

This dissertation has been
microfilmed exactly as received 68-13,251

HARRISON, Clarence Wade, 1941-
AN ANALYSIS OF AN INTERGROUP CONFLICT
REDUCTION PARADIGM IN A FIELD-EXPERIMENTAL
SITUATION.

The University of Oklahoma, Ph.D., 1968
Social Psychology

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE


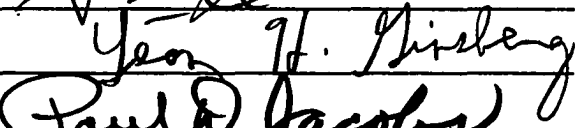
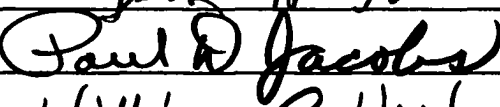

AN ANALYSIS OF AN INTERGROUP CONFLICT REDUCTION
PARADIGM IN A FIELD-EXPERIMENTAL SITUATION

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
CLARENCE WADE HARRISON
Norman, Oklahoma
1968

AN ANALYSIS OF AN INTERGROUP CONFLICT REDUCTION
PARADIGM IN A FIELD-EXPERIMENTAL SITUATION

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

I am very deeply indebted to Dr. Arnold E. Dahlke. His guidance, encouragement, and unfailing support throughout my graduate training, as well as in the preparation of this dissertation, were invaluable.

To Dr. William R. Hood I am also indebted, for his critical but constructive editorial and contextual comments.

Subjects for the study as well as the Job Corps Staff Training Team were provided under Office of Economic Opportunity contract number 2289.

To my wife Marilyn whose encouragement and understanding and forbearance gave enormous support, and to my parents whose financial and personal sacrifices, which they made cheerfully and wholeheartedly, I am unable to fully express my gratitude. I can only say thank you.

TABLE OF CONTENTS

	Page
LIST OF TABLES.....	v
 Chapter	
I INTRODUCTION.....	1
Nature and Scope of Phenomenon.....	1
Causes of Intergroup Conflict.....	3
Methods of Reducing Intergroup Conflict.....	6
The Present Study.....	13
II METHOD.....	17
Subjects.....	17
Questionnaires.....	17
Procedure.....	18
III RESULTS AND DISCUSSION.....	23
Data Type 1.....	25
Data Type 2.....	29
Data Type 3.....	32
IV CRITIQUE.....	43
V SUMMARY.....	47
REFERENCES.....	50
APPENDICES.....	52

LIST OF TABLES

Table		Page
I	Composition of the 28 Groups in Terms of Participant Affiliation. Morning Groups are 1-14, Afternoon Groups are 15-18.....	20
II	Additional Questions Used on Post-Session Questionnaire to Assess Attitudes Toward the Training Session..	22
III	Means and Standard Deviations for the 38 Scaled Items on the Pre-Session Questionnaire, Post-Session Questionnaire, and Mean Difference Scores for Park Service and Job Corps Staff.....	26
IV	Ranked Mean Difference Scores of 18 Key Groups with Group Type, Mixed or Unmixed, and Time of Day of Group Meeting.....	28
V	Chi Square Analysis of Groups Ranking Above or Below the Median Amount of Change from Pre-Session to Post-Session and Meeting in AM or PM.....	29
VI	Data Type 3 Questions.....	33

AN ANALYSIS OF AN INTERGROUP CONFLICT REDUCTION
PARADIGM IN A FIELD-EXPERIMENTAL SITUATION

CHAPTER I

INTRODUCTION

The purpose of this study is to critically review some of the traditional techniques used in the reduction of intergroup conflict, to discuss some of the problems encountered in the reduction of intergroup conflict, and to evaluate the effectiveness of an innovation of a group interaction technique in a field-experimental situation.

Intergroup conflict is a facet of human life which has manifested itself in virtually every situation in which groups of people come in contact one with the other. The phenomenon is found between neighborhood groups, church groups, school groups, social groups, business groups, political groups, and pre-adolescent, adolescent, and adult peer groups of all sizes and structures. The recorded history of man serves as a testament to the presence of intergroup conflict between nations both small and large. The self-evident gravity of the consequences of improper resolution of intergroup conflict poignantly accents the urgent need for understanding of this man-

made dilemma.

Sherif (1956) defines a group as: ". . . a social unit which consists of a number of individuals who stand in more or less definite status and role relationships to one another and which possesses a set of values or norms of its own regulating the behavior of individual members, at least in matters of consequence to the group [P. 144]." Intergroup conflict, by definition, requires the interaction of two or more groups. It is a phenomenon encompassing many aspects of social psychology, indeed, many aspects of psychology in general. Attitudes, stereotypes, prejudices, social perception, and judgmental processes--to name but a few--are complexly interwoven into the net of human behavior patterns labeled intergroup conflict.

A major problem in the study of intergroup conflict is the limited accessibility researchers have in the investigation of intergroup phenomena. Researchers cannot at will, nor should they necessarily be able to, force themselves into the private lives of "group members" and their respective groups interacting either in conflict or cooperation. This restricted mobility has contributed to a trend in research on group relations, to be either artificially produced in the laboratory or to take the form of anecdotal information recorded by an observer not participating, having no control over pertinent variables, and quite probably no knowledge of some variables idiosyncratic to that given situation. This is not to detract

from the important contributions made by both types of study, but to again point out the need for "controlled" field situations in which observations can be made and data collected which allow lawful and useful inferences to be made. Small group research appears to be the vehicle through which this problem may be solved.

Causes of Intergroup Conflict

Sherif (1966) points out that interacting groups seldom remain neutral in their feelings toward each other. The relationship is either a satisfying one or it is not. If the relationship is satisfying and the actions of each group complement or enhance the movement of the other group toward the realization of their respective group goals, the groups are more likely to harmoniously coexist. If, on the other hand, the actions of one group impede the movement of the other in realizing their goals, the encumbered group becomes frustrated and moves to defend itself through prejudice, discrimination, negative stereotyping, or even open hostility and conflict.

Secord and Backman (1964) state that, ". . . actions of an outgroup which lower the reward-cost outcomes of the ingroup lead to discrimination and conflict [P. 417]." If, during the course of interaction, one group is the apparent cause of an increased work load for the other group with no increase in rewards, negative feelings will arise toward the group perceived as having been responsible for the increase. The

reward-cost-outcomes are evaluated with respect to a standard called a comparison level. This comparison level represents the expectations people have in terms of their earned rewards minus their costs. If the group with the lower reward-cost outcome also has a lower comparison level, then conflict may not arise. In this situation the group may receive fewer rewards, but they expect less so they are not necessarily dissatisfied. If, however, both groups have the same comparison level, the group having the lower reward-cost outcome will view the interaction situation negatively and conflict is likely to arise.

Intergroup conflict may arise from several different psychological situations. First, intergroup conflict may arise in active situations in which each group is moving toward a goal. This conflict of goals may be differentiated into conflict which occurs while striving for the same goals and conflict which arises while striving for different goals. War may be an example of group conflict in which two participants are moving toward the same goal, the goal being the acquisition of the same territory. Sherif's Robber's Cave study (Sherif, Harvey, White, Hood, Sherif, 1961), to be discussed later, is an example of conflict as a result of two groups moving toward the same goal. In this situation, the acquisition of the goal by one group eliminated the other group's chances of acquiring the goal. Conflict of goals in which two groups are working for different goals may be seen in the Ku Klux Klan (KKK) and

the National Association for the Advancement of Colored People (NAACP). These two groups are actively involved in conflict. The goals of the KKK and the NAACP are totally incompatible and diametrically opposed. The point to be made is that each group is active in its repulsion of the other.

Secondly, intergroup conflict may arise in reactive situations. One group does something to another group and the other group responds. For example, if a given group discriminates against an outgroup for particular reason(s) (e.g., racism or economic security), hostility toward the group may arise from the previously passive outgroup. If person A dislikes person B, B will come to dislike A. If the members of group B consider themselves to be good citizens, or good farmers, or good neighbors or whatever, and the members of group A continually express prejudicial attitudes and practice discrimination toward group B, then group B has only two alternatives: (1) group A is right and we are not as "good" as they are, or (2) something is wrong with group A. Unfortunately, the Negro in the United States accepted both alternatives for many years.

Thirdly, intergroup conflict may arise in ventilative situations. One group uses another as a scapegoat. Negroes in a ghetto are very frustrated so they have to blame somebody. For example, they may blame the city council. Negroes and the city council are then in conflict because the Negroes are using the city council as a scapegoat.

Sherif (1966) emphasizes the fact that, "Attitudes toward

other groups and images of them are products of particular relationships between groups, not their original cause [P. 25]." That the characteristics of the relationships between groups serve as a limiting factor in the formation of intergroup attitudes, stereotypes, and behavioral interaction patterns, both positive and negative, is also emphasized by Secord and Backman (1964). Thus, the attitudes, prejudices, and stereotypes of one group toward another cannot be adequately understood or meaningfully investigated without adequate knowledge and understanding of the group(s) to which the attitudes, prejudices, and stereotypes refer.

Method of Reducing Intergroup Conflict

Probably the oldest method for the resolution of intergroup conflict known to man is war. Eliminate the other group, or at least the threat they pose, and intergroup conflict is eliminated.

Another well known method of reducing intergroup conflict is the "common enemy" approach (Sherif & Sherif, 1956; Coser, 1956). The "common enemy" approach is--at the time of writing of this study (early June, 1967)--being employed in an armed open conflict situation in the Middle East. The warring factions of the Arab community including the U.A.R., Syria, Jordan, Saudi Arabia, Algeria, and Kuwait have set aside their own conflicts and have united in an effort to eliminate their common enemy, the Israelis. Strictly speaking, the common

enemy approach works as long as the groups are united against the common enemy. The bickering and squabbling that has plagued the Arab community for the past decade has diminished during the present conflict with Israel. Opposing leaders of the various Arab states who have not been on speaking terms for years are now photographed together smiling and shaking hands. New treaties are signed, particularly in the area of mutual defense, and the Arab communities appear to have "let bygones be bygones." However, the adage, "The operation was a success, but the patient died," may well tell the story of the Middle East encounter. Sherif (1966) points out that although the "common enemy" approach may effectively reduce conflict among certain groups, its overall effect, however, may be to raise intergroup conflict to a higher level involving even larger clusters of groups. The validity of this statement is aptly demonstrated by the fact that the United States and the Soviet Union are perilously close to intervention.

These extreme cases notwithstanding, the "common enemy" approach cannot be considered a useful and productive tool in the vast majority of intergroup conflict situations. The temporarily uniting effects of this approach generally disintegrate following the elimination of the common threat. Witness our current relations with the Soviet Union and France.

The use of intervention by a higher authority as discussed by Sherif (1966) and Secord and Backman (1964) repre-

sents a third means of reducing intergroup conflict. As Sherif points out, conflict resolution through intervention by a higher authority may not be conducive to subsequent cooperative interaction between the two groups. It would appear that this action would tend to suppress conflict more than resolve it. This method may be observed extensively in many instances of groups interacting. Notable examples are: labor-management relations, opposing street corner gangs, and theoretically, its limited effectiveness notwithstanding, the intervention of the United Nations in the resolution of international conflicts.

A fourth method involves the use of official sanctions. Secord and Backman (1964) refer to the use of sanctions in public housing complexes as an example of conflict resolution. In a public housing complex in which tenants were assigned units, integration received official governmental endorsement. Alternatives to the situation were non-existent unless the tenant wished to move out of public housing. Sanctions served as a useful, but not a sufficient, tool for the resolution of conflict. Forced integration of restaurants, schools, hotels, and other public facilities may be seen to be instrumental in conflict resolution but cannot be classified as effective when used by itself. The Civil Rights Bill of 1964 and recent Supreme Court rulings on voter registration have had a significant impact on the inter-group attitudes harbored primarily by white southerners. Few people care to be outside the law.

For the most part, the white southerners most directly affected by the Civil Rights legislation and Supreme Court rulings have always considered themselves to be "upright law-abiding Christians" who were doing what their fathers and grandfathers before them had done, and in their own minds, what was "right." These rulings have put many of these people outside of the law and this position is discrepant with their self-image. On the other hand, these developments have also increased hostilities in many quarters and have served to strengthen and give renewed vigor to racist groups such as the Ku Klux Klan, the Minutemen, and the John Birch Society.

A fifth method, described by Secord and Backman (1964), focuses on the effects of variation of role occupancy by outgroup members on attitude change. When a member of an outgroup acquires a role in addition to the one ascribed to him as a member of the other group, attitudes may change if the new role is inconsistent with the one attributed to him by virtue of his membership in the other group. However, if the new role acquired by the other group member is consistent with the ingroup members' attitudes toward the outgroup, the attitudes may be strengthened. The structure of the relationship and of society in general may heavily influence the amount of mobility the outgroup member has in acquiring additional roles, thereby reinforcing the attitudes of the ingroup toward the outgroup (Secord & Backman, 1964). In addition, ingroup attitudes which change as a result of role occupancy tend to do so specifically

in relation to the confines of the new interaction situation and do not tend to generalize (Harding & Hogrefe, 1952; Minard, 1952). If the new role requires a new task-oriented relationship, it is not likely to generalize to personal and social relationships such as "off duty" social interaction.

A sixth method is intergroup contact alone. In a study of the United States Army of Occupation in Germany and the German civilians, Stauffer (1949) reports a positive correlation between favorable attitudes and the amount of interaction. However, it is unclear whether the amount of contact or interaction fosters the favorable attitudes or whether the favorable attitudes account for the amount of interaction and contact. Intergroup-contact alone as a method of reducing conflict has been demonstrated to be unpredictable without additional knowledge concerning the attitudes of the participants, the conditions under which the participants were brought together, and the nature of the interaction situation itself. (See Sherif & Sherif, 1956; Secord and Backman, 1964; Mussen, 1950; Dodd, 1935). However, it seems quite obvious that some type of interaction must occur between groups to resolve the conflict. This communication achieved through an interaction situation may have a facilitative effect or an inhibiting effect on the reduction of intergroup conflict. Communication, i.e., dissemination of information, may facilitate intergroup conflict reduction by making members of opposing groups aware of their similarities and common interests on many issues. On the other

hand, communication may serve only to heighten the awareness of differences or even point out other areas of differences between the two groups thereby increasing the conflict. Communication alone, as a means of reducing conflict, appears to be inadequate for several reasons. A primary reason is the selective exposure of communications within the target groups. Katz and Lazarsfeld (1935) conclude that the very people to whom the communications are directed are those who do not attend to them. People who are already in favor of the position espoused by the communication constitute the large majority of the recipients of the communication. Group influence may further detract from the effectiveness of communications by undermining communicator credibility and maintaining support for existing attitudes (Secord & Backman, 1964). Shils and Janowitz (1948), in a study of the effects of surrender propaganda on the Wehrmacht found negligible results unless the group agreed to surrender as a group or was disbanded or depleted to the point of no longer being a primary group.

A seventh way of reducing intergroup conflict is through the introduction of superordinate goals. A superordinate goal is a goal which is desired by both groups but which is unattainable by either group without cooperative intergroup interaction (see Sherif, et al., 1961). The superordinate goal approach to conflict reduction may be distinguished from the common enemy approach. Whereas the common enemy approach involves the elevation of conflict to a higher level, the

superordinate goal approach requires a constructive cooperative effort to solve a problem. In the superordinate goal approach the originally conflicting groups are not jointly engaged in conflicts with other groups. Rather, they are working together toward the solution of a common problem.

