AN EVALUATION OF THE UPWARD BOUND PROJECT

AT SOUTHWESTERN STATE COLLEGE

1966 - 1967

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CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

This dissertation is concerned with a study of certain measured changes in participants in the Upward Bound Project program, held on the campus at Southwestern State College, Weatherford, Oklahoma, 1966-1967. This evaluation was based upon a study of 119 students from the Upward Bound Project in comparison with a selected sample group of 101 high school students who did not participate in an Upward Bound Project. The purpose of this study is to determine whether participants receiving treatment through the Upward Bound Project program reacted or changed their self concepts, social class values, group level of aspiration, levels of occupational aspiration or rural-urban orientations as a result of their participation in this program.

General Background and Need for the Study

Throughout our nation, school systems have developed elementary and secondary school curricula and programs which

appear to work relatively well for a sizeable proportion of the students. Perhaps as many as one-half of the entering students are able to complete these programs successfully, if financial and other obstacles do not loom too large (2, pp. 1,6). These educational programs are increasingly the determiners of status and economic opportunity, and completion of a secondary school program is rapidly becoming the minimal requirement for successful entry into the world of work. Especially in the highly developed urban area, the individual who is not able to complete secondary school is denied admission to an ever increasing sector of the occupational system.

As long as there was ample opportunity in the economy for unskilled workers with a minimum of education, the thought and energy of educators could be directed to the continual weeding out of the scholastically less able and the selection of the more able to get more and more education and specialization. The lives and careers adversely affected by this selection process have not been a central concern of school people. So much thought and effort was directed to the final products of the educational system -- the graduates of the system -- that the underlying assumptions and methods of the system were rarely questioned. Concern for the public school programs in general has now

reached national proportions. This fact is reflected in federal legislation such as the Economic Opportunity Act, Higher Education Act, and the Vocational Education Act. All of these recently enacted federal acts have the specific purpose of promoting and supporting revolutionary changes in our nation's educational program. These are long-term changes however, which will require a new conception of the tasks of the schools; in the orientation to teacher training and school organization; in the developments in curriculum and teaching methods; and in the views about the roles of the student, the teacher, the administrator, and even parents.

While educators do possess some of the necessary theoretical and practical knowledge, there will be a need for new knowledge and new types of educational leadership to make these long-term changes effective. In the light of the vast changes taking place in our society a new culture is rapidly emerging. The home and the school at present do not effectively prepare the young for adaptation to this new culture. This task is so great that all educators may have some tendency to shrink from the great demands it will place upon them.

In recent years, Presidents Kennedy and Johnson have publically stated their views on the problems of education.

For example, President Johnson, in his intensive program for improving educational opportunities for our young people, has appointed Sargent Shriver as director of the Office of Economic Opportunity. According to Shriver:

> One of America's greatest wastes occurs when capable young people who could succeed in college never go there because of the psychological, social, and physical conditions of poverty backgrounds. This waste is especially cruel when we remember that more than ever before, higher education holds the key to so many jobs in the future. No one knows how much talent is lost to the nation because of poor performance during the formative years of a youngster's education. UPWARD BOUND is designed to cut into this waste and to see if substantial numbers of potentially successful youngsters can profit from a real chance at a higher education (49).

A large proportion of disadvantaged youth come from homes in which the adults have a minimal level of education. Many of them come from homes where poverty, large family size, broken homes, discrimination, and slum conditions further complicate the picture. At present the national spotlight is focused upon disadvantaged youth. Generally, they are identified as culturally disadvantaged or culturally deprived because it is believed that the roots of their problem may in large part be traced to their experiences in homes which do not transmit the cultural patterns necessary for the types of learning characteristic of the schools and the larger society.

As a result of The Economic Opportunity Act of 1964 Public Law 88-452, special programs were authorized to help youth from low-income families achieve a college education (11). Project Upward Bound is a program, designed to give youngsters from low-income families an opportunity for post-high school education. The program acts to remedy both preparation and motivation in secondary schools and thus increase a students promise for acceptance and success in a college environment. In brief, it is a pre-college preparation program designed to generate the skills and motivation necessary for college success among young people from low-income backgrounds and inadequate secondary school preparation.

Southwestern State College's Upward Bound Project is a twelve-month program involving a summer session of eight weeks on campus with core curriculum study and cultural activities. In addition project staff members conducted an extensive counseling and tutoring program during the following year. Each of the students participating in Southwestern's Upward Bound summer program was contacted regularly during his 11th or 12th year of high school. The basic objective of the program is to enable high school students of average intelligence with educationally and economically disadvantaged backgrounds to enter college, or

some other form of post high school training.

Need for the Study

In light of the vast sums of money being spent for Upward Bound Project programs, the effectiveness of such programs should be evaluated. The writer would hope that this investigation will assist proper authorities in evaluating the worth of such programs.

Statement of Objective

The objective of this study is to determine whether participants in the Upward Bound Project program reacted or changed their self-concepts, social class values, group level of aspiration, levels of occupation aspiration, or rural-urban orientations as a result of their participation in the program.

Hypotheses

Ho_1: There is no significant difference (.05 level of confidence) in self concept mean scores between the experimental and the control groups when self concept pretest scores are treated as concomitant variables in an analysis of covariance statistical procedure.

Ho_2: There is no significant difference (.05 level of

confidence) in social class values mean scores between the experimental and the control group when social class values pretest scores are treated as concomitant variable in an analysis of covariance statistical procedure.

Ho_3: There is no significant difference (.05 level of confidence) in group level of aspiration mean scores between the experimental and the control groups when group level aspiration pretest scores are treated as concomitant variables in an analysis of covariance procedure.

Ho_4: There is no significant difference (.05 level of confidence) in level of occupational aspiration mean scores between the experimental and the control groups when level of occupational aspiration pretest scores are treated as concomitant variables in an analysis of covariance procedure.

Ho_5: There is no significant difference (.05 level of confidence) in rural-urban orientation mean scores between the experimental and the control groups when rural-urban pretest scores are treated as concomitant variables in an analysis of covariance procedure.

Definition of Terms

1. Experimental Group: Subjects in the study who received treatment in the Upward Bound Project Program at Southwestern State College, Weatherford, Oklahoma.
2. Control Group: Subjects in the study who did not receive treatment in the Upward Bound Project Program at Southwestern State College, Weatherford, Oklahoma.
3. Project Upward Bound: A program designed to give students from low income families an opportunity for post-high school education (49).
4. The Economic Opportunity Act of 1964. (Public Law 88-542) Title II-A, Section 205. Authorized special programs to help youth from low-income families achieve a college education (11).
5. Tennessee Self Concept Scores:
   A. The Distribution Score (D): This score is a summary score. It is interpreted as a measure of self perception.
   B. Total P Score: Reflects the overall level of self esteem.
6. Social Class Values Orientation Score: Reflects middle-class or lower-class values in four dimensions; time orientation, control of destiny, presentation of self

and social world.

7. Rural-Urban Orientation Score: Reflects values or opinions concerning rural or urban orientation.

8. Cassel Group Level of Aspiration Score: A measure of the level of aspiration of the individual and a measure of the irreality dimension of the personality.

9. Occupational Aspiration Scale Score: A measure of an individual's level of occupational aspiration.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

In the present educational system in the United States there is a substantial group of students who do not make normal progress in their school learning. Predominantly, these are the students whose early experiences in the home, whose motivation for present school learning, and whose goals for the future are such as to handicap them in school work. This group may also be defined as those who are culturally deprived.

The task of changing the schools of the United States from a selective system which rewards and finally graduates only the more able students to one which develops each individual to his fullest capabilities is a difficult one. This task was started with the development of free public education through the secondary level and the compulsory school-attendance laws. However, what is now required is not equality of <u>access</u> to education. What is needed to solve our current, as well as future crises in education,

is a system of compensatory education which can prevent or overcome earlier deficiencies in the development of each individual. Essentially, what this involves is the writing and filling of educational prescriptions for groups of children which will enable them to realize their fullest development. Compensatory education is not the reduction of all education to a least common denominator. It is a type of education which should help disadvantaged students without reducing the quality of education for those who are progressing satisfactorily under existing educational conditions (18).

Literature Review

It is in this context that a selected group of leaders in educational and social science research met at the University of Chicago in June, 1964 (2, pp. 1,6). One task on which this group worked was the attempt to state what we now know about cultural deprivation and education. In the following section a brief summary of the material in this field is presented. Primary attention was centered on self-concept, levels of occupational aspirations, and social class values of high school students.

Riessman (44), draws on personal experience and empirical literature in an attempt to adequately characterize

the culturally deprived child and to suggest action implications for the school. Among the major conclusions are the following: 1. The culturally deprived desire education more than is generally recognized, but the reasons for wanting education are not those stressed by the school. The school emphasizes education for its own sake and to develop self-expression, whereas the culturally deprived are usually interested in education for vocational reasons, to get along in the modern world, or because of a high respect for science. 2. Strengths and weaknesses of the culturally deprived can be tentatively listed. Weaknesses: "narrowness of traditionalism, pragmatism, anti-intellectualism; limited development of individualism and creativity; alienation; political apathy; suggestibility and naivete; boring occupation tasks; crowded homes." Strengths: "cooperativeness and mutual aid of extended families; lack of strain accompanying competition and individualism; equalitarianism, informality and humor; freedom from self-blame and parental overprotection; lessened sibling rivalry, security found in the extended family and in a traditional outlook." 3. Characteristics of deprived child's style: (a) "physical and visual rather than aural, (b) content-centered rather than form-centered, (c) externally oriented rather than introspective, (d) problem-centered rather than abstract-

centered, (e) inductive rather than deductive, (f) spatial rather than temporal, (g) slow, careful, persevering (in areas of importance), rather than quick, facile, flexible, (h) definite lack of formal language skills, but high development of informal language and gestures."

Davie (7, pp. 175-185) found in his study of the relationship between the position of the family in the social-class structure and the educational pattern of its children, that there was a high relationship between social class and non-attendance, trade school, private school, and early entrance into liberal arts college. It was concluded that "the pattern of schooling is partially determined by the mere fact of birth into a particular family with a particular social class status."

Empey (12, pp. 703-706) made a study of the extent to which the child is influenced in his aspirations by the status of his father. It was concluded that lower-class youth do aspire to "get ahead," but do not aspire to the same absolute levels as do higher-status youth. Kahl (27, pp. 186-203) explored the social influences which helped to account for differences in motivation to go on to college among high school boys of similar background and intelligence level. Parents who were discontented with their status tended to train their sons from the earliest years

of school to take school seriously and to use education as the means to climb into the middle class. Only sons who internalized such values were sufficiently motivated to overcome the obstacles which faced the common-man boys in school; only they saw a reason for good school performance and college aspirations.

Silverman (50) hypothesized that differences between social classes in personality (self-image) should exist because of differential socialization and value orientations. Using the work of Kahl and Sears, the general prediction was made that working-class children would be characterized by expressive behavior. The main hypotheses regarding class differences in self-images were supported. In particular, ratings in the direction of respectability and restraint were marked in the working class and not so evident in the upper-middle class. As was predicted, class differences were more evident for the boys than for the girls.

In an article, "Another Look at the Culturally Deprived and Their Levels of Aspiration," Weiner and Murray (58, pp. 319-321) attempted to account for conflicting evidence regarding aspiration levels of parents from different social levels. It was suggested that parents at different levels may have the same level of aspiration for their

children, but that the upper-status groups are more certain that their aspirations may be fulfilled. It was found that most parents and children at lower and upper levels listed professional occupations as goals. However, only 37 per cent of the lower-status children were taking the college preparatory course while 100 per cent of middle-class children were taking college preparatory course.

Centers (6, pp. 187-217) found that in a large, nationally representative sample, sons were more commonly on the same occupational level as their fathers than any other single level, but the majority were outside their fathers' level. The proportion of fathers having sons whose occupational level is better than theirs increased as the occupational level decreased.

Haller (20, pp. 355-362) found support for the hypothesis that occupational aspiration and occupational achievement are related. However, this hypothesis is not supported with sufficient evidence to merit the extent to which it appears as an assumption in other research.

Haller and Sewell (21, pp. 407-411) found significant difference between farm and non-farm boys in educational aspiration, but no such difference in occupational aspiration. They suggest that farm and non-farm boys have the same occupational aspirations but farm boys do not realize

the importance of higher education in attaining these occupational levels.

