenty-five. There was no industrial equipment, but rather a regular refrigerator and stove. As a result, food preparation and clean-up for fifty was extremely difficult.

Food was served buffet style. Sometimes there was not enough to go around. The menu was simple, featuring many surplus foods, and some of the same items were served every day. Thus, the participants ate a great deal of cold cereal, bread, peanut butter, and hamburger. There was plenty of water to drink, but limited quantities of milk, soda pop, or other sweet drinks to which teenagers are so



Plate 5

After Removing the Old Roof, Volunteers Cover
the Sub-structure at the End of the Day

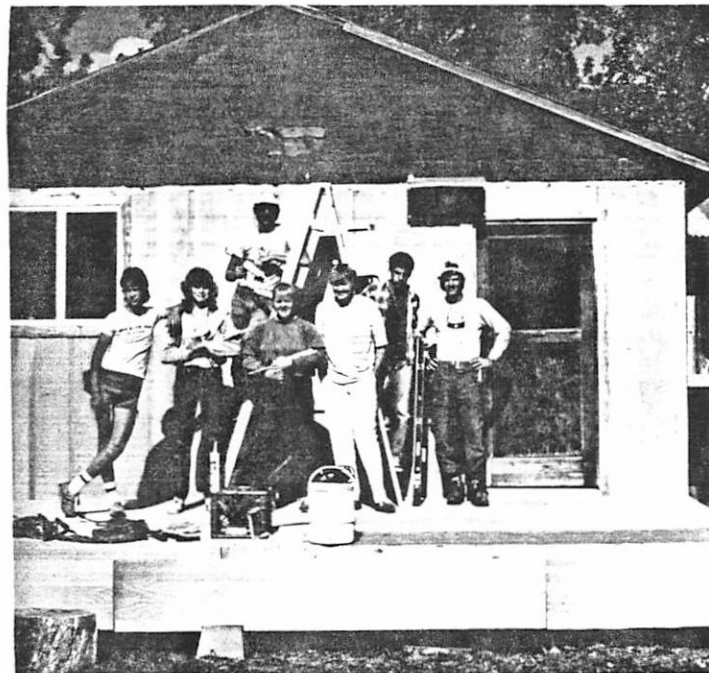


Plate 6

Volunteers Pose in
Front of Newly
Completed Siding
and Porch

accustomed. The menu was a great surprise to many participants and seldom met with their approval. These middle and upper-middle class youth are used to a much greater choice in and higher quality of food.

Sleeping conditions also were meager. The multi-purpose room was not really large enough for fifty people to spread out their sleeping bags. Thus, when it did not rain, a group of youth and counselors slept outside on the grass. The grass was definitely softer than the linoleum floor of the multi-purpose room, but there was only a small patch. Thus, only fifteen to twenty people could take advantage of this comparative luxury. Unfortunately, it rained on three nights. The result was a room packed, body to body, with sleepers.

The above description should make it clear that the experiences at SSP are quite different from the participants' usual ones. Most of these financially comfortable youth have little or no experience with most aspects of SSP. While the week is thus somewhat of a shock, it also is a great learning experience. Many of the deprivations that the youth experience directly mirror those of the people whom they are there to serve. As a result, the SSP experience is not just seeing poverty and talking to the poor, it also is the direct experience of being poor.

Other Aspects of SSP

The staff at SSP was made up of six to eight adults (the size varies from year to year). Their jobs included site director, cook, supplies supervisor, construction supervisor, and program and activities director. Staff members spend seven weeks at the school site, organizing and running every aspect of SSP. The work is taxing, the food is monotonous, the floor is hard, the showers are cold, and the monetary reward is extremely low. Yet, some staff members return year after year. Northern site director, Cindy Storrs, enjoys the job and returns yearly "because of what . . . it does for the kids. It gives them a feeling that they can make a difference -- and they do" (Krapf, 1984).

An important aspect of SSP that does not involve construction work is the educational program. This program is designed around the ideas expressed in the SSP theology. Its purpose is to help the participants develop empathy for the people whom they are helping and to understand the significance of their work. Topics included: what it means to make something worthwhile, the SSP theology, working as a team, and who are the people whom we help.

Purpose of This Study

SSP is an experience that immerses high school age youth in helping others without regard to those others'

beliefs or backgrounds. The project emphasizes the avoidance of prejudice by encouraging participants to develop feelings about each aspect of SSP as a result of their experience, not of their assumptions. SSP also provides an opportunity to work directly with and for poor people who often are themselves victims of prejudice. Because of these characteristics, the project is an excellent opportunity to study one type of experience that can induce attitude change.

Therefore, the main purpose of this study is to measure the attitudinal changes of high school youth who take part in SSP. A secondary goal is to discover whether any changes that occur are maintained over time. Finally, any change that occurs will be analyzed demographically to determine if there are any trends in the data. Any change that occurs as a result of SSP will provide evidence that this is one type of experience that can change attitudes.

CHAPTER 2

Review of the Literature

For the purposes of this study, it is important to understand what types of experiences engender attitude change. The research in this area is limited; therefore, materials that document attitude change as the result of experiences such as SSP must necessarily come from another source. The literature that most closely parallels such an attitude changing experience is the language immersion research.

This literature is applicable because of the many similarities between the language immersion experience and the SSP experience. While SSP participants do not learn a new language, they do learn new skills. They also are immersed in a new and different experience when they take part in SSP. This immersion, like that of the language programs, is total. The youth are surrounded and immersed in the SSP experience for the entire time of their participation. It is expected, therefore, that like immersion students, SSP participants will experience attitude change. Thus, this literature review will focus on language immersion studies and immersion effects on attitude change.

Most of the immersion research has taken place in Canada where there are two common languages, French and English. The studies have focused on special programs which

immerse students in a foreign language. The purpose of this immersion education, according to Cohen (1976) is to "duplicate, as much as is possible in a classroom, the natural context in which a child would learn a first language" (p. 71). Students who take part in these programs attend classes that are taught in a language different from their own (typically French in the Canadian studies).

Initially (as early as kindergarten), all instruction and classwork is carried out in the foreign language. Later (usually about grade two), some subjects, such as language arts (reading and writing) are taught in the native tongue (Cohen, 1976). However, the main focus for teaching and speaking for both students and teachers is the foreign language.

Teachers in the program often are native speakers of the foreign language. As a result, students are exposed not only to the new language but also to a new culture (Lambert and Tucker, 1972). This cultural exploration is expanded by classroom study of the people whose language is being learned. In addition, most students have many opportunities in their daily lives to meet and interact with other native speakers (Lambert, 1978). In all these ways, the immersion students are exposed to the culture of the language they are learning.

Children, immersed in a language and culture that are different from their own, are profoundly affected by their

experience. Researchers have found that immersion education produces students who not only excel in the learned language, but also have increased tolerance and understanding of the foreign culture and people (Lambert, 1978; Cohen, 1976; Genesee, 1978; etc.).

Wallace Lambert (1967, 1972, 1978, 1981, 1984, etc.) has completed a great deal of research on immersion programs in Canada and the United States. His work has focused on both the amount and quality of language learning and on attitude change. This review focuses on the latter aspect of immersion experiences.

Lambert and others have studied students at all grade levels in immersion programs. There exists, therefore, a wide range of information on attitude change at different ages. The usual methodology involves the use of some type of survey, questionnaire or interview that focuses on how children feel and think about native speakers of the language they are learning. In most cases, the children are English-Canadian and are in the process of learning French.

In 1981, Lambert was involved in a study of "Students' view of intergroup tensions in Quebec" (Blake, et. al.). There has been continuing tension and difficulty between the French and English Canadians. Many stereotypes and prejudices are held by each culture about the other. Lambert and his colleagues theorized that immersion students might, as a result of their exposure to the other language and culture,

have fewer inaccurate perceptions of and greater acceptance of members of the other group.

Their method consisted of administering a questionnaire, mostly comprised of open-ended questions, to students in grade six and in grade eleven. Subjects also were asked to rate their abilities in the other language and were given a test of French language ability. About forty-five minutes were required to fill out the questionnaire and all respondents remained anonymous. Attitude change was determined by comparing the responses of immersion students to those of non-immersion students.

The results of this study are quite clear. Immersion experiences promote more receptive and less ethnocentric attitudes at an earlier age and, in general, provide bilingual adolescents with unique insights into the nature of intergroup problems facing Canadians and into ways of ameliorating intergroup relations. (p. 144)

The researchers found that immersion students report that they have more other-group friends, see French and English Canadians as being more alike, and "offer unique insights regarding the amelioration of group tensions" (p. 159). These results suggest that the immersion experience reduces students' prejudices and increases their understanding of the other culture. In short, immersion experiences engender attitude change.

Lambert and Tucker, in their book, The Bilingual Education of Children, report on a study they conducted in

1971. The researchers employed "a comprehensive, interview-type questionnaire" in order to study fourth and fifth grade children's attitudes towards French Canadians and natives of France (p. 206). Control was provided by a group of English speaking, non-immersion students at the same grade level.

The results were encouraging and the authors write, we were delighted to see that the children had broadened and liberalized their perceptions of the other ethnic group to the point that they, relative to the English controls, thought of themselves as being BOTH English- and French- Canadian <emphasis theirs>. (p. 206)

Other studies reviewed in Lambert and Tucker's book report similar results. In one study, the methodology employed when studying immersion students in grade two is of interest. Instead of making use of a questionnaire, students were asked to "describe themselves (the concept 'me') on the same rating scales as used to describe the two major ethnic groups" (p. 155). The rating scales consisted of pairs of polar-adjectives on either end of a seven point scale. For example, three of the pairs were: good/bad; not nice/nice; and not friendly/friendly. This type of methodology is common in the study of attitudes.