One of the most meaningful and enlightening studies on the reduction of intergroup conflict by means of superordinate goals is the Robber's Cave Experiment. (Sherif, Harvey, White, Hood, & Sherif, 1961). The setting for the study was a summer camp for boys which was arranged by the Experimenters. The camp was in an isolated area in a state park in southeastern Oklahoma. An extensive screening procedure negated the effects of socio-economic, cultural, and religious factors in the initial formation of the groups. The experiment was divided into three consecutive stages: Stage I, in which the boys--who had been divided into two groups, each unaware of the presence of the other--arrived at the camp and established a group structure; Stage II in which the two groups were brought into contact in competitive situations in which a win by one group was at the expense of the other, the result being the arousal of intergroup conflict; and Stage III in which the boys found themselves confronted with situations with which neither group could cope by itself, but whose alleviation was desired and perceived as necessary by both groups. The introduction of these superordinate goals in Stage III effected the reduction of the intergroup conflict induced in Stage II.

At no time during the experiment did any of the boys know they were subjects in an experiment. Behavioral observations, socio-metric information, and judgemental distortions as a result of intra- and intergroup influences were collected unobtrusively and informally by experimenters who the boys thought to be the camp staff.

This study exemplifies what is hopefully a significant and ever growing trend in social research. The study was carried out in a completely natural setting with no laboratory artificiality and, yet, rigorous controls were made possible through creative planning and an imaginative methodology.

The Present Study

The purpose of the present study is to investigate still another method of reducing intergroup conflict, Guided Group Interaction (G.G.I.) (McCorkle, Elias & Bixby, 1958). G.G.I. is a procedure in which individuals are brought together in small groups varying in size from seven to twelve. The groups meet over an extended period of time varying from three days to several months, meeting one to three hours at a time. There is usually very little structure to the group discussion. Participants discuss only what they feel like discussing, criticize or praise the ideas they like or dislike, and are given the opportunity to examine the way they interact with other people. The group leader in a G.G.I. session is initially responsible for making the participants aware of the group

processes that occur in the course of interaction. The emphasis in G.G.I. is on group development and not on the individual. As leaders emerge, as group norms may be seen to form, as the structure of the group, in general, evolves, the group leader points out these developments to the members. As the group "progresses," this leadership task is usually assumed by the group members themselves. A heightened self-awareness enabling people to better understand themselves as well as other people with whom they interact is a commonly reported result.

This type of group interaction appears to be particularly well suited to the resolution of feelings of intergroup conflict by the participants. Lewin (1945), in a discussion of a workshop directed toward the resolution of intersocial intergroup conflict in Connecticut, stated that,

The atmosphere of objectivity, the readiness by the faculty to discuss openly their mistakes, far from endangering their position, seemed to lead to an enhancement of appreciation and to bring about that mood of relaxed objectivity which is nowhere more difficult to achieve than in the field of intergroup relations which is so loaded with emotionality and attitude rigidity This and similar experiences have convinced me that we should consider action, research, and training as a triangle that should be kept together for the sake of any of its corners [P. 211].

The present study is an application of the Guided Group Interaction technique to an actual field situation, i.e., a Job Corps Conservation Center in southeastern United States. This Job Corps Center is attached to the United States National

Park Service. From the beginning many of the Park Service personnel have resented the intrusion of the Job Corps into the National Park. Many of them have a deep and longstanding commitment to conservation and the preservation of the nation's beauty and feel that the programs of the Job Corps and the procedures employed are inconsistent and incompatible with the objectives of the National Park Service. In addition, since about 60 per cent of the Corpsmen (enrollees) in this center are Negro and a considerable number of the Park Service personnel are white Southerners, a moderate amount of racial prejudice is to be expected. Also a number of the Park Service personnel object to the very existence of the Job Corps for political reasons. They see it as another example in the "Socialistic" policies of the liberal administration. Still another factor contributing to the resentment of the Job Corps is their higher GS ratings, and the incommensurate pay, between the Job Corps personnel and the Park Service personnel. Although this Job Corps Center is assigned to the National Park Service, some of the staff at the center have higher GS ratings than Park Service personnel who have been with the National Park service much longer--experience and qualifications being approximately equal.

The Job Corps also increases the work load of many Park Service personnel. Park Service maintenance men, in particular, are required to use Corpsmen on many of their work crews. They feel this added responsibility is unjust in that it is not

explicitly stated on their job description and they receive no additional pay. They further feel that "lazy, irresponsible Corpsmen" hinder more than help, preventing park service employees from doing their job at the normal pace.

The Job Corps personnel, on the other hand, are generally too busy--as a result of being understaffed--to pay much attention to what the Park Service is doing. They are, however, well aware of the resentment directed toward them, but tend to disregard it and go about their business. Since most of the inequities favor the Job Corps, they have little quarrel with the Park Service. However, the existence of resentment and dislike of one group toward another is conducive to reciprocal resentment and dislike for reasons which have been discussed earlier.

Partially, as a result of the situation described, the Job Corps Staff Training team, located at the University of Oklahoma, was asked by the Director of the Job Corps Center and the superintendent of the National Park to conduct a week long Guided Group Interaction session on-site at the Job Corps Conservation Center.

This study was carried out during a period which included the interaction session to evaluate whether or not the technique would reduce intergroup conflict. Successful reduction would be evidenced by changes among Job Corps (JC) and National Park Service (PS) staff toward (a) more favorable attitudes between the groups, and (b) better understanding of the function, duties, and problems of the other group.

CHAPTER II

METHOD

Subjects. The subjects participating in this study were 52 employees of a Job Corps Conservation Center located in a southeastern National Park; employees of the United States National Park Service (NPS) on duty at the National Park; and 33 enrollees in the Job Corps. The participants from the NPS included both men and women, and the participants from the Job Corps Center included men and women. All of the Corpsmen (Job Corps enrollees) in this study were male. Approximately 60% of the Corpsmen were Negroes.

Questionnaires. Five questionnaires were used in the study, only one of which was administered to any individual. Questionnaire I was designed for the NPS key staff, number II was designed for NPS maintenance men and guides, number III was designed for the Job Corps staff, with the exception of the resident workers (dorm leaders), and number IV was designed for the resident workers (Appendix A). Resident worker data were obtained separately to provide additional data for a concurrent study (LeCrone, 1968) directed toward an analysis of role ambiguity observed in the resident worker. Question-

naire number V was designed for the Corpsmen. The questionnaires were all basically the same with a few modifications of the form for each group of participants.

The questionnaires were designed to elicit several types of information. Scaled attitude questions which allowed the participant a single choice on a five-point scale from "very negative" to "very positive" were included along with open-ended attitudinal questions. In addition, questions regarding the actual behavior of the participant with respect to both intragroup and intergroup behavioral patterns were included. Still other questions were directed toward job satisfaction and apparent communication barriers.

Procedure. Administration of the pre-session questionnaire was conducted the week before the session began. Arrangements were made through the park superintendent and the Job Corps Center Director to have the participants assembled at their convenience to fill out the questionnaire which took approximately 30 minutes. The questionnaire was administered individually to participants unable to attend the scheduled periods at their convenience. Questionnaires were filled out only by NPS employees and Job Corps employees who were to participate in the training session. Collection of these data provided an up-to-date list of the staff participants enabling the investigators to construct the groups in their final form.

Participants were given the same instructions whether the questionnaire was given individually or in a group. The par-

ticipants were told that the information contained in the questionnaire was strictly confidential, and that the information would not be returned to either the NPS administration or the Job Corps Center administration under any circumstances. Participants were encouraged to include any statements or feelings related to their work, attitudes of the center, or any other information which they felt to be pertinent, whether or not it was asked for on the questionnaire.

Construction of the groups constituted a major problem. Groups varied in size and structure (see Table I). Some groups were comprised of NPS personnel and corpsmen, while others were comprised of NPS personnel, Job Corps staff personnel, and corpsmen. Still others were comprised of only Job Corps staff and corpsmen. Several groups were comprised of corpsmen alone.

Structuring the groups into the three group composition types served two purposes. First, it maximized, or at least enhanced, the probability of obtaining the most effective combination of participants. This was the most important concern. This study was built around a very real intergroup conflict situation. The attitudes and feelings of the participants were not "laboratory-induced." They were highly personal, intense, long-standing and socially-approved (within their own group). The first concern, then, was to enhance the likelihood of the group sessions contributing to the reduction of the intergroup conflict. Secondly, our group

structure manipulation permitted the observation of different group structures under very similar conditions. Idiosyncratic deviations, either positive or negative, due primarily to structural differences should be able to be detected. In this study, the experimenter did not know whether or not there would be any difference between morning and afternoon groups. No a priori hypotheses about this variable were enunciated. The three group structure types were matched to control for a time of day effect.

TABLE I
COMPOSITION OF THE TWENTY-EIGHT GROUPS

Morning				Afternoon			
Group Number	Park Service	Job Corps	Corps-men	Group Number	Park Service	Job Corps	Corps-men
1	4	0	5	15	4	0	5
2	3	0	5	16	3	0	5
3	4	0	5	17	3	0	5
4	0	4	5	18	0	3	5
5	0	4	5	19	0	4	5
6	0	4	5	20	0	4	5
7	2	2	5	21	2	2	5
8	2	2	5	22	2	2	5
9	2	2	5	23	2	2	5
10	0	2	10	24	1	3	9
11	0	2	8	25	0	3	9
12	0	3	8	26	0	3	10
13	0	1	11	27	0	0	10
14	0	0	10	28	0	0	8
Total	17	26	92	Total	17	26	91

The overriding concern in the pre-session formulation of the groups, was the retention of as much continuity of the center operation as possible. Orderly maintenance of a Job Corps Center is a 24 hour a day, seven days a week job. Food has to be cooked and served, KP schedules--which were prepared prior to the study--had to be met, medical appointments were not subject to cancellation, work schedules had to be maintained as well as possible, and the school was to be in operation through the week.

Each participant including all the corpsmen as well as the staff members, attended four sessions for 4 hours a day, either in the morning or in the afternoon. The "free" half of the day was allotted to that part of the program either in the PS or the Job Corps Center in which the participant would normally be engaged.

The investigators had received information from both the PS and JC with respect to whether any given participant would attend the morning or the afternoon session. In order to avert a general state of disorganization and confusion it was necessary to assign the corpsmen to attend the same session that the employee responsible for them attended. This way corpsmen would not be left running around loose while their supervisor attended the session.

Each group leader was randomly assigned to two groups and he met one group in the morning and one group in the afternoon. There were 10 male and 4 female group leaders.

One month after the training session was over a post-session questionnaire was administered to all participants. The questionnaire was the same as the pre-session questionnaire with the exception of two questions which were added to assess attitudes toward the training session and attitudes and behavioral changes which may have occurred as a result of the training session. See Table II.

TABLE II

ADDITIONAL QUESTIONS USED ON POST-TEST QUESTIONNAIRE
TO ASSESS ATTITUDES TOWARD THE TRAINING SESSION

Overall, do you think the training session was worthwhile or just a waste of time?

In your opinion, what were the good and bad points of the training session?

CHAPTER III

RESULTS AND DISCUSSION

The problem of data collection in a field situation is at best an elusive and difficult one to overcome. The rigorous data collected in the laboratory are rarely available in the field, and the adequate collection is even rarer. As a result, the investigator must be keenly attuned to the evolution of the experimental situation. Each bit of information may be useful in constructing a clear and useful picture of the events being studied. To the extent that the data can be quantified, it should be; however, no data should be overlooked or discarded solely because it cannot be scaled or otherwise quantified.

In this study data are presented in many forms: frequency data reported in chi-square analyses, behavioral data such as incidences of occurrence of particular events, as well as opinions, attitudes, and feelings expressed by the participants. Each of these types of information complement the others in the process of arriving at comprehensive explication of the phenomena.

The restrictions imposed upon the experimenter in the

manipulation of independent variables severely limited the collection of rigorous quantifiable data. Maintenance of the primary functions of the Job Corps and the National Park Service, to a large degree, dictated the parameters of the "experimental" phase of the study. If a National Park Service Ranger had to be at the information desk from 8 A.M. until 12 A.M., then we were required to place him in an afternoon group. The Job Corps cook who was responsible for the evening meal was assigned to a morning group. These examples illustrate, to some extent, the severity of the restrictions. Control of the situation was effected as best as it could be. Data collection procedures and data analyses were adjusted accordingly.

Specifically, the data fall into three categories: Data type 1, questions to be answered on a five point Likert type scale in which participants marked their responses along the five point continuum; Data type 2, open-ended questions which the experimenter subsequently categorized; and Data type 3, open-ended questions which were not categorized or otherwise quantified. Many of the comments and expressed feelings of the participants yield great insight into the identification of the important variables operating in the situation, and deserve to be reported as they were recorded. On several occasions the candid responses of the participants illuminated questions posed in this study which our statistics could not do.

The results of this study may be most meaningfully appraised by a progression through the data in the order in which the different types were mentioned. This movement is particularly pertinent and appropriate in a field-experimental study for it allows the reader as well as the experimenter the privilege of following the results from the relatively impersonal realm of statistics and levels of significance to the attitudes, feelings and actual words of the participants.

Data Type 1

In order to reflect the degree as well as the direction of any attitude change, as many of the items as possible were scaled on the five point scale. A total of 38 questions were so scaled prior to administration of the questionnaire. In order to facilitate data analyses, a master list of questions was compiled in which questions from all questionnaires were combined (Appendix B). Henceforth all questions will be referred to by their number in this list.

Means and standard deviations on the pre-session questionnaire, the post-session questionnaire, and the mean difference score for the Job Corps and the National Park Service are presented in Table III. The participants from the National Park Service, when analyzed as a group, had a mean of 3.19 on the pre-session questionnaire and a means of 3.03 on the post-session questionnaire. This negative difference of $-.16$ was not significant. The Job Corps staff had a mean of 3.64 on

on the pre-session questionnaire and 3.55 on the post-session questionnaire. The mean difference of -.09 was not significant. The mean differences between the National Park Service and the Job Corps staff were also insignificant. These results by and large reflect the outcome of the major quantitative analysis; however, some surprising results were obtained when the data were further partitioned.

TABLE III

PRE-SESSION AND POST-SESSION MEANS AND STANDARD
DEVIATIONS FOR 38 SCALED QUESTIONS FOR JOB
CORPS (JC) STAFF AND NATIONAL PARK
SERVICE (PS) STAFF¹

JC			PS		
Pre \bar{X}	Post \bar{X}	Dif \bar{X}	Pre \bar{X}	Post \bar{X}	Dif \bar{X}
3.19	3.03	-.16	3.64	3.55	-.09

¹High numbers indicate positive attitudes,
low numbers indicate negative attitudes.

Of the 28 groups participating, 18 were considered to be of relatively greater statistical-experimental importance. Half of the groups met in the morning (A.M. groups), half in the afternoon (P.M. groups). Six were composed of Job Corps staff, National Park Service staff and Corpsmen, six more were composed of just National Park Service staff and Corpsmen, and the remaining six were composed of just Job Corps staff and Corpsmen. The groups are 1 - 9 and 15 - 23

on Table I.

