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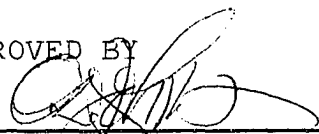
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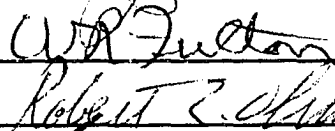
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BY
RONALD LEON STAFFORD
Norman, Oklahoma
1968

MOBILITY AND ITS EFFECT UPON STUDENT VALUES, SOCIAL
INTEGRATION, AND INTERPERSONAL ORIENTATION

APPROVED BY







DISSERTATION COMMITTEE

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MOBILITY AND ITS EFFECT UPON STUDENT VALUES, SOCIAL
INTEGRATION, AND INTERPERSONAL ORIENTATION

CHAPTER I

THE PROBLEM: ITS PURPOSE AND DEFINITION

Introduction

In 1960 the Association for Childhood Education International called attention to the problems of the geographically mobile child in the publication entitled, When Children Move From School to School.¹ The authors found a few children expressing apathy or indifference toward moving about frequently, but most of the children revealed concerns, worries, fears, and resentments. Some of the top concerns included fear of future in school work, fear of failure to make friends, and fear of being different.²

The reaction of most parents indicated that they saw little or no advantage to moving. The critical nature of the child's attempt to adjust to a new school situation was stated by one father:

¹A. D. Buchmueller, et al., When Children Move From School to School, (Washington, D.C.: Association for Childhood Education International, 1960).

²Ibid., p. 4.

We have got to stop expecting so much of children. I think a change of schools for a child is like a change of jobs for me--only more difficult. An adult has had more years of experience in adjusting to major changes. He can use his past to help him prepare for it. But a child has a short past, with few experiences. He has to fall back on his feelings, undisciplined and unreliable as they are, and on his wits, untrained and unpredictable. It is my opinion that many children, with only their ingenuity to guide them, have been called upon to make adjustments far beyond their years.³

The effect of geographic mobility on student achievement has been studied but the results have been largely inconclusive. In a doctoral study completed by Donald Everett Burget⁴ it was suggested that the effects of mobility on social and psychological factors would be a fertile, though difficult, area for investigation. Burget recommended that such a study be undertaken.

Argyris⁵ earlier made the observation that anyone who conducts research on human behavior in organizations is always faced with the problem of ordering and conceptualizing a buzzing confusion of simultaneously existing multilevel, mutually interacting variables. The literature tends to support the observation by Argyris.

³Ibid., p. 5.

⁴Donald Everett Burget, "Mobility and Its Effect on Student Achievement," (An unpublished Ed.D. dissertation, University of Oklahoma, 1965).

⁵Chris Argyris, "Some Problems of Conceptualizing Organizational Climate: A Case Study of a Bank," Administrative Science Quarterly, II (March, 1958), pp. 501-20.

This proposed study adopts some of the research design used by Burget and a population selected from the same school district Burget used. This particular school system was selected by the writer because of the cooperative attitude on the part of the school administration, the school's proximity to the University of Oklahoma campus, and because of the almost ideal distribution of varying degrees of geographic mobility reported to be found in the student body.

Statement of the Purpose

The primary purpose of this investigation is to determine the effects, if any, of geographic mobility on values, social integration, and interpersonal orientation of high school seniors. A secondary purpose is to assess the effect of mobility in relation to family occupational index⁶ and family status, whether military or non-military, on the same variables.

Not only the effects of the individual factors but the effects of selected permutations of these factors on the traits being investigated will be determined.

If the results of this investigation should discover statistically significant relationships between the factors including mobility, family occupational index, and family status, and the incidence of certain personality traits, this

⁶W. Lloyd Warner with Marcia Meeker and Kenneth Eells, Social Class in America, (New York: Harper Torchbooks, Harper and Row Publishers, 1960), pp. 140-41.

information might be helpful in giving direction in the design of the educational program for the child who moves frequently.

If the kind and degree of responsibility for student achievement as outlined in the "Coleman Report"⁷ is assumed by the educational institutions of our nation, studies such as this one may prove to be helpful in extending the understanding of the child and his reactions to the educational environment.

Hypotheses

H₁ In interpersonal orientation, manipulative tendencies, as measured by the Machiavellian Scale, move from high to low in civilian high school seniors as they: (a) move down the mobility classification from mobile to permanent and (b) as they move across the occupational index from one to three.

$$(a). \quad A_1 X_1^+ \text{ -- } A_2 X_1^O \text{ -- } A_3 X_1^-$$

$$(1). \quad A_1 C_1 X_1^+ \text{ -- } A_2 C_1 X_1^O \text{ -- } A_3 C_1 X_1^-$$

$$(2). \quad A_1 C_2 X_1^+ \text{ -- } A_2 C_2 X_1^O \text{ -- } A_3 C_2 X_1^-$$

$$(3). \quad A_1 C_3 X_1^+ \text{ -- } A_2 C_3 X_1^O \text{ -- } A_3 C_3 A_1^-$$

$$(b). \quad C_1 X_1^+ \text{ -- } C_2 X_1^O \text{ -- } C_3 X_1^-$$

⁷James S. Coleman, et al., Equality of Educational Opportunity, (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966).

$$(1). \quad C_1 A_1 X_1^+ \text{ -- } C_2 A_1 X_1^O \text{ -- } C_3 A_1 X_1^-$$

$$(2). \quad C_1 A_2 X_1^+ \text{ -- } C_2 A_2 X_1^O \text{ -- } C_3 A_2 X_1^-$$

$$(3). \quad C_1 A_3 X_1^+ \text{ -- } C_2 A_3 X_1^O \text{ -- } C_3 A_3 X_1^-$$

H₂ In social integration, social distance and alienation, as measured by Christie's adaptation of Srole's Anomia Scale, move from low to high in civilian high school seniors as they: (a) move down the mobility classification from mobile to permanent and, (b) as they move across the occupational index from one to three.

$$(a). \quad A_1 X_2^+ \text{ -- } A_2 X_2^O \text{ -- } A_3 X_2^-$$

$$(1). \quad A_1 C_1 X_2^+ \text{ -- } A_2 C_1 X_2^O \text{ -- } A_3 C_1 X_2^-$$

$$(2). \quad A_1 C_2 X_2^+ \text{ -- } A_2 C_2 X_2^O \text{ -- } A_3 C_2 X_2^-$$

$$(3). \quad A_1 C_3 X_2^+ \text{ -- } A_2 C_3 X_2^O \text{ -- } A_3 C_3 X_2^-$$

$$(b). \quad C_1 X_2^+ \text{ -- } C_2 X_2^O \text{ -- } C_3 X_2^-$$

$$(1). \quad C_1 A_1 X_2^+ \text{ -- } C_2 A_1 X_2^O \text{ -- } C_3 A_1 X_2^-$$

$$(2). \quad C_1 A_2 X_2^+ \text{ -- } C_2 A_2 X_2^O \text{ -- } C_3 A_2 X_2^-$$

$$(3). \quad C_1 A_3 X_2^+ \text{ -- } C_2 A_3 X_2^O \text{ -- } C_3 A_3 X_2^-$$

H₃ On a traditional--emergent value continuum, as measured by the Differential Values Inventory, civilian high school students move from emergent to traditional as they: (a)

move down the mobility classification from mobile to permanent, and (b) as they move across the occupational index from one to three.

$$(a). \quad A_1 X_3^e \text{ -- } A_2 X_3^o \text{ -- } A_3 X_3^t$$

$$(1). \quad A_1 C_1 X_3^e \text{ -- } A_2 C_1 X_3^o \text{ -- } A_3 C_1 X_3^t$$

$$(2). \quad A_1 C_2 X_3^e \text{ -- } A_2 C_2 X_3^o \text{ -- } A_3 C_2 X_3^t$$

$$(3). \quad A_1 C_3 X_3^e \text{ -- } A_2 C_3 X_3^o \text{ -- } A_3 C_3 X_3^t$$

$$(b). \quad C_1 X_3^e \text{ -- } C_2 X_3^o \text{ -- } C_3 X_3^t$$

$$(1). \quad C_1 A_1 X_3^e \text{ -- } C_2 A_1 X_3^o \text{ -- } C_3 A_1 X_3^t$$

$$(2). \quad C_1 A_2 X_3^e \text{ -- } C_2 A_2 X_3^o \text{ -- } C_3 A_2 X_3^t$$

$$(3). \quad C_1 A_3 X_3^e \text{ -- } C_2 A_3 X_3^o \text{ -- } C_3 A_3 X_3^t$$

H₄ In interpersonal orientation, the rate of change in manipulative tendencies from high to low across the occupational index, from one to three, as measured by the Machiavellian Scale, is greater for civilian high school seniors than for military high school seniors.