Middleton (36, pp. 347-354) found significant differences between rural and urban white males with respect to educational and occupational aspiration, but found no differences between rural and urban non-whites. In addition to its relationship with residence, aspiration has been found to be related to social class, peer group, personality, sibling group size, the school environment, parents' aspiration, father's occupation, academic achievement, intelligence, and life orientation.

Stephenson (51, pp. 75-77) cites evidence that lower classes seek job security and avoid risk, have limited income expectation, and place less value upon education. He studied 1,000 ninth graders and found both plans and aspirations to be affected by the student's class position. Davis (9, pp. 345-354) offers an argument against the hypothesis that American lower-class children share the tradition of getting ahead. However, Empey (12, pp. 707-709) shows that relative and absolute measures of aspiration level give different results, and that lower-class youth are more likely to aspire to an occupational level above their fathers than are middle-class youth, while their anticipated levels are not significantly below their

preferred levels. Stice (52) gives evidence of the relationship between academic achievement and educational and occupational aspiration, while the influence of intelligence is clearly indicated by Pihlbald (40, pp. 192-199), and others (48, pp. 67-73), (27, pp. 186-203), (33, pp. 679-686). Evidence of the wider life orientation as a correlate of educational and occupational aspiration level is cited by Packard (39), and others (46, pp. 142-149), (43, pp. 233-242), (35, pp. 364-377).

Researchers have found that the level of aspiration is correlated to father's occupation (28, pp. 203-212), (41, pp. 63-71), (52). Haller's (22, pp. 289-295) research emphasizes the importance of self conception to one's level of aspiration.

Finally, it has been shown that different aspects of occupations are held to be important by boys with different backgrounds (4), (17). Davis (8, pp. 1-11) found that discrimination of prestige symbols differs with class background. Evidence that the prestige hierarchy of occupations is not viewed with the same perspective by different social strata is given by Form (14, p. 97), and C. W. Mills (37, pp. 525-526). Holloway (25, pp. 56-60), and Stephenson (51, pp. 75-77) show that plans and aspirations are not the same, while a number of publications discuss the various

difficulties of scaling prestige of occupations, and occupational mobility.

Discussion

One cannot avoid getting the impression in reviewing the literature on educational and occupational aspiration that there is a considerable loss of efficiency through the lack of clear direction of the research. It is not unique to this particular area that there is no explicit theoretical orientation which provides a guide for the programming of research. However, there are criticisms which are closer to the subject matter itself. These have to do with the definition and the measurement of the concepts: (a) educational and occupational mobility; (b) the prestige hierarchy of occupations; and (c) educational and occupational aspiration level.

Tumin (55, pp. 281-288) points to five difficulties in the use of current measures of mobility. These are: (a) occupational changes may not mean change in prestige, power, or property; (b) persons involved may not perceive themselves as mobile; (c) individuals must be scored on subjective experience and sorted as groups accurately; (d) top and bottom categories are limited to downward and upward mobility respectively, and (e) there has been a failure

to control for birth order, spacing, and number of siblings.

Many studies have reported the discrepancies in rating of occupations. There is evidence that different high school seniors want different things in a job, and that there are social class differences in the evaluation of particular aspects of occupations. Orzack (38, pp. 358-363) suggests that there are different processes of selection which are peculiar to different types of occupations, and that attention should be given to this variable.

Closely related to this problem is that of establishing a common hierarchy of prestige of occupations. Problems of measurement, comparison, and inference involve the assumptions of equal intervals. Attempts have been made to attack this problem by the method of paired comparisons but with little success (60, pp. 651-660). Although there are numerous scales which are the results of extensive empirical investigation, there remains the problem in any particular study of mobility aspiration of determining whether the subjects studied agree with the scale used by the investigators.

Finally, there is the serious problem of defining and measuring aspiration level. Is it pertinent to ask how close the concept is to its indicators? Are we using expressive or predictive indicators (29)? What effect does

it have upon conclusions if one is conceptualizing level of aspiration as some sort of general desire for something better, or desire for mobility, while one is measuring an infinite variety of aspirations for particular aspects of occupations? Blumer identifies one of the obstacles one meets in conceptualizing:

> Insofar as the definitive empirical content that is isolated is regarded as qualifying something beyond itself, the concept is constituted by this something beyond the definitive empirical content (3).

If future research is to follow this tradition, and it is expected that it will, then the present analysis may safely overlook the great variety of situations which high school graduates enter and which influence their aspirations. It shall focus instead upon the two situations in which most of the learning of the youth takes place, the family and the school.

How does the individual learn aspiration to occupational and educational mobility? Is it part of a peculiar configuration of personality "traits" which are developed in the family experience? Is it the result of a value orientation which is learned from the parents; or is it a specific desire which the young person learns from his parents? The results of different studies suggest all three.

At this point, another consideration enters into the

picture. There is not a one-to-one correspondence between intelligence and aspirant, nor is there between intelligence and success. It has been clearly demonstrated that there are components of personality other than intelligence related to academic success and to occupational and educational mobility aspiration. To contrast these components for the moment from the intelligence component, let them be called the emotional components. They may be thought of as consisting of the attitudes, beliefs, and self-conception of the individual. They determine the cognitive structure and the perceptual structure of the person, and they may either aid or inhibit the development of his intellectual capacities (19, pp. 534-537). This suggests the presence in the personality of the aspirant of a configuration of traits which would generally characterize him as independent and willing to venture (22, pp. 289-295). However, such personality "traits" are seen here as of secondary importance only; they contribute to the conditions under which aspiration is learned or not learned.

But what of the process by which a generalized desire for the rewards of success becomes aspiration to educational and occupational mobility? How does this occur?

In treating this question, several assumptions must be made explicit. The first is that there is too much of a

tendency to impute to the high school senior a definite choice of a specific occupation or field of college study. It is assumed here that most high school seniors do not know what they want to do, including those who aspire to mobility. The fact that past studies on mobility aspiration have included questions regarding specific occupations and college majors, in response to which respondents have indicated specific categories, does not mean that it becomes necessary to trace the factors which lead to the choice of a specific occupation. This is an objective for a different research. For this study, the stating of a particular educational or occupational choice is considered only as an indicator of the level of aspiration.

Summary

Social changes are affecting the entire fabric of our society and will increasingly affect all aspects of the educational system. Schultz, Bernert, and Nam (47), comment on some of the social changes which are far-reaching.

First, a rapidly developing, complex, urban, industrial society requires that functioning members of this society be highly literate and responsive to rapid changes in every area of life and work. Also, they must be able to learn and relearn complex ideas and skills as minimal

conditions for economic security, social maturity, and independence.

The second change is in the rising levels of aspirations of individuals and groups that have been long submerged or placed in marginal positions. These aspirations are for a larger share in the influence and the affluence of the society and for the education which will make this possible. Underlying this is the insistence on personal dignity and freedom and a search for a new sense of identity.

The third change is the increasing responsiveness of government to the needs and pressures of individuals as well as sub-groups in the population. Social ills that might have gone unchecked for many decades previously can now be made central in the concerns of government and education.

Also, a fourth change is the rising level of affluence which makes further material goals for many individuals somewhat subordinate to other goals. Security and interpersonal relations are highly prized in our society today. There is an increasing quest for personal identity and a set of values which will make life more meaningful.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The primary objective of this study was to determine whether participants in the Upward Bound Project program, Southwestern State College 1966-1967, reacted or changed their self-concepts, social class values, rural-urban orientation, group level of aspiration or their levels of occupation aspiration as a result of their participation in this program. The basis for this investigation is to discover whether significant differences in amount of changes did occur between the experimental group and the control group on a pretest-post test control group design.

The purpose of this chapter is to present: (1) A description of the Upward Bound Project at Southwestern State College; (2) The basic plan for the study; (3) Data collection; (4) A description of instruments used for measurement; and (5) A discussion of statistical procedures and presentation of pre-test analyses.

The Upward Bound Project

General Information:

Project Upward Bound was designed to give more youngsters from low-income families an opportunity for post-high school education. In brief, it is a pre-college preparatory program designed to generate the skills and motivation necessary for college success among young people from low-income backgrounds and inadequate secondary school preparation (49).

Specific Objectives of Southwestern State College Upward Bound Project 1966-1967:

(1) To identify, and select for the program, 10th and 11th grade high school students from low-income families in the eight Community Action Agency counties of the Southwestern State College district who appear to have college potential.

(2) To present those students a desirable concept of human relations, and especially to improve their self-image.

(3) To teach those students oral and written communication skills.

(4) To cause those students to become aware of current

community and world problems.

(5) To help those students develop an inquiring attitude.

(6) To reveal to those students desirable hobby and cultural interests.

(7) To provide those students varied opportunities for recreation.

(8) To provide the students selected satisfactory experience in living on a college campus so that many of them will consider attending college.

(9) To follow up the summer session experience with such tutorial and/or counseling services in the ensuing academic year that will cause those students to be highly motivated to excell in their current work as well as to make plans to attend college.

Qualifications of Southwestern State College for Accomplishing the Objectives Set Forth:

Southwestern State College is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education. The college was organized in 1901 and has earned a respectable educational and cultural position in the

southwest Oklahoma area served by it. It has experienced an 185 per cent growth in student population in the last ten years; its current enrollment is 4,500. One-third of its faculty of 189 hold earned doctor's degrees.

Academic Program:

The academic plan consisted of three and a half hours in the morning, Monday through Friday, distributed as follows: A two-hour core of social studies and English and a one-and-a-half hour core of science and mathematics. By "core" is meant a fusion of the subjects indicated. An English and a social studies teacher directed the learning in each of six sections of 20 students each. One teacher was assigned to each of the six sections of the science and math combination. Emphasis was placed on discussion, and individual and committee reports. Paper-backs, newspapers, and other current materials were used. Lists of easy-to-read books on social topics, literature, and science were requested, such as the specific one prepared in 1965 by the Chicago Public Schools. Current topics such as integration, civil rights, highway safety, job opportunities, big business, or the variety of cultures represented among the Project students, afforded grist to get the students to thinking. The classes did not resemble those in the conventional

high school. The "discovery approach" which characterizes modern science and mathematics was used. "Why?", and "What are the facts?" was the basis for much of the class discussion. Discussion lead to the desire to take a stand or to discover the answers by a variety of means, such as reading books, magazines, newspapers, interviewing people, or taking a field trip. Teachers and tutor-counselors were alerted to relate all of the students' experiences, whether classroom, activity workshop, recreation, counseling, or dormitory living, to the aims of the program, particularly to those of improving the self-image, improving human relations, and of developing the ability to analyze, reason, and to present a report or take a stand. Early in the program teachers were asked to determine their students' attitudes toward learning and their skills in reading, analyzing, and discussing. Teachers were asked to help their students with simple study skills. The methods and materials used in each class were those deemed most suitable for it. It was stressed that the schedule and curriculum would be flexible. Teachers were encouraged to do those things which would contribute to the objectives of the program.

Activity and Recreation:

The following activity workshops were made available

each afternoon, Monday through Friday: Art, crafts, drama, speech, journalism, music, use of library, math activity, science activity, photography, and remedial reading. Teachers and counselors were in charge of these workshops. They were planned to help the students relate such activity to the objectives of the program, not only in relation to their morning discussions, but in the direction of revealing new interests.

The recreational activities included the following: Archery, badminton, bait casting, bowling, croquet, golf, horseshoe, shuffleboard, swimming, table tennis, tennis, weightlifting, basketball, folk dance, soccer, softball, and volleyball. Again, as stated with respect to the activity workshops above, teachers and counselors shared in the sports activities and related them to the objectives of the program, especially to those of improving the students' self-image and social relations. Many facets of these activities were tied in with social studies, science and mathematics.

Cultural Program:

The cultural program included lectures, recitals, and movies on Tuesday and Thursday evenings. Four field trips were taken, two to Oklahoma City, one to Tinker Field (an

air force depot), and one to Roman Nose State Park. Oklahoma City had the following attractions which were of merit: Art Museum, Cowboy Hall of Fame, banks, telephone building, air-conditioned shopping center, manufacturing companies, historical building, state capitol, theaters, and zoo. Such field trip experiences provided many interesting bases for individual study and group discussion, i.e., the habitats of the various animals at the zoo, the physics and mathematics of air-conditioning, heat pumps, pioneer days in Oklahoma, and assembly-line production. The trip to Tinker Field revealed the many operations required in airplane maintenance, and will be useful in vocational counseling. Indian dancers were brought to the campus for one performance. Talent night was held for the students who desired to participate.