Another paper of Lambert's (1978), in which he writes about the consequences of bilingualism, states that the feelings of immersion students "toward French people have become decidedly more favorable; and they now think of themselves as being both French- and English-Canadian in

personal makeup" (p. 224). This theme of becoming more like the other ethnic group is a common one throughout the immersion literature.

Lambert also took part in a study conducted in 1979 (Cziko, Lambert, and Gutter). The design of this study is similar to other immersion studies. Immersion students in grades five and six "completed a questionnaire in which they made paired comparisons (judgements of degrees of dissimilarity) among 10 socially relevant concepts" (p. 17). Their responses were compared with control groups comprised of English-speaking non-immersion students and of French-Canadian students in an all French school setting.

The theory on which this particular study is based is an excellent example of the ideas which are being examined in immersion research:

The underlying theory here is that English Canadian children who participate in French immersion programs have a particularly good chance to develop favorable and realistic attitudes towards French-speaking people. . . . (p. 15)

As expected, the theory was upheld by this study. The authors report that "becoming bilingual reduces the effects of ethnicity to some extent" (p. 26). Furthermore, "extensive experience with the other group's language. . . appears to reduce the English Canadian - French Canadian gulf to a significant degree" (p. 26).

A report published by the California State Department of Education in 1984 reviews a number of Canadian and Ameri-

can immersion programs. Included is an overview by Lambert that states that immersion students develop a "deeper appreciation for French Canadians and a more balanced outlook towards them" (p. 13). In addition, those who have taken part in the immersion experience "develop more friendly and open attitudes towards French Canadians" and "feel psychologically closer and more similar" to them (p. 15).

Swain reviewed Canadian immersion education studies for the Education Department report. He found that "immersion students made more favorable assessments of French Canadians than their English comparison groups" (p. 104). Cziko, quoted in the review, wrote that "the early immersion experience seems to have reduced the social distance perceived between self and French Canadians" (p. 107).

Campbell, also quoted in the report, examined the immersion education approach in the United States. Most of these programs are designed to immerse students in Spanish rather than French. He found that the objectives of an American immersion program, which included "students will develop positive attitudes towards representatives of the Spanish-speaking community," were met (p. 124).

One of the most well known American immersion programs is in Culver City, California. Begun in 1971, this program is quite similar to the Canadian Immersion programs (Cohen, 1976). One study, conducted by Cohen and Lebach in 1974 and reported by Cohen (1976) found that "the students had

developed positive attitudes toward the Spanish language and culture" (p. 80). Another, conducted by Waldman in 1975 had students rate tapes of various speakers on pairs of polar-adjectives. Some pairs included: friendly/mean, smart/dumb, and rich/poor. Students also filled out an attitude inventory. The results showed that "students in the immersion program had more positive attitudes toward the Mexican American culture and Spanish speakers than did the other students" who were not in the immersion program (p. vii).

To sum up, it is clear from the literature that immersion experiences have a significant impact on the attitudes of participants. Students in immersion classrooms develop more positive attitudes towards the other ethnic or cultural group (Lambert, 1978; Swain, 1984; Campbell, 1984; Cohen and Lebach, 1974; Waldman, 1975). They are more tolerant and have more understanding of the foreign group and have less ethnocentric attitudes towards them (Cziko, Lambert, Gutter, 1979; Lambert and Tucker, 1971; Blake, et. al., 1981). Participants also have more friendly and open attitudes towards the other group (Lambert, 1984). Finally, immersion students feel psychologically more similar to the others and tend to think of themselves as being both (in this case) English and French (Lambert, 1978; Lambert and Tucker, 1971; Lambert, 1984; Cziko, Lambert, Gutter, 1979).

A final consideration in studies of this type is the literature on the measurement of attitudes and attitude

change. Chapter 3 will look more closely at this information; however, a brief review will be included here. In general, it is quite difficult to measure attitudes (Henerson, Morris, and Fitz-Gibbon, 1978). One problem is that there is no precise definition of the term attitude, or of attitudes themselves. Another is that there is no accurate way to determine another's attitudes (Summers, 1970). Direct observation and self-report are both subject to biases that cannot be controlled.

However, the measurement of attitude change is simpler (Wagner and Sherwood, 1969). The main focus in this kind of measurement is on attitude change and not on attitudes themselves. Thus, no precise definitions of attitudes are necessary. Instead, researchers focus on how subjects' responses to questions about attitude change over time. The possibility of inaccurate self-reporting still exists with the use of this method. However, this problem has no good solution and continues to limit all types of research on attitudes (Henerson, Morris, and Fitz-Gibbon, 1978).

Similarities Between Language Immersion and SSP

It is clear from the literature that language immersion experiences engender attitude change. The main components of this type of immersion are: 1) total immersion in a new language and culture; 2) limited contact with the world outside of the experience for the length of each school day;

and 3) the program is optional (Cohen, 1976; Lambert, 1967, 1978, 1984). A major question for this research is whether these components of language immersion exist in the SSP experience.

Total immersion in a new experience includes some specific characteristics for language students. These are:

- a) learning and use of the new language
- b) study of the culture and history of the native speakers
- c) readily available contact with native speakers
- d) teachers are usually native speakers

These characteristics also can be found in the SSP immersion experience.

While there is no language to learn at SSP, there are new skills to master. Like language students, most participants have little or no prior experience with these skills. Therefore, they must focus on learning to use a wide variety of tools. Once the use of the tools is understood, the youth must put their new knowledge into practice as they go about making the numerous repairs on a house. This task of learning and using new skills is very similar to the language immersion students' task of learning and using a new language.

Like language students, SSP participants also learn about and experience a new culture. This culture is that of SSP and is made up of a variety of components. One component is the values and ethical stance of the Methodist Church and of SSP. As noted in Chapter 1, the purpose of

the project is to share talents, skills and caring with others in the spirit of love and acceptance. This spirit of loving acceptance is a value that the youth are expected to act on with those who are served by the project and with all fellow participants. It also is expected that the youth will share their talents and skills and caring with all people they come in contact with at SSP. In addition, participants are counted upon to remember the Christian values that the Methodist Church upholds. The most important of these is the admonition to do unto others what one would have done unto oneself. Finally, no drugs, alcohol or tobacco are allowed on SSP.

While these Christian values are not specifically discussed at SSP, they are practiced regularly by the staff and all participants. The experience is permeated with these values, creating an atmosphere that often is quite different from the one in which teens usually find themselves.

Another cultural aspect of SSP is the exposure to a deprived living situation that mirrors the living experience of those who are being helped. Components of this deprived living include: sleeping on the floor, eating government surplus food, a monotonous diet, cold showers, extremely limited bathroom facilities, no privacy, no telephone or television privileges, no outside entertainment (such as movies), etc. Most of these aspects of the SSP experience

are quite unexpected. In many cases, the project may be the first experience these participants (from predominantly middle and upper income backgrounds) have ever had with such deprivations.

The final important cultural aspect is that of the people who are served by SSP. These people are in every case poor (in order to qualify for help from SSP, families must be living below the poverty line). Some are disabled or elderly. Others are ethnic minorities. Regardless of their situation, they represent different cultures and identities with which most SSP participants have little or no experience. Thus, at SSP, the youth have an opportunity to meet and interact with people of diverse cultural backgrounds. This experience is like that of language immersion students who have regular opportunities to interact with native speakers.

The youth also are exposed to the culture and experiences of those they serve during the educational component of SSP. Each evening, for two hours, the youth do exercises and discuss various aspects of their SSP experience. The time is used to reflect on the discussion topic for the evening and how it relates to the daily experiences of the participants. In addition, community members also may take part in the educational program. Their participation usually consists of sharing their cultural experience and answering youths' questions. It is another opportunity to

broaden the youths' exposure to the experiences of the minorities and poor.

In addition to this exposure to the different cultures of individuals, the participants also directly observe the daily realities of poverty. Each day the youth are exposed to the living conditions of the people they serve. As they discover the kinds of repairs needed on homes, they begin to understand the depth of the poverty of these people. When they see roofs that are full of holes, houses that have fallen off of their foundations, broken windows, and more, the participants see, first hand, how poverty effects the lives of people.

In most cases, the youth also become friendly with those who live in the home on which they work. The homeowners may share their food with the workers. They may invite them inside their homes. For most participants this is one of the few direct experiences they have with poverty. Thus, they are exposed not only to the new and diverse cultures of those whom workers serve, but also to their common experience of poverty.

Another aspect of total immersion in language classes is that teachers are usually native speakers. At SSP, there is a similar type of exposure. Each year, at least one or two members of the community in which the project is working take leadership roles in the repair process. Often these

people have construction skills and spend their hours moving from house to house supervising and helping the youth with their work. In this way, the participants have regular exposure to community members in the role of teacher and adviser.

There are two other aspects of language immersion. The first is that students have limited contact with the world outside of the experience for the length of each school day. SSP participants have similarly limited contact with the outside world during their week on the project. As mentioned before, there is no access to television and telephones (except for an emergency). In addition, the rural location of SSP limits the youths' access to the outside world. Any contact that participants have with local people serves as a further exposure to the local culture and enhances the feeling of isolation from the world. Thus, for one week, the youth are quite cut off from the world that they know and are instead immersed in a new and different one.