$$(a). \quad \text{Where } y = ax + b,$$

$$\begin{aligned} &\text{for all } A_1, \text{ if } y_1 = a_1 X_1 + b_1 \text{ and } y_2 = a_2 X_1 + b_2 \\ &\text{then } a_1 > a_2 \end{aligned}$$

$$(b). \quad \text{for all } A_2, \text{ if } Y = a_1 X_1 + b_1 \text{ and } y_2 = a_2 X_1 + b_2 \\ \text{then } a_1 > a_2.$$

- H₅ In social integration, the rate of change in social distance and alienation, from low to high across the occupational index, from one to three, as measured by Christie's adaptation of Srole's Anomia Scale, is greater for civilian high school seniors than for military high school seniors.
- (a). Where $y = ax + b_1$ for all A_1 if $y_1 = a_1 X_2 + b_1$ and, if $y_2 = a_2 X_2 + b_2$, then $a_1 > a_2$.
- (b). for all A_2 if $y_1 = a_1 X_2 + b_1$, and $y_2 = a_2 X_2 + b_2$, then $a_1 > a_2$.
- H₆ On a traditional--emergent value continuum the rate of change from emergent to traditional values across the occupational index, from one to three, as measured by the Differential Values Inventory is greater for civilian high school seniors than for military high school seniors.
- (a). Where $y = ax + b$, for all A_1 if $y_1 = a_e X_3 + b_1$ and $y_2 = a_m X_3 + b_2$ then $a_e > a_m$.
- (b). for all A_2 if $y_1 = a_e X_3 + b_1$ and $y_2 = a_m X_3 + b_2$, then $a_e > a_m$.
- H₇ In interpersonal orientation, the rate of change in manipulative tendencies, from high to low across the occupational index, from one to three, as measured by the Machiavellian Scale, is greater for civilian high school seniors in the mobile classification than for civilian high seniors in the permanent classification.

Where $y = ax + b$, for all $A_1 B_2$, if $y_1 = a_1 X_1 + b_1$,
and for all $A_3 B_2$, if $y_3 = a_3 X_1$, then $a_1 > a_3$.

- H₈ In social integration, the rate of change in social distance and alienation, from low to high across the occupational index, from one to three, as measured by Christie's adaptation of Srole's Anomia Scale, is greater for civilian high school seniors in the mobile classification than for civilian high school seniors in the permanent classification.

Where $y = ax + b$, for all $A_1 B_2$, if $y_1 = a_1 X_2 + b_1$,
and for all $A_3 B_2$, if $y_3 = a_3 X_2 + b_3$, then $a_1 > a_3$.

- H₉ On the traditional--emergent value continuum, the rate of change from emergent to traditional values across the occupational index, from one to three, as measured by the Differential Values Inventory, is greater for civilian high school seniors in the mobile classification than for civilian high school seniors in the permanent classification.

Where $y = ax + b_1$ for all $A_1 B_2$, if $y_1 = a_1 X_3 + b_1$,
and for all $A_3 B_2$, if $y_3 = a_3 X_3 + b_3$, then $a_1 > a_3$.

Major Assumptions

1. The value-interpersonal orientation-social integration syndrome comprises a group of variables which affect decision making, direct behavior, and significantly

- contribute to the level of functioning in all areas of a high school senior's life.
2. The Differential Values Inventory is an adequate instrument for determining the position of high school seniors on the traditional value vs emergent value continuum.
 3. The Machiavellian Scale is an appropriate instrument for determining manipulative tendencies in high school seniors.
 4. Individual social integration and alienation can be adequately measured by Christie's adaptation of Srole's Eunomia Scale.
 5. The twelfth grade students of Midwest City High School in the 1967-68 class may be considered as a normal population.
 6. Students present on the day the instruments were administered will provide a sample which will accurately reflect the responses of the entire senior class.
 7. Families in which either parent is presently a member of the armed forces or served in the armed forces long enough to retire from the armed forces are most appropriately classified as having military status.
 8. Warner's Revised Scale for Rating Occupation will satisfactorily accomplish the task of placing families into socio-economic levels.

Definition of Terms

Military status is used to designate the family in which one or both parents are presently a member of the armed forces, or have been career military personnel who have retired from

the armed forces.

Civilian status is used to designate the family where neither parent is presently a member of the armed forces nor has retired from the armed forces.

Permanent student refers to that student who has attended no other school systems other than the Midwest City Public Schools.

Semi-mobile student refers to that student who has attended two or three different public school systems.

Mobile student refers to that student who has attended four or more different school systems.

Delimitations of the Study

This study was limited to the twelfth grade students in Midwest City High School who enrolled during the 1967-68 school year and were present on the day the instruments were administered, and who completed all sections of the instrument.

Students who had attended private or parochial schools were not included in this study.

Students whose parents were placed in the number seven, the lowest, occupational rating on W. Lloyd Warner's Revised Scale for Occupational Rating⁸ were not included in this study.

Statistical Procedure

The study involved the interrelationship of three sets of variables; geographic mobility, status, and occupational

⁸Warner, loc. cit.

index. The research design included three levels of mobility, three levels of occupation, and two status levels. Symbolic representation of the variables can be found in Table I on page 12. It was possible to consider all three levels of mobility and occupation for the civilian population but there were too few students in the two less mobile military categories to complete these cells and no military students were classified in occupational index three.

Three criterion variables were used. Students' positions on the traditional vs emergent value continuum were determined with the use of the Differential Values Inventory which was developed by Prince.⁹ Interpersonal orientation was assessed by using the Mach IV version of Christie's Machiavellian Scale,¹⁰ while social integration was measured by Christie's¹¹ adaptation of Srole's¹² Anomia Scale. The questionnaire developed by Wilson¹³ was used to determine

⁹Richard Prince, "Study of Relationships Between Individual Values and Administrative Effectiveness in the School Situation," (Unpublished Ph.D. dissertation, University of Chicago, 1957), p. 48.

¹⁰Richard Christie, "The Prevalence of Machiavellian Orientation," (A paper read before the American Psychological Association in Los Angeles on September 7, 1964), pp. 2-3.

¹¹Christie, loc. cit.

¹²Leo Srole, "Social Dysfunction, Personality, and Social Attitudes," (A paper read before the American Sociological Society, Chicago, 1951).

¹³Allan B. Wilson, "Residential Segregation of Social Classes and Aspirations of High School Boys," American Sociological Review XXIV (December, 1959), pp. 836-45.

TABLE I
SYMBOLIC REPRESENTATION OF THE VARIABLES

Controlled Variables

A refers to mobility

A₁ mobile

A₂ semi-mobile

A₃ permanent

B refers to status

B₁ military

B₂ civilian

C refers to occupational index

C₁ occupational index one

C₂ occupational index two

C₃ occupational index three

Criterion Variables

X₁ Machiavellian Scale

X₂ Christie's adaptation of Srole's
Anomia Scale

X₃ The Differential Values Inventory

students' educational aspirations and the California F Test, a part of the opinion survey validated by Christie, was also included. Neither the results of the California F Test nor Wilson's questionnaire were used in this study, the data having been collected for subsequent use.

A three factor-factorial was used in comparing the civilian groups but limitations imposed by the data restricted the comparison of military groups with civilian groups to a two by two design, as shown in Table II, page 14.

Geographic mobility, occupational index, and status were selected as controlled variables since it was thought that each of these variables might have a significant effect on the criterion variables.

The analysis of variance¹⁴ technique was used to analyze the military groups vs. civilian groups with the F test being used to test for significant difference. Throughout the study hypotheses were tested at the .05 level of confidence.

Trend analysis¹⁵ was selected to analyze the data for civilian groups. This technique permits the examination of the trend of the means over a series of values. The

¹⁴J. P. Guilford, Fundamental Statistics in Psychology and Education, fourth edition, (New York: McGraw-Hill Book Company, 1965), pp. 268-302.

¹⁵Allen L. Edwards, Experimental Design in Psychological Research, third edition, (New York: Holt, Rinehart, and Winston, 1968), pp. 271-303.

TABLE II
 MODEL SHOWING THE INTERRELATIONSHIP
 OF VARIABLES

		Occ. Index #1	Occ Index #2	Occ Index #3
MOBILE	Military	1* 2** 3***		OMIT
	Civilian	1* 2** 3***		
SEMI- MOBILE	Military	1* 2** OMIT 3***	OMIT	OMIT
	Civilian	1* 2** 3***		
PERMANENT	Military	1* 2** OMIT 3***	OMIT	OMIT
	Civilian	1* 2** 3***		

*Differential Values Inventory
 **Machiavellian Scale
 ***Anomia Scale

observations for each trial were obtained under a standard condition and it is assumed that differences found among the trial means are the result of differing influences by the controlled variables. The important question is whether or not the upward or downward trend can be regarded as meeting the requirements of statistical significance or whether the trend can be accounted for by random or chance variance. In addition to determining the lineal component, trend analysis also permits the assessing of the quadratic component of the trend. A further capability of trend analysis allows the trends of variance treatment groups to be compared. The F-ratio was used to indicate significance.