Staff:

The staff was divided into four categories: (1) administrators, (2) teachers, (3) tutor-counselors, and (4) consultants. All contract employees were required to work 40 hours per week. All employees were carefully screened to secure those in sympathy with the objectives of the project and sensitive to the kind of students involved.

The Basic Plan for the Study

The basic plan was to obtain data on subjects selected for this study in order to investigate and attempt to determine whether they differ with respect to changes on the five measures in terms of post test mean scores. Also the specific objective of this study was to determine if participants in the Southwestern State College Upward Bound Project reacted or changed their self-concepts, social class values, group level of aspiration, levels of occupational aspiration or rural-urban orientations as a result of participation in the project program.

The sample population for this study consisted of high school students who were identified as qualified applicants for an Upward Bound Project program. To qualify, applicants had to meet two criteria. First, they had to be from low income families, and second, they had to demonstrate academic potential by ranking in the upper fifty percent of their class in grade performance. In addition, the individuals selected were considered as culturally deprived by school officials and community action agencies in the southwest area of Oklahoma.

The final selection of qualified individuals for Southwestern State College's Upward Bound Project was

arranged by the project staff. From this group of individuals who qualified for the project, the subjects for this study were selected using stratified classification assessment sampling procedures. The subjects were equated by this investigator on the basis of explicit criteria: (1) Socio-economic level, (2) Father's occupational level, (3) Academic potential, (4) Size of high school or community, (5) Social class, as evaluated by school officials of the representative schools. It was assumed that subjects included in the study sample were representative of the larger population and that they had comparative relationships.

Table I presents the subjects selected for this study. The subjects assigned to the experimental group were the individuals who participated in the Upward Bound Project at Southwestern State College, Weatherford, Oklahoma, 1966-1967. The control group consisted of individuals who were chosen as alternates for the Southwestern State College Upward Bound Project, but did not participate in this program.

Table I

SUBJECTS FOR THE STUDY

Group	Male	Female	Total
Experimental	50	69	119
Control	61	40	101
Total	111	109	220

Subjects included in the analyses were chosen from 32 different High Schools representing 12 counties of southwestern Oklahoma.

The experimental plan for this investigation was a pretest--post test control group design. Statistical measures of analysis of variance (pre-test scores) for the two groups on the five dependent variables were made to test for differences or relationships between the two groups at the beginning of the study. Tables of analyses and results are presented at the end of this chapter under statistical procedures.

Data Collection

Phase I:

In June, 1966, the participants in the Upward Bound Project group were administered a pretest on the following instruments: (1) Tennessee Self Concept Scale, C-R Form, (2) Social Class Values and Rural-Urban Inventories,

(3) Cassel Group Level of Aspiration Test, (4) Haller's Occupation Aspiration Scale. In addition personal data regarding high school grades, parent income, personal interests and family membership were obtained from the individual application forms. Information pertinent to this study was taken during the eight weeks summer program on campus. This information was recorded and filed on participants in the Upward Bound Project. Group observations and personal interviews with the staff working with the programs were conducted by the researcher during the eight weeks period. The writer of this investigation served on advisory and policy forming committees appointed by the Director of the Project, who represented the college.

Phase II:

During the months of September and October, 1966, the control group (subjects who were alternates for participation in the Upward Bound Project) from respective high schools in the area were administered pretests on the same instruments which had been previously given to participants in the Upward Bound Project. Scoring of the pretests for both groups and coding the results in preparation for a preliminary analysis by the computer was carried out.

Phase III:

In April and May, 1967, subjects in both experimental and control groups were administered a post test on the following instruments: (1) Tennessee Self Concept Scale, C-R Form, (2) Social Class Values and Rural-Urban Inventories, (3) Cassel Group Level of Aspiration test, (4) Haller's Occupational Aspiration Scale. Post tests were scored and results were coded for final analysis by the computer. The time interval June 1, 1966 - September 15, 1967, was chosen because it not only parallels the Upward Bound Project period, but allowed the researcher to obtain follow-up information on the project participants, who entered college or some other form of post high school training.

Instrumentation

Tennessee Self Concept Scale C-R Form:

This instrument was chosen to measure the self concept of subjects in this study. Over recent years a wide variety of instruments has been employed to measure the self concept. Nevertheless, a need has continued for a scale which is simple for the subject, widely applicable, well standardized, and multi-dimensional in its description of the self concept. The Tennessee Self Concept Scale (13),

was developed to meet this need. Self concept has become a popular and important means of studying and understanding human behavior. The individual's concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health. Those people who see themselves as undesirable, worthless, or "bad" tend to act accordingly. Those who have a highly unrealistic concept of self tend to approach life and other people in unrealistic ways. Those who have very deviant self concepts tend to behave in deviant ways. Thus, a knowledge of how an individual perceives himself is useful in attempting to help that individual, or in making evaluations of him. The Scale consists of 100 self descriptive statements which the subject uses to portray his own picture of himself.

This test yields four general scores of self concept: (1) The self criticism score (SC). (2) The positive scores (Total P score). (3) The variability Score (V). (4) The distribution score (D).

This researcher chose to use the Total P and D Scores which are the most important scores on the C-R form. The Total P Score reflects the overall level of self esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in

themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable, often feel anxious, depressed, and unhappy, and have little faith or confidence in themselves. The *D* Score is a summary score of the way one distributes his answers across the five available choices in responding to the items of the Scale. It is also interpreted as a measure of still another aspect of self perception: certainty about the way one sees himself. High scores indicate that the subject is very definite and certain in what he says about himself while low scores mean just the opposite.

The reliability coefficients for the Total *P* Score and Distribution Score (*D*) are .92 and .89 respectively. Reliability data was based on test-retest with 60 college students over a two week period. As with most instruments of this type, validity is defined in terms of discrimination between groups. Atchison (1), using the counseling form of the scale, found a number of predicted differences between delinquents and non-delinquents. All variables except SC and D were significantly different in the predicted direction. The delinquents had lower P scores and higher V scores. A study by Lefeber (30) found significant differences between juvenile first offenders and repeated offenders. These groups in turn were different from a control

group. The differences were in expected direction. The highest spike in the offender's profile was on the personality disorder scale, as one would predict. In Runyan's (45) investigation of racial difference, no significant self concept differences were found between white and Negro college students. There was, however, a significant negative relationship between P scores and the use of defense mechanism, or adaptational maneuvers as he called them, for both races. These mechanisms were defined as: manifestations of anxiety, denial of aggression, restriction of affectivity, ingratiation, and level of aspiration.

Correlations with other measures, such as Minnesota Multiphasic Personality Inventory and Edwards Personal Preference Schedule show .28 and .61 for the Total P Score with .34 and .57 for the Distribution (D) Score, when computed by a Pearson product moment correlation coefficient (r). In Quinn's (42) study of teacher trainees a correlation of -.534 was obtained between Total P and the Minnesota Teacher Attitude Inventory. Since high scores on the Minnesota Inventory reflect unhealthy attitudes toward children, the conclusion is that people with positive self concepts tend to have more desirable attitudes for teaching. Wayne (56) reports a correlation of .68 between Total P and Izard's Self Rating Positive Affect Scale. An earlier

report by Wehmer and Izard (57) indicated a similar correlation between these two measures. There are many other studies, either completed or underway, which deal with the self concept as a criterion of change. These cannot be reported here. Tennessee Self Concept Scale reflects these changes in predicted ways, thus constituting additional evidence for the validity of the instrument.

Social Class Values Orientation:

The Social Class Values Orientation Inventory (53), is composed of 33 pairs of value statements, 66 statements in all, to which the subject responds by circling the letter a or b beside the statement with which he most nearly agrees. This makes 33 responses per inventory, which can reflect either Middle-class or Lower-class orientation. Higher scores tend to reflect middle class orientation. This Inventory was constructed on four dimensions: (1) Time Orientation (planning; deferring gratification; training). Future Time (middle class) vs. Present Time (lower class). (2) Control of Destiny; Planning an Effort (middle class) vs. Fatalism (lower class). (3) Presentation of Self; Controlled and Socially Conscious (middle class) vs. Uncontrolled and Unconcerned (lower class). (4) Social World; Non-familistic (middle class) vs. Familistic (lower class).

The standardization group from which the norms were developed for the SCVO, was a general population of 1007 people. Reliability correlations were computed by the Spearman-Brown formula with an r of .68. Other sampling includes 217 subjects in the Oklahoma City School Dropout Program on a Test-Retest basis which yielded an r of .47, and Southwestern Upward Bound Project with an N of 220 on a Test-Retest basis which resulted in an r .42.

The Rural-Urban Orientation Inventory:

The Rural-Urban Orientation Inventory (54) consists of ten pairs of value or opinion statements to which the respondents have checked a dichotomous answer, -- Tend to Agree or Tend to Disagree. In some cases the urban orientation is revealed in a Tend to Agree check; in other cases, in a Tend to Disagree check. Higher scores tend to reflect urban orientation. The RUO Inventory was constructed from three inter-related dimensions. They are as follows: (1) Individual Autonomy over Actions and Time-Use: Less Need (Urban) vs. More Need for (Rural). (2) Moral Attributes in Man's Work or Nature: Neutrality (Urban) vs. Nature Superior to Man's Work (Rural). (3) Distinctive City Characteristics -- Social Density, Distance, and Heterogeneity; Institutional Variety and

Richness: Acceptance (Urban) vs. Resistance or Acceptance of Rural Counterparts (Rural).

Standardization from which norms were developed for the Rural-Urban Orientation consisted of sample groups from the general population (996), Oklahoma City school dropout program (217), and Southwestern Upward Bound Project (220). Reliability coefficients were computed by the Spearman-Brown formula and Test-Retest method with a correlation range from .37 to .56.

These instruments were used to measure for significant changes in social class values and rural-urban orientations of the subjects in this study. Although these instruments are newly developed and not widely used, this writer felt that they were acceptable for use in this study.

The Cassel Group Level of Aspiration Test:

The Cassel (5), test assesses the discrepancy between the real world (physical field, or the world as others perceive it), and the world as it is perceived by the individual (psychological field, or world of the individual). Five of the seven scores (First Goal, and PHRF excluded) are concerned with varying aspects of the personality related to this phenomena, and provide measures of the irreality dimension of the personality. The term irreality

here refers to the presence of reality, rather than the non-existence of it, but implies a degree of absence of acceptable sensory phenomena for the generation of self-perceptions in relation to previous performance.

The Hausmann score is the most valuable score on the CGAT, where only one score is desired and there is no I.Q. available. This researcher used this score in the study. This score is a measure of the level of aspiration of the individual, and it provides an effective measure of the irreality dimension of the personality.

Four important elements appear to be contained in this evaluation: (1) the level of goals, (2) the degree to which goals and performance are in agreement, (3) the amenability of the subject to the rules for the test therefore, vulnerability to culture, and (4) the elimination of wish goals and fantasy concepts.

High values on this score indicate high aspirations, to be sure, but always in terms of and relative to the actual performance of the subject. Low values indicate low aspirations in relation to the actual performance of the subject. Scores for typical individuals range from 15.00 to 39.00 with a Mean of 28.4 and a SD of 5.4. In terms of irreality, high scores indicate low irreality; while low scores indicate high irreality. The reliability

coefficients for the Hausmann score listed an r of .89. The r was computed by use of the product-moment correlation using odd-even item responses and with the Spearman-Brown correction applied.