There is however, one difference between SSP and language immersion in terms of this limited exposure to the outside world. In language immersion, the children are exposed to the special world of their classrooms every day over a period of years. SSP participants are not so lucky. Instead, their experience is limited to one week. This short period of exposure to the SSP immersion experience

affects the amount of attitude change that the youth undergo. It also may reduce the lasting effect of such change. However, repeated exposure to SSP may decrease these two effects.

The final aspect of language immersion programs is that they are optional. The SSP experience also is optional. In a very few cases, some youth go to SSP because their parents have sent them, not because they choose to go. However, this forced participation is discouraged by SSP. Thus, there are very few youths at SSP who have not chosen to be there.

In sum, there are many similarities between language immersion and the SSP experience. These similarities include: 1) total immersion in a new culture and experience; 2) learning and use of a new skill; 3) study of the culture of the other group; 4) regular contact with members of the other group; 5) skills often are taught by members of the other group; 6) contact with the outside world is limited; and 7) the program is optional.

There is only one important difference between SSP and language immersion. The length of time that participants are exposed to the new experience is much briefer in the case of SSP. However, participants can return year after year to SSP. In this way they can be exposed to the experience for a longer duration than a single week (30% of the sample were returning for their second experience when

the data were collected for this research). While language immersion exposure may be of greater duration, SSP does provide an opportunity for increased length of exposure. This difference in duration, while important, does not limit the clear relationship between the language immersion literature and the SSP experience. This clear relationship provides evidence that participants might well undergo attitude change as a result of their experience at SSP.

The Relationship Between Prejudice and Attitudes

The concept of prejudice was discussed in Chapter 1. This term was defined as any feeling that is not based on actual experience but rather on assumption. The discussion pointed out the prevalence of prejudice and its outcomes in today's world. It also made clear that prejudice artificially separates people from each other by encouraging the division of humans into races, classes and other groups. The result of such separation is lack of knowledge and understanding about different groups in our society. Instead of making use of accurate information, many people rely on rumors, stereotypes and other exaggerated material in their feelings and opinions about others.

Attitudes are a basic component of prejudice. In fact, Webster's defines the term attitude as one's thoughts or feelings or opinions. Thus, both prejudice and attitudes are feelings. The major difference is that an attitude can

be any kind of feeling or opinion, whereas prejudice is limited to such feelings that are inaccurate because they are not based on experience. Therefore, we might easily define prejudice as an inaccurate attitude.

This study is specifically interested in inaccurate attitudes, especially those held by teenagers. In many cases youths have no actual experience with people about whom they have strong feelings. Like their parents, they rely on rumors or stereotypes when they form opinions about other people. Thus, their attitudes often are prejudiced.

Poverty is an area that is poorly understood by the non-poor. It is, therefore, especially open to prejudice. Many of the youths who attend SSP have had no experience with poverty or the poor. As a result, they most likely have inaccurate feelings about those who are served by SSP and these prejudices will be reflected in their attitudes.

This study, then, seeks to discover whether actual experience with the poor will change the SSP participants' attitudes. It is expected that the SSP experience will give the youths an opportunity to develop more accurate feelings about poverty. If they do develop more positive attitudes, then SSP will have contributed to the reduction of these participants' prejudice.

CHAPTER 3

Methodology

Research Questions

The purpose of this study is to explore the impact of immersion in SSP on the attitudes of high school youths.

This purpose can be broken down into a number of questions:

Main Hypothesis:

1. Youths who take part in the SSP immersion experience will undergo attitude change.

Sub-Hypotheses:

1. Attitude change as a result of immersion in the SSP experience will be maintained over time.
2. Youths who have been on SSP previously will show a greater attitude change than those who are attending for the first time.

Questions:

1. Will age, sex or income level have any effect on attitude change?
2. The questionnaire explores five subject areas. These are: Anglo-Americans, Christianity, welfare-recipients, learning, and helping others. Will there be different levels of attitude change in each area?
3. Will there be any behavioral representations of attitude change?
4. What is the attitude of the subjects towards poverty?
5. Do the subjects think that those they helped deserved or needed to be helped?

The Measurement of Attitudes

It is very difficult to measure attitudes for a variety of reasons (Henerson, Morris, and Fitz-Gibbon, 1978). One

reason is that the term attitude is a complex and broad concept. Webster's (1975) defines attitude three ways: "1. a bodily posture showing mood, action, etc. 2. a manner showing one's feelings or thoughts 3. one's disposition, opinion, etc." All of these descriptions are part of what an attitude is, yet the use of "etc." makes it clear that even this definition is not complete. The complexity of this term makes the measurement of attitudes a difficult task, for accurate measurement is impossible without a precise definition.

Another problem with attitude measurement, according to Summers (1970) is that "attitudes are not open to direct observation" (p. 21). One cannot accurately determine another's attitudes through observation. It even is difficult to determine another's attitudes by questioning him. Often, people are unaware of their own attitudes. At other times, a person might express an attitude and then act in a contradictory way. Clearly, the the lack of precision in definition and the unobservable nature of attitudes results in an inability to accurately measure them.

The Measurement of Attitude Change

It is easier to measure attitude change than it is to measure attitudes alone because measuring change avoids many of the problems found in measuring attitudes. For instance, in measuring attitude change, it is not necessary to

precisely define the attitude being studied. Instead the researcher can make use of subjects that are commonly recognized as attitude-inducing. Some examples might be race, sexual preference or morals. To discover a change in attitudes, the researcher can simply ask a subject a question about one of these areas and then repeat the question at a later time. If there is a difference between the two answers, then there has most likely been a change in the attitude. For instance, the researcher might ask a subject to rate his similarity to a person of another race on a scale of one to ten, one being very similar and ten being very different. The subject rates himself at five, neither similar nor different. One month later, the subject is asked to rate himself again. This time, he rates himself at three. The difference between his first rating and his second indicates that the subject may have changed his attitude about himself and about people of another race.

Of course, one question is not sufficient to determine real attitude change. However, a series of questions that deal with attitudes offers a broader base on which to determine change. If a subject shows change across a number of questions, then it is possible to assume a change in attitudes.

A problem with this method of measuring attitude change, which relies on self-report, is that it does not respond to the difficulty that subjects have in accurately

reporting their own attitudes. There is no good solution to this problem (Henerson, Morris, and Fitz-Gibbon, 1978). It is simply one additional area in which the research on attitude change is limited.

However, while subjects do not report their own attitudes very accurately, they often can report more accurately on their behavior. True attitude change is best evidenced by behavior change (Zimbardo and Ebbeson, 1969). For this reason it often is helpful to include questions about behavior in any study of attitude change.

Despite the problems in measuring attitude change, there is a common consensus that certain types of methods are the most effective in determining such change (Henerson, Morris, Fitz-Gibbon, 1978; Zimbardo and Ebbeson, 1969; Summers, 1970). A general listing of these methods includes questionnaires, interviews, rating scales, and self-reporting. Each of these categories can be broken down into a wide variety of specific techniques. For the purposes of this study, it is important to review those techniques that are used in language immersion studies because these are the ones that best apply to studying attitude change as a result of SSP.

In the studies reviewed in the previous chapter, there were a number of techniques used to determine attitude change. One common one is the use of open-ended questions that ask about the thoughts and feelings of the subjects.

Another method consists of interviewing subjects. A third method involves the use of rating scales and polar-adjectives. Subjects are asked to rate themselves or others on a scale with polar-adjectives at either end. Another technique involving the use of scales asks subjects to rate a concept according to the degree of similarity or dissimilarity it has towards them. Finally, some scales require the subject to rate his degree of agreement or disagreement with a statement.

The Questionnaire: Content and Analysis

All of the above methods are competent tools to measure attitude change. For the purposes of this study, two main types of questions were chosen. One type is that which asks subjects to rate their agreement or disagreement with a statement. For instance:

Helping others makes me feel good about myself:

strongly	agree	undecided	disagree	strongly
agree				disagree

The other type of question is a sentence followed by a rating scale. At either end of the scale are polar-adjectives or polar phrases between which the subject must rate his beliefs. For example:

People on welfare are:

lazy					not lazy
1	2	3	4	5	

In addition to these two main types of questions, there

are included some open-ended questions and a check-off list of eleven behaviors. The purpose of the open-ended questions is to allow the subjects to include thoughts and feelings that might not otherwise be solicited by the questionnaire. The purpose of the check-off list is to determine whether the subjects have taken part in any activity since SSP that provides evidence of behavior change that matches attitude change.

Five subject areas were chosen for exploration in the questionnaire. These are: Christianity, Anglo-Americans, welfare-recipients, helping others, and learning. These areas were chosen because of their relevance to SSP. It was thought that the youths might show the most change in these areas as a result of their experience. Four questions were asked in the subject areas of Christianity, welfare-recipients, helping others and learning. Three questions were asked about Anglo-Americans. No two questions in the same subject area were asked in consecutive order.

The questionnaire follows a basic format. There is a brief demographic section which asks the subjects to report their age, grade in school, sex, race, family income, and number of times on SSP. This section is followed by fourteen statements that require a rating of agreement to disagreement. The final section consists of nine statements followed by rating scales of polar-phrases. Each section contains clear directions. Subjects were required to either

fill in a blank, circle a word, or circle a number.