CHAPTER II

SURVEY OF LITERATURE

Several converging lines of theory are involved in this study. First, a shift in the values of our American culture is recognized. George D. Spindler presents a model in which various segments of the society are placed along a continuum extending from traditional values to emergent values.¹⁶ This continuum is roughly paralleled by Riesman's classification of inner-directed and other-directed individuals.¹⁷ Clyde Kluckhohn characterizes the shift in values in the following manner:

1. Decline of the Puritan Ethic as the core of the dominant middle-class value system . . .
 - (a) Rise in value upon "being" or "being and becoming" as opposed to "doing"
 - (b) Trend toward "present time" in contrast to "future time" value orientation
 - (c) Increase of aesthetic and recreational values.

¹⁶George D. Spindler, "Education in a Transforming American Culture," Harvard Educational Review, XXV (Summer, 1955), pp. 145-56.

¹⁷David Riesman with Nathan Glazer and Revel Denny, The Lonely Crowd. A Study of the Changing American Character, (New Haven: Yale University Press, 1950). See also Arthur J. Brodbeck, "Values in the Lonely Crowd: Ascent or Descent of Man," in Seymour Martin Lipset and Leo Lowenthal, Culture and Social Character, The Work of David Riesman Reviewed. (Glen-coe: The Free Press, 1961), pp. 70-71.

2. Increase in other-directedness . . . I see the "return to religion" as an aspect of this shift and the following one.
3. Emergence of explicit value placed upon "psychological health" . . .
4. More prizing of some kinds of tolerance and of some kinds of diversity . . .
5. Drift toward equalization of the roles of the sexes . . . ¹⁸

Prince¹⁹ constructed a sixty-four item instrument, the Differential Values Inventory, in which sixty-four items pair emergent and traditional values in such a way that four traditional categories: Puritan morality, work-success ethics, individualism, and future-time orientation, are presented in combination with four emergent categories: sociability, relativistic moral attitude, conformity, and present-time orientation, sixteen times. The original 120 items were reduced to sixty-four by extensive tests of reliability and validity tests on pilot populations. The respondent is confronted with a forced choice between two answers to "I ought to" on each item. He is also asked to state whether his choice was easy or difficult to make. A choice between emergent and traditional value positions is presented by each response pair. The writer used Prince's Differential Values Inventory, also known as the D. V. I., to determine each individual's position on the value continuum.

¹⁸Clyde Kluckhohn, "Have There Been Discernible Shifts in American Values During the Past Generation?" in Elting E. Morrison (ed.), The American Style, Essays in Value and Performance, (New York: Harper and Row, 1958), pp. 145-217.

¹⁹Prince, loc. cit.

Srole used the two Greek words Eunomia and Anomia to designate the two ends of a continuum along which degrees of social integration could be viewed from a position of alienation at the Anomia end to a well integrated position at the Eunomia end of the scale.²¹

Srole postulated five Anomia Components.²² The first of these was the individual's feeling that community leaders are detached from and indifferent to his needs and thus reflecting a break of the interdependent bond within the social system between leaders and those they represent and serve. A second suggested element of Anomia was the individual's perception of the social order as being unpredictable, orderless and thereby bringing about the sense that under such unstable conditions there was little hope of realizing life's goals. A third aspect of Anomia was the abdication of future life goals and the feeling of regression from the goals already reached. The fourth element reflected, in extreme form, the individual's sense of meaninglessness for life itself. This element approaches Durkheim's definition of Anomia. The last component suggested was that even one's immediate personal relationships had lost their predictability and could no longer be considered supportive.

²¹Leo Srole, "Social Dysfunction, Personality, and Social Attitudes" (Paper read before the American Sociological Society, Chicago, 1951).

²²Ibid., pp. 712-13.

Although somewhat later, Neal and Rettig sought to expand the feeling of alienation dealt with by Srole, they were not entirely successful in establishing a broader base for the concept that had been already hypothesized by Srole.²³ Scientists have established a trend toward a convergence of interest in the phenomena of social integration and the implications for deterioration in the social and moral ties that bind, sustain, and free us.²⁴

The Authoritarian Personality²⁵ has stimulated considerable interest on the part of many people. One of Richard Christie's reactions to the book was the feeling that these rightwing individuals were not living in a world of social reality and hence found themselves remarkably ineffective in dealing with immediate problems. In contrast to the people with this personality orientation was another group of people which was remarkably successful in manipulating its interpersonal environment much to its own advantage and consequent satisfaction. Christie proposed the following notions:

1. Manipulators are not basically concerned with morality in the conventional sense.
2. They are basically "cool" in interpersonal relationships: once one becomes emotionally involved with another person it becomes

²³Arthur G. Neal and Solomon Rettig, "On the Multidimensionality of Alienation," American Sociological Review, (February, 1967) 32: 54-64.

²⁴Srole, loc. cit., p. 716.

²⁵Theodor W. Adorno, et al., The Authoritarian Personality, (New York: Harper and Row, 1950).

difficult to treat him as an object to be manipulated.

3. Since those who manipulate are more concerned with means rather than ends, they might be of any ideological persuasion, but are more concerned with conning others than what they are conning them for.
4. Whether or not their behavior might suggest that those who display it should be candidates for a psychiatrist's couch, they do function successfully in the contemporary world. They should not display the type of irrationality commonly or technically viewed as neurotic or psychotic; if anything, they would be over rational in dealing with others.²⁶

On the basis of these hunches, while at the Center for Advanced Study in the Behavioral Sciences, Christie and others devised a scale designed to provide a measure of individual differences in accepting the ethics of manipulating others, employing tactics such as flattery, when it serves a purpose, and tailoring the means of social intercourse to the end of advancing one's own power and status. Twenty items, largely drawn from statements made in The Prince and Discourses by Machiavelli, were finally selected for the scale. This scale, known as the Mach Scale,²⁷ has been carefully pre-tested

²⁶Richard Christie, loc. cit.

²⁷The following are some examples of the use of the Mach Scale, as it is usually referred to: Richard Christie, loc. cit.; pp. 1-29; Richard Christie and Stanley Budner, "Medical School Value Climates and the Machiavellian Orientations of Students," (mimeographed research report, Columbia University, Bureau of Applied Social Research, 1959), Ralph Exline, John Thibaut, Carole Brannon and Peter Gumpert, "Visual Interaction in Relation to Machiavellianism and an Unethical Art," American Psychologist, 16 (July, 1961), p. 396 (abstract), Edward E. Jones and Boice M. Daugherty, "Political Orientation and The Perceptual Effects of an Anticipated Interaction,"

for internal consistence and item intelligibility, and has proven to be a discriminating instrument when used on populations ranging from the fifth grade through adults. It is the instrument selected to measure students' interpersonal orientation in this study.

Much of the literature dealing with aspirations calls attention to childrens' individual differences in the phenomena as related to income, occupation, or education as approximate indicators of social class, and with level of aspiration. Mills²⁸ suggests that, for the middle class, success in America has been a widespread fact, an engaging image, a driving motive, and a way of life. Warner and Lunt²⁹ hold that those in the upper-lower class of Yankee City are thought of as "pushy" and ambitious, and he implies that the same is true for those in the lower-upper class, Marx³⁰ takes the position that the proletariat can have no aspirations under capitalism but instead must come to identify with their own

Journal of Abnormal and Social Psychology, 59 (November, 1959) pp. 340-349. Jerome Singer, "The Use of Manipulative Strategies: Machiavellianism and Attractiveness" Sociometry, 27 (March, 1964) 128-50. The Mach Scale is also currently being used by several students working with Dr. Henry Angelino from whom the writer obtained permission to use the scale.

²⁸C. Wright Mills, White Collar, New York: Oxford University Press, 1951, p. 259.

²⁹W. Lloyd Warner and Paul S. Lunt, The Status System of a Modern Community, New Haven, Conn.: Yale University Press, 1942, p. 28.

³⁰M. M. Bober, Karl Marx's Interpretation of History, Cambridge, Mass.: Harvard University Press, 1948.

class and aspire to an entirely different system of values. Ellis and Lane,³¹ while testing the dissociative hypothesis as proposed by Sorokin,³² found that different occupational classes often shared the same social and educational aspirations but the achievement of the aspirations was realized with varying degrees of satisfaction in personal relationships. Knupfer,³³ in summarizing a variety of information, concludes that lower status individuals hold low levels of aspiration "to make life tolerable," a fact which in some cases is a sign of apathy and ingrained acceptance of defeat rather than adjustment to reality. Boynton and Woolwine³⁴ tend to agree with Knupfer and relate that when a large sample of people were asked how much income they wanted it was found that those who had less wished for less. The educational aspirations of high school boys from schools characterized by different climates of aspiration were determined in a study completed for the United States Office of Health, Education and Welfare by

³¹Robert A. Ellis and W. Clayton Lane, "Social Mobility and Social Isolation: A Test of Sorokin's Dissociative Hypothesis," American Sociological Review 32 (April, 1967), 237-253.