The Occupational Aspiration Scale:

The General Concept "Level of Aspiration"

There are a number of important works on the general concept of level of aspiration. These include Lurie (34, pp. 467-473), and others (15, pp. 59-68), (26, pp. 239-241), (31, pp. 333-378). As it is presented in these works, the concept level of aspiration includes several elements. At perhaps the most fundamental level, the term indicates that one or more persons are oriented toward a goal. But it is more than this, in that both the goal and the person's orientations to it are complex. (1) The person's goal is a selection of one among the alternative behavior levels that are possible with respect to an object. These alternative behavior levels must vary in the degree to which they are difficult to achieve. That is, the alternatives are ranked in a continuum of difficulty. (2) The person's orientation is variable in two ways, one of which has received considerable attention in the literature, and the other has

been to a large extent ignored. (2a) The person's orientation is variable in that its central tendency may lie at any point or limited range of points along the continuum of difficulty. The central tendency of the person's orientation is the point or limited range of points which has the highest valence for him. This is the person's level of aspiration. The term differential level of aspiration logically implies variation in the point of valence when it is estimated at different times on the same person, or at the same or different times on different persons. In this study, the term is restricted to variations among persons. (Most of the time researchers used a short form, levels of aspiration or levels of occupational aspiration. This really means differential levels of aspiration among persons.) (2b) The person's orientation is variable in a second way. The central tendency may vary in amount of dispersion, the degree to which it is concentrated at a single point, or varies over a range of points on the continuum of difficulty. Although its possibilities have not been fully exploited, the dispersion aspect has been recognized in the literature by many references to the different types of levels. Those who study level of aspiration speak variously of preference levels versus expectation levels, plan levels versus "aspiration" levels, ideal versus action

goals, long-range versus short-range goals, etc.

It appears to the writers that all of these types of levels or goals have one meaning in common: almost all writers agree that each person has a range of goal-levels within which the valences of all particular goal-levels is relatively high; few view the person's level of aspiration as being concentrated on a single point. Among those who recognize the existence of a range rather than a point, there are two different emphases. Some stress variations in the level of aspiration at one time. These writers use terms such as preference versus expectation, and the like. Others stress variations in the level of aspiration at different times. These writers use terms such as short-range versus long-range.

Clearly, in perhaps most of the areas where the level of aspiration concept is appropriate, the individual's level of aspiration may vary in each way. He may have a range of aspirations, with rough upper and lower boundaries, and the whole range may vary according to whether he is concerned with his goals for the immediate future or for some more distant time. These two aspects of level of aspiration differ from each other, and they are equally important. People often distinguish between what they hope they can do and what they are sure they can do, and between their short

and long-range hopes and expectations.

The Occupational Aspiration Scale (23), is an eight item multiple-choice instrument. It includes items permitting responses at both the realistic and the idealistic expression levels of LOA, each at two goal-periods, called career periods in this context, short range (end of schooling) and long range (at age 30). The four possible combinations of these components are each assessed twice, thus giving a total of eight questions. The alternatives for each item consist of ten occupational titles drawn from among the ninety occupations ranked by the National Opinion Research Center. Each occupation is presented as a possible response only once on the form. Alternative responses for each item systematically span the entire range of occupational prestige, and are scored from zero to nine. Operationally, an item score of 9 indicates that the respondent has chosen an occupation from among the eight highest prestige occupations on the National Opinion Research Center scale, and an item score of 0 indicates that one of the eight lowest prestige occupations has been chosen. Thus, the total possible score for all eight items ranges from zero to 72. This score is used to measure the individual's general LOA. It is designed, not as an absolute measure of LOA, but only as a measure of relative LOA. It is primarily

for use with high school students.

The results of the reliability study of the OAS indicate that several independent analyses exhibit substantial agreement with respect to reliability coefficients and standard error of measurement. It seems reasonably safe to conclude that the reliability of the OAS is about .80 and that the standard error of measurement is close to 5.30. Moreover the coefficient of stability (.77) measured over a 10 week interval agrees quite well with the coefficients of internal consistency (.75, .82, and .84). It is concluded that the OAS appears to be reliable enough for research purposes.

Statistical Procedures

The purpose of this section is twofold: first, to present the primary statistical procedures used in determining the differences and relationships between the sample groups, and second, to introduce the statistical procedure that was employed in testing the null hypotheses generated by the research design.

To determine if significant differences existed among the experimental and control groups in pretest scores, tests of significance were made on the five variables using analysis of variance. Results of pretest analyses are

presented in Table II for the five variables.

TABLE II

ANALYSIS OF VARIANCE OF PRETEST SCORES
FOR FIVE VARIABLES - TWO GROUPS

Source of Variation	df	Sum of Squares	Variance Estimate	F[a]	p
Self Concept Variable					
Total	219	118356.2500			
Between	1	385.7187	385.7187	0.71	.05 < p
Within	218	117970.5312	541.1492		
Social Class Values Variable					
Total	219	3328.7480			
Between	1	232.1152	232.1152	16.34	p < .05
Within	218	3096.6328	14.2047		
Rural-Urban Orientation Variable					
Total	219	1575.3455			
Between	1	76.1291	76.1291	11.07	p < .05
Within	218	1499.2164	6.8771		
Group Level Aspiration Variable					
Total	219	68484656.0000			
Between	1	8037488.0000	8037488.0000	28.99	p < .05
Within	218	60447168.0000	277280.5859		
Occupational Level Aspiration Variable					
Total	219	23121.7304			
Between	1	2599.6953	2599.6953	27.62	p < .05
Within	218	20522.0351	94.1377		

[a]To be significant at the .05 level of probability for 1 and 218 d.f., an F value of 3.89 is required.

From Table II, the obtained F value for the first variable is shown as 0.71. The required value for significance at the .05 level was 3.89. From this F test the conclusion was made that no significant differences existed among the experimental and control group subjects in self-concept at the beginning of the experimemt. It may be assumed that the two group samples represent a single normally distributed population. However, it is noted that the last four variables listed were significant at the .05 level of confidence. Therefore, the null hypotheses were not accepted and it was concluded that significant differences in social class values, rural-urban orientation, group levels of aspiration and occupational level of aspiration did exist among the groups on pretest scores.

As the result of analysis of variance tests of significance and the F values obtained for the pretest scores, it was concluded that the sample groups did not represent a homogeneity of variance in general.

Further analyses were run on the pretest and post test scores of the subjects assigned to experimental and control groups to test the equality of slopes. Tests of slopes made by the IBM computer at Oklahoma State University computing center revealed that between the experimental and control groups the slopes ran parallel in four out of five

of the variable measures. F values are presented in Table III.

TABLE III

TESTS OF SLOPES FOR EXPERIMENTAL AND CONTROL GROUP VARIABLES

Variable	df	F[a]	p
Self Concept	1, 216	2.29	$.05 < p$
Social Class Values	1, 216	1.89	$.05 < p$
Rural-Urban Orientation	1, 216	4.50	$p < .05$
Cassel Group Level Aspiration	1, 216	3.18	$.05 < p$
Occupational Level of Aspiration	1, 216	2.46	$.05 < p$

[a]To be significant at the .05 level of probability for 1 and 216 d.f., an F value of 3.90 is required.

Results of the tests of slopes indicate that no significant differences existed between the experimental and control groups for self concept, social class values, group level aspiration and occupational level of aspiration. It was indicated that significant differences did exist between the two groups for the rural-urban orientation variable.

From these analyses the assumption was made that

general relationships between the two sample groups existed and it was determined that multiple analysis of covariance control group design could be applied (59). This statistical technique incorporates elements of the analysis of variance and of regression. In general, it provided tests of significance for the comparison groups whose members may have been stratified and have been measured with regard to more than one variable. This method enables one to draw conclusions about treatment effect after variables which affect the observations are adjusted statistically, and allows the investigator to control for differences in measures of change. It made available the sums of squares and cross products matrix, inverts the matrix, obtains estimates of the parameters involved, calculates the reduction due to the mean, the reduction in the sums of squares due to each dependent variable, computes error sum of squares, mean squares (variance estimate), F values, and the adjusted means for each group.

The five null hypotheses stated in Chapter I were tested by a multiple analysis of covariance statistical procedure. The data were programmed by the staff and computed by the statistical center, Oklahoma State University. The analyses are presented in chapter four.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present the results of statistical analyses of the data. The .05 level of probability was used to judge the significance of all statistical results obtained by the Multiple Analysis of Covariance procedure. The alternate hypotheses were non-directed; therefore, two-tailed tests of significance were employed.

Hypotheses were tested in the order listed in Chapter One. A summary of the results will follow the presentation of the statistical analyses. A discussion of the findings and recommendations based on the findings will be presented in Chapter V.

Data for the one experimental and one control group were prepared for the Oklahoma State University Computing Center to be used on the IBM 7040 computer system. The multiple analysis of covariance program (24) was utilized. This program calculates the F ratio for the adjusted

treatment means, the Beta coefficients and their standard errors and t values, and the adjusted treatment means with their accompanying standard errors.

Garrett states the following concerning analysis of covariance:

> Analysis of covariance represents an extension of analysis of variance to allow for the correlation between initial and final scores. Covariance analysis is especially useful to experimental psychologists when for various reasons it is impossible or quite difficult to equate control and experimental groups at the start: a situation which often obtains in actual experiments. Through covariance analysis one is able to effect adjustments in final or terminal scores which will allow for differences in some initial variable (16, p. 295).

Most authors (16, p. 295), (10), (32), (61), in explaining the application of the analysis of covariance, let the covariate score or initial score represent a pretest score. In the present analyses, the pretest scores are used as concomitant variables. The dependent variables are the post test scores for whatever constructs that are under consideration as being affected by the experimental treatment.

Testing of Hypotheses

To determine if significant differences on five dependent variables in mean scores exist between the experimental group and the control group, a multiple analysis of

covariance test of significance was made.

Hypothesis 1: There is no significant difference (.05 level of confidence) in self concept mean scores between the experimental and the control groups when self concept pre-test scores are treated as concomitant variables in an analysis of covariance statistical procedure.

Table IV gives the F value and adjusted sums of squares, while Table V gives the adjusted means for each group.

Table IV indicates that the obtained F value (4.643) was greater than the .05 level of significance. Therefore, the null hypothesis is rejected and it can be concluded that there is a significant difference in the mean scores between the experimental and the control groups in the measure of self concept. These statistical results support the expected direction of change toward positive improvement on this variable measure for the treated group. The higher adjusted mean scores listed in Table V for the experimental group compared with the control group's lower adjusted mean scores reflect that the treatment program was in part effective in changing self concept of the subjects who participated in the project program.

TABLE IV

ANALYSIS OF COVARIANCE BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP ON SELF CONCEPT[a]

Source of Variation	df	Adjusted Sum of Squares	MS Variance
Between	1	1517.8184	1517.8184
Within	217	70935.0986	326.8899
Total	218	72452.9170	

$$F^{b}\ 1,\ 217 = \frac{1517.8184}{326.8899} = 4.643 \qquad p < .05$$

a Concomitant variable was self concept pretest scores.

b To be significant at the .05 level of probability for 1 and 217 d.f., an F value of 3.89 is required.

TABLE V

ADJUSTED MEANS FOR TABLE IV

Group	Unadjusted Means	Adjusted Means
Experimental	113,6555	114.5420
Control	110.3069	109.2624

Hypothesis 2: There is no significant difference (.05 level of confidence) in social class values mean scores between the experimental and the control group when social class values pretest scores are treated as concomitant variable in an analysis of covariance statistical procedure.

The computed F value of (34.365) with 1 and 217 degrees of freedom is given in Table VI. On this basis the null hypothesis is rejected and one concludes that there is a significant difference in the mean scores between the experimental and the control group in the measure of social class values. Table VII gives the adjusted means for each group.

For the two group comparisons in the analysis of covariance procedure culminating in F test values, the self concept and social class values variable measures were highly significant at the .05 level of probability. The statistical results reflect a positive change in the direction of improvement for the experimental group over the control group. The trend of the adjusted means toward improvement favored those in the experimental group who received treatment in the project program. The conclusion may be made that effective changes resulted for participants in the Upward Bound Project on these two variables.

TABLE VI

ANALYSIS OF COVARIANCE BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP ON SOCIAL CLASS VALUES[a]

Source of Variation	df	Adjusted Sum of Squares	MS Variance
Between	1	535.9687	535.9687
Within	217	3384.4529	15.5966
Total	218	3920.4216	

$$F^{b}\ 1,\ 217 = \frac{535.9687}{15.5966} = 34.365 \qquad p < .05$$

a Concomitant variable was social class values pretest scores.

b To be significant at the .05 level of probability for 1 and 217 d.f., an F value of 3.89 is required.