The questionnaire was distributed three times with slight variations. The first and second tests (pre- and post-tests) are identical except for the addition to the post-test of two open ended questions. The third test (follow-up test) includes many of the same questions as the pre-test, some new questions, the eleven item check-off list and two open-ended questions.

The follow-up test included some new questions because of an unexpected change in the usual SSP organization. In the past, the project has devoted much of its resources to the Native American community in California. Generally, they are the major ethnic group with whom SSP works. However, during the 1986 summer, the project was unable to work with any Native Americans. As a result, six of the questions on both the pre- and post-tests, which dealt with attitudes towards Native Americans, had to be voided from the results. Before sending out the follow-up test, this researcher re-wrote those six questions. The new questions deal with two new areas: a) Did those who were helped need or deserve that help? and b) participants' attitudes towards poverty. Without pre-test responses, it is not possible to determine attitude change in these areas. However, the responses may reveal some interesting information about the youths. For this reason, the questions were re-written.

Previous to distribution at SSP, the questionnaire was

distributed to a United Methodist Church group consisting of twenty high school youths. None of the subjects had been on SSP, although all were at least somewhat familiar with it. The purpose of this distribution was to check the questionnaire for readability, clarity, and ease of response. The youths completed the questionnaire in approximately fifteen minutes. There were some questions about the meaning of certain statements, but in general, the questionnaire was clearly understood and easy to complete. The researcher asked for suggestions to improve the questionnaire and received some good ideas. As a result of this testing, some changes were made to clarify statements and to improve the overall quality of the questionnaire.

After the three distributions to the SSP participants, the data from the questionnaire was analyzed using the computer program, the Statistical Package for the Social Sciences (SPSS). This program was chosen for its ability to perform a great variety of statistical analyses with relatively little effort on the part of the researcher. Chapter 4 contains a more detailed description of the specific way in which SPSS was used.

Procedure

On the first day at SSP at the leaders' meeting, this researcher gave an explanation of the purpose and manner of her study. The leaders of the three churches that were

represented that week gave written consent for their youths to participate in this study if they so chose.

That evening, during the orientation for all participants, this researcher gave this same explanation of her study to all the youths. It was made clear that all responses would be anonymous, that no one was required to fill out the questionnaires, that one could decide to end participation at any time, and that the act of filling out a questionnaire would be considered an agreement to participate. The youths also were told that their leaders had already given written permission for them to participate. After answering questions, this researcher distributed the pre-test and pencils. Approximately twenty minutes were required for all the youth to complete the questionnaire.

On the final evening of SSP, the same procedure was followed. There were no questions and the youth took approximately the same amount of time to fill out the post-test.

One month after SSP, this researcher sent out the follow-up questionnaire to every participant. Included were instructions and a stamped, self-addressed envelope for returning the questionnaire. Twenty-one out of forty-three responses were returned.

Research Design

This study makes use of a quasi-experimental design to

determine the attitude change of high school youths who take part in the SSP immersion experience. Questionnaires were distributed on the first day of SSP, on the last day, and a follow-up survey was sent one month after SSP. This pattern of distribution allowed for a number of comparisons.

The pre-test data was used as a baseline for each subject. Initial attitude change was determined by the comparison of the post-test data to the baseline data. Data from the follow-up test was used to determine whether attitude change was maintained over a month long period.

All subjects remained anonymous. No names were used on the questionnaires. Instead, subjects were identified by the inclusion of their phone number in the space provided on each questionnaire. This number enabled the researcher to compare each subject to himself. In this way, the subjects provided their own matched control group.

There were six possible groups at SSP that could have been studied, one at each of the six weeks available for participation. The fifth group was chosen for this study because that is when this researcher was able to attend. Approximately fifty youths attended SSP during the fifth week. After culling out incomplete and non-matching questionnaires, the final sample consisted of forty-three subjects.

Validity and Reliability

A validity problem in this study is the self-report of behavior that is included on the follow-up test. While the eleven items on the check-off list represent behaviors that might easily result from the attitude-changing experience of SSP, there is no way to determine whether this list is the most representative of behaviors in which the subjects might take part. In other words, it is impossible to know exactly what new behaviors a subject might act out after SSP. The researcher could only make an educated guess about such behaviors based on her knowledge of adolescents and of SSP.

In addition to this validity problem, there are some reliability concerns in this study. For instance, the follow-up results may be confounded by historical factors. For example, a Sunday school class may study poverty or welfare use between the end of SSP and the distribution of the follow-up test. In such a situation, it would be unclear whether attitude change was the result of SSP or of the class. In addition, the researcher would be unaware of such confounding events. Therefore, the follow-up test has only limited strength as a determinant of attitude change after one month.

Another problem with the distribution of the follow-up test is that of maturation. It is impossible to tell if any measurable attitude change is the result of SSP or simply of the growth and development of the subjects.

A further problem is statistical mortality. The original sample contained forty-three subjects. However, the follow-up test was returned by only twenty-one subjects. Thus, the final sample represents only half of the original group. As a result, any conclusions based on the follow-up survey may be less valid when applied to the sample as a whole.

Subject reliability was controlled for by using at least three questions in each of the five subject areas (Anglo-Americans, Christianity, helping others, learning, and welfare-recipients). In this way, an overall picture of an individual's attitudes in each category was obtained.

One reliability issue is concerned with the attention paid to the questionnaire. The youth may have focused quite closely when completing the pre-test. However, this focus may have decreased with each subsequent questionnaire. Unfortunately, there is no way to control for this problem.

Another concern is that of the randomness of the sample. Because the researcher could only attend the fifth week of SSP and because she could not pick the subjects, there is no guarantee that the sample was random. Instead, the makeup was determined by such factors as space availability at SSP and individual and group choices about when to attend. On the other hand, because every group made its own decisions about attendance at SSP, there was nothing that prevented a random sample from occurring. The sample

may, as the result of chance, have been random, but there is no way to guarantee that randomness or even to check for its existence.

A final concern is the circumstances under which this research was produced. This researcher worked essentially alone throughout the study. When assistance was needed, it was necessary for her to recruit volunteers. During the study, both time and money were limited. All funds for the associated costs were contributed by the researcher. The short time frame of a Master's Thesis produced a pressure to speed through each aspect of this study.

The effect of these aspects of the study on the results are unknown. What can be said, however, is that the environment in which this research was accomplished was not the most supportive of producing the best results. Finally, most of these aspects were beyond the control of the researcher. Thus, there was no way in which to reduce their effects upon this study.

To sum up, it is clear that there are a variety of validity and reliability concerns with this study. Because of these concerns, it is important to avoid over-generalizations about this research. For instance, there is no way to know whether the results are applicable to other adolescents. The population studied here is quite narrow. It may be that SSP only affects youth from upper and middle income backgrounds. Thus, any generalizations to youth from

lower income families may be inaccurate.

In addition, this study did not attempt to deal with the effect some of the major characteristics of adolescence may have had on the results. One of these characteristics is peer pressure. It is quite possible that any attitude change found by this study was the result of peer pressure to conform in a certain way, rather than of the experience of SSP. There may be other characteristics of adolescence that may have similarly affected the results.

It would be impossible to produce a complete list of all the possible confounding factors in research of this type. There simply are too many diverse components at work. It is important, therefore, to avoid overgeneralizations about this study while at the same time keeping in mind that the results are valuable as the first effort in studying the SSP experience.

CHAPTER 4

Results

Method of Analysis

The data collected from the questionnaires was analyzed with the use of the computer program, the Statistical Package for the Social Sciences (SPSS). It was encoded for the computer by converting all responses to a numerical format. Demographic data was converted into numbers ranging from one to eighteen, depending upon the question. Attitudinal data was encoded as numbers one through five, each number corresponding to one of the five answer choices for each attitudinal question. In addition, the encoding of this part of the data was directional. That is, low numbers were used to indicate more tolerant attitudes and high numbers were used to indicate less tolerant ones. Therefore, results that are numerically positive indicate a change to more tolerant attitudes, while results that are negative indicate a change towards less tolerant attitudes. A score of zero indicates no change at all.

A frequency analysis was run on all the demographic data to determine the breakdown of subjects according to sex, age, grade, race, income, and number of times on SSP. The same analysis also was run on the attitudinal data. There were two purposes for this frequency analysis. The first was to allow the researcher to observe the number of

and type of response for each individual question. For instance, this analysis made it possible to determine how many subjects strongly agreed, agreed, were undecided, etc. on each question requiring this type of response.

The second reason for running a frequency analysis was to check for mistakes in the encoding process. By reviewing the frequencies it was possible to determine whether any answers in the attitudinal data are encoded as a number other than one through five. If this was the case, then the responses had to be corrected. However, no encoding errors were discovered from the frequency analysis.

Another method used to check for encoding errors consisted of asking the computer to generate a random series of subjects' responses which were then checked against the original data. Again, no errors were found.

A variety of open-ended questions were included on the post-test and the follow-up test. Responses were analyzed by tallying each participant's answers into subject categories. A partial list of categories includes: helping others, making friends/meeting new people, learning and working/working as a team.