³²Pitirim A. Sorokin, Social Mobility, New York: Harper and Brothers, 1927, pp. 522-525.

³³Genevieve Knupfer, "Portrait of the Underdog," Public Opinion Quarterly 11 (Spring, 1947), pp. 103-114.

³⁴P. L. Boynton and R. D. Woolwine, "The Relationship Between the Economic Status of High School Girls and Their Vocational Wishes and Expectations," Journal of Applied Psychology 26 (August, 1942), pp. 399-415.

Wilson.³⁵ Wilson reports that the aspirations of middle class youth are depressed when they attend what he terms a working-class school. Wilson's instrument³⁶ for recording students' educational aspirations was administered.

According to Suval and Hamilton, the unrestricted movement of persons within the United States is not only essential to national economic development, but, more important, it is a significant expression of individual freedom as a fundamental value of our society. Internal migration has long been recognized as a vital force in American life. It has affected all institutions and is a major component of social change.³⁷

Bogue's³⁸ study of the 1935-1940 census data indicated that proportionally more of the better educated are migrant. The following observations made by Suval and Hamilton³⁹ on the 1960 census data support Bogue's observations:

³⁵Alan B. Wilson, "Residential Segregation of Social Classes and Aspirations of High School Boys," American Sociological Review XXIV (December, 1959), 836-45.

³⁶Wilson, op. cit., p. 839.

³⁷Elizabeth M. Suval and C. Horace Hamilton, "Some Evidence on Educational Selectivity in Migration to and from the South," Social Forces, (May, 1965), pp. 536-47.

³⁸Donald J. Bogue, Henry S. Shryock, Jr., and Siegfried A. Hoermann, "Subregional Migration in the United States 1935-40," Streams of Migration Between Subregions, (Oxford, Ohio: Scripps Foundation, 1957), Volume I.

³⁹Suval and Hamilton, loc. cit.

1. Persons who migrated during the period of 1955-1960 are generally better educated than non-migrants, regardless of the distance of destination.
2. The apparent correlation between education and migration increases with distance.
3. As level of education increases, the percentage of the population which is migrant increases, for all sex and color groups. Only about 8 per cent of those reporting no schooling are recent migrants, as compared with about one-third of those with four or more years of college.
4. White population is more migratory than the non-white population for each educational class.

These observations of Suval and Hamilton are supported by data presented as the result of the 1960 census,⁴⁰ as shown in Table III, page 25, where the percentage of white migrants exceeds the percentage of non-white migrants for both males and females.

In the 1963 report entitled, The Geographic Mobility of Labor: A First Report,⁴¹ it is shown that only 35 per cent of all heads of families in this country were born in the area where they are now residing, sixteen per cent are in a different area but within 100 miles of their birthplace, while one out of five is now living over a thousand miles from where he was born. Most of this movement takes place during the younger

⁴⁰United States Census of Population, 1960, Mobility for States and State Economic Areas, PC (2) 2B, Table III.

⁴¹John B. Lansing, et al., The Geographic Mobility of Labor, A First Report, (Ann Arbor, Michigan: Survey Research Center, Institute for Social Research, 1963). A report prepared for U.S. Department of Commerce, Area Redevelopment Administration, U.S. Department of Health, Education and Welfare, Social Security Administration, U.S. Department of Labor and the Bureau of Employment Security.

TABLE III

MIGRATION AS REPORTED IN BOGUE'S STUDY OF THE 1935-50 CENSUS DATA

	Total Population	Non-Migrant	Migrant	Per Cent Non-Migrant	Per Cent Migrant
White males	41,831,677	34,734,659	7,097,018	83	17
White females	45,274,866	38,420,010	6,854,856	84.9	15.1
Non-white males	4,439,007	3,983,971	455,036	89.7	10.3
Non-white females	5,022,666	4,596,059	426,607	91.5	8.5

years. At thirty years of age, 60 per cent were reported to have already moved away from where they were born. As to the recency of moving, since 1950 three heads of families out of ten have moved to a new area. The report further disclosed that if they were free to do so, one family out of five would move away from the area where they were presently residing. The most mobile group was found to be the professional and technical workers while the least mobile group was composed of farmers.

The high population mobility in general brings about a wide range of mobility in the nation's public schools.

Bevis and Faunce⁴² cite examples of the population mobility as it affects the public schools in their brief report of the activities of a Youth Development Project of the Community Health and Welfare Council of Hennepin County, Minnesota. The authors suggest that at times the mobile child represents a minority in our schools, but, in some schools, particularly in economically depressed urban areas, it is the non-mobile child who represents the minority. Certain schools in New York City are cited as examples of schools with 100 per cent turnover in student population within a single year. Patricia Coyo Sexton⁴³ is reported to have made a similar

⁴²Donald Bevis and Richard Faunce, "The Mobile Child: Minority or Majority?" Minnesota Journal of Education 45 (December, 1964), p. 30.

. ⁴³Ibid.

observation in "a large midwestern city." A study being conducted in Minneapolis, Minnesota,⁴⁴ shows that only 30 per cent of the children in a sample of inner city schools attended the same school from kindergarten through grade six. Even in the more stable outlying schools only 61 per cent stayed in the same school throughout the first seven years of school attendance.

At least two views are regularly expressed on how these frequent moves affect the child.⁴⁵ One group calls attention to the debilitating effect that frequent moves have on students' achievement and on their adjustment to the school social situation. Another group suggests that travel exposes the child to a wide variety of experiences, teaching methods and cultures, thus enabling him to be more "broadly" educated, which in turn, provides better motivation for achievement and helps to bring about a better integrated individual.

The divergence of opinion here suggests that the effect of geographic mobility on the child might well prove a fruitful area for inquiry. The implications of the problems attending mobility for the individual child were brought into focus by Getzels when he observed that:

When we move from place to place in the United States we are not only moving from one place to

⁴⁴Ibid.

⁴⁵Ibid.

another, but also from one way of life to another.⁴⁶

He suggests further that our country is not so much a melting pot as it is a mosaic of varying social and cultural patterns into which children integrate with varying degrees of success.

Alice Meil⁴⁷ seems to concur with Getzels' mosaic concept as related to the social and cultural patterns of American schools when she relates that school children in many affluent suburbs are brought up in a closed society, where they learn little about others who are of a different socio-economic or ethnic origin. Bevis and Faunce⁴⁸ call attention to the problems associated with childrens' moving into schools of a different socio-economic level from the areas in which they were previously enrolled.

There seems to be little reason to believe that the problems presented to a child in his adjustment to a new school situation will be less complicated than that of an adult as indicated by the model describing work group behavior prepared

⁴⁶J. W. Getzels, "Changing Values Challenge the Schools," School Review, LXV (Spring, 1957), p. 97.

⁴⁷Alice Meil, The Shortchanged Children of Suburbia, (New York: The Institute of Human Relations Press, 1966).

⁴⁸Bevis and Faunce, loc. cit.

Arthur N. Turner,⁴⁹ based upon the work of G. C. Homans,⁵⁰ Turner suggests that a rather complicated set of interpersonal relationships must be established in each new situation. The emergent attitude and behavior of the new individual tend to be influenced by the interaction between his own personality and the requirements, values, and purposes of the social groups and work groups he joins.

Sherif calls attention to the problem of adjustment to new social groups by suggesting that:

When the individual, in whom a range and a norm within that range are first developed in the individual situation, is put into a group situation, together with other individuals who also come into the situation with their own ranges and norms established in their own individual groups, the ranges and norms tend to converge. But the convergence is not so close as when they first work in the group situation, having⁵¹ less opportunity to set up stable individual norms.

Lipset cites the observations of foreign travelers to support his position that the American culture is better characterized by its likenesses rather than its diversities. The foreign travelers contrasted American and European

⁴⁹ Arthur Turner, "A Conceptual Scheme for Describing Work Group Behavior" in Paul Lawrence, et al., Organizational Behavior and Administration: Cases, Concepts and Research Findings, (Homewood, Ill.: Richard D. Irwin, Inc. and The Dorsey Press, 1965), pp. 154-83.

⁵⁰ George C. Homans, The Human Group, (New York: Harcourt Brace and Co., Inc. 1950).

⁵¹ Muzafer Sherif, "Group Influences Upon the Formation of Norms and Attitudes," in Guy E. Swanson, et al.; (eds.), Readings in Social Psychology, (rev. ed., New York: Holt, Rinehart, and Winston, 1952), p. 255.

cultures by observing that social classes in the American culture must be established and maintained if they are to exist, while in European cultures they seem to spring up and grow unnurtured.⁵² Lipset mentioned the following observation by Robert Smuts:

Different observations, of course, brought differences in prestige, but neither the occupation nor the prestige implied any fundamental difference in the value of individuals. The similarity based on diverse observations was simply another indication of the absence of sharp clan differences.⁵³

Lipset further suggested that Martineau had reported that the worship of opinion was the established religion of the United States.⁵⁴

Rose called attention to the outward conformity in our society but attributed it to two separate causes. He suggested that the inner-directed man works hard for achievement because for him it is a worthy end in itself, while his other-directed counterpart may strive equally as hard because it is his ticket into a group defined status that he prizes.⁵⁵

⁵²Seymour Martin Lipset, "A Changing American Character," in Lipset, Seymour Martin and Lowenthal, Leo, Culture and Social Character, The Work of David Riesman Reviewed, (Glencoe, Ill.: The Free Press, 1961), p. 167.