Groups were then ranked on the basis of their mean difference scores from pre-test to post-test (Table IV). Inspection of the data indicated no significant differences between the groups when compared in terms of mean difference scores. However, of the nine groups above the median, eight met in the afternoons and only one met in the mornings. Of the nine groups below the median, eight met in the mornings and only one met in the afternoons. A chi-square analysis of these data (see Table V) yielded a value of 10.84 which is significant at $p < .001$. One may also see from Table IV that group types are perfectly split above and below the median. There are three JCPS groups, three PS groups, and three JC groups above the median; and, three JCPS groups, PS groups, and three JC groups below the median. Although the differences between morning and afternoon groups is slight, the afternoon groups are significantly better. It is also worth noting that the four lowest groups were unmixed morning groups while three of the top four were mixed groups and two of mixed groups as well as the one unmixed group was an afternoon group. In order to pursue this effect of time of day, the entire subject population of 81 subjects was ranked by mean difference scores. This ranking included all the subjects from the 18 groups previously mentioned as well as the subjects previously excluded from the analyses (Appendix C). A chi-square analysis yielded a chi-square of 4.92 which is significant at $p < .05$. Again the

results indicate the significantly greater effectiveness of the afternoon groups. In addition, 12 of the 15 Ss showing the greatest positive effect were in afternoon groups, and 14 of the 15 Ss showing the least amount of positive change (or most negative change) were in the morning groups. A chi-square analysis of Ss scored above or below the median by affiliation (either PS or JC) indicated no significant difference whatsoever.

TABLE IV
RANKED MEAN DIFFERENCE SCORES OF 18 KEY GROUPS
WITH GROUP TYPE, MIXED OR UNMIXED, AND TIME
OF DAY OF GROUP MEETING

Group Number	Mean Difference Score	Rank	Group Type	Mixed or Unmixed	Time of Session
21	.23	1	JCPS	M	PM
22	.11	2	JCPS	M	PM
9	.06	3	JCPS	M	AM
16	.02	4	PS	U	PM
15	.00	5	PS	U	PM
20	.00	6	JC	U	PM
18	-.07	7	JC	U	PM
19	-.12	8	JC	U	PM
17	-.17	9	PS	U	PM
1	-.19	10	PS	U	AM
7	-.21	11	JCPS	M	AM
5	-.22	12	JC	U	AM
8	-.24	13	JCPS	M	AM
23	-.30	14	JCPS	M	PM
2	-.31	15	PS	U	AM
6	-.43	16	JC	U	AM
4	-.60	17	JC	U	AM
3	-.74	18	PS	U	AM

TABLE V

CHI-SQUARE ANALYSIS OF GROUPS RANKING ABOVE OR BELOW
 MEDIAN AMOUNT OF CHANGE FROM PRE-SESSION TO
 POST-SESSION AND MEETING IN AM OR PM

	Above Median	Below Median	Total
AM Groups	1	8	9
PM Groups	8	1	9
Total	9	9	18
Chi-Square of 10.84, $p < .001$			

Data Type 2

Seven of the open-ended questions (see Appendix D) which were categorized by the experimenters served two purposes. Primarily, the questions contributed a significant amount of information about the salient thoughts and feelings of the participants. Secondly, more quantifiable data were made available for statistical assessment of the attitude changes following the training session.

Chi-squares (Finney, Latscha, Bennett, & Hsu, 1963) comparing categorical response patterns from pre-session to post-session were computed (Appendix E). Of these, only one was significant. On the pre-session questionnaire only one participant mentioned a new center director as the most helpful change the administration could make (in response to question 51). On the post session questionnaire, eight participants

reported "a new center director" as the most helpful change. Analysis of this difference yielded a chi square significant at $p < .0126$. Inspection of the chi squares and the frequency distributions of the response patterns clearly demonstrate no changes by the participants in response to these seven questions. The categories, frequencies, and percentages of responses for each of the seven questions may be found in Appendix E.

Although patterns of response for the seven questions did not change for each of the groups, differences of opinion between the Job Corps staff and the National Park Service staff are readily apparent. In response to question 39, "Why do you think most corpsmen are in the Job Corps?" 14 of the 29 Park Service personnel said education and/or training on both the pre- and post-session questionnaire. (Roughly 50 percent). However, 45 of the 52 Job Corps staff said education and/or training on the pre-session questionnaire, and 48 of the 52 said education and/or training on the post-session questionnaire, 86 percent and 92 percent respectively. Question 44, "Why do you think most resident workers are in the Job Corps?" indicated another discrepancy. In the Park Service, 62 percent on the pre- and 69 percent on the post-session questionnaire felt that most resident workers were in the Job Corps for money and/or just a job. In the Job Corps, 46 percent on the pre-session questionnaire and 46 percent on the post-session questionnaire made the same response while 40 on the pre- and

and 35 percent on the post- felt the resident worker was in the Job Corps to "help the corpsmen." In the Park Service, 17 percent of the staff (pre-) and 14 percent (post-) felt that the resident worker was in the Job Corps to help the corpsmen. It is interesting to note that on question 47, "What do you think causes most of the disagreement between Park Service and Job Corps?" the categories "don't know" and "lack of involvement and understanding" accounted for 50 percent of the responses. Yet, all of the other data--both scaled and open-ended--indicate that the remaining five categories--(2) inequitable pay and grade, (3) different objectives, (4) methods of discipline of corpsmen (or lack of them), (5) Center Director and administrative practices, and (6) increased work load in the Park Service--constituted the overwhelming majority of complaints and points of contention between Job Corps and Park Service. Not once during the investigation did the experimenter hear, nor did any of his associates report to have heard, any Park Service employee attribute the causes of the conflict between the Park Service and the Job Corps to "lack of understanding and involvement." On the other hand, this response was quite popular among the Job Corps staff when they were discussing the Park Service personnel.

Responses to question 41, "How many Job Corps staff do you know well enough to have coffee with if you saw them in town?" yielded some quite interesting data. Five of the 27 NPS personnel who answered that question reported knowing

fewer JC personnel than they had known prior to the session, while only two NPS personnel reported knowing more. Question 42 was the same as 41 except it was asked of JC personnel concerning PS acquaintances. Of the 40 JC responses, 8 participants reported knowing more PS personnel while only 2 reported knowing fewer.

Question 52, "Overall, do you think the training session was just worthwhile or just a waste of time?" illustrates the divergent attitudes of the PS and the JC quite well. Responses were categorized as follows: worthwhile, 1; waste of time, 2; detrimental, 3; and no answer or don't know, 4. In the Park Service, 6 (21%) answered, "detrimental," 10 (34%) answered, "waste of time," 8 (28%) answered "worthwhile," and 5 (17%) said "don't know," or gave no response at all. Job Corps respondents answered quite differently. None of the 52 participants said "detrimental," 4 (8%) reported "waste of time," 45 (87%) answered that the training session was "worthwhile," while only 3 (6%) gave no answer.

Data Type 3

In addition to the 38 scaled questions and the seven questions scaled by the experimenter, there were four questions that warranted separate presentation (Table VI). These questions were the most helpful in interpreting the results of the scaled questions and they also brought forth information without which useful discussion of these data would be im-

possible. The answer to question number 47 in Table VI was already partially answered for the experimenter before the actual administration of the pre-session questionnaire. The nature of the problems existing between the Job Corps and the National Park Service was discussed at some length with the Superintendent of the National Park Service and the Director of the Job Corps Camp several weeks before the session. In addition, one member of the Job Corps Staff Training Team--through which the investigation was conducted--had previously worked in this particular Job Corps Center and was able to provide additional information of which the Center Director might not be apprised.

TABLE VI
DATA TYPE 3 QUESTIONS TREATED SEPARATELY

-
-
- | | |
|-----|--|
| 47. | What do you think causes most of the disagreement between Park Service and Job Corps? |
| 51. | What do you think is the most helpful change the administration could make in this Center? |
| 53. | In your opinion, what were the good points and bad points of the training session? |
| 52. | Overall, do you think the training session was worthwhile or just a waste of time? |
-

Question 47, "What do you think causes most of the disagreement between Park Service and Job Corps?" focuses directly on the problem at hand. Scaling or categorizing responses to this question was quite useful for answering the

amount and direction of attitude change. However, the responses to this question were classified into the following seven categories: (1) don't know, (2) lack of understanding and involvement, (3) different objectives of Park Service and Job Corps, (4) discipline of corpsmen (or the lack of it), (5) inequitable pay and grade, (6) Center Director and administrative practices, and (7) increased Park Service workload. Following are a few examples of the responses of the Park Service staff:

Question 47.

Response 1: Differences in GS ratings according to amount of time in service and experience. JC is a pet project and many feel that it is money ill spent, for returns gained.

Response 2: Job Corps staff is better paid than Park Service.

Response 3: Many PS (National Park Service) employees feel that the Center should not be in the park, and the JC staff feels ignored.

Response 4: They have different things in mind to accomplish.

Response 5: Most park service employees have the attitude that the Job Corps is not going to be a permanent installation in the park; like a poor relative come to stay for a while. There is an old proverb. "Fish and company spoil in three days."

These few examples serve to emphasize the magnitude of the conflict and the extent to which it pervades many facets of the routine Job Corps, Park Service interaction.

Question number 51, "What is the most helpful change the administration could make in this Center?" proved to be a particularly productive stimulus. In the judgement of the experimenter, some responses were eloquently stated and highly insightful while others were inarticulate and reflected bigotry and hostility.¹ Again, a sample of the responses verbatim yields information which may have been lost or distorted in the scaling of the question. The following is a sample of responses from Park Service participants:

Question 51.

Response 1: Move it outside the National Park.

Response 2: Put it under the Department of the Army, or do away with it. It is a waste of the Tax Payer Money, this camp here at _____ is a disgrace to the Tax Payer, they waste thousands of dollars every day. They burned up a truck load of clothes, not old clothes but New one's, Clothes that a lot of Poor People would like to of had, this is only one waste, not mention all the rest. these boys you cannot get to work over two days a week. If you have a hard job to do one day is all they will work. They

¹The experimenter does not wish to imply that bigotry and hostility are related to articulation.

won't come back the next day.

Response 3: Stop playing politics and open their eyes remove the center director and administrative officer and replace them with some one that has at least some common sense. The administration should be concerned about the future of the corpsmen not padded payrolls.

The Job Corps should be self supporting in training the corpsmen and not depend on the park to help train them. We have a big enough job operating the park we do not need two jobs.

Response 4: Get Rid of It!

Response 5: For what little it's worth I still maintain the center director, in two years this center has lost 21 permanent personnel, 15 by resignation, 6 by transfers; due primarily to one person.

Response 6: Send them all back where they came from and let each State train and School their own boys. It will save the government lots of money I think.

This sample accurately reflects the attitudes of one segment of the Park Service personnel. This segment appears to be more vehement in their dislike, more entrenched in their attitudes, and very difficult to change.

Conflict with the Job Corps arises from other quarters, however. The attitudes of still another sample reflect a disgust with the program; more in the way it is run than with

its existence.

Response 7: The corpsmen should be given more opportunity to get the type of training they expected and were told they could get when entering J.C. (Job Corps) (All corpsmen should be screened before entering J.C.)

Response 8: Give the corpsmen the education and training that was promised to them. More discipline and cleanliness.

Although less common, enough of these responses were recorded to indicate that harmony would be much easier to achieve if only the Job Corps would "do their job properly." The Center Director bears the brunt of much of this criticism and it is, indeed, his responsibility to a great extent. Discipline in the center is very relaxed. Corpsmen are permitted a high degree of freedom and infractions of the rules are dealt with lightly. This policy is primarily that of the center director and is imposed on the Job Corps personnel. Complaints about the laxity of discipline come not only from the Park Service but from the Job Corps staff as well. Reports by Job Corps staff of disciplinary decisions not being backed up by the Center Director were not infrequent. Resident workers, who as dorm leaders work closest with the corpsmen, were keenly aware of this and somewhat insecure in their jobs.

Two additional questions which are on the post-session questionnaire are of critical importance in understanding the

results of this study. They are:

1. "In your opinion, what were the good points and bad points of the training session?"
2. "Overall, do you think the training was worthwhile or just a waste of time?"

In response to these two questions, Park Service personnel varied from very positive to very negative, the majority being negative. Responses varied in length from one word to three-fourths of a page. One park ranger vividly and accurately described the reactions of the majority of the Park Service personnel in his response to question 1.

"_____ ¹ are a strange breed; very loyal to their country but provincial in their outlook. Most or many of the employees participating in the training sessions were _____ or native southerners. On the whole, they viewed the team of fuzzy-bearded men and mini-skirted string haired women (who were all well-intentioned) from the University of Oklahoma as a pack of trouble-making, hotelroom-switching, nigger-loving outsiders.

"In my opinion, training session teams should be picked from universities within the state that the park resides in--this would lessen the impression that they are outsiders. Mr. _____ was most impressive to me,

¹"_____ " refers to natives of the state within which the National Park was located, e.g., Texans, New Yorkers, etc.

but again, he was looked upon as an outsider and his genius was wasted upon the crowd, most of whom think that they have reached the pinnacle of intellectualism by attending a 'Grand Ole Oprey' performance in ____."

The primary cause for the intergroup conflict between the Park Service and the Job Corps is the resentment of the very existence of the Job Corps by most of the Park Service personnel. Adding insult to injury, the "Socialistic government" has imposed its "pet" program on the Park Service, and they are compelled to babysit with the program for what they believe will be a relatively short existence.

The results of this study do not reflect any appreciable lessening of the intergroup conflict between the National Park Service personnel and the Job Corps staff as a result of the training session. Some of the evidence indicates the reverse may have happened. Although response patterns for the 38 scaled questions and the response patterns for the eleven open-ended questions reflect virtually no change at all, the two questions about the training session elicited a number of responses purporting the effects of the training session to be negative.

The adverse effect of the training session may be principally ascribed to three factors: (1) the group leaders, (2) the structure of the training sessions, and (3) the topics discussed. The group leaders were all members of the Univer-

sity of Oklahoma Job Corps Staff Training Center. Some were employed on a full-time basis, some on a consulting basis. There were three women and twelve men. Two of the men and one woman were Negro. Academic training and professional experience varied from B.A. degrees in social sciences to Ph.D.'s in clinical psychology. Ages varied from 25 to 65 years. There appeared to be no common denominator other than their knowledge of group processes and experience in training sessions. One of the men did have a beard and the women did wear short skirts. On any college campus or any major city street none of the group leaders would have been particularly conspicuous. However, this training session took place at a Job Corps camp in a southeastern national park. Short skirts were not being worn there, makeup was used in moderation, and women in this small southeastern community did not appear to be as "free" as in some other places in the country. The group leaders, "outsiders" if you will, had come in to serve some purpose not clearly defined. To the National Park personnel they represented an extension of "Socialism" into the employees' lives just as the Job Corps camp had done. Their clothes were strange and their attitudes and opinions were even stranger. About half the group leaders who were full-time employees had been working together for up to three years. Their distinctness as a group was as apparent as any group participating in the training. In a sense they were as cohesive and as apprehensive of "outsiders" as the Park Service

and the Job Corps. Their norms were a little more flexible and sanctions a little more subtle, but the effect of the group norms on its members was real.