Demographic Information

The questionnaire asked for demographic information in six areas: sex, age, grade, race, income, and number of times at SSP. The following tables summarize the data:

Table 1
Demographic Percentages for
Sex, Age, and Grade

Sex	Percent of sample	Age	Percent of sample	Grade	Percent of sample
Male	53.5	14	14.0	8	14.0
Female	46.5	15	32.7	9	20.9
		16	27.8	10	37.2
		17	20.8	11	20.9
		18	4.7	12	7.0

Table 2
Demographic Percentages for Race, Income,
and Number of Times on SSP

Race	Percent of sample	Income	Percent of sample	Number of Times	Percent of sample
White	97.7	High	34.9	1	48.8
Asian	2.3	Middle	58.1	2	32.6
		Low	7.0	3	14.0
				4	0
				5	4.6

The sample was almost equally balanced between males and females. The majority of the group (60.5 percent) was either fifteen or sixteen years of age. The next largest group (20.9 percent) was seventeen years of age. Seventy-nine percent of the group were in grades nine, ten, and eleven and the bulk of this group (37.2 percent) was in grade ten. The group was entirely White, with one excep-

tion. A single Asian subject took part in the study. Most of the sample rated itself as middle income (58.1 percent). The next largest group (34 percent) rated itself as high income. This was the first time at SSP for almost half the sample (48.8 percent). The next largest group (32.6 percent) was returning for its second experience.

Attitude Change

In order to determine attitude change, the sum of each individual's responses to all the attitudinal questions for each of the pre-, post- and follow-up tests was calculated. The result was a score for each test for each subject. The difference between the post-test scores (SUM2) and the pre-test scores (SUM1) was used to determine the initial attitude change (CH12). To determine change after one month (CH13), the sum of the scores from the follow-up test (SUM3) was subtracted from the pre-test scores (SUM1). This figure, CH13, was then compared to the original change, CH12, in order to determine the amount of attitude change that occurred between the distribution of the post-test and the follow-up test. A frequency analysis also was completed on all of the change data (see Appendix C for a complete listing of the computer program).

The results for initial attitude change, that is, that change that occurred during the week at SSP, show that on average the subjects experienced an attitude change of 1.56

points. Because the figure is positive, it indicates a move towards more tolerant attitudes. The frequency analysis on the initial change data shows that thirteen subjects experienced negative change, three experienced no change, and twenty-three experienced positive change. These figures indicate that twice as many subjects experienced positive change as those who experienced negative change.

Over the one month period between the end of SSP and the distribution of the follow-up test, the subjects' attitude change dropped to 0.42 points. This figure represents a 73% decline in attitude change. The frequency analysis indicates that seven subjects had a positive attitude change, seven had a negative attitude change, and three did not change at all one month after SSP.

An analysis was performed on the attitude change data and the demographic information. The purpose of this analysis was to determine how the data aligned according to demographic divisions. The results can be found in Tables 3 through 9 on the following pages.

In brief, the data revealed that those who were attending SSP for the first time experienced the most attitude change. However, those attending SSP for the second time maintained their attitude change over time better than those attending for the first time. The youngest participants experienced the highest level of attitude change and the oldest experienced the least. Males' attitudes changed more

Table 3

A Comparison of Number of Times on SSP
and Average Attitude Change

Number of times on SSP	Range		Average change
	Min.	Max.	
1	-3	8	1.8
2	-5	4	0.57

(Note: there is insufficient data to determine change for subjects attending more than two times.)

Table 4

A Comparison of Number of Times on SSP
and Average Change After One Month

Number of Times on SSP	Range		Average Change
	Min.	Max.	
1	-3	8	0.57
2	-5	5	0.66

(Note: the sample size for this data is twenty-one subjects which is fewer than half the size of the original sample.)

Table 5

A Comparison of Grade Level and
Average Attitude Change

Grade	Range		Average change
	Min.	Max.	
8	-4	8	2.0
9	-2	5	1.9
10	-3	7	1.6
11	-5	8	0.5
12	insufficient data		

Table 6

A Comparison of Age and
Average Attitude Change

Age	Range		Average change
	Min.	Max.	
14	-2	8	2.5
15	-4	7	2.0
16	-3	2	1.1
17	-5	8	0.43
18	insufficient data		

than females', but females' change decreased less than males over time. Those who were from high income backgrounds experienced more attitude change than those from low income. It is important to note that in every case the attitude change was positive and thus indicates a change towards more tolerant, less prejudicial attitudes.

The attitude change results for each of the five subjects area covered in the questionnaire also was tabulated. These results can be found in Table 10 on page 55. There was a limited amount of attitude change in any one area. The highest amount of change was found towards Anglo-Americans and the lowest towards learning.

Follow-up Test Data

Finally, the data from the follow-up test which could not be compared to any previous data was analyzed. This data included the questions that did not appear on the pre- and post-tests. It is important to keep in mind that the sample size for this data was twenty-one subjects, which is half the size of the total sample.

Subjects who completed the check-off list of behaviors reported that they acted an average of 3.6 behaviors on the list. The fewest number of behaviors that were acted on was one and the greatest number was five.

Three questions from the follow-up questionnaire were grouped under the subject of the participants' attitudes

Table 7

A Comparison of Sex and Average
Attitude Change

Sex	Range		Average change
	Min.	Max.	
Female	-3	5	1.2
Male	-5	8	1.8

Table 8

A Comparison of Sex and Average
Change After One Month

Sex	Range		Average Change
	Min.	Max.	
Female	-3	5	0.69
Male	-5	8	-0.17

(Note: the sample size for this data is twenty-one subjects which is fewer than half the size of the original sample.)

Table 9
A Comparison of Income and
Average Attitude Change

Income	Range		Average change
	Min.	Max.	
High	-2	8	2.3
Middle	-5	8	0.96

Table 10
Average Attitude Change in each Subject Area
Explored by the Questionnaire

Subject area	Range		Average change
	Min.	Max.	
Anglo-Americans	-1	1.3	0.21
Helping others	-.05	0.75	0.16
Welfare-recipients	-0.75	1	0.11
Christians	-1.25	1	0.089
Learning	-1.5	1	0.023

towards poverty. These questions required the subjects to rate their agreement or disagreement with a series of statements. The statements were:

1. At SSP I learned what poverty is like.
2. There is nothing to learn about poverty.
3. White people who are poor usually have more possessions than minorities who are poor.

The average response to these three questions was 2.33 points. This number falls between the ratings of "agree" (two points) and "undecided" (three points).

Three other questions were grouped around the question of whether the people who were served by the participants needed or deserved such help. The first statement required the subjects to rate their agreement or disagreement. It is: "1. I think that the people who I worked for at SSP really needed help with house repairs." The other two statements required the subjects to rate their answer on a scale with polar adjectives at either end. These statements are:

2. At SSP, the people whose homes I worked on were: hard workers/lazy.
3. The people I worked for at SSP were: poor/rich.

On average the response to these three statements was 2.38 points. This rating falls, on the agreement to disagreement scale, between "agree" (two points) and "undecided" (three points).

Open-ended Questions

Responses to the open-ended questions on the question-

naires clustered around certain subject areas. On the post-test there were two questions:

1. What was the most meaningful thing that happened to you at SSP?
2. What was the best thing about being on SSP?

Both of these questions deal with the same idea; that is, what was the best, most meaningful or otherwise important aspect of SSP for each participant. Responses to these questions clustered around two main subject areas: meeting new people/making friends and helping others. Almost every subject commented on how enjoyable and fulfilling it was to make new friends. Many said that it was not just making friends with fellow participants that was meaningful, but also getting to know those they were there to help. Out of the forty-three total responses, nineteen subjects said that helping others was the best part of SSP. Respondents used words such as service, giving, accomplishment, and making a difference to describe their helping experience.

Another frequently cited subject was working and working as a team. Eleven respondents wrote that these aspects of SSP made their experience meaningful.

Eleven respondents mentioned learning as another important aspect of their experience. They mentioned a variety of learning experiences, including: learning new skills, learning how to work together, learning how to make friends, and learning how to get along in a group.

A variety of other areas were mentioned in response to

the questions about what was best or most meaningful about the SSP experience. Three subjects mentioned that they felt that their work was a way to do God's will or to be spiritual. Eight others said that the best part about SSP was discovering themselves, feeling accepted for themselves or feeling good about themselves. Two mentioned a real sense of accomplishment.

The follow-up test asked the subjects to check off a list of items in which they had participated in since SSP. The list was made up of a variety of behaviors which could indicate a continued attitude change. Included in the list were:

- planned a service project
- taken part in a service project
- helped someone else
- talked to others about your SSP experience
- given money to someone who needed it
- visited someone who was lonely
- made friends with someone of a different race
- found out more about Indians
- found out more about poverty
- talked to others about Indians
- showed photographs or slides of SSP to others

After checking off the appropriate items, youths were asked to describe any of the activities from the check off list in which they had participated. Sixteen youths (out of the twenty-one who returned the follow-up survey) said that they had told others about their SSP experience. The following is a list of all the other behaviors that different youths acted on:

- helped a Japanese girl at school

helped someone with their homework
helped some freshmen
made friends with someone of a different race
made new friends
gave money to someone for lunch
helped paint a house
fixed up the house of a man with cancer
cleaned up the yard of a lady with cancer
visited grandfather in the hospital
helped sand furniture for the church nursery
sponsored a needy child in another country

The youths also were asked to describe their feelings about taking part in the above activities. Thirteen said that they felt good or felt good about themselves. Four subjects said, simply, that participation made them feel great. Two said that their experience made them think about others' needs. One subject said that he felt selfless, another felt that he had shared, another that he had given. Eight participants responded by saying that they felt useful, helpful, needed, or that they had made a difference. One subject mentioned feeling proud and another said that he was satisfied by his behavior.