TABLE VII

ADJUSTED MEANS FOR TABLE VI

Group	Unadjusted Means	Adjusted Means
Experimental	28.8151	28.4000
Control	24.6634	25.1525

Hypothesis 3: There is no significant difference (.05 level of confidence) in group level of aspiration mean scores between the experimental and the control groups when group level aspiration pretest scores are treated as concomitant variables in an analysis of covariance procedure.

Data from Table VIII shows an F value of (1.209) with 1 and 217 degrees of freedom. From this, the null hypothesis is accepted that no significant differences occured between the experimental and the control groups mean scores when group level aspiration pretest scores are treated as concomitant variables in an analysis of covariance procedure. Table IX gives the adjusted means for each group.

It may be concluded from the F test values that no significant change occured between the two groups on post test mean scores. The experimental group's adjusted mean scores do not reflect significant improvement as the result of participation in the project program. Therefore, we could assume that the experimental treatment did not change their group level of aspiration.

TABLE VIII

ANALYSIS OF COVARIANCE BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP ON GROUP LEVEL ASPIRATION[a]

Source of Variation	df	Adjusted Sum of Squares	MS Variance
Between	1	260564.0000	260564.0000
Within	217	46778855.5000	215570.7617
Total	218	47039419.5000	

$$F^{b}\ 1,\ 217 = \frac{260564.0000}{215570.7617} = 1.209 \qquad .05 < p$$

a Concomitant variable was group level aspiration pretest scores.

b To be significant at the .05 level of probability for 1 and 217 d.f., an F value of 3.89 is required.

TABLE IX

ADJUSTED MEANS FOR TABLE VIII

Group	Unadjusted Means	Adjusted Means
Experimental	2669.1176	2783.2979
Control	2991.3366	2856.8073

Hypothesis 4: There is no significant difference (.05 level of confidence) in level of occupational aspiration mean scores between the experimental and the control groups when level of occupational aspiration pretest scores are treated as concomitant variables in an analysis of covariance procedure.

The computed F value from Table X was (0.001) with 1 and 217 degrees of freedom. On the basis of this value the null hypothesis was accepted that no significant differences exist between the experimental group and the control group mean scores when level of occupational aspiration pretest scores are treated as concomitant variables in an analysis of covariance procedure. Table XI gives the adjusted means for each group. In evaluating the statistical results, the conclusion may be drawn that the experimental group did not change their levels of occupational aspiration as a result of treatment in the Upward Bound Project program. Table XI indicates that the adjusted means for the control group increased while the adjusted means for the experimental group decreased.

TABLE X

ANALYSIS OF COVARIANCE BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP ON LEVEL OF OCCUPATIONAL ASPIRATION[a]

Source of Variation	df	Adjusted Sum of Squares	MS Variance
Between	1	0.0309	0.0309
Within	217	11469.2813	52.8538
Total	218	11469.3121	

$$F^{b}\ 1,\ 217 = \frac{0.0309}{52.8538} = 0.001 \qquad .05 < p$$

a Concomitant variable was level of occupational aspiration pretest scores.

b To be significant at the .05 level of probability for 1 and 217 d.f., an F value of 3.89 is required.

TABLE XI

ADJUSTED MEANS FOR TABLE X

Group	Unadjusted Means	Adjusted Means
Experimental	45.9832	44.0067
Control	41.6535	43.9822

Hypothesis 5: There is no significant difference (.05 level of confidence) in rural-urban orientation mean scores between the experimental and the control groups when rural-urban pretest scores are treated as concomitant variables in an analysis of covariance procedure.

The computed F value of (1.032) with 1 and 217 degrees of freedom is given in Table XII. On this basis the null hypothesis is accepted that no significant differences exist between the experimental group and the control group mean scores when rural-urban pretest scores are treated as concomitant variables in an analysis of covariance procedure. Table XIII gives the adjusted means for each group.

Since no significant differences between the two groups existed it may be assumed that the experimental group did not change their rural-urban orientation as the result of participation in the Upward Bound Project program. No significant direction of improvement was discernable from the adjusted means for the experimental group.

TABLE XII

ANALYSIS OF COVARIANCE BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP ON RURAL-URBAN ORIENTATION[a]

Source of Variation	df	Adjusted Sum of Squares	MS Variance
Between	1	7.1871	7.1871
Within	217	1511.2731	6.9644
Total	218	1518.4602	

F^{b} 1, 217 = $\frac{7.1871}{6.9644}$ = 1.032 $.05 < p$

a Concomitant variable was rural-urban orientation pretest scores

b To be significant at the .05 level of probability for 1 and 217 d.f., an F value of 3.89 is required.

TABLE XIII

ADJUSTED MEANS FOR TABLE XII

Group	Unadjusted Means	Adjusted Means
Experimental	7.8487	8.0248
Control	8.6040	8.3966

Summary of Results

In this investigation statistical tests were made of five major hypotheses. The five null hypotheses were tested using two groups. The .05 level of confidence was used to determine the significance of differences between tests. Conclusions and recommendations are presented in the final chapter.

Analyses comparing experimental and control groups when considering the total number of 220 subjects disclosed the fact that significant differences existed between the two groups on two personal-social variables. These variables were self concept and social class values. Non-significant differences between the two groups were noted on group level aspiration, levels of occupational aspiration, and rural-urban orientation.

Null hypotheses relative to self concept and social class values were rejected. The null hypotheses for group level of aspiration, levels of occupational aspiration and rural-urban orientation were not rejected since no significant *F* ratios were obtained on a between group mean score basis for these variables.

The statistical results support the expected direction of positive change for the experimental group on two

of the dependent variables. The results of three statistical tests were not significant. Nevertheless, a strong trend was indicated in a positive direction for the experimental group on two of the three dependent variables as evidenced by the tables of adjusted means. This trend points toward possible benefits derived from participation in the Upward Bound Project program by the experimental group.

CHAPTER V

SUMMARY, LIMITATIONS, AND CONCLUSIONS

Summary

The primary purpose of this study was to determine whether participants receiving treatment in the Upward Bound Project program, Southwestern State College, 1966-1967, changed their self concepts, social class values, group level of aspiration, levels of occupational aspiration, or rural-urban orientations as a result of their participation in this program.

The sample population for this investigation consisted of high school students who were identified as qualified applicants for an Upward Bound Project program. The subjects selected for the experimental and control groups in this study included 119 participants in the Southwestern State College Upward Bound Project program and 101 individuals who were chosen as alternates, but did not participate in the project program.

The basic plan was to obtain data on the 220 subjects selected for this study in order to determine whether they

differed with respect to changes on the five variables in terms of pretest-post test mean scores.

The experimental plan for this investigation was a pretest-post test control group design. The individuals in the experimental and control groups were treated as the independent variables. Subjects in the experimental and the control groups were compared on a pretest-post test basis on the following dependent variables: self concept, social class values, group level aspirations, levels of occupational aspiration, and rural-urban orientations. Pretest scores on the five measures for both groups were used as concomitant variables. Analysis of variance and multiple analysis of covariance statistical procedures were used to analyze the data.

The collection of data was achieved in conjunction with the Upward Bound Project program sponsored by Southwestern State College during 1966-67. Due to the time interval June 1, 1966 - September 15, 1967, the data collection was conducted in three phases and spread over the period of time from June, 1966 to September, 1967.

Instruments utilized in the five measures were the Tennessee Self Concept Scale, the Social Class Values and Rural Urban Orientation Inventories developed by Solomon Sutker of the Sociology department, Oklahoma State

University, the Cassel Group Level of Aspiration Test, and the Haller Occupational Aspiration Scale.

Results of primary statistical analyses (Table II) comparing experimental and control groups on pretest mean scores for the five variables measured, disclosed that significant differences existed between the two groups for four of the variables. They are: (1) Social Class Values, (2) Rural-Urban Orientation, (3) Group Level Aspiration, (4) Occupational Level Aspiration. The obtained F value for self concept indicated that no significant differences existed between the two groups for this dependent variable on pretest mean scores.

As the result of analysis of variance tests of significance and the F values obtained for the pretest mean scores, it was concluded that the sample groups did not represent a homogeneity of variance in general.

Further analyses were run on the pretest and post test mean scores of the subjects in the study to test for relationships. Tests of slopes were made for the two groups. Statistical results revealed that between the experimental and control groups, the slopes ran parallel in four out of five of the variables measured (Table III). It was concluded that no significant differences existed between the experimental and control groups for self concept, social

class values, group level aspiration and occupational level of aspiration. It was indicated that significant differences did exist between the two groups for the rural-urban orientation variable.

On the bases of these statistical analyses and the results obtained, the assumption was made that general relationships existed between the two sample groups and this researcher chose a multiple analysis of covariance control group design (59) to test the five hypotheses designed in this study. The results of multiple analyses comparing experimental and control groups disclosed that significant differences did exist between the two groups on two personal-social variables. These were self concept and social class values. Null hypotheses for these two variables were rejected. The statistical results support the expected direction of change for the treatment group. It appears that the individuals participating in the project program improved their self concpet and social class values as the result of the experimental treatment. Non-significant differences between the two groups were noted for three variables. These were group level aspiration, level of occupational aspiration, and rural-urban orientation. Null hypotheses relative to these variables were not rejected. It was concluded that no changes occurred for the experimental

group and individuals participating in the project program did not significantly change their aspirations or orientations as the result of experimental treatment. However, between group statistical comparisons of the adjusted means made following acceptance of hypotheses for these three variables, indicated a trend favoring subjects in the experimental group over the control group for two of the three variables.

Limitations

Certain limitations should be kept in mind while interpreting the findings of this study. The reader should be aware of these limitations so that the tendency to over-interpret or over-generalize may be reduced.

The most serious limitations are those which are inherent in an analysis of covariance design, namely the inability to match pairs of subjects in groups and to exercise control over randomization of subjects. The subjects in this study were not matched pairs. They represent stratified sampling with explicit criteria assessment. Statistical analyses of pretest mean scores did not indicate homogeneity of variance in general.

The second limitation has to do with the selection of any single instrument as a measure of a specific variable,

such as level of occupational aspiration, social class values, or self concept.

More specifically, the Tennessee Self Concept Scale is subject to the same criticism as any other measure of personality. Many agree on the following objections in the measuring of personality characteristics:

1. Reluctance of individuals to express their true feelings about themselves.
2. The lack of awareness of some individuals of their self concept.
3. A possibility that individuals will tend to give "socially acceptable" responses.
4. At times individual feelings about themselves may be so mixed and confused that it is difficult for them to be rational.
5. The group method of administering personality tests.

A third limitation has to do with the method of data collection. Regardless of the planning and care in developing a schedule, the time interval may not be appropriate. Subjects in this study may not have had ample time to make adjustments in personal-social characteristics during the period of experimental treatment.

The fourth set of limitations imposed are those associated with certain dimensions of personal, social, occupational, and aspirational factors considered in this study. Limitations had to be placed here in order to have the study a manageable size, and it is also doubtful if all dimensions of these factors are known. The particular

factors considered in this study were those which seem to have been of concern to educators about disadvantaged youth. These factors were designed as the hypotheses tested in this study.

A fifth apparent limitation is the potential bias introduced into the study by not controlling for intellectual factors. Since intellectual factors may influence level of adjustment in individuals, it seems logical that a population should be sought for study with as much homogeneity as possible, so that differences found would more likely be due to the variables being studied, than by chance or bias of sample.

Conclusions and Recommendations

Analyses among experimental and control groups resulted in significantly different amounts of change between the two groups on two personal-social variables. These were self concept and social class values. Resulting changes favored subjects in the experimental group over subjects in the control group. The treatment group showed higher mean scores with positive change. This evidence supports the general conclusion that the experimental group, as a result of participating in the Southwestern State College Upward Bound Project program, improved

significantly in their self image and social class values and developed a more positive outlook toward further education and training.

Since non-significant differences between the two sample groups were found for three variables; namely, group level aspiration, level of occupational aspiration, and rural-urban orientation, it appears that subjects in the experimental group, who participated in Southwestern State College's Upward Bound Project did not react or change their group level aspirations, levels of occupational aspiration, or rural-urban orientation as the result of treatment.

Although it appears that the Upward Bound Project program approaches, which included academic training, motivational projects, and cultural experiences achieved some degree of success, one important question has arisen from the study. Will the treatment approaches be effective in the future development of the participants over a long period of time?