⁵³Ibid.

⁵⁴Ibid.

⁵⁵Rose, loc. cit., p. 76.

Summary

A review of the literature indicated that some writers characterized the American society by high geographic mobility, especially prevalent in the upper socio-economic levels, and by a "mosaic" social and cultural pattern. Two distinct positions were taken on how these conditions would affect the child who moved frequently. Both a debilitating effect and a broadening and enriching experience were forecast. Other writers, supported by foreign observers, suggested that homogeneity rather than diversity better described the American culture. Some authors credited the mass media with a leveling and homogenizing effect on the American culture.

A shift in values from a traditional position, based on the Puritan Ethic, to an emergent, "other-directed" position, was reported, and an instrument for placing individuals on the emergent-traditional value continuum was described.

Some writers reflected upon the effects of different socio-economic classes on attitudes, values, and behavior, and research was cited which supported the position that people in lower socio-economic classes tended to feel more alienated than those in higher socio-economic classes and accommodated the situation by developing manipulative tendencies in interpersonal orientation. Additional studies were cited in which no significant relationship between manipulative

tendencies and socio-economic class was observed. The instruments used in measuring manipulative tendencies, social distance, and alienation were reported and described.

The majority of the research supported the position that geographically mobile individuals were faced with sizeable problems of adjustment and that the presence of different socio-economic levels compounded their problems.

CHAPTER III

EXPERIMENTAL PROCEDURE

In this chapter the experimental design and the statistical procedures will be described. They are presented under three headings: (1) the population and the sample, (2) the data collecting instruments, (3) the collecting of the data.

The Population and the Sample

The population used in this study consisted of five hundred twenty-four members of the senior class at Midwest City High School. Midwest City has had a growth in population from 10,166 in 1950 to 36,058 in 1960 and ranks as the fourth largest city in the state of Oklahoma. The Midwest City Schools have also made a remarkable growth since their enrollment of 413 in the fall of 1943. The characteristic of the Midwest City Public Schools which is most applicable to this study is the high rate of pupil mobility. School records indicate that for a twenty year period, 1943-1963, one out of five students has transferred during the school year.

In 1965, Burget⁵² found that only 40.1 per cent of the junior high enrollment (3,367) was born in the Midwest City-Oklahoma City metropolitan area. Permission has been granted by the Midwest City School administration to use the senior class of Midwest City High School for this study.

The Data Collecting Instrument

The data collecting instrument consisted of eighteen pages and included the following: (1) A general data sheet, (2) the Differential Values Inventory⁵³ and its answer sheet, (3) an opinion Inventory composed of the Eunomia Scale,⁵⁴ the Machiavellian Scale,⁵⁵ the California F Test⁵⁶ and an answer sheet, (4) the Educational Aspirations Questionnaire.⁵⁷ The Differential Values Inventory and the Opinion Inventory were stapled together and used successively by the respective sections. The Personal Data Sheet, the two answer sheets, and the Educational Aspirations Questionnaire were stapled together and distributed to each student.

⁵²Burget, loc. cit., p. 17.

⁵³Prince, loc. cit.

⁵⁴Christie, loc. cit.

⁵⁵Ibid.

⁵⁶The results of the California F Test were not used in this study.

⁵⁷Wilson, loc. cit.

Prince⁵⁸ scored the Differential Values Inventory by crediting one point for each traditional choice, and since there is no established norm for the D.V.I., he established a score of 32, indicating the number of traditional choices, as representing a traditional value pattern. Scores below 32 were considered emergent. The Differential Values Inventory has also been used by McPhee,⁵⁹ Abbott,⁶⁰ Emans,⁶¹ and Rose⁶² as a useful measuring device.

In order to take advantage of the full discriminating power of the D.V.I., a four point scoring system was used in this study. A score of four points was assigned to the "traditional-easy" choice, three points to "traditional-difficult," two points to "emergent-difficult," and one point to "emergent-easy." Items thirty-one through thirty-eight were omitted through an error in assembling the instrument so only fifty-eight items were used. Following Prince's procedure of using

⁵⁸Prince, loc. cit.

⁵⁹Roderick F. McPhee, "The Relationship Between Individual Values, Educational Viewpoint, and Local School Approval," (Unpublished Ph.D. dissertation, University of Chicago, 1959).

⁶⁰Max G. Abbott, "Values and Value-Perceptions of School Superintendents and Board Members," (unpublished Ph.D. dissertation, University of Chicago, 1960).

⁶¹Robert Emans, "Teacher Attitudes Toward Practices as a Function of the Values of Staff Members," (Unpublished Ph.D. dissertation, University of Chicago, 1963).

⁶²Gale Wood Rose, "Staff Values, Organizational Behavior, and Pupil Response in Schools," (Unpublished doctoral dissertation, University of Chicago, 1966).

the mean for the test, scores of 116 and greater were considered traditional and scores below 116 were considered as representing an emergent value position.

Manipulative tendencies, Machiavellianism, were measured by using the Mach IV version of the scale originally developed by Christie⁶³ from the writings of Machiavelli. Christie⁶⁴ reported that every statement which could be pruned from the translations of Machiavelli, that appeared to have relevance, was given preliminary consideration and a total of 71 statements emerged. After the items were tested extensively, the Mach IV version consisting of the 10 best items worded in the Mach direction and the ten best items worded in the opposite direction resulted. The scale was reported to have a mean stability of .79.⁶⁵

Christie reports the basic orientation of people with high Mach scores to be that "People are no . . . good, why not take advantage of them,"⁶⁶ thus evaluating others in opportunistic terms. Christie lists a number of studies which tend to confirm his observation.⁶⁷ The Mach IV Scale, with ten original items and ten reversed items, was used in this

⁶³Christie, loc. cit.

⁶⁴Ibid.

⁶⁵Ibid.

⁶⁶Ibid.

⁶⁷Ibid.

study. Christie reported that the reversed items were included to compensate for test set and social desirability.

Christie's version of the Anomia Scale, discussed in some detail on pages 18 and 19,⁶⁸ was also structured to compensate for test set and social desirability by adding 5 reversed items to the 5 original items.

In scoring the Machiavellian Scale and the Anomia Scale, original items were given a value of 1 for the "disagree strongly" position, 2 for "disagree somewhat strongly," 3 for "disagree slightly," 4 for "agree slightly," 5 for "agree somewhat," and 6 for "agree strongly." The scoring was reversed for the reversed items.

The results of the California F Test will not be used in this study but the instrument was validated by Christie as it is printed so it remained a part of the instrument. The results of Wilson's Educational Aspirations Questionnaire⁶⁹ were not used in this study; however, the instrument was included to collect data for a subsequent study. The complete data collecting instrument and the instructions for administering it were included in Appendix B.

Appreciation is expressed to Dr. Henry Angelino of the University of Oklahoma College of Education Faculty for permission to use the Opinion Inventory.

⁶⁸Srole, Ibid.

⁶⁹Wilson, Ibid.

Collection of the Data

Approval to conduct this study was obtained from the Principal and the Vice-Principal of Midwest City Schools and full cooperation was given by the participating staff.

In an effort to involve as few teachers as possible and to disrupt the regular school routine as little as necessary, the data were collected in the senior English classes. In a meeting arranged by the Vice-Principal the writer met with the instructors in senior English and discussed the purpose of the study, the instrument being used, and its administration.

In a pilot study conducted with the senior class of University High School the time needed to complete the instrument varied from twenty-three to thirty-five minutes so a single period of fifty minutes was allowed for the Midwest City Seniors to accommodate the most deliberate worker.

The tests were administered by the six Midwest City High School English instructors who each had from one to a maximum of five sections of senior English classes enrolling a total of 524 students.

A set of written instructions was given to each teacher so each student would receive exactly the same general instructions. A period of one week was allowed for each instructor to work the survey into his schedule.

After the students had responded, the instructors left the materials in the school office where they were picked up.

The response sheets were divided according to mobility groups, these groups were subdivided into military status or civilian status, then they were redistributed according to occupational categories as shown in Table II on page 14.

Because of the nature of the military personnel assigned to the Tinker Field Base, no students fell in the third occupational group. The military ranks reported by the students ranged from General to Technical Sergeant. There were insufficient numbers in both of the less mobile groups to complete the cells so only mobile military students in the first and second occupational indices were included in this study. A wider distribution of civilian occupations permitted all nine of the civilian categories to be filled.

The three occupational levels were formed by combining levels one and two, two and three, and four and five of Warner's Occupational Scale.⁷⁰

After the distribution into cells was made, the lowest number of students per cell was determined to be twenty so the number of students in all other cells was reduced to twenty by random selection. The total number of cells equaled eleven.