Finally, the subjects were asked if they were planning to go on SSP next year. Nineteen said yes (many of these responses were quite strong: "You bet!; I can't wait!; Of course I am!"; "I wish it were here already!") and two said no, they did not plan to return.

CHAPTER 5

Discussion

Main Hypothesis

The main hypothesis of this study states that youth who take part in the SSP immersion experience will undergo attitude change. This hypothesis is upheld by the results. The average attitude change for subjects was 1.56 points. This figure is numerically positive and therefore indicates a change towards more tolerant attitudes.

Within the total sample of forty-three subjects, only three subjects showed no attitude change, a mere seven percent. Thirteen subjects did experience a change to less tolerant attitudes (thirty percent). However, almost twice that number (twenty-three) experienced a change to more tolerant attitudes. Thus, fifty-four percent of the sample developed more positive attitudes as a result of their SSP experience (there is no change score available for nine percent of the sample because of invalid responses).

These results suggest that the SSP experience has influence on the attitudes of its participants. It is important to note that the change for most of the participants was towards more tolerant attitudes. This type of change suggests a decrease in negative or inaccurate attitudes. If inaccurate attitudes or feelings are decreased by the SSP experience, then prejudice may be reduced. Such a reduc-

tion of prejudice is an impressive example of what attitude changing experiences can produce. Thus, the SSP experience, by encouraging the reduction of our children's prejudices, makes a contribution to today's society. The project not only helps and serves the poor by repairing their homes, it also helps and serves our society by reducing the factors that separate humans from one another.

Sub-Hypotheses

The first sub-hypothesis states that attitude change as a result of immersion in the SSP experience will be maintained over time. This hypothesis is upheld by the results, although the long-term attitude change is significantly reduced when compared to the initial change. After one month, SSP participants' average change was 0.42 points. While this figure represents a seventy-three percent loss, it is still numerically positive.

These results are disappointing. They suggest that while SSP does encourage attitude change, this change decreases sharply after the experience. Yet, these results are not surprising. Most of the subjects are from middle and upper income backgrounds. People in this sector of our society are not known for a high level of concern about the poor. As was stated in Chapter 2, many of these people rely heavily on stereotypes and prejudiced information when developing feelings and attitudes about the poor. It is

easy to understand how an adolescent, once back in an environment that is filled with inaccuracies and prejudices about poverty, would quickly revert to similar types of feelings. In one way, the results are hopeful because they indicate that while SSP participants have lost a great deal of their attitude change, they have not lost all of it. Thus, the experience of SSP may well have some small but lasting effect on the attitudes of youth.

The second sub-hypothesis states that youth who have been on SSP previously will show a greater attitude change than those attending for the first time. The results show that this hypothesis is false. Those who attended SSP for the first time showed a 1.8 point attitude change, while those who attended for the second time showed a 0.57 point change. (There was insufficient data to determine attitude change for subjects attending more than twice.) Thus, first-timers show three times as much attitude change as second-timers.

One explanation for these results is that those attending for the second time had residual attitude change from the previous year. Thus, they came into the 1985 summer at SSP with more tolerant attitudes than those who were attending for the first time. As a result, they experienced less change because they began their second experience with fewer inaccurate attitudes or prejudices. If this explanation is correct, then the data provides evidence that there is some

attitude change that lasts as long as one year after SSP.

Other results confirm the possibility that some attitude change may be maintained over a long period of time. While first-timers experience greater initial attitude change than second-timers, their attitude change also decays, whereas that of second-timers does not. The initial attitude change for first-time attendees was 1.8 points. It decreased over time to 0.57 points. Second-time attendees' initial attitude change was 0.57, while their long-term change was 0.67 points.

This lack of decay of attitude change for second-timers is very interesting. It suggests that attending SSP more than once increases the maintenance of attitude change. One explanation for this effect might be that additional SSP experiences reinforce and even add to the attitude change from the first year. As a result, the total attitude change has a more lasting effect and continues to be maintained over time.

Questions

The first question asks whether age, sex, or income level will have any effect on attitude change. Tables 5 and 6 (grade and age compared to average attitude change) show that the younger the participant, the greater his level of attitude change. The attitude change scores for ages 14, 15, 16 and 17 are 2.5, 2.0, 1.1, and 0.43 points, respec-

tively. The data for grade level is quite similar. These results suggest that younger participants are more flexible in their attitudes, or at least more open to change. In contrast, the older one gets, the less one is open to change.

There also are differences in attitude change according to sex. Boys experience more attitude change than girls. Their respective average changes are 1.8 points and 1.2 points. However, over time, boys experience a greater decrease in attitude change than girls. Boys' attitude change decreased to $-.017$ points while girls' decreased to 0.69 points one month after SSP.

These differences in attitude change are difficult to explain. They suggest that boys' attitudes are more malleable initially, but that any effects are short-lived. Girls, on the other hand, are less open to initial attitude change, but any change that they do experience lasts longer. The data seems to show that girls take more time to develop new attitudes but that once developed, such attitudes are held firmly. Boys, on the other hand, are quickly influenced by new ideas, but also quick to let them go.

The data also indicate significant differences in attitude change according to income level. High income participants experienced 2.3 points of attitude change, while middle income participants experienced 0.96 points as a result of SSP. Subjects from high income families experienced more

than twice as much attitude change as those from middle income families.

These results are reasonable when one considers that high income participants probably have even less experience with poverty than do middle income participants. Less experience increases the potential of those from wealthier backgrounds having inaccurate attitudes and greater prejudices. At SSP, then, these attitudes are more forcefully confronted as untrue. As a result, high income subjects both have more changing to do, and do change more than middle income subjects. If this explanation of these results is correct, it suggests that even unaware people can change their attitudes.

It is important to note that while high income subjects changed more as a result of SSP, they did not maintain this level of change over time (see page 58 for a discussion of attitude change loss over time). The reason for this large but unmaintained change may be that this group, because it knows little about poverty at the beginning of SSP, changes quite a bit initially. However, once these high income subjects return to their affluent homes, their new knowledge is probably easy to forget. The result is a decayed attitude change.

The second question asks whether there are different levels of attitude change in each of the five subject areas explored by the questionnaire. These five subjects were

chosen because of their pertinence to the SSP experience. At least three questions in each subject area appeared in the questionnaire.

There was very little difference in attitude change amongst the subject areas. In decreasing order the change was: Anglo-Americans -- 0.21 points; helping others -- 0.16 points; welfare-recipients -- 0.11 points; Christians -- 0.089 points; and learning -- 0.023 points. These results suggest that attitude change was relatively equal across each area. No one subject area received particular attention at SSP and as a result, no one subject area produced a more significant level of attitude change.

The third question asks if there was any behavioral representation of attitude change. The data for this question came from the eleven item check off list included in the follow-up test. On average, subjects acted on 3.6 behaviors on the list, or 32.7 percent of them. If the two items on the list that refer to Indians are left off (because no Indians were served by SSP this year), this figure rises to forty percent.

It is significant that subjects acted on forty percent of the behaviors on the list. That is a relatively high level of activity that may be representative of new attitudes. Of course, there is no way to prove that any of the listed behaviors are the direct result of attitude change. However, given that attitude change does exist, that all of

the behaviors on the check-off list could be the result of such attitude change, and that forty percent of the listed items were acted on, it is reasonable to guess that at least some behavior of the subjects is the result of the attitude changing experience of SSP.

The fourth question asked what the attitude of the subjects was towards poverty. The results were based on three questions from the follow-up test. These questions did not appear on either the pre- or post-test. As a result, there is no way to determine any kind of attitude change for this subject area. Instead, the data simply gives us some information about how strongly the subjects agree or disagree with the three statements.

The average response was 2.33 points. A score of 2.33 falls between the ratings "agree" (two points) and "undecided" (three points), but closer to agree. Thus, we can see that one month after SSP, subjects still had a fairly positive attitude towards poverty (low scores indicate more tolerant attitudes) and that they basically agree with the following ideas: at SSP they learned what poverty is like; there is more to learn about poverty; and minorities who are poor usually have fewer possessions than white people who are poor.

The final question studied also was concerned with items on the follow-up test which did not appear on any other test. It asked whether the subjects thought that

those they helped deserved or needed to be helped. The average response to the three questions in this area was 2.4 points.

This score is very similar to the one just discussed above (participants' attitudes towards poverty), falling just slightly closer to the rating "undecided," but still closest to "agree." These results tell us that subjects agree that those whom they helped deserved or needed such help. In fact, to the one statement on the follow-up test that directly dealt with this subject ("I think that the people who I worked for really needed help with house repairs"), 71.4 percent of the participants either agreed or strongly agreed.

These two areas from the follow-up test - subjects' attitudes towards poverty and the perceived need of the people served by SSP - provide some additional information about participants' attitudes. However, this data is quite limited and not very useful by itself. On the other hand, it is helpful in that it confirms the trend of all the previous data. That is, high school youth who participate in the SSP immersion experience do undergo attitude change.

Open-ended Questions

Data from the open-ended questions also helps to confirm the trend toward positive attitude change. Subjects consistently reported that helping others, learning, work-

ing, working as a team, and meeting new people were important aspects of their SSP experience. About their helping experience, subjects used such words as service, giving, accomplishment and making a difference. Clearly, these youths feel that they have participated in a worthwhile and important project.