Not unrelated to the group of group leaders was the structure of the sessions themselves and the topics of discussion within the training sessions. The participants were by and large prepared to listen, not to talk. When they encountered the highly unstructured group situation, they were not quite sure what to do. They were not sure how much they should say and what were to be the consequences. The group leader allowed participants to select their own topic of discussion instead of lecturing them on efficiency and new ways to better do their jobs. Unfortunately for the participants, this proved to be a trap in which some group leaders found themselves caught. Some group discussions degenerated to religious arguments in which the group leader espoused or defended atheism while the participants espoused Christianity. At that point two diametrically opposed alternatives were available. First, the group members from the Park Service and the Job Corps could have united against a common enemy. Perhaps working together to "defeat" atheism would help bring them closer together in other facets of their routine interaction. Secondly, this conflict between group members and group leader could entirely discredit the group leader, the training sessions, and the entire effort to reduce the conflict between the groups, thereby, perhaps, widening the differences

between the groups because of the frustration encountered in the training sessions. The preponderance of evidence collected in this study points to the latter alternative. This is not to say that the religious discussions were the sufficient cause of the failure to reduce conflict, or even a necessary cause. The experimenter asserts that this may have been one of the causes because they discredited the group leaders and their sessions.

Park Service employees, as well as some Job Corps employees, were antagonistic toward the training session from the beginning. The Park Service personnel appeared to be overwhelmingly politically conservative, the Job Corps staff moderate to liberal politically. The budget for the National Park Service is economically conservative, the Job Corps often extravagant. Advancement in the National Park Service is based on quality of work and experience in the Service, and the Job Corps is perceived to bypass these regulations frequently. The Park Service personnel are just as dedicated to the conservation of natural beauty in the parks as the Job Corps personnel are dedicated to the advancement of underprivileged adolescents. At this point in time it appears that each group to some extent cannot envisage the fulfillment of one goal without some detrimental effect on the other.

CHAPTER IV

CRITIQUE

The author feels that several major points emerged from the analysis. First, it was not demonstrated that intergroup conflict was reduced through the use of the Guided Group Interaction technique, at least not in this study. None of the mean difference scores from the pre-session questionnaire to the post-session questionnaire was significant. Two factors, however, look promising and also point to the need for further research in group training environs. These are (1) group composition and (2) time of day of the group sessions. As the author pointed out earlier, afternoon groups demonstrated significantly more positive responses than morning groups, and mixed groups more positive responses than unmixed groups. It also appears that afternoon-mixed groups showed more positive responses than either afternoon or mixed groups. Although the increment is small, isolating and then maximizing enough of these modestly beneficial factors could eventually lead to striking and significant differences.

Failure to achieve success could have been the result of a number of factors. The participants were required to attend

the sessions as part of their job and training. Attendance on any basis other than voluntary is certainly less than optimal. Another factor was the length and number of sessions participants attended. It may be that four sessions of four hours each is simply not enough time to realistically expect to change someone's attitudes significantly. However, the investigator feels that this was enough time for some change to be demonstrated, if indeed, it had occurred.

Another more important reason the sessions were unsuccessful concerns the group leaders. What seems to be indicated from discussions with the participants as well as from the investigator's own observations is that the group leaders were not appreciative of the way the participants were perceiving and categorizing them. This was a major oversight on the part of the group leaders. To some extent it appeared that the group leaders were doing their job for themselves or for each others' edification, not for the participants' benefit. Their standards of excellence or norms for sanctioning or fostering various kinds of behavior patterns as group leaders appear to be indigenous to their group of group leaders and not in fact, geared to the success or failure of their endeavors from the participant's viewpoint.

The experimenter feels that one of the most significant and most disturbing findings of this study is that these "experts" on training other people how to be sensitive to one another were not particularly sensitive to how they were being

perceived or to the ill effects of that perception.

The investigator's experience and immersion in this project provided a great deal of insight into the planning and administration of a program of this nature. A number of salient factors arose which should be attended to in future research of this kind. If it is at all possible, group leaders should come from the same general ethnic area as the participants. This would serve two purposes. First, the group leader would have a better understanding and knowledge of the people with which he would work. In addition, he would quite probably be able to be more empathetic to the needs of the participants. Secondly, the group leader would not be thought so much as an outsider by the participants. They would be able to accept the leader much more readily. This would significantly enhance the results, particularly in the short sessions such as the one under consideration.

The "closed mind" of the group leader must be carefully guarded against. A group leader must not become inflexible in his approach to group problems. If a group, for example, has a low educational level they may feel uncomfortable in an unstructured philosophical discussion. Group leaders should impose structure when the participants need it and listen to the participants not to themselves. In this study, the participants from the National Park Service expected to hear facts and figures on how to improve. Instead they received the abstract philosophy of religion of a person whom they

considered to be a "beatnik," in some instances.

Another key variable essential to the success of a program of this nature is a thorough and exhaustive working knowledge of the attitudes and prevailing opinions and accepted behavior patterns of the participants before the session. This information should be obtained by visitors at least six weeks before the session is to begin. During the six weeks prior to the session the group leaders should be thoroughly oriented to the situation.

How many other variables should be taken into account? How important are the ones just mentioned? Can we really expect to be able to cope with intergroup conflict consistently and effectively? The answers to these and many other questions may well be found in future investigations of field-experimental situations.

CHAPTER V

SUMMARY

A general overview of the scope and nature of intergroup conflict was presented. The state of the literature pertaining to conflict reduction and the problems involved in the experimental investigation of intergroup conflict were also discussed.

Intergroup conflict was seen as arising from a variety of situations such as prejudice and discrimination, reactive situations in response to hostile treatment from some other group, or ventilative situations in which aggression and frustration may be released.

A number of methods to reduce intergroup conflict were discussed. Starting with the most unacceptable one, war, techniques presented included the "common enemy" approaching intervention by a higher authority, official sanctions, role occupancy, intergroup contact, and superordinate goals. The Robber's Cave Experiment exemplifies an outstanding implementation of the use of superordinate goals in conflict reduction. Discussion then focused on Guided Group Interaction as a technique for the reduction of intergroup conflict and its

application in this study.

Subjects were employees of the National Park Service, a Job Corps Conservation Center, and Job Corps enrollees being trained at the Center.

A pre-session questionnaire was administered to all participants prior to the group sessions. This questionnaire was designed to elicit attitudes of the National Park Service employees toward the Job Corps employees and vice versa. In addition, various behavioral indices were recorded. For purposes of analyses, the questionnaire was separated into three sections. Data type 1 consisted of 38 scaled items which were designed to reflect the degree as well as the direction of any attitude change resulting from the group sessions. Data type 2 consisted of open-ended questions which were categorized after collection of the data. Information from this section of the questionnaire reflected primarily behavioral indices of group interaction. Data type 3 was composed of four questions which were treated separately. They were open-ended questions which were not scaled. Answers to these questions yielded valuable information concerning the thoughts and feelings of the participants toward the training sessions and the major problem areas in the relationship of the Job Corps and the Park Service. Data type 3 questions appeared on the post session questionnaire.

The participants were arranged in groups of 9 to 11

people per group and were matched as well as possible. Maintenance of the primary functions of both the National Park Service personnel and the Job Corps Staff created problems but their effects on the results is negligible. Groups were matched for composition in order to record differences between mixed groups in which either Park Service or Job Corps staff met with Corpsmen.

Control for time of day of the meeting of each group was achieved. The group sessions lasted for 4 days. Each group met for 4 hours a day for a total of 16 hours.

One month after the training sessions, the investigators administered a post session questionnaire which was identical to the first with the exception that two questions were added to assess the attitudes toward the training program itself.

The results indicated that no significant attitude change was effected through the use of the Guided Group Interaction technique in this study. Although afternoon groups showed significantly more positive responses than morning groups, the differences were small.

The investigator felt that one of the primary factors accounting for the failure of this technique was the insensitivity of the group leaders in this study to the needs of the participants and the demands of the situation.

Suggestions were made concerning future studies of this type and further research was recommended.

REFERENCES

- Coser, L. A. The functions of social conflict. Glencoe, Ill.: The Free Press, 1956.
- Dodd, S. C. A social distance test in the Near East. *American Journal of Sociology*, 1935, 41, 194-204.
- Finney, D. J., Latscha, R., Bennett, B. M., and Hsu, P. Tables for testing significance in a 2 X 2 contingency table. Cambridge: Cambridge University Press, 1963.
- Harding, J., and Hogrefe, R. Attitudes of white department store employees toward negro co-workers. *Journal of Social Issues*, 1952, 8 (1), 18-28.
- Katz, E., and Lazarsfeld, P. F. Personal influence: The part played by people in the glow of mass communication. New York: The Free Press of Glencoe, 1955.
- LeCrone, H. H. An analysis of an attempt to reduce role ambiguity in a Job Corps Center. Unpublished doctoral dissertation, University of Oklahoma, 1968.
- Lewin, K. Resolving social conflicts. New York: Harper and Brothers, 1945.
- Likert, R. A technique for the measurement of attitudes. Psychological Archives, Columbia University, 1932, No. 140.
- Maxwell, A. E. Analyzing qualitative data. London: Methuen & Co. Ltd., 1961.
- McCorkle, L. W., Elias, A., and Bixby, F. L. The highfields story. New York: Henry Holt & Co., 1958.
- Minard, R. D. Race relations in the Pocohontas coal field. *Journal of Social Issues*, 1952, 2, 343-354.
- Rorher, J. H., and Sherif, M. Social psychology at the cross-roads. New York: Harper & Brothers, 1951.

- Secord, P. F., and Backman, C. W. Social psychology. New York: McGraw-Hill Book Co., 1964.
- Sherif, M. In common predicament. Boston: Houghton Mifflin Co., 1966.
- Sherif, M. Intergroup relations and leadership. New York: John Wiley & Sons, 1962.
- Sherif, M., Harvey, O. J., White, B. J., Hood, W. R., and Sherif, Carolyn. Intergroup conflict and cooperation: The Robber's Cave experiment. Norman, Okla.: University Book Exchange, 1961.
- Sherif, M., and Sherif, Carolyn. Groups in harmony and tension. New York: Harper & Brothers, 1953.
- Sherif, M., and Sherif, C. W. An outline of social psychology. New York: Harper & Row, 1956.
- Shils, E. H., and Jonowitz, M. Cohesion and disintegration in the Wehrmacht in World War II. Public Opinion Quarterly, 1948, 12, 280-315.
- Stouffer, S. A., Lumsdaine, A. A., Lumsdaine, M. H., Williams, R. M., Jr., Smith, M. B., Jones, J. L., Star, S. A., and Aottrell, L. S., Jr. Studies in social psychology in World War II, Vol 1. The American soldier: Combat and its aftermath. Princeton University Press, 1949.

APPENDICES

APPENDIX A

Questionnaires

APPENDIX A

Park Service Staff Questionnaire

1. Are you kept informed on what is happening in the Job Corps?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

2. Why do you think most Corpsmen are in the Job Corps?
3. Do you think Job Corps staff should drink coffee with Corpsmen in town?
4. Do you think Park Service personnel should drink coffee with Corpsmen in town?
5. How many Job Corps staff do you feel that you know well enough to have coffee with if you saw them in town?
6. Do you think working for the Park Service is beneficial to the Corpsman?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

APPENDIX A (Continued)

7. Do you think the work done by the Corpsman is beneficial to the Park Service?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

8. Do you think Park Service people in general mind working with the Corpsmen?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

9. In your job do you mind working with Corpsmen or would you rather work with Park Service personnel?

10. Do you think that the Corpsmen bother the visitors in the cave?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

11. Why do you think most Resident Workers are in the Job Corps?

12. In general, what kind of job do you think Job Corps staff do?

Excellent _____
Above average _____
Average _____
Below average _____
Poor _____

13. Do you think most Resident Workers like their job?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

APPENDIX (Continued)

14. Do Job Corps people check frequently on the work of the Corpsmen?

15. When dealing with Corpsmen, do you feel your decisions should be backed up in all instances?

Always	_____
Often	_____
Sometimes	_____
Not too much	_____
Not at all	_____

16. How much disagreement do you think exists between Park Service and Job Corps?

Very much	_____
Not too much	_____
Some	_____
Very little	_____
None	_____

17. What do you think causes most of the disagreement between Park Service and Job Corps?

18. How often do you think that the objectives of the Park Service are overridden by the objectives of the Job Corps?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

Do you think this is justified?

19. How often do you think that the objectives of the Job Corps are overridden by the objectives of the Park Service?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

Do you think this is justified?

APPENDIX A (Continued)

20. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?
21. What do you think is the biggest mistake that most Job Corps staff make?
22. What do you think is the most helpful change that the administration could make in this center?
23. Overall, do you think the training was worthwhile or just a waste of time?
24. In your opinion, what were the good and bad points of the training session?

APPENDIX A (Continued)

Park Service Maintenance & Guides Questionnaire

1. What do you find least satisfying in your job?
2. Not counting all the other things that make your particular job good or bad, how do you like the kind of work that you do?

Very much _____

Somewhat _____

Haven't thought about it _____

Not too much _____

Not at all _____
3. Is there some other work which you would like better than what you are now doing? If so, what?
4. Do you understand what your job is?

Very clear _____

Quite clear _____

Fairly clear _____

Not too clear _____

Not at all clear _____
5. Do you feel you are always as clear as you would like to be about what you have to do on this job?

Very clear _____

Quite clear _____

Fairly clear _____

Not too clear _____

Not at all clear _____
6. Do you feel that you can't get information needed to carry out your job?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

APPENDIX A (Continued)

7. Are you kept informed on what is happening in the Job Corps?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

8. Do you feel that you have too heavy a work load, one that you can't possibly finish during an ordinary workday?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

9. Do you feel unable to influence your immediate supervisor's decisions and actions that affect you?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

10. Have there ever been occasions when some of the people around you have different opinions about what you should be doing or how you should do it?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

11. Do you think that you'll not be able to satisfy the conflicting demands of various people over you?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

APPENDIX A (Continued)

12. Do you think that the amount of work you have to do may interfere with how well it gets done?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

13. Why do you think most Corpsmen are in the Job Corps?

14. Do you think Park Service employees should drink coffee with Corpsmen in town?

15. Who do you spend most of your time with when off duty?

16. How many Job Corps staff do you feel that you know well enough to have coffee with if you saw them in town?

17. Do you think working for the Park Service is beneficial to the Corpsman?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

18. Do you think the work done by the Corpsman is beneficial to the Park Service?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

19. Do you think Park Service people in general mind working with the Corpsmen?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

APPENDIX A (Continued)

20. In your job, do you mind working with Corpsmen or would you rather work with Park Service personnel?

21. Do you think that the Corpsmen bother the visitors in the cave?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

22. Why do you think most Resident Workers are in the Job Corps?

23. In general, what kind of job do you think Job Corps staff do?

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

24. Do you think Job Corps workers are very competent people?

Very competent	_____
Somewhat competent	_____
Don't know	_____
Somewhat incompetent	_____
Very incompetent	_____

25. How well do you think most Resident Workers do their jobs?

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

26. Do you think most Resident Workers like their job?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

APPENDIX A (Continued)

27. Without naming any names, can you think of any person or persons not well suited for their job in the Job Corps and should have either another job or not be in the Job Corps at all? How many and why?
28. Do Job Corps people check frequently on the work of the Corpsman?
29. How clear are you about the limits of your authority in your present position?
- | | |
|------------------|-------|
| Very clear | _____ |
| Quite clear | _____ |
| Fairly clear | _____ |
| Not too clear | _____ |
| Not at all clear | _____ |
30. How often do you get conflicting orders or instructions from different people above you?
31. Do you feel that you have too little authority to carry out the responsibilities assigned to you?
- | | |
|--------------|-------|
| Always | _____ |
| Often | _____ |
| Sometimes | _____ |
| Not too much | _____ |
| Not at all | _____ |
32. When dealing with Corpsmen, do you feel your decisions should be backed up in all instances?
- | | |
|--------------|-------|
| Always | _____ |
| Often | _____ |
| Sometimes | _____ |
| Not too much | _____ |
| Not at all | _____ |
33. How much disagreement do you think exists between Park Service and Job Corps?
- | | |
|--------------|-------|
| Very much | _____ |
| Not too much | _____ |
| Some | _____ |
| Very little | _____ |
| None | _____ |

APPENDIX A (Continued)

34. What do you think causes most of the disagreement between Park Service and Job Corps?
35. How often do you think that the objectives of the Park Service are overridden by the objectives of the Job Corps?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

Do you think this is justified?