⁷⁰W. Lloyd Warner, loc. cit.

Each student included in the study was assigned an identification number beginning with the mobile military students in occupational index one and working down the military categories and across the occupational indices through the permanent civilian students in occupational index three.

Since there were eleven categories with 20 students in each category, the sample consisted of two hundred twenty students.

A scoring matrix was constructed for each of the three surveys so that the proper weight for each response could be determined.

The total score on each section of the instrument was recorded in the space provided on the Personal Data Sheet. The tests were scored with the aid of an Underwood-Olivetti Divisumma 24 Printing Calculator. All other statistical computations were on the same machine.

Summary

The population used in this study consisted of the members of the Midwest City High School senior class. Midwest City is characterized by remarkable growth and a population, composed of both military and civilian families, with high geographic mobility.

The purpose of the study was to determine the effect of geographic mobility on student values, social integration, and interpersonal orientation, so the Differential Values

Inventory, the Anomia Scale and the Machiavellian Scale were used to collect the data. On the basis of information provided on the Student Personal Data Forms, the response sheets were divided into three occupational levels, three mobility levels, and two status levels as shown in Table II on page 14. The number of students in each of the cells was reduced to 20 by random selection so a total of 220 students was included in the sample. The student responses were scored with the aid of an Underwood-Olivetti Divisumma 24 Printing Calculator and the results entered on the answer sheets. All statistical computations were made on the same machine.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

This study dealt with the effect of geographic mobility upon the values, interpersonal orientation, and social integration of high school seniors. A second part of the study treated the effect of family occupation upon these same three variables.

A total of eleven separate groups of twenty students each comprised the sample for the study. Two major status groups, military and civilian, were again subdivided according to the degree of mobility and the family occupational index. Each group's response to the Differential Values Inventory, the Machiavellian Scale and the Eunomia Scale provided the raw quantitative data for the study. The California F Test and an educational aspirations questionnaire were administered but the results did not become a part of this study.

Two groups provided the basis for analysis. The military and civilian students of the mobile category in occupational indices one and two formed the first group while all civilian students at all mobility levels and in all occupational classifications provided a second group.

Trend analysis was the primary statistical treatment used; however, analysis of variance was also used in comparing the two civilian and the two military groups with the F-ratio serving as the measure for determining significance in both statistical treatments. Appendix A shows the six civilian student groups arranged in the pattern necessary for statistical treatment by trend analysis.

The raw data were placed in Appendix A while the instruments and the directions for their administration were included in Appendix B.

All hypotheses were stated in the research form, predicting what the writer expected in view of the review of the literature.

Findings in Relation to H_1 (a) and H_2 (b)

H_1 (a) stated that manipulative tendencies, as measured by the Machiavellian Scale, would move from high to low among civilian high school seniors as they moved down the mobility classification from mobile to permanent.

As shown in Table IV, with the exception of the most mobile group, the means did indicate that the Machiavellian scores moved from high to low as they moved down the mobility levels for each occupational index. For occupational index C_1 the movement was up from 57.95 to 58.75 and then back down sharply to 55.55. Though not statistically significant, for occupational index C_2 the means ran 61.85, 60.05, and 59.95 as

hypothesized. The same was true for occupational index C_3 where the means ran 63.45, 58.20, and 59.50.

TABLE IV
THE MEANS OF THE MACHIAVELLIAN SCORES
FOR CIVILIAN STUDENTS

	C_1	C_2	C_3	M
A_1	57.95	61.85	63.45	61.08
A_2	58.75	60.05	58.20	59.00
A_3	55.55	59.95	59.50	58.33
$\bar{M}$	57.41	60.61	60.68	$\overline{MM}$

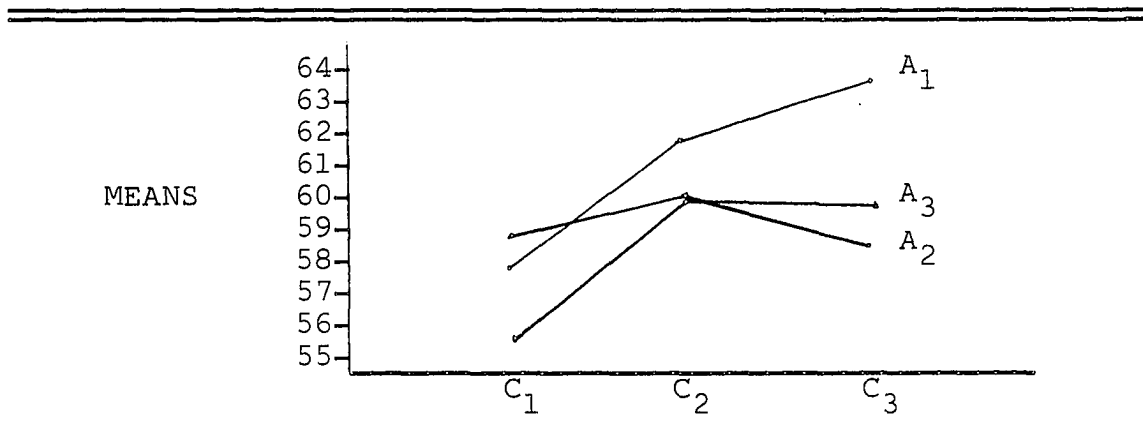
The means of the means also confirmed the same movement from high to low with values of 61.08, 59.00, and 58.33. As presented on page 42, the trend was not statistically significant in any of the three mobility levels, and H_1 (a) was rejected.

For H_1 (b) the concern was to determine if the Machiavellian scores also moved from high to low across the occupational indices from C_1 to C_3 for all three mobility levels, A_1 , A_2 , and A_3 . For the mobility groups, the means ran opposite the direction hypothesized, running from low to high with values of 57.95, 61.85, and 63.45 for mobile civilians, A_1 B_2 . Both A_2 B_2 and A_3 B_2 classifications failed to move from low to high but rather indicated the high value for the middle occupational index. For A_2 B_2 the means ran 58.75,

60.05, and 58.20 and for $A_3 B_2$ the means were 55.55, 59.95, and 59.50. The means of means across the three occupational indices did, however, show a slight movement from low to high, the reverse of the condition hypothesized, with means of 57.41, 60.61, and 60.68. Since the data for H_1 (b) ran opposite the direction hypothesized, it was obvious that the hypothesis could not be accepted.

For H_1 (a) and H_1 (b) the relationship between the means is presented in graphic form in Tables V and VI.

TABLE V
MACHIAVELLIANISM MEANS FOR LEVELS OF
A AT EACH LEVEL OF C



Trend Analysis of Machiavellianism
Scores for Civilian Students

$$\text{Total sums of squares} = (62)^2 + (52)^2 \times \dots + (60)^2 - \frac{(10,705)^2}{180} = 657,545 - 636,650 = 20,895$$

$$\text{Subject sums of squares} = (174)^2 + (172)^2 + \dots + (169)^2 - \frac{(10,705)^2}{180} = 643,413 - 636,650 = 6,763$$

Occupational index sums of squares = $\frac{(3445)^2}{60} + \frac{(3637)^2}{60} +$

$$\frac{(3623)^2}{60} - \frac{(10,705)^2}{180} \quad 637,032 - 636,650 = 382$$

Subject X Occupational Index sums of squares = total S.S. -

Subject S.S. - occupational index S.S. = 20,895 -

$$6,763 - 382 = 13,750$$

TABLE VI

MACHIAVELLIANISM MEANS FOR LEVELS OF
C AT EACH LEVEL OF A

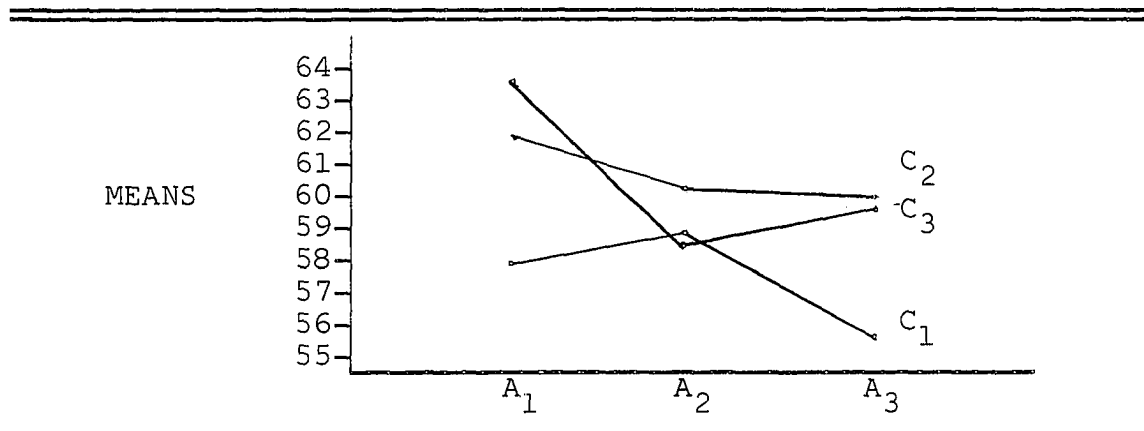


Table VII shows the sums of the Machiavellian scores of civilian students for each level of mobility and occupational index.