Such positive feelings, while not providing evidence for actual attitude change, do suggest that participants might well have been open to new ideas and feelings. If this openness did exist, the opportunity for attitude change would be increased.

When the youths described exactly how they participated in the items that they checked off on the eleven item check-off list, they produced an impressive set of behaviors. There were twelve separate ways in which the subjects acted on items on the check-off list, many of which offer evidence of tolerant attitudes. For instance, two subjects helped or made friends with someone from another race. Many others provided different types of help to those who were disabled or poor. These data suggest that as a result of SSP, the subjects behaved in ways that were less prejudiced. In addition, they were able to recognize others' needs and to work to meet those needs. Thus, SSP not only engenders attitude change, it also encourages youths to notice the needs of those who are less fortunate than they and to try to meet those needs.

CHAPTER 6

Conclusions and Recommendations

Conclusions

The purpose of this research was to discover if the SSP immersion experience engenders attitude change in high school age youth. Such attitude change is important to today's society because it can reduce prejudice. Prejudice, or inaccurate feelings or attitudes about others, results in the separation of humans from one another. Such separation is especially dangerous in today's world because it has the potential to escalate into nuclear war. Therefore, it is important to study any attitude changing experiences that may lead to the reduction of prejudice.

SSP was chosen for study because in many ways it is similar to language immersion programs. The literature on immersion shows that students who are educated in these programs develop more positive attitudes towards other cultural or ethnic groups. They also are more tolerant and have less ethnocentric attitudes. Finally, these students think of themselves as more similar to the other group rather than more different. Because of the many similarities between language immersion and SSP, it seemed likely that the kinds of attitude changes that occur as a result of immersion education might also occur as a result of SSP.

In order to study SSP, it was necessary to attend one

of its week-long sessions. During the fifth session of the summer of 1985, this researcher distributed a short questionnaire to all participants who were willing to take part in the study. In order to determine attitude change, the questionnaire was distributed at three different times: a pre-test on the first day of the session, a post-test on the last day, and a follow-up test one month later. Data from the three tests was analyzed with the use of the computer program SPSS.

The results from this study are quite interesting. In general, they show that for the majority of participants, taking part in SSP does engender attitude change. In addition, this change is towards more positive or tolerant attitudes. Therefore, SSP does seem to contribute to the reduction of prejudice by encouraging the formation of accurate and positive attitudes about those served by the project.

Specifically, the data show that initially subjects develop more positive attitudes. Over time, much of this change is lost, but not all of it. Also, subjects who have attended SSP more than one time do not show any decay in attitude change. This lack of decay suggests that additional exposure to the program increases the likelihood that more tolerant attitudes will be maintained over a longer period of time.

Other data reveals that younger participants develop more attitude change as a result of SSP than older ones do.

In fact, the older one gets, according to the results, the less one changes. In addition, girls initially change less than boys, but over time, boys' attitude change decays much more than girls' change. Finally, subjects from high income backgrounds experience more attitude change than those from middle income backgrounds.

All the data presented so far suggests a clear trend: that the SSP experience engenders attitude change in high school youth. Further data confirms this trend. Subjects who returned the follow-up test reported that they took part in a variety of behaviors that may be indicative of attitude change. They were especially active in noticing the needs of a wide variety of people (from the elderly and sick to those of different races) and working to meet those needs. There is no way to know if these behaviors are the result of attitude change; however, the actions of the subjects do add to and confirm the trend towards more tolerant attitudes.

One month after SSP, subjects also reported a continuing positive attitude towards poverty and towards those who were helped by SSP. Again, this data does not prove that attitude change occurred, but simply supports the trend that subjects did undergo change. In addition, some of this change was maintained over time.

Finally, subjects reported that helping others, working, learning, and meeting new people were among the best aspects of SSP. Almost every comment about SSP was ex-

tremely positive and ninety percent of those who returned the follow-up test are planning to attend SSP next year. Adolescents are much more easily influenced by an experience that they enjoy rather than by one they do not enjoy. The participants' great enthusiasm for SSP thus suggests that they were probably open to the possibility of attitude change during their experience.

This study has shown that SSP does seem to engender attitude change in youths. All the data have pointed in the direction of such change. Even those results which are not strong enough to stand alone, such as the data on behavior and the data from the open-ended questions, confirm this trend.

While no statistical tests of significance were done, a pattern emerges from all of the data that suggests that change did occur. Therefore, it is reasonable to assume that the major portion of these results are probably not attributable to chance. That is, while some portion of the results may be attributed to chance, when the data are viewed in their entirety, it is clear that some real change has occurred.

However, this is the very first study of SSP. As such, all data and results must be viewed with caution. In any preliminary study, complications and inaccuracies arise. Therefore, while this study does suggest that SSP participants do experience attitude change, until such results are

confirmed by further research, it is important to avoid overgeneralizations of this work.

Recommendations

The primary recommendation of this study is to encourage further study of SSP. This research has suggested that SSP has an impact on prejudice. It is important to explore this possibility further. In addition, preliminary research is not always as precise as more refined studies. Additional studies, containing design improvements, might well produce better results.

One area in which this design could be improved is in the distribution and sample size. It would be extremely worthwhile to study all five of the summer sessions at SSP. The greater numbers would improve the validity and reliability of the data. Interesting results also might be found if data from different years were collected and compared.

Another area that could be improved is the questionnaire. Within the time, labor, and financial limitations of this study, it was not possible to develop a fully tested and reliable instrument. However, such an improvement would be vital in developing additional studies of SSP. The reliability of the data from such research can only be depended upon if the instrument is reliable. Of course, there are many other possible improvements in the research

design. Only the most important have been mentioned here.

Additionally, some of the data from this study reveals glimpses of very interesting phenomena. One is the sex differences in attitude change and its maintenance. Another is age differences and attitude change. Both of these areas show promise for further research. It would be very interesting to discover if either sex or age differences would be found by additional research. If so, further study of why such phenomena occur would be important.

Finally, there are some areas of the SSP program that could be improved. The results of this study indicate that not only is the home improvement work of SSP important, but also the entire project's impact on its participants. In the past, this effect may not have been well known; however, the results of this study point out its importance. As a result, it is recommended that those responsible for designing the SSP program make every attempt to enhance those aspects of the program that may have an attitude changing effect on the youth.

One such aspect is the educational program. With some additional planning, this part of SSP could have an increased effect on the participants. It would be important to focus specifically on those experiences at SSP that have the potential to change attitudes. These experiences include: working and interacting with the homeowners whom the youth are helping; living in reduced circumstances while at

SSP; observing the lifestyles of those who are served by SSP; and any other experiences that may be specific to each particular summer. The more the participants think about and discuss their SSP experience, the more they are likely to change.

It also is important to recognize the value of the collective effort found at SSP. In today's society there is a great deal of emphasis on the responsibility of the individual for his own problems to the exclusion of those of any other person. SSP, however, directly counters this philosophy. It seems clear that without a more global collective effort, our world will not be able to solve its many problems. Thus, any experience that encourages the practice of a collective effort is of real importance. Therefore, SSP might increase its emphasis on group process and the understanding of working together. If the participants gain a better feeling and understanding of the power of collective effort, they may carry that knowledge with them back to their churches and communities. This understanding might even be maintained into adulthood, when an individual's ability to change society is at its highest.

Appendix A
The Pre-test and Post-test

phone number: () _____

QUESTIONNAIRE

PLEASE ANSWER THE FOLLOWING:

1. Age: _____ 2. Sex: _____

 3. What was your grade in school in May, 1985 (circle one):
 8 9 10 11 12 above

 4. How many times have you been on Sierra Service Project?
Count this time as 1. (circle one)
 1 2 3 4 5

 5. What is your race or ethnicity? (circle one)
Asian Black White Native American Other

 6. How would you describe your family's income? (circle one)
High Income Middle Income Low Income
-

FOR THE NEXT SECTION, PLEASE CIRCLE THE LETTER(S) THAT INDICATES HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT.

A = AGREE U = UNDECIDED D = DISAGREE
SA = STRONGLY AGREE SD = STRONGLY DISAGREE

1. Helping others makes me feel good about myself:
SA A U D SD
2. Native Americans are unpleasant: SA A U D SD
3. If a person tries hard enough, he or she can find a job:
SA A U D SD
4. I know a lot about Indians: SA A U D SD
5. Christians should be giving: SA A U D SD
6. Anglo-Americans have too many possessions:
SA A U D SD
7. Receiving Welfare payments is something to be ashamed of:
SA A U D SD
8. It is important to help others: SA A U D SD
9. I want to know more about Native American culture:
SA A U D SD
10. Helping others makes me feel like a Christian:
SA A U D SD

11. My family has more than it needs to survive:

SA A U D SD

12. There is nothing to learn about poverty:

SA A U D SD

13. I enjoy learning from people who know more than me:

SA A U D SD

14. Native American culture is good.

SA A U D SD

FOR THE NEXT SECTION, PLEASE CIRCLE THE NUMBER ON THE SCALE THAT IS CLOSEST TO YOUR OPINION.