36. How often do you think that the objectives of the Job Corps are overridden by the objectives of the Park Service?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

Do you think this is justified?

37. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?
38. What do you think is the biggest mistake that most Job Corps staff make?
39. Overall, do you think the training was worthwhile or just a waste of time?
40. In your opinion, what were the good and bad points of the training session?
41. What do you think is the most helpful change that the administration could make in this center?

APPENDIX A (Continued)

Job Corps Staff Questionnaire

1. What do you find least satisfying in your job?
2. Not counting all the other things that make your particular job good or bad, how do you like the kind of work that you do?

Very much	_____
Somewhat	_____
Haven't thought about it	_____
Not too much	_____
Not at all	_____
3. Is there some other work which you would like better than what you are now doing?

If so, what?
4. Do you understand what your job is?

Very clear	_____
Quite clear	_____
Fairly clear	_____
Not too clear	_____
Not at all clear	_____
5. Do you feel you are always as clear as you would like to be about what you have to do on this job?

Very clear	_____
Quite clear	_____
Fairly clear	_____
Not too clear	_____
Not at all clear	_____
6. Do you feel that you can't get information needed to carry out your job?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

APPENDIX A (Continued)

7. Do you think most Resident Workers like their job?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

8. Are you kept informed on what is happening in the Park Service?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

9. Do you feel unable to influence your immediate supervisor's decisions and actions that affect you?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

10. Do you think that you'll not be able to satisfy the conflicting demands of various people over you?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

11. Why do you think most Corpsman are in the Job Corps?

12. Do you think Center Staff should drink coffee with Corpsmen in town?

13. Who do you spend most of your time with when off duty?

14. How many Resident Workers do you feel that you know well enough to have coffee with if you saw them in town?

APPENDIX A (Continued)

15. How many Park Service personnel do you feel that you know well enough to have coffee with if you saw them in town?

16. Do you think working for the Park Service is beneficial to the Corpsman?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

17. Do you think the work done by the Corpsman is beneficial to the Park Service?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

18. Do you think Park Service people in general mind working with the Corpsmen?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

19. Do you think that the Corpsmen bother the visitors in the cave?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

20. Why do you think most Resident Workers are in the Job Corps?

21. Do you think Resident Workers are very competent people?

Very competent	_____
Somewhat competent	_____
Don't know	_____
Somewhat incompetent	_____
Very incompetent	_____

APPENDIX A (Continued)

22. Do Park Service people check frequently on the work of the Corpsman?

23. How much disagreement do you think exists between Park Service and Job Corps?

Very much _____
Not too much _____
Some _____
Very little _____
None _____

24. What do you think causes most of the disagreement between Park Service and Job Corps?

25. How often do you think that the objectives of the Job Corps are overridden by the objectives of the Park Service?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

Do you think this is justified?

26. How often do you think that the objectives of the Park Service are overridden by the objectives of the Job Corps?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

Do you think this is justified?

27. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?

28. What do you think is the biggest mistake that most Resident Workers make?

29. What do you think is the biggest mistake that most Park Service personnel make?

APPENDIX A (Continued)

30. What do you think is the most helpful change that the administration could make in this center?
31. Do Park Service people train Corpsmen for better jobs?
32. Nearly everyone has some things he'd want people he works with to do differently. Would you like Park Service personnel to do their activities exactly the way they do now, or would you like them to do them in any way differently than they do now?
33. Nearly everyone has some things he'd want people he works with to do differently. Would you like Resident Workers to do their activities exactly the way they do now, or would you like them to do them in any way differently than they do now?
34. Do you think Resident Workers get enough credit for the work they do?
- | | |
|-------------|-------|
| Always | _____ |
| Usually | _____ |
| Sometimes | _____ |
| Usually not | _____ |
| Never | _____ |
35. Do you sometimes wish you had not come into the Job Corps? Why?
36. What are the main qualities you think a Resident Worker needs to do his job well?
37. In general, what kind of job do you think Resident Workers do?
- | | |
|---------------|-------|
| Excellent | _____ |
| Above average | _____ |
| Average | _____ |
| Below average | _____ |
| Poor | _____ |

APPENDIX A (Continued)

38. In general, what kind of job do you think Park Service personnel do?

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

39. Overall, do you think the training was worthwhile or just a waste of time?

40. In your opinion, what were the good and bad points of the training session?

APPENDIX A (Continued)

Resident Worker Questionnaire

1. What aspects of your job do you find most satisfying?
2. What do you find least satisfying in your job?
3. Do you sometimes wish you had not come into the Job Corps?
Why?
4. Not counting all the other things that make your particular job good or bad, how do you like the kind of work that you do?

Very much	_____
Somewhat	_____
Haven't thought about it	_____
Not too much	_____
Not at all	_____

5. Do you feel that you may not be liked and accepted by the people you work with?

Never	_____
Rarely	_____
Sometimes	_____
Rather often	_____
Nearly all the time	_____

6. Is there some other work which you would like better than what you are now doing? If so, what?

7. Do you think most Resident Workers like their job?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

8. Why do you think most Corpsmen are in the Job Corps?

9. Do you think center staff should drink coffee with Corpsmen in town?

APPENDIX A (Continued)

10. How often do you meet with your immediate supervisor for coffee, etc.?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

11. How often do you meet with your co-worker for coffee, etc.?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

12. How many Job Corps staff do you feel that you know well enough to have coffee with if you saw them in town?

13. Do you understand what your job is?

Very clear _____
Quite clear _____
Fairly clear _____
Not too clear _____
Not at all clear _____

14. Do you feel you are always as clear as you would like to be about what you have to do on this job?

Very clear _____
Quite clear _____
Fairly clear _____
Not too clear _____
Not at all clear _____

15. Do you feel that you can't get information needed to carry out your job?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

APPENDIX A (Continued)

16. Are you kept informed on what is happening in the Job Corps?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

17. Do you feel that you're not fully qualified to handle your job?

Always	_____
Often	_____
Sometimes	_____
Not too much	_____
Not at all	_____

18. Do you feel that you have too heavy a work load, one that you can't possibly finish during an ordinary workday?

Always	_____
Often	_____
Sometimes	_____
Not too much	_____
Not at all	_____

19. How clear are you about the limits of your authority in your present position?

Very clear	_____
Quite clear	_____
Fairly clear	_____
Not too clear	_____
Not at all clear	_____

20. How often do you get conflicting orders or instructions from different people above you?

21. Do you feel that you have too little authority to carry out the responsibilities assigned to you.

Always	_____
Often	_____
Sometimes	_____
Not too much	_____
Not at all	_____

APPENDIX A (Continued)

22. When dealing with Corpsmen, do you feel your decisions should be backed up in all instances?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

23. How well does your supervisor know the jobs he supervises?

Very well _____
Quite well _____
Fairly well _____
Not too well _____
Not at all well _____

24. Do you feel that you don't know what your supervisor thinks of you, how he evaluates your performance?

25. Do you feel unable to influence your immediate supervisor's decisions and actions that affect you?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

26. Do you usually feel that you know how satisfied your supervisor is with what you do?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

27. As far as you know, does your supervisor usually let you know when he expects or wants something from you, or does he often keep these things to himself?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

APPENDIX A (Continued)

28. Have there ever been occasions when some of the people around you have different opinions about what you should be doing or how you should do it?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

29. Do you think that you'll not be able to satisfy the conflicting demands of various people over you?

Always	_____
Often	_____
Sometimes	_____
Not too much	_____
Not at all	_____

30. In general, what kind of job do you think Corpsman Supervisors do?

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

31. In general, what kind of job do you think Corpsmen do?

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

32. How well do you think most Resident Workers do their jobs?

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

APPENDIX A (Continued)

33. Do you think Resident Workers get enough credit for the work they do?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

34. Do you think Resident Workers are very competent people?

Very competent	_____
Somewhat competent	_____
Don't know	_____
Somewhat incompetent	_____
Very incompetent	_____

35. Do you think Park Service workers are very competent people?

Very competent	_____
Somewhat competent	_____
Don't know	_____
Somewhat incompetent	_____
Very incompetent	_____

36. Who do you go to with your problems? _____
Is he the one who is supposed to be handling your problems? _____

37. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?

38. Why do you think most Resident Workers are in the Job Corps?

39. What do you think is the biggest mistake that most Resident Workers make?

40. What do you think is the biggest mistake that most Corpsman Supervisors make?

41. What do you think is the most helpful change that the administration could make in this center?

APPENDIX A (Continued)

42. Do you think working for the Park Service is beneficial to the Corpsman?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

43. Do you think the work done by the Corpsman is beneficial to the Park Service?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

44. Do you think Park Service people in general mind working with the Corpsmen?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

45. Do you think that the Corpsmen bother the visitors in the cave?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

46. Do Park Service people check frequently on the work of the Corpsmen?

47. How much disagreement do you think exists between Park Service and Job Corps?

Very much	_____
Not too much	_____
Some	_____
Very little	_____
None	_____

APPENDIX A (Continued)

48. What do you think causes most of the disagreement between Park Service and Job Corps?
49. How often do you think that the objectives of the Park Service are overridden by the objectives of the Job Corps?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

Do you think this is justified?

50. How often do you think that the objectives of the Job Corps are overridden by the objectives of the Park Service?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

Do you think this is justified?

51. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?
52. Do Park Service people train Corpsmen for better jobs?
53. Nearly everyone has some things he'd want people he works with to do differently. Would you like Park Service personnel to do their activities exactly the way they do now, or would you like them to do them in any way differently than they do now?
54. Overall, do you think the training was worthwhile or just a waste of time?
55. In your opinion, what were the good and bad points of the training session?

APPENDIX B

Master List of Questions

1. Are you kept informed on what is happening in the Job Corps?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

2. Do you think working for the Park Service is beneficial to the Corpsman?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

3. Are you kept informed on what is happening in the Park Service?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

4. Do you think the work done by the Corpsman is beneficial to the Park Service?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

APPENDIX B (Continued)

5. Do you think Park Service people in general mind working with the Corpsmen?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

6. Do you feel that you're not fully qualified to handle your job?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

7. Do you think that the Corpsmen bother the visitors in the cave?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

8. In general, what kind of job do you think Job Corps staff do?.

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

9. In general, what kind of job do you think Park Service personnel do?

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

APPENDIX B (Continued)

10. Do you think most Resident Workers like their job?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

11. When dealing with Corpsmen, do you feel your decisions should be backed up in all instances?

Always	_____
Often	_____
Sometimes	_____
Not too much	_____
Not at all	_____

12. How much disagreement do you think exists between Park Service and Job Corps?

Very much	_____
Not too much	_____
Some	_____
Very little	_____
None	_____

13. How often do you think that the objectives of the Park Service are overridden by the objectives of the Job Corps?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

Do you think this is justified?

14. How often do you think that the objectives of the Job Corps are overridden by the objectives of the Park Service?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

Do you think this is justified?

APPENDIX B (Continued)

15. Not counting all the other things that make your particular job good or bad, how do you like the kind of work that you do?

Very much	_____
Somewhat	_____
Haven't thought about it	_____
Not too much	_____
Not at all	_____

16. Do you understand what your job is?

Very clear	_____
Quite clear	_____
Fairly clear	_____
Not too clear	_____
Not at all clear	_____

17. Do you feel you are always as clear as you would like to be about what you have to do on this job?

Very clear	_____
Quite clear	_____
Fairly clear	_____
Not too clear	_____
Not at all clear	_____

18. Do you feel that you can't get information needed to carry out your job?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

19. Do you feel that you have too heavy a work load, one that you can't possibly finish during an ordinary workday?

Always	_____
Often	_____
Sometimes	_____
Not too much	_____
Not at all	_____

APPENDIX B (Continued)

20. Do you feel unable to influence your immediate supervisor's decisions and actions that affect you?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

21. Have there ever been occasions when some of the people around you have different opinions about what you should be doing or how you should do it?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

22. Do you think that you'll not be able to satisfy the conflicting demands of various people over you?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

23. Do you think that the amount of work you have to do may interfere with how well it gets done?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

24. Do you think Job Corps workers are very competent people?

Very competent _____
Somewhat competent _____
Don't know _____
Somewhat incompetent _____
Very incompetent _____

APPENDIX B (Continued)

25. How well do you think most Resident Workers do their jobs?

Excellent _____
Above average _____
Average _____
Below average _____
Poor _____

26. How clear are you about the limits of your authority in your present position?

Very clear _____
Quite clear _____
Fairly clear _____
Not too clear _____
Not at all clear _____

27. Do you feel that you have too little authority to carry out the responsibilities assigned to you?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

28. Do you think Resident Workers are very competent people?

Very competent _____
Somewhat competent _____
Don't know _____
Somewhat incompetent _____
Very incompetent _____

29. Do you think Resident Workers get enough credit for the work they do?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

APPENDIX B (Continued)

30. How often do you meet with your immediate supervisor for coffee, etc.?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

31. Do you feel that you may not be liked and accepted by the people you work with?

Never _____
Rarely _____
Sometimes _____
Rather often _____
Nearly all the time _____

32. How often do you meet with your co-worker for coffee, etc.?

Always _____
Often _____
Sometimes _____
Not too much _____
Not at all _____

33. How well does your supervisor know the jobs he supervises?

Very well _____
Quite well _____
Fairly well _____
Not too well _____
Not at all well _____

34. Do you usually feel that you know how satisfied your supervisor is with what you do?

Always _____
Usually _____
Sometimes _____
Usually not _____
Never _____

APPENDIX B (Continued)

35. As far as you know, does your supervisor usually let you know when he expects or wants something from you, or does he often keep these things to himself?

Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

36. In general, what kind of job do you think Corpsman Supervisors do?

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

37. In general, what kind of job do you think Corpsmen do?

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

38. Do you think Park Service workers are very competent people?

Very competent	_____
Somewhat competent	_____
Don't know	_____
Somewhat incompetent	_____
Very incompetent	_____

39. Why do you think most Corpsmen are in the Job Corps?

40. Do you think Park Service employees should drink coffee with Corpsmen in town?

41. How many Job Corps staff do you feel that you know well enough to have coffee with if you saw them in town?

42. How many Park Service personnel do you feel that you know well enough to have coffee with if you saw them in town?

43. In your job do you mind working with Corpsmen or would you rather work with Park Service personnel?

APPENDIX B (Continued)

44. Why do you think most Resident Workers are in the Job Corps?
45. Do Job Corps people check frequently on the work of the Corpsmen?
46. Do Park Service people check frequently on the work of the Corpsmen?
47. What do you think causes most of the disagreement between Park Service and Job Corps?
48. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?
49. What do you think is the biggest mistake that most Job Corps staff make?
50. What do you think is the biggest mistake that most Park Service personnel make?
51. What do you think is the most helpful change that the administration could make in this center?
52. Overall, do you think the training was worthwhile or just a waste of time?
53. In your opinion, what were the good and bad points of the training session?
54. What do you find least satisfying in your job?
55. How often do you get conflicting orders or instructions from different people above you?
56. Do you sometimes wish you had not come into the Job Corps? Why?
57. How many Resident Workers do you feel that you know well enough to have coffee with if you saw them in town?
58. Do you feel that you don't know what your supervisor thinks of you, how he evaluates your performance?
59. What do you think is the biggest mistake that most Resident Workers make?

APPENDIX B (Continued)

60. Nearly everyone has some things he'd want people he works with to do differently. Would you like Park Service personnel to do their activities exactly the way they do now, or would you like them to do them in any way differently than they do now?
61. What are the main qualities you think a Resident Worker needs to do his job well?
62. What do you think is the biggest mistake that most Corpsman Supervisors make?
63. Do Park Service people train Corpsmen for better jobs?

APPENDIX C

Ranked Mean Difference Scores, Affiliation, and Time of Meeting of Participants Group for 81 Ss

Ss	Mean Difference Score	Rank	Affiliation	Time of Group Meeting
6	.83	1	PS	PM
23	.67	2	PS	PM
44	.43	3	JC	AM
70	.42	4	JC	PM
64	.42	5	JC	PM
56	.37	6	JC	PM
35	.37	7	JC	AM
77	.32	8	JC	AM
30	.32	9	JC	PM
48	.30	10	JC	PM
5	.30	11	PS	PM
36	.29	12	JC	PM
19	.27	13	PS	PM
81	.22	14	JC	PM
37	.21	15	JC	PM
13	.21	16	PS	AM
20	.20	17	PS	PM
27	.18	18	PS	PM
1	.18	19	PS	PM
75	.12	20	JC	AM
46	.11	21	JC	AM
62	.09	22	JC	PM
25	.09	23	PS	AM
24	.09	24	PS	PM
74	.07	25	JC	AM

APPENDIX C (Continued)

Ss	Mean Difference Score	Rank	Affiliation	Time of Group Meeting
61	.05	26	JC	PM
39	.05	27	JC	AM
32	.0	28	JC	PM
31	.0	29	JC	PM
7	.0	30	PS	PM
3	.0	31	PS	PM
80	-0.06	32	JC	PM
59	-.06	33	JC	PM
43	-.06	34	JC	AM
72	-.09	35	JC	AM
29	-.09	36	PS	PM
57	-.10	37	JC	PM
14	-.10	38	PS	AM
76	-.11	39	JC	AM
52	-.11	40	JC	AM
42	-.11	41	JC	AM
38	-.11	42	JC	PM
4	-.11	43	PS	PM
63	-.12	44	JC	PM
71	-.15	45	JC	PM
54	-.16	46	JC	PM
47	-.16	47	JC	PM
68	-.18	48	JC	AM
58	-.19	49	JC	PM
33	-.19	50	JC	AM
67	-.20	51	JC	AM
26	-.20	52	PS	AM
8	-.20	53	PS	PM
15	-.21	54	PS	AM
79	-.21	55	JC	PM
60	-.22	56	JC	PM
65	-.24	57	JC	PM
2	-.25	58	PS	AM
66	-.26	59	JC	AM
40	-.26	60	JC	AM

APPENDIX C (Continued)

SS	Mean Difference Score	Rank	Affiliation	Time of Group Meeting
9	-.26	61	PS	PM
78	-.26	62	JC	AM
69	-.27	63	JC	AM
34	-.28	64	JC	AM
41	-.30	65	JC	AM
22	-.30	66	PS	PM
11	-.30	67	PS	AM
49	-.32	68	JC	AM
45	-.32	69	JC	AM
10	-.33	70	PS	AM
73	-.37	71	JC	AM
28	-.40	72	PS	PM
53	-.45	73	JC	PM
51	-.47	74	JC	AM
21	-.50	75	PS	AM
17	-.62	76	PS	AM
55	-.67	77	JC	PM
50	-.67	78	JC	AM
16	-.70	79	PS	AM
12	-.73	80	PS	AM
18	-.85	81	PS	AM

APPENDIX D

Seven Data type 2 Questions and Analyses

39. Why do you think most Corpsmen are in the Job Corps?

Code	Response
0	Don't know
1	Education and training
2	Money or material benefit
3	Novel experience, new situation
4	No alternatives

Code	PS					JC				
	Number Pre	%	Number Post	%	x ²	Number Pre	%	Number Post	%	x ²
0	5	17	5	17	NS	3	6	1	2	NS
1	14	48	14	48	NS	44	85	47	90	NS
2	0	0	3	10	NS	1	2	0	0	NS
3	3	10	2	7	NS	1	2	0	0	NS
4	7	24	5	17	NS	3	6	4	8	NS

41. How many Job Corps Staff do you know well enough to have coffee with if you saw them in town?

42. How many Park Service personnel do you know well enough to have coffee with if you saw them in town?

Code 41	No. Pre	%	No. Post	%	x ²	Code 42	No. Pre	%	No. Post	%	x ²
more than 35 = 3	5	17	5	17	NS	more than 20 = 3	19	23	13	33	NS
15 - 35 = 2	7	24	3	10	NS	10 - 20 = 2	7	18	7	18	NS
less than 35 = 1	15	52	19	65	NS	less than 10 = 1	24	62	20	51	NS

APPENDIX D (Continued)

44. Why do you think most Resident Workers are in the Job Corps?

Code Response
 0 Don't know.
 1 Help corpsmen
 2 Money and a job

Code	PS					JC				
	Number Pre	%	Number Post	%	x ²	Number Pre	%	Number Post	%	x ²
0	6	21	5	17	NS	7	13	10	19	NS
1	5	17	4	14	NS	21	40	18	35	NS
2	18	62	20	69	NS	24	46	24	46	NS

47. What do you think causes most of the disagreement between Job Corps and Park Service?

Code Response
 0 Don't know
 1 Lack of understanding and involvement
 2 Inequitable pay and grade
 3 Different objectives
 4 Discipline of corpsmen (methods)
 5 Center director and administrative practices
 6 Increased Park Service workload

Code	PS					JC				
	Number Pre	%	Number Post	%	x ²	Number Pre	%	Number Post	%	x ²
0	10	35	8	28	NS	14	27	15	29	NS
1	6	21	5	17	NS	18	35	21	40	NS
2	1	3	2	7	NS	11	22	6	12	NS
3	3	10	6	21	NS	6	12	3	6	NS
4	2	7	3	10	NS	2	4	1	2	NS
5	5	17	5	17	NS	1	2	6	12	NS
6	2	7	0	0	NS	0	0	0	0	NS

APPENDIX D (Continued)

51. What is the most helpful change the administration could make in this center?

Code	Response
0	Don't know
1	Discipline
2	New Center director and staff changes
3	More efficient organization & better communications
4	More staff and money
5	Adherence to rules and regulations
6	Separate Park Service and Job Corps
7	Improved corpsmen selection and programming
8	Don't need changes

Code	PS					JC				
	Number Pre	%	Number Post	%	x ²	Number Pre	%	Number Post	%	x ²
0	9	31	5	17	NS	12	23	17	33	NS
1	7	24	2	7	NS	4	8	8	15	NS
2	1	3	8	28	.0126	4	8	3	6	NS
3	6	21	3	10	NS	16	31	18	35	NS
4	0	0	0	0	NS	5	10	1	2	NS
5	1	3	2	7	NS	3	6	3	6	NS
6	3	10	6	21	NS	1	2	0	0	NS
7	1	3	2	7	NS	4	8	1	2	NS
8	1	3	1	3	NS	3	6	1	2	NS

52. Overall, do you think the training was worthwhile or just a waste of time?

Code	Response
0	Don't know, no response
1	Worthwhile
2	Waste of time
3	Detrimental

Code	PS		JC	
	Number Post	%	Number Post	%
0	5	17	3	6
1	8	28	45	87
2	10	34	4	8
3	6	26	0	0

APPENDIX E

RAW DATA

Code for Card 1

Col.	Var.	Information
1-3		Ss number 01-81
4-5		Group Number 01-24
7		Card Number 1, 2, 3, 4
9		Group Time AM = 1 PM = 2
11		Group Composition PS = 1, JC = 2, PSJC = 3
13		Ss Affiliation PS = 1 JC = 2

Columns 1-13 are Used for Identification on Each Card According to the Format Above.

Col	Var	Question Pre Post	Col	Var	Question Pre Post	Col	Var	Question Pre Post
15	1	1 Pre	36	15	8 Pre	57	29	15 Pre
16	2	1 Post	37	16	8 Post	58	30	15 Post
18	3	2 Pre	39	17	9 Pre	60	31	16 Pre
19	4	2 Post	40	18	9 Post	61	32	16 Post
21	5	3 Pre	42	19	10 Pre	63	33	17 Pre
22	6	3 Post	43	20	10 Post	66	34	18 Pre
24	7	4 Pre	45	21	11 Pre	67	35	18 Post
25	8	4 Post	46	22	11 Post	69	36	19 Pre
27	9	5 Pre	48	23	12 Pre	70	37	19 Post
28	10	5 Post	49	24	12 Post	72	38	20 Pre
30	11	6 Pre	51	25	13 Pre	73	39	20 Post
31	12	6 Post	52	26	13 Post	75	40	21 Pre
33	13	7 Pre	54	27	14 Pre	76	41	21 Post
34	14	7 Post	55	28	14 Post	78	42	22 Pre
						79	43	22 Post

Note: A 9 in any column indicates the respondent was not instructed to answer that question.

PARK SERVICE

Card 1

01 24 1 2 9 1	44 34 99 44 33 99 44 54 99 34 12
01 24 1 2 9 1	23 54 33 99 99 99 99 99 99 99 99
02 08 1 1 3 1	42 40 99 40 30 99 44 30 99 40 99
02 08 1 1 3 1	50 00 00 99 99 99 99 55 00 34 44
03 16 1 2 1 1	44 43 99 44 22 99 43 54 99 44 21
03 16 1 2 1 1	13 34 33 99 99 99 99 99 99 99 99
04 16 1 2 1 1	22 32 99 42 43 99 33 33 99 44 52
04 16 1 2 1 1	23 00 00 99 99 99 99 34 34 44 45
05 16 1 2 1 1	42 54 99 54 24 99 43 34 99 04 22
05 16 1 2 1 1	13 14 33 99 99 99 99 99 99 99 99
06 21 1 2 3 1	23 44 99 33 34 99 40 30 99 30 30
06 21 1 2 3 1	30 30 30 99 99 99 99 44 35 35 34
07 21 1 2 3 1	43 33 99 34 44 99 33 33 99 44 22
07 21 1 2 3 1	33 33 44 99 99 99 99 99 99 99 99
08 23 1 2 3 1	52 22 99 33 42 99 33 11 99 22 42
08 23 1 2 3 1	11 22 44 99 99 99 99 24 44 34 54
09 23 1 2 3 1	23 33 99 33 43 99 33 22 99 43 11
09 23 1 2 3 1	31 33 32 99 99 99 99 33 33 33 54
10 02 1 1 1 1	42 44 99 44 22 99 44 44 99 43 13
10 02 1 1 1 1	31 40 30 99 99 99 99 99 99 99 99
11 02 1 1 1 1	11 42 99 42 44 99 21 32 99 43 14
11 02 1 1 1 1	22 52 55 99 99 99 99 33 33 33 52
12 01 1 1 1 1	23 53 99 42 44 99 33 32 99 32 21
12 01 1 1 1 1	43 32 22 99 99 99 99 99 99 99 99
13 01 1 1 1 1	32 32 99 22 44 99 12 01 99 02 11
13 01 1 1 1 1	22 03 03 99 99 99 99 22 33 33 14

14 01 1 1 1 1	33 33 99 33 44 99 44 33 99 03 33
14 01 1 1 1 1	11 43 33 99 99 99 99 99 99 99 99
15 01 1 1 1 1	33 33 99 33 43 99 00 31 99 33 34
15 01 1 1 1 1	21 33 33 99 99 99 99 32 33 33 23
16 03 1 1 1 1	22 53 99 32 12 99 33 42 99 43 31
16 03 1 1 1 1	22 33 32 99 99 99 99 43 54 34 51
17 03 1 1 1 1	21 43 99 33 43 99 20 40 99 30 33
17 03 1 1 1 1	40 40 40 99 99 99 99 54 53 44 44
18 03 1 1 1 1	11 31 99 31 41 99 33 21 99 32 11
18 03 1 1 1 1	31 25 53 99 99 99 99 33 32 23 42
19 22 1 2 3 1	33 33 99 33 44 99 44 33 99 24 12
19 22 1 2 3 1	33 33 33 99 99 99 99 99 99 99 99
20 22 1 2 3 1	43 33 99 33 43 99 33 30 99 22 11
20 22 1 2 3 1	33 30 40 99 99 99 99 34 34 33 33
21 07 1 1 3 1	11 30 99 33 32 99 30 21 99 01 00
21 07 1 1 3 1	01 00 00 99 99 99 99 99 99 99 99
22 15 1 2 1 1	44 34 99 44 33 99 04 43 99 43 22
22 15 1 2 1 1	31 33 33 99 99 99 99 99 99 99 99
23 15 1 2 1 1	12 00 99 00 00 99 20 00 99 00 00
23 15 1 2 1 1	00 00 00 99 99 99 99 00 00 00 00
24 15 1 2 1 1	44 43 99 43 34 99 33 33 99 22 12
24 15 1 2 1 1	34 33 33 99 99 99 99 99 99 99 99
25 09 1 1 3 1	33 33 99 43 34 99 44 33 99 23 12
25 09 1 1 3 1	32 33 33 99 99 99 99 99 99 99 99
26 09 1 1 3 1	44 33 99 34 22 99 43 44 99 44 02
26 09 1 1 3 1	11 43 43 99 99 99 99 99 99 99 99