TABLE VII

SUMS FOR MOBILITY AND OCCUPATIONAL INDEX
FOR DATA FROM APPENDIX A

Mobility	<u>Occupational Index</u>			
	C_1	C_2	C_3	
A_1B_2	1,159	1,237	1,269	3,665
A_1B_2	1,175	1,201	1,164	3,540
A_3B_2	<u>1,111</u>	<u>1,199</u>	<u>1,190</u>	<u>3,500</u>
	3,445	3,637	3,623	10,705

$$\text{Mobility S.S.} = \frac{(3,665)^2}{60} + \frac{(3,540)^2}{60} + \frac{(3,500)^2}{60} - \frac{(10,705)^2}{180} =$$

$$636,897 - 636,650 = 247$$

$$\text{Cell} = \frac{(1,159)^2}{20} + \frac{(1,237)^2}{20} + \dots + \frac{(1,190)^2}{20} - \frac{(10,705)^2}{180} =$$

$$637,502 - 636,650 = 852$$

$$\text{Mobility X occupational index S.S.} = \text{cell S.S.} - \text{mobility S.S.}$$

$$- \text{occupational index S.S.} = 852 - 247 - 382 = 223$$

$$\text{Residual S.S.} = \text{subjects S.S.} - \text{mobility S.S.} = 6,763 -$$

$$247 = 6,516$$

Table VIII presents the analysis of variance of the Machiavellian scores for civilian students.

For the mobility effect, an F of $123.50/114.32 = 1.08$ with 2 and 57 d.f., which was not a significant ratio since an F -value of 3.16 would have been required at the .05 level. Because the three means, A_1 , A_2 and A_3 had been averaged over the three occupational levels, they corresponded to

the overall measure of the effect of each mobility level. The test of significance indicated that the overall measures of the effect for the three mobility levels did not differ significantly. In view of this hypothesis H_1 (a) must be rejected.

TABLE VIII
ANALYSIS OF VARIANCE OF DATA IN APPENDIX A

Source of Variation	Sum of Squares	D.F.	Mean Square	F
A: Mobility	247	2	123.50	1.08
Error (a)	6,516	57	114.32	
C: Occ. Index	382	2	194.00	1.63
AXC: Mobility X Occ. Index	223	4	55.75	.47
Error (b)	<u>13,527</u>	<u>114</u>	118.68	
Total	20,895	179		

For the occupational index effect, an F of $194.00/118.68 = 1.63$, with 2 and 114 d.f., was not significant since an F-value of 3.08 would have been necessary at the .05 level. The test of significance indicated that the overall effect for the three occupational levels did not differ significantly so hypothesis H_1 (b) must be rejected.

The mobility X occupational index effect had an F-ratio of $55.75/118.68 = .47$ which would have been significant at 2.45 at the .05 level. The lack of significance here

indicated that the movement of the Machiavellian scores from high to low for each of the mobility levels did not differ significantly from one another. The .47 F-value indicates a difference in the curves for the mobility levels but the difference was much too small to be significant.

It cannot be said that there was a statistically significant trend established down the mobility levels nor across the occupational indices, thus hypotheses H_1 , H_2 , and H_3 were rejected and all variance was ascribed to chance factors.

Findings in Relation to $H_2(a)$ and $H_2(b)$

$H_2(a)$ stated that social integration, social distance and alienation, as measured by Christie's adaptation of Srole's Anomia Scale, would move from low to high in civilian high school seniors as they moved down the mobility classification from mobile to permanent. The means of the Anomia scores for civilian students are shown in Table IX.

TABLE IX

THE MEANS OF THE ANOMIA SCORES FOR CIVILIAN STUDENTS

	C_1	C_2	C_3	$\bar{M}$
A_1	25.29	27.90	28.25	27.35
A_2	28.85	27.90	28.10	28.28
A_3	26.85	29.70	28.30	28.28
$\bar{M}$	27.20	28.50	28.21	$\bar{M} \bar{M}$

An inspection of Table IX indicated that the means did, in general, move from low to high in each occupational level. The means for the semi-mobile classification tended to be somewhat different than expected with the mean at C_1 being larger than the mean at C_3 . The means of the means follows the same pattern as the means of the groups.

$H_2(b)$ suggested that the means would again move from low to high as they moved across the occupational indices from C_1 to C_3 . Table VI indicates the same general pattern for the means as was found for $H_2(a)$. Only in mobility level A_1 , 25.29, 27.90, and 28.25, did the means follow the low to high pattern hypothesized. The means of the means indicated a slight low to high movement from occupational index C_1 to C_3 , but the mean for C_2 was out of line. The means of the Anomia scores for civilian students for mobility categories at each occupational index are presented graphically in Tables X and XI which follow.

TABLE X
ANOMIA MEANS FOR LEVELS OF A AT EACH LEVEL OF C

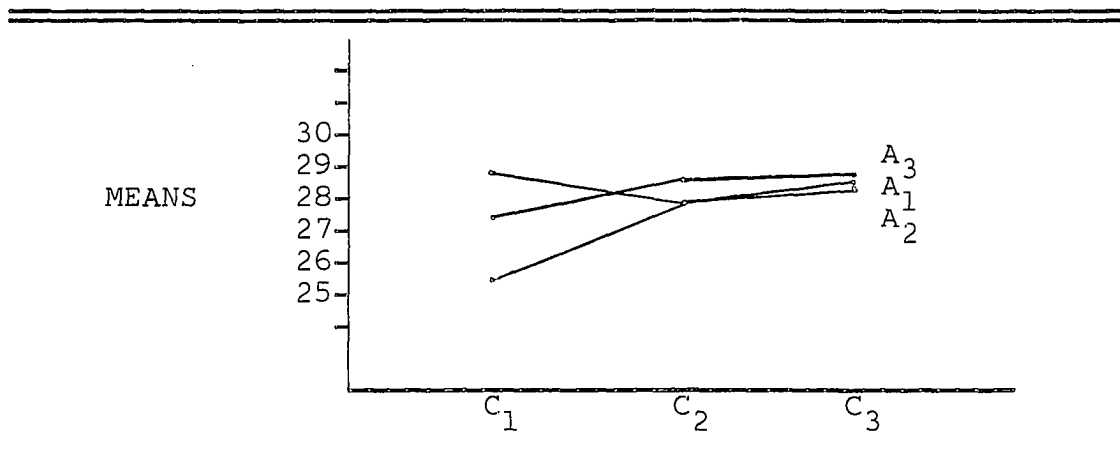
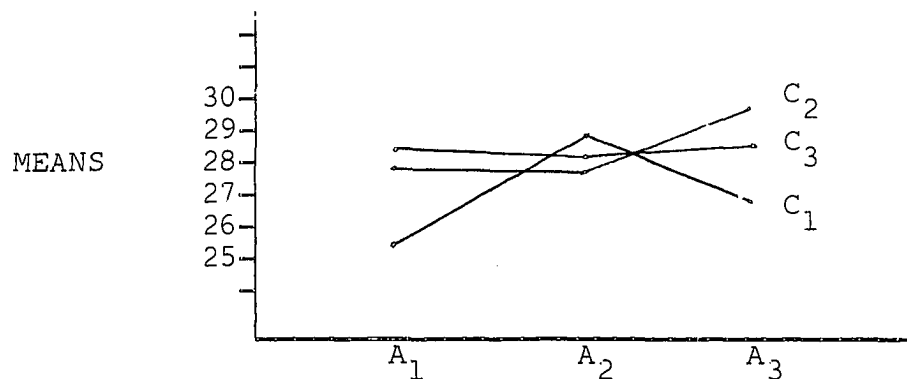


TABLE XI

ANOMIA MEANS FOR LEVELS OF C AT EACH LEVEL OF A



Trend Analysis of Eunomia Scores
for Civilian Students

$$\text{Total sum of squares} = (25)^2 + (27)^2 + \dots + (26)^2 - \frac{(5,027)^2}{180}$$

$$= 162,089.00 - 140,840.14 = 21,248.86$$

$$\text{Subject sum of squares} = \left(\frac{84}{3}\right)^2 + \left(\frac{79}{3}\right)^2 + \dots + \left(\frac{71}{3}\right)^2 -$$

$$\frac{(5,027)^2}{180} = 141,650.00 - 140,840.14 = 809.86$$

$$\text{Occupational index sum of squares} = \left(\frac{1,632}{60}\right)^2 + \left(\frac{1,702}{60}\right)^2 +$$

$$\left(\frac{1,693}{60}\right)^2 - \frac{(5,027)^2}{180} = 140,944.00 - 140,840.14 = 103.86$$

$$\text{Subject X occupational index sum of squares} = \text{total S.S.} -$$

$$\text{subject S.S.} - \text{occupational index S.S.} = 21,248.86 -$$

$$809.86 - 103.86 = 20,335.14$$

The sums of the Anomia scores for mobility and occupational index for civilian students are shown in Table XII.