1. If I help someone, I expect to receive:

something in return					nothing in return
	1	2	3	4	5

2. Jesus taught that people who are poor should be:

respected					not respected
	1	2	3	4	5

3. People on welfare are:

lazy					not lazy
	1	2	3	4	5

4. Indians are:

hard workers					lazy
	1	2	3	4	5

5. People who receive Welfare payments are:

strong					weak
1	2	3	4	5	

6. Helping others is:

good				bad
1	2	3	4	5

7. Christians who help poor people are:

doing God's will					not doing God's will
1	2	3	4	5	

8. Anglo-Americans are:

wasteful				not wasteful
1	2	3	4	5

9. Indians are:

friendly				unfriendly
1	2	3	4	5

(The addition of two open-ended questions is the only difference between the pre-test and post-test)

FOR THE LAST SECTION, PLEASE ANSWER THE QUESTIONS AS HONESTLY AS POSSIBLE.

1. What was the most meaningful thing that happened to you this past week?
2. What was the best thing about being on Sierra Service Project?

THANK YOU VERY MUCH FOR YOUR HELP!!!

Appendix B
Follow-up Test

phone number: () _____

QUESTIONNAIRE

PLEASE ANSWER THE FOLLOWING:

1. Age: _____ 2. Sex: _____

 3. What was your grade in school in May, 1985 (circle one):
 8 9 10 11 12 above

 4. How many times have you been on Sierra Service Project?
Count this most recent time as 1. (circle one)
 1 2 3 4 5

 5. What is your race or ethnicity? (circle one)
Asian Black White Native American Other

 6. How would you describe your family's income? (circle one)
High Income Middle Income Low Income
-

FOR THE NEXT SECTION, PLEASE CIRCLE THE LETTER(S) THAT INDICATES HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT.

A = AGREE

U = UNDECIDED

D = DISAGREE

SA = STRONGLY AGREE

SD = STRONGLY DISAGREE

1. Helping others makes me feel good about myself:

SA A U D SD

2. At S.S.P., the people whose home(s) I worked on were nice:

SA A U D SD

3. If a person tries hard enough, he or she can find a job:

SA A U D SD

4. I think that the people who I worked for at S.S.P. really needed help with house repairs:

SA A U D SD

5. Christians should be giving: SA A U D SD

6. Anglo-Americans have too many possessions:

SA A U D SD

7. Receiving Welfare payments is something to be ashamed of:

SA A U D SD

8. It is important to help others: SA A U D SD

9. At S.S.P., I learned what poverty is like:

SA A U D SD

10. Helping others makes me feel like a Christian:

SA A U D SD

11. My family has more than it needs to survive:

SA A U D SD

12. There is nothing to learn about poverty:

SA A U D SD

13. I enjoy learning from people who know more than me:

SA A U D SD

14. White people who are poor usually have more possessions than minorities who are poor:

SA A U D SD

FOR THE NEXT SECTION, PLEASE CIRCLE THE NUMBER ON THE SCALE THAT IS CLOSEST TO YOUR OPINION.

1. If I help someone, I expect to receive:

nothing in return					something in return
	1	2	3	4	5

2. Jesus taught that people who are poor should be:

respected					not respected
	1	2	3	4	5

3. People on welfare are:

not lazy					lazy
	1	2	3	4	5

4. At S.S.P., the people whose home(s) I worked on were:

hard workers					lazy
	1	2	3	4	5

5. People who receive Welfare payments are:

strong					weak
	1	2	3	4	5

6. Helping others is:

good					bad
	1	2	3	4	5

7. Christians who help poor people are:

doing God's will					not doing God's will
	1	2	3	4	5

8. Anglo-Americans are:

wasteful					not wasteful
	1	2	3	4	5

9. The people I worked for at S.S.P. were:

poor					rich
	1	2	3	4	5

FOR THE LAST SECTION, PLEASE ANSWER THE QUESTIONS AS HONESTLY AS POSSIBLE.

1. Please check off any of the activities below that you or your church youth group have done since you've been home from Sierra Service Project.

planned a service project

taken part in a service project

- _____ helped someone else
 - _____ talked to others about your S.S.P. experience
 - _____ given money to someone who needed it
 - _____ visited someone who was lonely
 - _____ made friends with someone of a different race
 - _____ found out more about Indians
 - _____ found out more about poverty
 - _____ talked to others about Indians
 - _____ shown photographs or slides of S.S.P. to others
2. Describe or tell about any of the above activities that you took part in.
 3. How did taking part in one or more of the above activities make you feel?
 4. Are you planning to go on Sierra Service Project next year? If your answer is yes, why do you want to go back?

THANK YOU VERY MUCH FOR YOUR HELP!!!

Appendix C
SPSS Computer Program

```

RUN NAME      DATA ANALYSIS      (03/21/86)
SET LENGTH = 53
FILE HANDLE  SDATA/ NAME = 'SARDATA' RECORD = 80
DATA LIST FILE = SDATA RECORDS =3
      /1 CASE 1-2, AGE 4-5 ,SEX 7, GRADE 9-10,
      TIMES, RACE, INCOME, ONEQ1 TO ONEQ23 12-63
      /2 TWOQ1 TO TWOQ23 18-63
      /3 THREEQ1 TO THREEQ23 18-63, BEHAVIOR 65
MISSING VALUES ALL(0)
LIST CASES FROM 1 TO 3

```

```

COMMENT      CALCULATE TOTAL RAW SCORE FOR EACH TEST
COMPUTE      SUMT1 = ONEQ1 + ONEQ3 + ONEQ5 +
              ONEQ6 + ONEQ7 + ONEQ8 +
              ONEQ10 + ONEQ11 + ONEQ12 +
              ONEQ13 + ONEQ15 + ONEQ16

```

```

COMPUTE      SUMT2 = TWOQ1 + TWOQ3 + TWOQ5 +
              TWOQ6 + TWOQ7 + TWOQ8 +
              TWOQ10 + TWOQ11 + TWOQ12 +
              TWOQ13 + TWOQ15 + TWOQ16

```

```

COMPUTE      SUMT3 = THREEQ1 + THREEQ3 + THREEQ5 +
              THREEQ6 + THREEQ7 + THREEQ8 +
              THREEQ10 + THREEQ11 + THREEQ12 +
              THREEQ13 + THREEQ15 + THREEQ16

```

```

COMMENT      COMPUTE CHANGES FROM TEST1 TO TEST2
COMMENT      AND TEST1 TO TEST3
COMMENT      (MAIN HYPOTH.)
COMPUTE      CHNG12 = SUMT1 - SUMT2
COMPUTE      CHNG13 = SUMT1 - SUMT3

```

```

COMMENT      COMPUTE CHANGE OVER TIME (SUB-HYPOTH. 1)
COMPUTE      TIMECHNG = CHNG13 - CHNG12

```

```

COMMENT      CALCULATE FREQUENCIES TO CHECK DATA
FREQUENCIES  GENERAL = CASE, AGE, SEX, GRADE, TIMES,
              RACE, INCOME, ONEQ1 TO ONEQ23, TWOQ1 TO
              TWOQ23, THREEQ1 TO THREEQ23, BEHAVIOR,
              CHNG12, CHNG13, TIMECHNG,

```

```

COMMENT          COMPUTE CHANGES IN SUBGROUPS OF
COMMENT          QUESTIONS (QUES. 2)
COMPUTE          ANGLS1 = ONEQ6  + ONEQ11 + ONEQ22
COMPUTE          ANGLS2 = TWOQ6  + TWOQ11 + TWOQ22
COMPUTE          ANGLDF = (ANGLS1 - ANGLS2) / 3

COMPUTE          XIANS1 = ONEQ5  + ONEQ10 + ONEQ16 + ONEQ21
COMPUTE          XIANS2 = TWOQ5  + TWOQ10 + TWOQ16 + TWOQ21
COMPUTE          XIANDF = (XIANS1 - XIANS2) / 4

COMPUTE          WELFS1 = ONEQ3  + ONEQ7  + ONEQ17 + ONEQ19
COMPUTE          WELFS2 = TWOQ3  + TWOQ7  + TWOQ17 + TWOQ19
COMPUTE          WELDFD = (WELFS1 - WELFS2) / 4

COMPUTE          LERNS1 = ONEQ12 + ONEQ13
COMPUTE          LERNS2 = TWOQ12 + TWOQ13
COMPUTE          LERNDF = (LERNS1 - LERNS2) / 2

COMPUTE          HELPS1 = ONEQ1  + ONEQ8  + ONEQ15 + ONEQ20
COMPUTE          HELPS2 = TWOQ1  + TWOQ8  + TWOQ15 + TWOQ20
COMPUTE          HELPDF = (HELPS1 - HELPS2) / 4

COMMENT          EXTRA QUESTIONS
COMPUTE          POVSUM = (THREEQ9 + THREEQ12 + THREEQ14)/3
COMPUTE          DESSUM = (THREEQ4 + THREEQ18 + THREEQ23)/3

COMMENT          CALCULATE STATISTICS
CONDESCRIPTIVE  CHNG12,CHNG13,TIMECHNG,
                ANGLDF,XIANDF,WELDFD,LERNDF,HELPDF,
                BEHAVIOR,POVSUM,DESSUM,
STATISTICS      ALL

COMMENT          CROSSTABULATIONS FOR VARIOUS PARAMETERS
CROSSTABS       TIMES BY CHNG12
CROSSTABS       TIMES BY CHNG13

CROSSTABS       GRADE BY CHNG12
CROSSTABS       GRADE BY CHNG13

CROSSTABS       SEX    BY CHNG12
CROSSTABS       SEX    BY CHNG13

CROSSTABS       INCOME BY CHNG12
CROSSTABS       INCOME BY CHNG13

CROSSTABS       AGE    BY CHNG12
CROSSTABS       AGE    BY CHNG13

FINISH

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