It is recommended that future research studies have a longer follow-up period in order to evaluate the permanent effectiveness of these programs. It is further recommended that research studies in the area of disadvantaged youth be designed so that more rigid control can be exercised. Random sampling of subjects from programs throughout the

nation would enable future researchers to make more specific conclusions with a greater degree of confidence.

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APPENDICES

APPENDIX A

DATA COLLECTION INSTRUMENTS

No. _____ General Information

1. Your Name _____

2. Your Present Address _____

3. Your Age _____

4. Sex (check appropriate column): Male _____; Female _____

5. Race (check appropriate column): White _____; Negro _____; Other _____

If "Other," please specify _____

6. Give Your Father's Present or Last Occupation, Whether Living or Deceased. Be as specific as possible: _____

7. What School Are You Now Attending?: _____

8. What Is Your Present Grade?: 9th ___; 10th ___; 11th ___; 12th ___; (check appropriate column)
Other (specify which) _____.

9. Where Did You Live (Mostly) During the First Five Years of Your Life: (check appropriate column)
On a farm _____
In the open country but not on a farm _____
In a village under 2,500 population _____
In a town of 2,500-9,999 population _____
In a city of 10,000 to 50,000 population _____
In a city of over 50,000 population _____

10. Where Did Your Father Live (Mostly) During the First Five Years of His Life: (check appropriate column)
On a farm _____
In the open country but not on a farm _____
In a village under 2,500 population _____
In a town of 2,500-9,999 population _____
In a city of 10,000 to 50,000 population _____
In a city of over 50,000 population _____
I don't know _____

11. Where Did Your Mother Live (Mostly) During the First Five Years of Her Life: (check appropriate column)
On a farm _____
In the open country but not on a farm _____
In a village under 2,500 population _____
In a town of 2,500-9,999 population _____
In a city of 10,000 to 50,000 population _____
In a city of over 50,000 population _____
I don't know _____

12-13. Check the Highest Amount of Education of Your:

Father	Mother
___ Grade School (1-6)	___ Grade School (1-6)
___ Jr.-Sr. High (7-12 Non-graduate)	___ Jr.-Sr. High (7-12 Non-graduate)
___ High School graduate	___ High School graduate
___ College (1-4 Non-graduate)	___ College (1-4 Non-graduate)
___ College graduate	___ College graduate
___ College post graduate	___ College post graduate

PRINT NAME Mr. _____ Race _____
Miss Last, First Middle

ADDRESS _____ _____ _____
Street or RFD City State

SOUTHWESTERN STATE COLLEGE
Weatherford, Oklahoma

Application to Participate in the UPWARD BOUND PROJECT, June 5-July 29, 1966, with follow-up tutoring and counseling in your home-town high school during 1966-1967

Please read the announcement concerning this PROJECT before filling in application.

1. Date of Birth _____ Place of Birth _____
Month Day Year City State

2. Name of Parents or Guardian _____

3. Address of Parents or Guardian _____

4. Combined Income of Both Parents in 1965 before Taxes were Withheld _____

5. Number of Brothers _____ Number of Sisters _____

6. Name of High School _____ Grade in School _____

7. Address of High School _____

8. Grade Average in High School to Date, Beginning with the Ninth Grade. _____

9. The High School Subjects I Like Best _____

10. Sports I Like _____

11. My Hobbies _____

12. My Work Experience During the Last Two Years _____

_____

13. Give the names of two people who know you well:

Teacher _____ _____
Name Address

Non-Teacher _____ _____
Name Address

14. Attach a one-page hand-written theme on the topic, "Why I Would Like to Participate in the UPWARD BOUND PROJECT."

15. My parents or guardian know about this opportunity and approve my participation in it.

_____
Signature of Parent or Guardian

16. Return this application with theme attached to your principal or counselor who will send it to Dr. George H. Ryden, Southwestern State College, Weatherford, Oklahoma, 73096, on or before April 27, 1966.

THE CASSEL GROUP LEVEL OF ASPIRATION TEST

(Revised 1957)

— By —

RUSSELL N. CASSEL, Ed. D.

Published by

WPS Established 1948 | WESTERN PSYCHOLOGICAL SERVICES
PUBLISHERS • DISTRIBUTORS
BOX 775, BEVERLY HILLS, CALIFORNIA

Name	Age	M-F	Date
School or Organization	Ed.	Examiner	

SCORES

Aspiration "D" Score_____ Unstructured First Goal_____ Hausmann Score_____

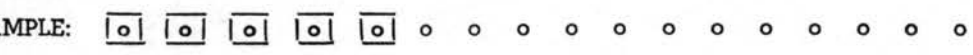
Clinical "D" Score_____ Psychological Response to Failure_____

Physiological Response to Failure_____ L. A. Q. Score_____

GENERAL DIRECTIONS

This test is concerned with measuring the "level of aspiration" of an individual and deals largely with that aspect of the personality. It is different from most tests in that it does not ask you to solve problems, or to indicate how you should react to certain situations. The only thing that you are asked to do in this test is to draw a four cornered figure around each of the small circles provided. There are eight different parts to the test, and each one is made-up of three lines of small circles like the ones in the example below. You are given enough time between parts of the test to rest your fingers and to get ready for the next part. The test is very accurately timed with a stop watch, and exactly 30 seconds of time are allowed to work on each of the eight parts. You must pay strict attention to the instructions for starting and stopping if your test is to have value.

There are five rules you must follow in taking the test: RULE ONE states that you must always indicate in the space marked "number of squares you expect to do" at the bottom of each part the number of square you expect to draw in the 30 seconds allowed. RULE TWO states that you never get credit for more squares than you indicate that you expect to do; for example, if you say you expect to do 20 squares and actually do 22, you get credit only for the 20 you bid, and no more. RULE THREE states that if you bid too many or too high, you get two points taken off of what you actually do for each point you are short, for example, if you bid 20 and get only 18, you are 2 points short of your bid; 2 times the 2 points short equals 4; substract 4 from the 18 you completed and your score is 14. If you bid too high you get penalized, and if you don't bid high enough you don't get credit. Therefore, you can see that it is to your advantage to bid as nearly to what you really believe you can make as it is possible for you to do. RULE FIVE states that every square drawn must have at least three corners or it will not be counted. Now, finish drawing the squares for the remaining circles in the examples, like those indicated:

EXAMPLE: 

Now turn to PART I and write the number of squares you expect to do for this part in the space provided. READY! BEGIN! (after 30 seconds) STOP! Mark the number of squares you have done in the space provided. (and so on for each part).

PART I

o o o o o o o o o o o o o o o o o o o o (20)

o o o o o o o o o o o o o o o o o o o o (40)

o o o o o o o o o o o o o o o o o o o o (60)

Number of squares you expect to do_____ Number of squares you have completed for this part_____ Score_____

PART II

o o o o o o o o o o o o o o o o o o o o (20)

o o o o o o o o o o o o o o o o o o o o (40)

o o o o o o o o o o o o o o o o o o o o (60)

Number of squares you expect to do_____ Number of squares you have completed for this part_____ Score_____

PART III

o o o o o o o o o o o o o o o o o o o o (20)

o o o o o o o o o o o o o o o o o o o o (40)

o o o o o o o o o o o o o o o o o o o o (60)

"D"—Score_____# 1

Number of squares you expect to do_____ Number of squares you have completed for this part_____ Score_____
(Hausmann #1)

PART IV

o o o o o o o o o o o o o o o o o o o o (20)

o o o o o o o o o o o o o o o o o o o o (40)

o o o o o o o o o o o o o o o o o o o o (60)

"D"—Score_____# 2

Number of squares you expect to do_____ Number of squares you have completed for this part_____ Score_____
(Hausmann #2)

PLEASE TURN TO PAGE 3 AND WRITE IN THE NUMBER YOU EXPECT TO DO IN PART 5.

PART V

o o o o o o o o o o o o o o o o o o o o (20)

o o o o o o o o o o o o o o o o o o o o (40)

o o o o o o o o o o o o o o o o o o o o (60)

"D"—Score_____# 3

Number of squares you expect to do_____ Number of squares you have completed for this part_____ (Physiological) Score_____ (Hausmann # 3)

PART VI

o o o o o o o o o o o o o o o o o o o o (20)

o o o o o o o o o o o o o o o o o o o o (40)

o o o o o o o o o o o o o o o o o o o o (60)

"D"—Score_____# 4

Number of squares you expect to do_____ Number of squares you have completed for this part_____ (Physiological) Score_____ (Hausmann # 4)

PART VII

o o o o o o o o o o o o o o o o o o o o (20)

o o o o o o o o o o o o o o o o o o o o (40)

o o o o o o o o o o o o o o o o o o o o (60)

Number of squares you expect to do_____ Number of squares you have completed for this part_____ (Psychological) Score_____

PART VIII

o o o o o o o o o o o o o o o o o o o o (20)

o o o o o o o o o o o o o o o o o o o o (40)

o o o o o o o o o o o o o o o o o o o o (60)

Number of squares you expect to do_____ (Psychological) Number of squares you have completed for this part_____ (Physiological) Score_____

PLEASE TURN IN YOUR BOOKLET AS SOON AS REQUESTED. THANK YOU.

TENNESSEE
(Department of Mental Health)
SELF CONCEPT SCALE

by
William H. Fitts, PhD.

Published by
Counselor Recordings and Tests
Box 6184 - Acklen Station Nashville, Tennessee 37212

Instructions

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

*Reproduced with permission of Counselor Recordings and Tests, Nashville, Tennessee.

1. I have a healthy body.
3. I am an attractive person.
5. I consider myself a sloppy person.
19. I am a decent sort of person.
21. I am an honest person.
23. I am a bad person.
37. I am a cheerful person.
39. I am a calm and easy going person.
41. I am a nobody.
55. I have a family that would always help me in any kind of trouble.
57. I am a member of a happy family
59. My friends have no confidence in me.
73. I am a friendly person.
75. I am popular with men.
77. I am not interested in what other people do.
91. I do not always tell the truth.
93. I get angry sometimes.
2. I like to look nice and neat all the time.
4. I am full of aches and pains.
6. I am a sick person.
20. I am a religious person.
22. I am a moral failure.
24. I am a morally weak person.
38. I have a lot of self-control.
40. I am a hateful person.
42. I am losing my mind.
56. I am an important person to my friends and family.
58. I am not loved by my family.
60. I feel that my family doesn't trust me.
74. I am popular with women.
76. I am mad at the whole world.
78. I am hard to be friendly with.
92. Once in a while I think of things too bad to talk about.
94. Sometimes, when I am not feeling well, I am cross.
7. I am neither too fat nor too thin.
9. I like my looks just the way they are.
11. I would like to change some parts of my body.
25. I am satisfied with my moral behavior.
27. I am satisfied with my relationship to God.
29. I ought to go to church more.
43. I am satisfied to be just what I am.
45. I am just as nice as I should be.
47. I despise myself.
61. I am satisfied with my family relationships.
63. I understand my family as well as I should.
65. I should trust my family more.

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

79. I am as sociable as I want to be.
81. I try to please others, but I don't overdo it.
83. I am no good at all from a social standpoint.
95. I do not like everyone I know.
97. Once in a while, I laugh at a dirty joke.
8. I am neither too tall nor too short.
10. I don't feel as well as I should.
12. I should have more sex appeal.
26. I am as religious as I want to be.
28. I wish I could be more trustworthy.
30. I shouldn't tell so many lies.
44. I am as smart as I want to be.
46. I am not the person I would like to be.
48. I wish I didn't give up as easily as I do.
62. I treat my parents as well as I should (Use past tense if parents are not living).
64. I am too sensitive to things my family say.
66. I should love my family more.
80. I am satisfied with the way I treat other people.
82. I should be more polite to others.
84. I ought to get along better with other people.
96. I gossip a little at times.
98. At times I feel like swearing.
13. I take good care of myself physically.
15. I try to be careful about my appearance.
17. I often act like I am "all thumbs".
31. I am true to my religion in my everyday life.
33. I try to change when I know I'm doing things that are wrong.
35. I sometimes do very bad things.
49. I can always take care of myself in any situation.
51. I take the blame for things without getting mad.
53. I do things without thinking about them first.
67. I try to play fair with my friends and family.
69. I take a real interest in my family.
71. I give in to my parents. (Use past tense if parents are not living)
85. I try to understand the other fellow's point of view.
87. I get along well with other people.
89. I do not forgive others easily.
99. I would rather win than lose in a game.
14. I feel good most of the time.
16. I do poorly in sports and games.
18. I am a poor sleeper.
32. I do what is right most of the time.
34. I sometimes use unfair means to get ahead.