27 17 1 2 1 1
27 17 1 2 1 1

44 33 99 33 44 99 44 33 99 44 22
13 34 43 99 99 99 99 99 99 99

28 17 1 2 1 1
28 17 1 2 1 1

43 22 99 32 33 99 33 33 99 32 32
31 22 43 99 99 99 99 44 23 33 33

29 17 1 2 1 1
29 17 1 2 1 1

33 54 99 43 34 99 44 33 99 43 21
23 34 44 99 99 99 99 99 99 99

JOB CORPS

Card 1

30 26 1 2 2 2
30 26 1 2 2 2

99 35 32 55 33 99 33 99 33 44 99
33 33 33 55 55 55 25 99 33 99 23

31 26 1 2 2 2
31 26 1 2 2 2

99 33 30 45 12 99 44 99 33 00 99
31 44 03 44 33 43 22 99 32 99 23

32 26 1 2 2 2
32 26 1 2 2 2

99 33 32 55 23 99 33 99 33 42 99
23 54 43 55 34 22 33 99 24 99 33

33 12 1 1 2 2
33 12 1 1 2 2

99 44 43 44 43 99 53 99 35 04 99
43 30 30 55 55 55 23 99 53 99 45

34 12 1 1 2 2
34 12 1 1 2 2

99 43 34 54 44 99 44 99 43 44 99
22 04 44 55 44 44 43 99 33 99 44

35 12 1 1 2 2
35 12 1 1 2 2

99 44 23 44 34 99 44 99 44 44 99
32 34 34 55 45 34 45 99 44 99 44

36 24 1 2 3 2
36 24 1 2 3 2

99 34 34 44 43 99 43 99 34 34 99
33 54 04 55 55 35 03 99 33 99 32

37 24 1 2 9 2
37 24 1 2 9 2

99 44 34 44 34 99 33 99 33 24 99
32 44 44 55 54 34 32 99 43 99 23

38 24 1 2 9 2
38 24 1 2 9 2

99 55 34 55 34 99 43 99 33 32 99
33 33 43 44 44 44 42 99 44 99 45

39 10 1 1 2 2
39 10 1 1 2 2

99 44 44 44 34 99 44 99 33 34 99
23 34 33 55 55 34 22 99 43 99 42

40 10 1 1 2 2
40 10 1 1 2 2

99 44 44 44 44 99 44 99 33 43 99
43 34 34 44 43 43 42 99 33 99 34

41 08 1 1 3 3
41 08 1 1 3 3

33 44 99 54 44 55 33 99 99 43 11
42 44 33 55 55 44 33 53 43 43 44

42 08 1 1 3 2
42 08 1 1 3 2

99 44 33 44 44 99 45 99 43 43 99
34 43 43 55 55 44 31 99 05 99 54

43 04 1 1 2 2	99 44 99 45 44 99 44 99 99 44 99
43 04 1 1 2 2	23 33 33 55 55 44 23 99 43 99 43
44 04 1 1 2 2	99 44 33 45 42 99 33 99 25 30 99
44 04 1 1 2 2	11 20 40 45 33 33 44 99 22 99 23
45 04 1 1 2 2	99 53 44 44 43 99 44 99 33 33 99
45 04 1 1 2 2	33 43 43 44 44 44 23 99 32 99 43
46 04 1 1 2 2	99 34 54 34 33 99 54 99 33 44 99
46 04 1 1 2 2	13 55 43 55 55 55 11 99 35 99 44
47 21 1 2 3 2	99 33 32 55 23 99 44 99 33 33 99
47 21 1 2 3 2	33 33 33 55 55 54 44 99 32 99 52
48 21 1 2 3 3	34 55 99 55 33 55 33 99 99 34 45
48 21 1 2 3 3	13 33 33 55 55 45 31 24 55 13 55
49 06 1 1 2 2	99 42 54 55 32 99 55 99 43 44 99
49 06 1 1 2 2	13 55 55 55 55 54 11 99 55 99 55
50 06 1 1 2 3	43 54 99 45 54 55 43 99 99 44 22
50 06 1 1 2 3	43 33 33 54 44 43 54 43 43 53 53
51 06 1 1 2 2	99 23 42 44 22 99 44 99 23 33 99
51 06 1 1 2 2	11 43 33 55 54 55 33 99 52 99 53
52 06 1 1 2 2	99 54 42 44 43 99 44 99 34 44 99
52 06 1 1 2 2	33 33 33 55 55 55 33 99 45 99 43
53 23 1 2 3 3	43 55 99 55 34 55 53 99 99 44 11
53 23 1 2 3 3	33 44 44 55 55 55 13 53 55 44 55
54 23 1 2 3 2	99 33 22 44 33 99 44 99 33 33 99
54 23 1 2 3 2	23 43 33 55 44 44 33 99 54 99 43
55 19 1 2 2 2	99 54 43 54 40 99 44 99 43 40 99
55 19 1 2 2 2	43 40 30 55 33 43 22 99 44 99 54

56 19 1 2 2 2
56 19 1 2 2 2

99 55 24 45 44 99 44 99 45 44 99
42 34 34 55 45 55 33 99 44 99 45

57 19 1 2 2 2
57 19 1 2 2 2

99 54 33 54 04 99 54 99 00 00 99
00 00 00 44 54 54 34 99 35 99 34

58 19 1 2 2 2
58 19 1 2 2 2

99 53 99 44 22 99 33 99 99 33 99
43 44 22 55 55 45 33 99 55 99 40

59 18 1 2 2 2
59 18 1 2 2 2

99 32 41 45 33 99 55 99 30 32 99
13 55 35 55 55 54 33 99 54 99 44

60 18 1 2 2 2
60 18 1 2 2 2

99 34 43 44 43 99 43 99 99 44 99
22 33 33 54 44 44 44 99 44 99 44

61 18 1 2 2 2
61 18 1 2 2 2

99 33 33 43 33 99 44 99 33 34 99
33 53 34 55 43 42 22 99 24 99 23

62 20 1 2 2 2
62 20 1 2 2 2

99 23 43 55 30 99 05 99 30 04 99
33 50 30 55 55 55 45 99 55 99 55

63 20 1 2 2 2
63 20 1 2 2 2

99 54 32 54 23 99 43 99 40 34 99
23 43 32 55 33 33 22 99 23 99 34

64 20 1 2 2 2
64 20 1 2 2 2

99 34 22 44 44 99 44 99 44 34 99
23 33 34 44 44 23 33 99 34 99 34

65 20 1 2 2 3
65 20 1 2 2 3

33 43 99 44 33 43 40 99 99 33 33
30 30 30 55 44 33 43 44 33 33 43

66 05 1 1 2 2
66 05 1 1 2 2

99 33 44 43 33 99 43 99 33 33 99
32 44 44 55 55 45 55 99 43 99 53

67 05 1 1 2 2
67 05 1 1 2 2

99 43 54 43 33 99 44 99 34 44 99
34 33 43 40 50 50 50 99 54 99 55

68 05 1 1 2 3
68 05 1 1 2 3

23 43 99 44 32 55 44 99 99 33 32
31 43 23 55 44 44 23 33 54 23 43

69 05 1 1 2 2	99 33 54 44 43 99 04 99 03 54 99
69 05 1 1 2 2	03 03 03 55 23 23 33 99 03 99 04
70 22 1 2 3 2	99 34 34 54 34 99 44 99 44 44 99
70 22 1 2 3 2	24 44 44 55 55 55 14 99 45 99 55
71 22 1 2 3 3	43 44 43 44 34 55 34 99 99 44 12
71 22 1 2 3 3	44 34 33 55 44 44 32 53 22 43 53
72 07 1 1 3 3	23 54 99 44 24 54 43 99 99 44 11
72 07 1 1 3 3	11 31 43 55 44 34 43 33 11 44 42
73 07 1 1 3 2	99 33 53 44 54 99 55 99 45 45 99
73 07 1 1 3 2	31 34 42 55 55 55 42 99 54 99 54
74 09 1 1 3 2	99 44 44 44 40 99 40 99 00 44 99
74 09 1 1 3 2	00 00 33 55 55 55 55 99 24 99 34
75 09 1 1 3 3	44 54 99 55 44 25 42 99 99 43 21
75 09 1 1 3 3	31 33 33 55 34 34 54 55 24 33 33
76 11 1 1 2 2	99 43 43 43 33 99 33 99 33 44 99
76 11 1 1 2 2	22 43 43 55 55 33 33 99 35 99 25
77 11 1 1 2 2	99 44 55 54 24 99 44 99 33 44 99
77 11 1 1 2 2	34 44 44 45 55 45 54 99 55 99 34
78 13 1 1 2 2	99 53 43 54 33 99 54 99 34 44 99
78 13 1 1 2 2	42 34 33 55 43 34 11 99 22 99 32
79 25 1 2 2 2	99 44 43 55 33 99 43 99 43 44 99
79 25 1 2 2 2	23 33 33 55 33 33 55 99 43 99 33
80 25 1 2 2 2	99 44 34 44 32 99 44 99 33 03 99
80 25 1 2 2 2	21 04 43 55 23 32 22 99 33 99 33
81 25 1 2 2 2	99 44 54 44 12 99 44 99 43 40 99
81 25 1 2 2 2	22 44 44 55 44 34 11 99 22 99 15

Code for Card 2

Columns 1-13 are Identification Columns

Col.	Var	Question Pre Post	Col.	Var	Question Pre Post
15	44	23	39	60	31
16	45	23	40	61	31
18	46	24	42	62	32
19	47	24	43	63	32
21	48	25	45	64	33
22	49	25	46	65	33
24	50	26	48	66	34
25	51	26	49	67	34
27	52	27	51	68	35
28	53	27	52	69	35
30	54	28	54	70	36
31	55	28	55	71	36
33	56	29	57	72	37
34	57	29	58	73	37
36	58	30	60	74	38
37	59	30	61	75	38

PARK SERVICE

Card 2

[illegible]

JOB CORPS

Card 2

30	26	2	2	2	2	99	99	44	99	99	35	32	99	99	99	99	99	99	99
31	26	2	2	2	2	99	99	30	99	99	30	34	99	99	99	99	99	99	99
32	26	2	2	2	2	99	99	22	99	99	22	11	99	99	99	99	99	99	99
33	12	2	1	2	2	99	99	33	99	99	33	22	99	99	99	99	99	99	99
34	12	2	1	2	2	99	99	33	99	99	44	42	99	99	99	99	99	99	99
35	12	2	1	2	2	99	99	44	99	99	45	44	99	99	99	99	99	99	99
36	24	2	2	3	2	99	99	34	99	99	45	34	99	99	99	99	99	99	99
37	24	2	2	9	2	99	99	34	99	99	34	22	99	99	99	99	99	99	99
38	24	2	2	9	2	99	99	33	99	99	40	11	99	99	99	99	99	99	99
39	10	2	1	2	2	99	99	32	99	99	44	22	99	99	99	99	99	99	99
40	10	2	1	2	2	99	99	33	99	99	42	22	99	99	99	99	99	99	99
41	08	2	1	3	3	99	99	43	54	33	44	33	33	54	44	44	44	34	33
42	08	2	1	3	2	99	99	33	99	99	24	34	99	99	99	99	99	99	99
43	04	2	1	2	2	99	99	54	99	99	44	54	99	99	99	99	99	99	99
44	04	2	1	2	2	99	99	35	99	99	30	40	99	99	99	99	99	99	99
45	04	2	1	2	2	99	99	33	99	99	33	44	99	99	99	99	99	99	99
46	04	2	1	2	2	99	99	33	99	99	44	32	99	99	99	99	99	99	99
47	21	2	2	3	2	99	99	33	99	99	34	23	99	99	99	99	99	99	99
48	21	2	2	3	3	99	99	34	45	34	55	55	21	54	53	34	34	43	33
49	06	2	1	2	2	99	99	43	99	99	43	44	99	99	99	99	99	99	99
50	06	2	1	2	3	99	99	43	32	52	45	34	42	55	54	43	44	44	43
51	06	2	1	2	2	99	99	43	99	99	43	44	99	99	99	99	99	99	99
52	06	2	1	2	2	99	99	34	99	99	55	44	99	99	99	99	99	99	99
53	23	2	2	3	3	99	99	43	55	55	52	23	41	33	44	32	52	33	53
54	23	2	2	3	2	99	99	33	99	99	43	22	99	99	99	99	99	99	99
55	19	2	2	2	2	99	99	43	99	99	43	43	99	99	99	99	99	99	99
56	19	2	2	2	2	99	99	45	99	99	55	44	99	99	99	99	99	99	99
57	19	2	2	2	2	99	99	00	99	99	00	00	99	99	99	99	99	99	99
58	19	2	2	2	2	99	99	33	99	99	44	54	99	99	99	99	99	99	99
59	18	2	2	2															

Code for Card 3

Columns 1-13 are Identification Columns

Columns Not Identified Contain Data
Not Used in This Study

Col.	Var	Question Pre Post
18	78	41
19	79	41
21	80	42
22	81	42
33	88	46
34	89	46
36	90	52
38	91	55
39	92	55

Col.	Var	Question Pre Post
44	95	57
45	96	57
47	97	58
48	98	58
50	99	60
51	100	60
53	101	63
54	102	63

PARK SERVICE

Card 3

01 24 3 2 9 1 11 33 99 11
02 08 3 1 3 1 11 11 99 01
03 16 3 2 1 1 11 22 99 11
04 16 3 2 1 1 11 11 99 11
05 16 3 2 1 1 11 31 99 22
06 21 3 2 3 1 10 13 99 11
07 21 3 2 3 1 11 33 99 12
08 23 3 2 3 1 11 31 99 11
09 23 3 2 3 1 11 11 99 11
10 02 3 1 1 1 11 11 99 22
11 02 3 1 1 1 11 11 99 21
12 01 3 1 1 1 11 00 99 22
13 01 3 1 1 1 11 11 99 11
14 01 3 1 1 1 11 21 99 20
15 01 3 1 1 1 11 11 99 00
16 03 3 1 1 1 11 21 99 11
17 03 3 1 1 1 10 11 99 22
18 03 3 1 1 1 12 55 99 11
19 22 3 2 3 1 11 22 99 11
20 22 3 2 3 1 11 11 99 21
21 07 3 1 3 1 11 11 99 11
22 15 3 2 1 1 11 22 99 22
23 15 3 2 1 1 11 11 99 11
24 15 3 2 1 1 11 23 99 23
25 09 3 1 3 1 11 11 99 12
26 09 3 1 3 1 11 33 99 22
27 17 3 2 1 1 11 21 99 22
28 17 3 2 1 1 11 11 99 11
29 17 3 2 1 1 22 11 99 11

11 99 1 99 99 99 99 99 99 99
10 99 2 21 99 99 99 99 99 99
11 99 3 99 99 99 99 99 99 99
00 99 0 31 99 99 99 99 99 99
20 99 2 99 99 99 99 99 99 99
00 99 2 22 99 99 99 99 99 99
11 99 3 99 99 99 99 99 99 99
11 99 3 22 99 99 99 99 99 99
01 99 2 22 99 99 99 99 99 99
00 99 1 99 99 99 99 99 99 99
00 99 3 32 99 99 99 99 99 99
11 99 1 99 99 99 99 99 99 99
00 99 2 32 99 99 99 99 99 99
00 99 1 99 99 99 99 99 99 99
01 99 2 33 99 99 99 99 99 99
11 99 2 21 99 99 99 99 99 99
00 99 0 21 99 99 99 99 99 99
00 99 2 22 99 99 99 99 99 99
00 99 1 99 99 99 99 99 99 99
10 99 3 22 99 99 99 99 99 99
00 99 1 99 99 99 99 99 99 99
12 99 2 99 99 99 99 99 99 99
00 99 0 22 99 99 99 99 99 99
11 99 0 99 99 99 99 99 99 99
00 99 0 99 99 99 99 99 99 99
00 99 1 99 99 99 99 99 99 99
11 99 1 99 99 99 99 99 99 99
00 99 3 22 99 99 99 99 99 99
00 99 2 99 99 99 99 99 99 99