	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
Responses -	1	2	3	4	5

36. I have trouble doing the things that are right.
50. I solve my problems quite easily.
52. I change my mind a lot.
54. I try to run away from my problems.
68. I do my share of work at home.
70. I quarrel with my family.
72. I do not act like my family thinks I should.
86. I see good points in all the people I meet.
88. I do not feel at ease with other people.
90. I find it hard to talk with strangers.
100. Once in a while I put off until tomorrow what I ought to do today.

	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
Responses -	1	2	3	4	5

SCVO INVENTORY

Number _____ Your Name _____

Directions

This form asks you about a number of your beliefs and opinions. It is not a test. There is no "right" or "wrong" answer. The best answer to each statement is your personal opinion. There are 33 pairs of statements. East pair makes up one item. Read both statements (a) and (b) and then decide which one of the two statements you most nearly agree with. Circle the letter of the statement with which you most nearly agree. Thus, in the following example, if you agree mostly with (a) mark your answer sheet:

(a.) Money is made to be spent and not saved.
b. It is better to save money than to spend it.

On the other hand if you agree more with (b), circle it instead. Always select the statement which comes closest to showing how you feel about the matter. Answer all items.

---

1. a. I would like to get more than a high school education.
   b. A high school education is enough for me.

2. a. Nowadays, with world conditions the way they are, the wise person lives for today and lets tomorrow take care of itself.
   b. A person should not only keep in mind what is happening today, but he should plan for tomorrow as well.

3. a. I don't mind jobs with long working hours if it means I have a chance to get ahead.
   b. I don't like jobs with long working hours, even if it means extra pay.

4. a. A young fellow who is in love and hasn't graduated from high school should marry now rather than wait to complete high school.
   b. A young fellow who is in love and not yet graduated from high school should complete high school before he gets married.

5. a. My parents have told me that a high school education is enough for me.
   b. My parents have always encouraged me to try to get a college education.

6. a. If a person can get a good job after high school, it seems foolish to go on to college.
   b. Nowadays you need a college degree to get a really good job.

7. a. Money is made to spend, not to save.
   b. The money I save gives me at least as good a feeling as things I buy.

8. a. Today a man has a better chance than his father had to move up in the world.
   b. Today a man has about the same or poorer chance as his father had to move up in the world.

9. a. Planning only makes a person more unhappy since plans hardly ever work out anyhow.
   b. A smart person usually tries to plan his life in order to give it better direction.

10. a. It is silly for a teen-ager to put money into a car when the money could be used to get started in business or for an education.
    b. If a teen-ager has money and wants a car, he should buy it rather than put his money into education and things like that.

11. a. A person should try to use his imagination when doing a job.
    b. It isn't necessary to go "all out" when doing a job.

12. a. It is generally better to take a job that is available right away then take the time to get training for securing a better job in the future.
    b. It is generally better to take the time to get training for better jobs in the future than it is to take a job that is available right away.

13. a. Right now, "getting ahead" is more important than "getting by" because I think I have a good opportunity to get ahead.
    b. Right now, "getting by" is more important than "getting ahead" because it isn't too likely that I will get ahead.

14. a. A person should be realistic and aim only as high as he thinks he can succeed.
    b. If you aim high, even though you don't succeed, you will do better than if you don't aim high.

15. a. If a person plans ahead and works hard, he is bound to be rewarded by success in one way or another.
    b. Luck is about the only thing that will get a person anywhere these days because jobs and opportunities to advance are so scarce.

16. a. I like to belong to organizations because they provide a chance to feel close to people.
    b. One important reason I don't belong to organizations is that they can't give me what I want.

17. a. What was good enough for my parents is good enough for me.
    b. I want to do better than my parents.

18. a. The majority of people one meets can be trusted.
    b. Most people, except one's relatives, are not to be trusted, -- they may cheat and take advantage of you.

19. a. It tends to clear the atmosphere "to fight it out" in an angry argument.
    b. It is preferable to let one's temper quiet down before settling an angry argument.

20. a. I wouldn't care to take a job, even if it meant I could get ahead, if it caused me to lose contact with most of my present friends.
    b. I would take a job that let me get ahead, even if it meant I would have to give up most of my present friends.

21. a. A man shouldn't fight unless he absolutely is forced into it.
    b. Any male who refuses a fight isn't much of a man.

22. a. People who can't leave their hometowns to take a job are hard for me to understand, because I would.
    b. If I have to leave my hometown to get a job, I'd rather not get the job.

23. a. When a man is born, the success he's going to have is already in the cards, so he might as well accept it and not fight against it.
    b. A person has to be willing to work and fight for what he wants, even if the odds seem against him.

24. a. I usually feel shy when I am around people I don't know.
    b. I usually feel at ease when I am around people I don't know.

25. a. I would not mind living away from my relatives if I can get a good job.
    b. I would be unhappy living away from my relatives.

26. a. A person should control his feelings as much as possible.
    b. It is good for a person to let go rather than to bottle up feelings.

27. a. A good friend can be rated as being as close as one's immediate family.
    b. Even a best friend is never as close as one's immediate family.

28. a. There is no point for people like me to read the newspapers to find out what's going on because the world is too complicated for me to understand.
    b. People ought to keep up on what is happening in the world by reading the newspapers.

29. a. A job should offer some prestige as well as pay.
    b. It doesn't matter what kind of work a person goes into as long as the pay is good.

30. a. People should not worry about how clean and neat their appearance is.
    b. It is important for a person to be as clean and neat in appearance as possible.

31. a. No matter what kind of job a person has he ought to know how to use good English.
    b. I don't know why you have to take English in school if you want to be a mechanic or beauty operator.

32. a. When I say I think a person is honest, I most nearly mean that I can trust him.
    b. When I say I think a person is honest, I most nearly mean that he tells the truth.

33. a. Teenagers have to be careful about the behavior of the crowd they go with, because of their reputations.
    b. As long as a teenager behaves all right, the behavior of his or her crowd does not make much difference.

YOUR NAME _____

OCCUPATIONAL ASPIRATION SCALE

This set of questions concerns your interest in different kinds of jobs. There are eight questions. Each one asks you to choose one job out of ten presented.

Be sure your name is on the top of this page.
Read each question carefully. They are all different.
Answer each one the best you can. Don't omit any.

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

1.1 ____ Lawyer
1.2 ____ Welfare worker for a city government
1.3 ____ United States representative in Congress
1.4 ____ Corporal in the Army
1.5 ____ United States Supreme Court Justice
1.6 ____ Night watchman
1.7 ____ Sociologist
1.8 ____ Policeman
1.9 ____ County agricultural agent
1.10 ____ Filling station attendant

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

2.1 ____ Member of the board of directors of a large corporation
2.2 ____ Undertaker
2.3 ____ Banker
2.4 ____ Machine operator in a factory
2.5 ____ Physician
2.6 ____ Clothes presser in a laundry
2.7 ____ Accountant for a large business
2.8 ____ Railroad conductor
2.9 ____ Railroad engineer
2.10 ____ Singer in a night club

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

3.1 ____ Nuclear physicist
3.2 ____ Reporter for a daily newspaper
3.3 ____ County judge
3.4 ____ Barber
3.5 ____ State governor
3.6 ____ Soda fountain clerk
3.7 ____ Biologist
3.8 ____ Mail carrier
3.9 ____ Official of an international labor union
3.10 ____ Farm Hand

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

4.1 ____ Psychologist
4.2 ____ Manager of a small store in a city
4.3 ____ Head of a department in state government
4.4 ____ Clerk in a store
4.5 ____ Cabinet member in the federal government
4.6 ____ Janitor
4.7 ____ Musician in a symphony orchestra
4.8 ____ Carpenter
4.9 ____ Radio announcer
4.10 ____ Coal miner

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

5.1 ____ Civil engineer
5.2 ____ Bookkeeper
5.3 ____ Minister or Priest
5.4 ____ Streetcar motorman or city bus driver
5.5 ____ Diplomat in the United States Foreign Service
5.6 ____ Share cropper (one who owns no livestock or farm machinery and does not manage the farm)
5.7 ____ Author of novels
5.8 ____ Plumber
5.9 ____ Newspaper columnist
5.10 ____ Taxi driver

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

6.1 ____ Airline pilot
6.2 ____ Insurance agent
6.3 ____ Architect
6.4 ____ Milk route man
6.5 ____ Mayor of a large city
6.6 ____ Garbage collector
6.7 ____ Captain in the army
6.8 ____ Garage mechanic
6.9 ____ Owner-operator of a printing shop
6.10 ____ Railroad section hand

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

7.1 ____ Artist who paints pictures that are exhibited in gallaries
7.2 ____ Traveling salesman for a wholesale concern
7.3 ____ Chemist
7.4 ____ Truck driver
7.5 ____ College professor
7.6 ____ Street sweeper
7.7 ____ Building contractor
7.8 ____ Local official of a labor union
7.9 ____ Electrician
7.10 ____ Restaurant waiter

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

8.1 ____ Owner of a factory that employs about 100 people
8.2 ____ Playground director
8.3 ____ Dentist
8.4 ____ Lumberjack
8.5 ____ Scientist
8.6 ____ Shoeshiner
8.7 ____ Public school teacher
8.8 ____ Owner-operator of a lunch stand
8.9 ____ Trained machinist
8.10 ____ Dock worker

*The Occupational Aspiration Scale: Theory, Structure and Correlates: East Lansing, Michigan: Michigan State University Agricultural Experiment Station, Technical Bulletin 288, 1963, reproduced by permission of Archibald O. Haller and Irwin W. Miller.

RUO INVENTORY

Number _____ Your Name _____

This form asks you about a number of your beliefs and opinions. It is not a test. There is no "right" or "wrong" answer. The best answer to each statement is your personal opinion. Place a checkmark in the "Tend to Agree" column for each statement with which you more nearly agree than disagree; place a checkmark in the "Tend to Disagree" column for each statement with which you more nearly disagree than agree. Thus, there should be only one checkmark for each of the statements on this form. Answer every statement.

	Tend to agree	Tend to Disagree	
1			1. The pace of working and living in a city keeps people on their toes, and is good for them.
2			2. Farm people enjoy life more because they have closer relationships with one another than do city people.
3			3. The person who is his own boss is better off than a person who works for someone else, even when the latter may have more security.
4			4. It is better for a poor person to live in the country than in the city because it is easier to get along.
5			5. People enjoy work better if they can direct their own jobs and set their own pace.
6			6. One of the nice things about country living is that a person doesn't feel "fenced in" and surrounded by so many people.
7			7. City children have as healthy an environment to grow up in as have rural children.
8			8. Farm life allows people to live closely to the cycles of nature as man really should.
9			9. Children living in the open country have the healthiest environment to grow up in.
10			10. A person is more likely to discover what is important in life by living in the city.

	Tend to agree	Tend to Disagree
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

11. You have to live in the city to get a really good high school education.

12. The city is a better place for the poor working man to live because it provides more services for the poor than they can get in the country.

13. It is better to have a job with security working for somebody else than to be your own boss and face the possibility of losing your business.

14. Farming offers a good way of life because people don't have to hurry so much and live by the clock.

15. A person can get as good an education in a rural school as a city school if he really wants to.

16. A good thing about city life is that people can do what they want without other people interfering as much as in the country.

17. Cities allow people to enjoy the highest achievement of man such as art, music, theater, etc.

18. By living in the country, a person is more likely to discover what is important in life.

19. The best type of job is one that is scheduled and directed by someone else.

20. One of the best advantages of the city is that a person can meet and get to know many different kinds of people.

APPENDIX B

LIST OF STUDENTS
SELECTED FOR UPWARD BOUND PROJECT

LIST OF STUDENTS SELECTED FOR UPWARD BOUND PROJECT

Southwestern State College
June 5 - July 29, 1966

SCHOOL	STUDENTS and HOME ADDRESS or MAILING ADDRESS
	Beckham County
Sayre High School	Kay Swaner, 808 5th St., Sayre, Oklahoma
	Blaine County
Canton High School	Kephart, Patricia Elaine, Rt. 1, Watonga, Oklahoma
Geary High School	Ashton, Terry, 106 So. Canadian St., Geary, Oklahoma
	Caddo County
Anadarko High School	+Banks, LaWanda Joyce, 410 E. Kansas St., Anadarko, Ok. +Gaines, Hardy Leonard, 206 E. Washington, Anadarko, Ok Gillette, Darrell Wayne, 601 W. Okla., Anadarko, Okla. Hodges, Wes R., 310 W. Virginia, Anadarko, Okla. McDonald, Katie Lynn, 610 W. Broadway, Anadarko, Okla. +Nuckols, Sandra Kay, 310 N.E. 5th, Anadarko, Okla. Russell, LeEtta Ann, Rt. 2, Box 41, Anadarko, Okla. West, Joy Ann, Box 245, Washita, Oklahoma
Apache High School	*Tahmahkera, Carla Jean, Box 521, Apache, Oklahoma
Binger High School	East, Loneta, Box 304, Binger, Oklahoma Mashaney, Don Edward, Box 52, Binger, Oklahoma Mitchell, Betty Jean, Rt. 2, Hinton, Oklahoma
Broxton High School	Bradley, Bonnie Lou, Route 3, Apache, Oklahoma Callahan, Judy Carol, Route 3, Apache, Oklahoma Remy, David Edward, Route 3, Apache, Oklahoma
Carnegie High School	Chadwick, Darlene, 121 N. Broadway, Carnegie, Okla. *Kionut, LaDonna Sue, Route 3, Fort Cobb, Oklahoma *Saumty, Calvin, Jr., General Delivery, Carnegie, Okla. *Toppah, Esther Jean, Rt. 3, Carnegie, Oklahoma *Toppah, Titus Paul, Route 3, Carnegie, Oklahoma
Cyril High School	Culp, Linda Earlene, Box 230, Cyril, Oklahoma
Fort Cobb High School	Gentry, Joann, Rt. 1, Fort Cobb, Oklahoma

Lookeba-Sickles High School	Bilyeu, LaDonna Faye, Box 45, Lookeba, Oklahoma Bruce, Jalaska L., Rt. 1, Lookeba, Oklahoma Ingram, Charlotte Ann, Rt. 2, Lookeba, Oklahoma Phillips, Carolyn Sue, Rt. 2, Lookeba, Oklahoma Overturf, Karen Estelle, Rt. 2, Lookeba, Oklahoma
Riverside Indian School	*Begaye, Vera Katherine, Riverside Indian Sh., Anadarko, *Biddle, Sharon Charmesia, " " " " *Bowman, Alvin Eugene, " " " " *Fielder, Patricia Ann, " " " " *Hamilton-Youngbird, Lelia Doris, " " " *Harvey, Herbert Anthony, " " " " *Keedah, Emma, " " " " *Luther, Larry Joseph, " " " " *Morgan, Bobby, " " " " *Pete, Dorothy Ann, " " " " *Polk, Melinda Nell, " " " " *Queahpama, Christine, " " " " *Roanhorse, Nelson Robert, " " " " *Sampson, JoAnn, " " " " *Yazzie, Phillip Bruce, " " " "

Comanche County

Cache High School	Gordon, Ronny Lee, Box 213, Cache, Oklahoma Morris, James Franklin, 611 Ash, Box 395, Cache, Okla.
Fort Sill Indian School	*Adams, Myrtle, Fort Sill Indian School, Lawton, Okla. *Denetdale, Max, " " " " " " *Driver, McAdoo, " " " " " " *Ellenwood, Steve, " " " " " *Eneas, Deborah, " " " " " " *Henderson, Irma, " " " " " *Jon, Edith, " " " " " " *Kahclamet, Lincoln, " " " " " *Morgan, Hazel, " " " " " *OldBear, Veronica, " " " " " *Paul, George, " " " " " " *Pinto, Eva, " " " " " "
Lawton Schools: Eisenhower High School	Lantz, Bill E., 3139 Liberty St., Lawton, Oklahoma Smith, Barron Wayne, 5804 Dearborn Ave., Lawton, Okla.
Douglass High School	+Celestin, Glenn E., 44 S.E. 7th, Lawton, Oklahoma +Durham, Clyde Dell, 2109 Monroe, Lawton, Oklahoma +Goodson, Frances Georgia, 608 Arbuckle, Lawton, Okla. +Hardaway, Danny Kenneth, 560 Carver, Lawton, Oklahoma +Monts, John Parker, 505 Carver St., Lawton, Oklahoma +Smith, Clifton, 508 Patterson St., Lawton, Oklahoma +Thomas, Freddie Vernett, 3 East Bell St., Lawton, Ok.

+Wise, Jesse Allen, 206 E. Bell St., Lawton, Oklahoma

Lawton High School	Brown, Johnny Ray, 2405 Jefferson, Lawton, Oklahoma
	+Burris, Ray Gene, 1908 Washington, Lawton, Oklahoma
	Crisp, Michael Allen, 1706 Euclid, Lawton, Oklahoma
	Duvall, Randy Elroy, 408 N. 14 St., Lawton, Oklahoma
	Dyer, Acena Ann, 413 S. Ninth St., Lawton, Oklahoma
	Hackney, Patrick Mark, 503 Lee St., Lawton, Oklahoma
	Hall, Quanah Lee, Rt. 3, Box 365, Lawton, Oklahoma
	+Houston, Leney Wayne, 1927 McKinley Ave., Lawton, Ok.
	Jones, Bill James, 1826 N. Sheridan Rd., Lawton, Ok.
	+Lewis, Melva Jean, 1737 S. 12th St., Lawton, Oklahoma
	Nieto, David Paul, 5799B Peden Road, Lawton, Oklahoma
	°Salazar, Kris Mary, 410 Lee St., Lawton, Oklahoma
	Smith, William B., 5558-B Havron Rd., Fort Sill, Okla
	*Ticeahkie, Susan Dextra, 1711 S. 13th St., Lawton, Ok
	°Tomesky, Hector Herrera, 1207 Oak St., Lawton, Okla
	Vaughn, Michael William, 5738-A Honeycutt Rd., Ft. Sill, Oklahoma

Custer County

Thomas High School	*Golden, Julia Ann, Rt. 1, Box 13, Thomas, Oklahoma
	*Howlingwolf, Naomi, General Delivery, Thomas, Okla.
Weatherford High School	Doak, Patricia Ann, 620 N. Bradley, Weatherford, Ok.
	Heinrichs, Patricia Ann, 124 E. Rainey, Weatherford
	+Owens, Mary Lee, 220 East Eads, Weatherford, Okla.

Dewey County

Oakwood High School	Tidball, Thressa Marie, Rt. 1, Oakwood, Oklahoma
Seiling High School	Burchett, Elda Elnora, Rt. 2, Seiling, Oklahoma

Greer County

Granite High School	Toole, Martha Jane, 2-7 W. Mt. Ave., Granite, Okla.
Mangum High School	Stock, Sylvia Sue, 611 N. Florida St., Mangum, Okla.
	Wilson, Ina Faye, 438 W. Lincoln St., Mangum, Okla.
Reed High School	Adams, Bobbie Gayle, Star Route, Vinson, Oklahoma
	Whitehurst, Eva Mae, Rt. 2, Reed, Oklahoma

Harmon County

Arnett Rural School	Hatcher, Lameda Ruth, Rt. 2, Hollis, Oklahoma

Hollis High School	Castleman, Lynda Reynah, 502 W. Eula St., Hollis, Okla Chumley, JoJuana Sue, 702 E. Adams St., Hollis, Okla. Heath, Pamela Joyce, 520 W. Hollis, St., Hollis, Okla. +Hodrick, Lovie Jewel, Rt. 3, Box 156, Hollis, Oklahoma

Jackson County

Altus Schools:	
Altus High School	+Beaver, Roxie Ann, 1109 Davis St., Altus, Oklahoma Kline, Mickie, 419 East Walnut St., Altus, Oklahoma +Patterson, James Willie, P.O. Box 66, Altus, Oklahoma
Lincoln High School	+Goodson, Dan, 316 South Carver St., Altus, Oklahoma +Jackson, Paulette Ileen, 508 S. Blain St., Altus, Ok. +Rice, Arlean, Jr., 701 W. Nona St., Altus, Oklahoma +Shepard, Stanley Desmond, 1111 W. Victory, Altus, Okla +Shepard, Ronald Bruce, 1111 West Victory, Altus, Okla. +Washington, Linda Jean, 705 W. Nona St., Altus, Okla. +Williams, Gerald Wayne, 1200 W. Victory, Altus, Okla.
Duke High School	Montgomery, Gary Kent, Box 207, Duke, Oklahoma

Kiowa County

Gotebo High School	Peters, Brenda Lou, Box 121, Gotebo, Oklahoma Sampley, Sondra Diann, Box 338, Gotebo, Oklahoma
Hobart High School	+Calip, Jimmie Earl, 319 S. Author St., Hobart, Okla. +Phillips, Nelson, 420 S. Grant St., Hobart, Okla. +Ross, Fannie Jewel, 1303 E. 5th, Hobart, Oklahoma

Tillman County

Weaver High School	+Isham, Hattie Mae, Rt. 1, Frederick, Oklahoma

Washita County

Sentinel High School	Anderson, Susan, Box 387, Sentinel, Oklahoma

TOTALS: 12 Counties 32 Schools 120 Students

Total Boys:	50	Total Girls:	70
Jr. Boys:	35	Jr. Girls:	64
Soph. Boys:	15	Soph. Girls:	6

°indicates Spanish-American student
*indicates Indian student
+indicates Negro student

Total Negro Students: 29 ; Boys 18, Girls 11.

Total Indian Students: 35 ; Boys 13, Girls 22.

Total Caucasian Students: 54 ; Boys 18, Girls 36.

Total Spanish-American Students: 2 ; 1 Boy, 1 Girl.

APPENDIX C

FOLLOW-UP TABLE
UPWARD BOUND PROJECT GRADUATES

FOLLOW-UP TABLE FOR SENIOR STUDENT PARTICIPANTS IN THE SOUTHWESTERN STATE COLLEGE UPWARD BOUND PROJECT PROGRAM

1966-1967

Nationality	Number	Number in College	Percent in College
Negro	21	17	76.2
Caucasian	41	26	60.2
Indian	29	23	80.0
Spanish-American	1	1	100.0
Total	92	67	73%

Four students are enrolled in Vocation-Technical Training Schools and 23 students entered various types of employment.

First year follow-up data as of September 15, 1967

VITA

Wilford C. Burris

Candidate for the Degree of

Doctor of Education

Thesis: AN EVALUATION OF THE UPWARD BOUND PROJECT AT SOUTHWESTERN STATE COLLEGE 1966-1967

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Mangum, Oklahoma, July 1, 1929, the son of Delbert and Iva Burris.

Education: Received the Bachelor of Science degree in Education from Southwestern State College, Weatherford, Oklahoma, with majors in Elementary Education and Business Education in July, 1951; received the Master of Science degree from Oklahoma State University, Stillwater, Oklahoma, with a major in Trade and Industrial Education and Guidance in August, 1957; and completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1968.

Professional Experience: Employed as a social studies teacher at Arnett Public Schools, Arnett, Oklahoma from September, 1951 to June, 1953; employed as elementary teacher at Post Children's School, Ft. Sill, Lawton, Oklahoma from September, 1953 to June, 1954; employed as a high school teacher in the Lawton Public Schools in the areas of business and vocational photography from September, 1954 to June, 1957; promoted to counselor in Lawton High School from September, 1957 to June, 1959; attended the 1959 Summer N.D.E.A. Counseling Institute at Oklahoma State University; returned

to Lawton High School as Guidance Director from September, 1959 to June, 1960; served as graduate assistant College of Education, Oklahoma State University during summer, 1960; returned to Lawton Public Schools as Guidance Counselor and Director of Testing from September, 1960 to August, 1961; employed as Dean of Students, Southwestern State College, Weatherford, Oklahoma since September, 1961.

Professional Organizations: National Education Association, American College Personnel Association, American Personnel and Guidance Association, Southwestern Student Personnel Association, Oklahoma Education Association, Oklahoma University and College Deans Association.