JOB CORPS

Card 3

30	26	3	2	2	2	99	99	12	99	99	11	1	99	22	33	99	00	01	99	99	01
31	26	3	2	2	2	99	99	11	99	99	11	1	99	11	22	99	00	11	99	99	00
32	26	3	2	2	2	99	99	11	99	99	11	0	99	11	22	99	10	11	99	99	22
33	12	3	1	2	2	99	99	22	99	99	11	1	99	11	33	99	11	11	99	99	11
34	12	3	1	2	2	99	99	33	99	99	20	1	99	11	33	99	11	02	99	99	22
35	12	3	1	2	2	99	99	12	99	99	20	1	99	11	33	99	21	11	99	99	11
36	24	3	2	3	2	99	99	33	99	99	02	1	99	12	33	99	12	11	99	99	02
37	24	3	2	9	2	99	99	11	99	99	01	1	99	22	33	99	21	11	99	99	22
38	24	3	2	9	2	99	99	23	99	99	11	1	99	12	13	99	11	00	99	99	22
39	10	3	1	2	2	99	99	11	99	99	20	2	99	21	23	99	00	11	99	99	22
40	10	3	1	2	2	99	99	11	99	99	11	1	99	22	12	99	02	11	99	99	00
41	08	3	1	3	3	99	33	99	99	99	00	1	22	22	99	21	11	11	99	99	99
42	08	3	1	3	2	99	99	11	99	99	10	1	99	22	22	99	12	11	99	99	21
43	04	3	1	2	2	99	99	99	99	99	11	1	99	22	99	99	11	20	99	99	99
44	04	3	1	2	2	99	99	13	99	99	11	1	99	10	33	99	11	11	99	99	01
45	04	3	1	2	2	99	99	21	99	99	02	1	99	11	22	99	00	11	99	99	22
46	04	3	1	2	2	99	99	13	99	99	22	1	99	22	33	99	22	22	99	99	22
47	21	3	2	3	2	99	99	11	99	99	11	1	99	12	33	99	00	22	99	99	21
48	21	3	2	3	3	99	33	99	99	99	11	1	22	22	99	11	11	11	99	99	99
49	06	3	1	2	2	99	99	11	99	99	22	0	99	02	33	99	02	01	99	99	02
50	06	3	1	2	3	99	22	99	99	99	00	1	11	22	99	21	10	12	99	99	99
51	06	3	1	2	2	99	99	11	99	99	22	1	99	22	33	99	11	22	99	99	11
52	06	3	1	2	2	99	99	11	99	99	21	2	99	22	33	99	00	11	99	99	22
53	23	3	2	3	3	99	33	99	99	99	11	1	22	22	99	20	10	12	99	99	99
54	23	3	2	3	2	99	99	11	99	99	20	1	99	22	22	99	20	11	99	99	10
55	19	3	2	2	2	99	99	33	99	99	10	1	99	22	33	99	20	11	99	99	10
56	19	3	2	2	2	99	99	22	99	99	11	1	99	22	33	99	11	11	99	99	11
57	19	3	2	2	2	99	99	11	99	99	00	1	99	22	22	99	00	00	99	99	00
58	19	3	2	2	2	99	99	99	99	99	00	1	99	22	99	99	20	20	99	99	99
59	18	3	2	2	2	99	99	11	99	99	22	2	99	11	33	99	20	21	99	99	22
60	18	3	2	2	2	99	99	99	99	99	11	1	99	22	99	99	12	11	99	99	99
61	18	3	2	2	2	99	99	11	99	99	21	1	99	11	33	99	02	20	99	99	22
62	20	3	2	2	2	99	99	33	99	99	00	2	99	22	33	99	01	00	99	99	01
63	20	3	2	2	2	99	99	11	99	99	11	1	99	12	11	99	00	10	99	99	10
64	20	3	2	2	2	99	99	23	99	99	00	0	99	01	33	99	00	01	99	99	02
65	20	3	2	2	3	99	22	99	99	99	10	1	22	22	99	22	12	11	99	99	99
66	05	3	1	2	2	99	99	12	99	99	00	1	99	22	33	99	12	01	99	99	12
67	05	3	1	2	2	99	99	33	99	99	11	1	99	12	33	99	22	11	99	99	22
68	05	3	1	2	3	99	33	99	99	99	11	1	23	21	99	21	00	11	99	99	99
69	05	3	1	2	2	99	99	11	99	99	00	1	99	02	11	99	00	00	99	99	00
70	22	3	2	3	2	99	99	23	99	99	12	1	99	22	33	99	00	11	99	99	10
71	22	3	2	3	3	99	23	99	99	99	11	1	22	21	99	11	01	00	99	99	99
72	07	3	1	3	3	99	33	99	99	99	11	1	32	22	99	11	00	10	99	99	99
73	07	3	1	3	2	99	99	11	99	99	12	1	99	22	33	99	12	12	99	99	02
74	09	3	1	3	2	99	99	11	99	99	00	1	99	00	32	99	00	11	99	99	20
75	09	3	1	3	3	99	23	99	99	99	11	1	22	22	99	21	12	11	99	99	99
76	11	3	1	2	2	99	99	11	99	99	11	1	99	22	33	99	00	22	99	99	02
77	11	3	1	2	2	99	99	33	99	99	22	1	99	11	33	99	22	02	99	99	22
78	13	3	1	2	2	99	99	32	99	99	11	1	99	22	33	99	10	11	99	99	11
79	25	3	2	2	2	99	99	33	99	99	11	1	99	11	11	99	00	11	99	99	02
80	25	3	2	2	2	99	99	33	99	99	01	1	99	11	33	99	22	11	99	99	00
81	25	3	2	2	2	99	99	22	99	99	11	1	99	02	33	99	10	11	99	99	20

Code for Card 4

Columns 1-13 are Identification Columns

Col.	Var	Question Pre Post
15	1	39
18	2	39
21	3	44
24	4	44
27	5	47
30	6	47
33	7	48a
34	8	48a

Col.	Var	Question Pre Post
36	9	48b
37	10	48b
39	11	49
42	12	49
45	13	50
48	14	50
51	15	51
54	16	51

JOB CORPS

Card 4

30	26	4	2	2	2	1	1	2	1	0	1	1	0	0	0	0	4	0	0	00
31	26	4	2	2	2	1	12	21	0	2	2	0	3	0	1	32	0	0	00	
32	26	4	2	2	2	1	1	2	2	3	2	0	1	3	3	6	16	4	22	
33	12	4	1	2	2	12	4	0	21	1	1	1	0	5	3	0	3	0	22	
34	12	4	1	2	2	1	1	21	2	2	3	0	1	0	3	1	7	4	22	
35	12	4	1	2	2	1	1	0	0	1	1	1	0	4	0	7	7	0	22	
36	24	4	2	3	2	1	1	0	1	3	5	3	1	2	2	1	1	4	22	
37	24	4	2	3	2	0	1	2	1	1	1	1	0	0	3	1	1	4	22	
38	24	4	2	3	2	1	1	2	2	2	2	0	2	7	0	2	0	4	00	
39	10	4	1	2	2	1	1	2	2	1	1	3	0	31	3	8	1	1	22	
40	10	4	1	2	2	1	1	1	1	0	0	0	0	0	0	0	1	0	22	
41	08	4	1	3	3	1	1	1	12	0	0	11	00	99	99	99	99	7	99	
42	08	4	1	3	2	1	1	21	0	1	1	1	1	3	3	3	3	1	11	
43	04	4	1	2	2	1	1	1	1	3	1	99	99	1	1	3	3	2	00	
44	04	4	1	2	2	2	4	2	2	0	0	3	0	6	0	1	1	0	22	
45	04	4	1	2	2	1	1	2	2	2	0	2	0	3	1	7	28	3	20	
46	04	4	1	2	2	1	1	21	2	2	2	1	1	4	0	6	7	4	22	
47	21	4	2	3	2	1	1	12	12	2	42	0	0	2	2	6	2	1	22	
48	21	4	2	3	3	1	1	1	21	4	1	31	34	99	99	99	99	3	99	
49	06	4	1	2	2	1	1	1	0	1	1	2	1	5	0	0	0	2	22	
50	06	4	1	2	3	1	1	1	2	0	1	11	34	99	99	99	99	3	99	
51	06	4	1	2	2	1	12	2	21	1	1	2	1	3	3	4	4	5	12	
52	06	4	1	2	2	1	1	1	1	0	2	0	0	0	0	8	0	1	22	
53	23	4	2	3	3	3	1	1	1	1	1	00	00	99	99	99	99	3	99	
54	23	4	2	3	2	1	1	21	21	3	3	1	1	0	1	3	1	3	22	
55	19	4	2	2	2	1	1	0	1	1	1	1	1	1	3	0	6	0	21	
56	19	4	2	2	2	1	1	21	1	1	1	1	0	1	1	1	1	5	22	
57	19	4	2	2	2	4	4	1	0	0	0	0	0	0	1	3	7	1	20	
58	19	4	2	2	2	1	1	1	2	2	2	9	9	3	3	3	3	4	4	
59	18	4	2	2	2	1	1	2	2	3	1	3	1	3	43	7	7	3	22	
60	18	4	2	2	2	1	12	0	21	1	1	9	9	0	0	3	6	3	0	
61	18	4	2	2	2	0	0	21	2	1	1	3	1	4	0	0	1	2	12	
62	20	4	2	2	2	1	1	0	0	0	0	0	0	8	8	4	1	0	22	
63	20	4	2	2	2	1	1	0	0	0	0	1	1	2	7	0	0	1	20	
64	20	4	2	2	2	1	1	2	21	5	5	0	0	2	2	6	6	0	22	
65	20	4	2	2	3	1	1	1	1	0	0	00	03	99	99	99	99	3	99	
66	05	4	1	2	2	1	1	12	12	1	0	1	1	3	3	4	4	4	12	
67	05	4	1	2	2	1	1	12	21	12	12	1	1	4	0	1	0	3	22	
68	05	4	1	2	3	1	1	1	2	1	1	00	00	99	99	99	99	0	99	
69	05	4	1	2	2	1	1	1	1	0	0	0	0	0	0	0	1	0	22	
70	22	4	2	3	2	1	1	1	1	2	5	0	0	1	3	8	8	0	22	
71	22	4	2	3	3	4	4	1	1	3	5	01	02	99	99	99	99	37	99	
72	07	4	1	3	3	1	1	21	1	0	5	00	00	99	99	99	99	0	99	
73	07	4	1	3	2	0	12	2	21	12	1	0	3	7	5	3	3	4	22	
74	09	4	1	3	2	1	1	21	0	1	0	0	0	75	1	3	3	6	22	
75	09	4	1	3	3	1	1	21	2	2	5	02	02	99	99	99	99	3	99	
76	11	4	1	2	2	1	1	1	1	0	0	0	0	5	0	1	1	1	20	
77	11	4	1	2	2	1	1	2	2	41	3	2	1	8	5	3	3	4	22	
78	13	4	1	2	2	4	1	2	21	2	0	1	1	4	3	8	0	3	22	
79	25	4	2	2	2	12	1	1	0	1	1	3	0	8	5	6	7	0	20	
80	25	4	2	2	2	1	1	21	21	2	0	1	0	3	3	0	6	0	22	
81	25	4	2	2	2	1	1	1	0	0	0	0	0	3	3	1	1	1	22	

PARK SERVICE

Card 4

01	24	4	2	3	1	32	12	2	2	16	1	11	14			99	99	3	31	99	99	99	99	99	9
02	08	4	1	3	1	1	1	0	0	0	0	01	04	0	2	99	99	8	8	99	99	99	99	99	9
03	16	4	2	1	1	32	13	1	12	3	3	11	11	1	0	99	99	13	6	99	99	99	99	99	9
04	16	4	2	1	1	1	0	2	2	0	0	00	00	0	0	99	99	0	0	99	99	99	99	99	9
05	16	4	2	1	1	0	0	0	2	26	0	00	00	2	0	99	99	3	0	99	99	99	99	99	9
06	21	4	2	3	1	0	1	0	0	0	0	00	00	0	0	99	99	0	0	99	99	99	99	99	9
07	21	4	2	3	1	41	1	2	2	5	5	22	00	2	2	99	99	3	1	29	99	99	99	99	9
08	23	4	2	3	1	3	3	2	2	1	5	11	22	2	2	99	99	3	2	99	99	99	99	99	9
09	23	4	2	3	1	4	2	2	2	3	3	00	02	1	1	99	99	1	12	99	99	99	99	99	9
10	02	4	1	1	1	1	0	0	0	1	1	13	33	0	0	99	99	3	3	99	99	99	99	99	9
11	02	4	1	1	1	4	4	2	2	5	4	13	01	1	1	99	99	0	6	99	99	99	99	99	9
12	01	4	1	1	1	1	4	1	12	4	1	31	00	0	2	99	99	6	6	99	99	99	99	99	9
13	01	4	1	1	1	4	4	2	2	0	0	30	10	0	0	99	99	0	6	99	99	99	99	99	9
14	01	4	1	1	1	0	0	2	2	6	1			0	0	99	99	7	37	99	99	99	99	99	9
15	01	4	1	1	1	1	2	2	2	0	4			0	2	99	99	0	6	99	99	99	99	99	9
16	03	4	1	1	1	1	2	0	0	1	4			1	1	99	99	2	2	99	99	99	99	99	9
17	03	4	1	1	1	1	0	2	2	0	0			0	0	99	99	0	0	99	99	99	99	99	9
18	03	4	1	1	1	0	2	2	2	0	2			0	1	99	99	3	23	99	99	99	99	99	9
19	22	4	2	3	1	1	1	2	2	13	3			31	4	99	99	15	21	99	99	99	99	99	9
20	22	4	2	3	1	1	13	2	2	0	0			0	0	99	99	1	7	99	99	99	99	99	9
21	07	4	1	3	1	4	4	2	2	0	3			0	2	99	99	0	71	99	99	99	99	99	9
22	15	4	2	1	1	1	1	2	2	5	5			1	2	99	99	5	2	99	99	99	99	99	9
23	15	4	2	1	1	0	3	0	0	0	0			0	0	99	99	0	0	99	99	99	99	99	9
24	15	4	2	1	1	1	1	2	2	5	5			1	1	99	99	1	2	99	99	99	99	99	9
25	09	4	1	3	1	1	1	2	2	1	3			4	4	99	99	15	5	99	99	99	99	99	9
26	09	4	1	3	1	4	12	1	1	6	3			4	4	99	99	6	2	99	99	99	99	99	9
27	17	4	2	1	1	1	1	1	1	42	12			2	4	99	99	1	2	99	99	99	99	99	9
28	17	4	2	1	1	41	44	2	2	3	2			1	0	99	99	6	6	99	99	99	99	99	9
29	17	4	2	1	1	1	1	1	2	5	5			2	1	99	99	0	5	99	99	99	99	99	9