TABLE XII
SUMS FOR MOBILITY AND OCCUPATIONAL INDEX FOR
DATA FROM APPENDIX B

Mobility	<u>Occupational Index</u>			
	C_1	C_2	C_3	
A_1B_2	518	558	565	1641
A_2B_2	577	558	562	1697
A_3B_2	<u>537</u>	<u>586</u>	<u>566</u>	<u>1689</u>
	1632	1702	1693	5027

$$\text{Mobility S.S.} = \frac{(1641)^2}{60} + \frac{(1697)^2}{60} + \frac{(1689)^2}{60} - \frac{(5,027)^2}{180} =$$

$$140,875.00 - 140,840.14 = 34.86$$

$$\text{Cells sums of squares} = \frac{(518)^2}{20} + \frac{(577)^2}{20} + . . . + \frac{(566)^2}{20} -$$

$$\frac{(5,027)^2}{180} = 141,030.00 - 140,840.14 = 189.96$$

$$\begin{aligned} \text{Mobility X occupational index sum of squares} &= \text{cell S.S.} - \\ &\text{mobility S.S.} - \text{occupational index S.S.} = 189.96 - \\ &34.86 - 103.86 = 51.24 \end{aligned}$$

$$\begin{aligned} \text{Residual sum of squares} &= \text{subject S.S.} - \text{mobility S.S.} = \\ &809.86 - 34.86 = 775 \end{aligned}$$

The results of the analysis of variance of the Anomia scores of civilian students is presented in Table XIII.

For the mobility effect, an F of $17.43/13.60 = 1.28$ with 2 and 57 d.f., which is not a significant ratio since an F-ratio of 3.16 would have been required at the .05 level.

Because the three means for A_1 , A_2 , and A_3 had been averaged over the three occupational levels, the mobility effect corresponds to the overall measure of the effect of each mobility level. The lack of significance for the mobility effect indicated that the effect for the three mobility levels do not differ significantly. In view of this, hypothesis $H_2(a)$ was rejected.

TABLE XIII
ANALYSIS OF VARIANCE OF DATA IN APPENDIX B

Source of Variation	Sum of Squares	D.F.	Mean Square	F
A: Mobility	34.86	2	17.43	1.28
Error (a)	775.00	57	13.60	
C: Occ. Index	103.86	2	51.93	.29
AXC: Mobility X Occ. Index	54.24	4	12.81	.07
Error (b)	<u>20,283.90</u>	<u>114</u>	177.92	
Total	21,248.86	179		

For the occupational index effect an F of $51.93/177.92 = .29$ with 2 and 114 d.f. was not significant since an F-value of 1.49 would have been necessary at the .05 level of confidence. The lack of significance indicates that the overall effect of the three mobility levels do not differ significantly to hypothesis $H_2(b)$ was rejected.

The mobility X occupational index effect had an F-ratio of $55.75/118.68 = .47$ which would have been significant at 5.66 at the .05 level of confidence. The lack of significance here suggests that the curves for the three occupational indices do not differ significantly. Had the mobility X occupational sum of squares been equal to zero, the curves would have been parallel. The 54.24 is quite small, indicating that the difference in the shape of the three curves is very small.

Findings in Relation to $H_3(a)$ and $H_3(b)$

$H_3(a)$ hypothesized that on the traditional-emergent value continuum, as measured by the Differential Values Inventory, civilian high school seniors would move from emergent to traditional as they moved down the mobility classification from mobile to permanent.

As presented in Table XIV, the means for the three occupational indices did not follow the pattern from emergent (low scores) to traditional (high scores) as they moved down the mobility classification so $H_3(a)$ must be rejected.

However, although the means for the middle occupational groups tend to be out of line, in $H_3(b)$, which stated that the students move from emergent (low scores) to traditional (high scores), the means of the means indicate an overall tendency toward an increase across the occupational indices at each mobility level. The means of the means ran

141.45, 140.87, and 144.30. As shown in Table XVIII, the F-ratios were not statistically significant so hypothesis $H_3(b)$ was rejected. The means of the D.V.I. scores for civilian students are presented in Table XIV.

TABLE XIV
THE MEANS OF THE D.V.I. SCORES FOR CIVILIAN STUDENTS

	C_1	C_2	C_3	$\bar{M}$
A_1	139.80	142.80	145.25	142.62
A_2	141.95	141.90	143.65	142.50
A_3	141.60	137.90	144.00	141.50
$\bar{M}$	141.45	140.87	144.30	

Table XV shows the means of the D.V.I. scores for each occupational classification plotted at each level of mobility. Occupational categories two and three indicate a decrease in manipulative tendencies as mobility decreases, but the trend is reversed for occupational index two.

Table XVI shows the means of the D.V.I. scores for each mobility classification plotted at each occupational level. Manipulative tendencies tended to increase the lower the occupational index.

TABLE XV

VALUE MEANS FOR LEVELS OF A AT EACH LEVEL OF C

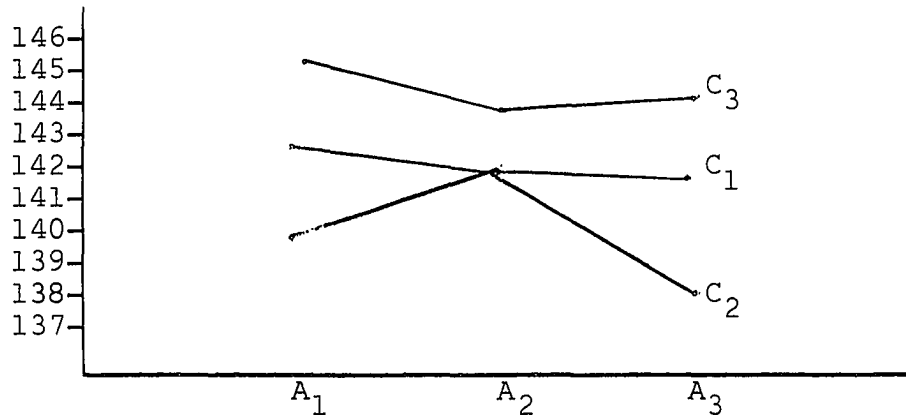
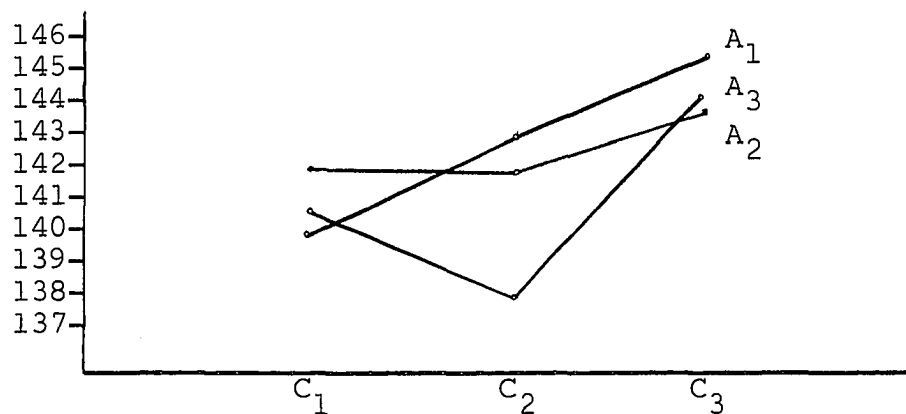


TABLE XVI

VALUE MEANS FOR LEVELS OF C AT EACH LEVEL OF A



Trend Analysis of Value Scores
for Civilian Students

$$\text{Total sums of squares} = (133)^2 + (134)^2 + \dots + (151)^2 - \frac{(25,597)^2}{180} = 3,685,911 - 3,640,035.61 = 45,875.39$$

$$\text{Subject sum of squares } \frac{(379)^2}{3} + \frac{(445)^2}{3} + \dots + \frac{(434)^2}{3} - \frac{(25,597)^2}{180} = 3,660,491.00 - 3,640,035.61 = 20,455.40$$

$$\text{Occupational index sum of squares} = \frac{(8487)^2}{60} = \frac{(8452)^2}{60} = \frac{(8658)^2}{60} - \frac{(25,597)^2}{180} = 3,640,440.00 - 3,640,035.61 = 404.39$$

$$\begin{aligned} \text{Subject X occupational index sum of squares} &= \text{total S.S.} - \\ &\text{subject S.S.} - \text{occupational S.S.} = 45,875.39 - \\ &20,455.40 - 404.39 = 25,015.60 \end{aligned}$$

Table XVII shows the sums of the D.V.I. scores for civilian students at each mobility and occupational index level.

TABLE XVII
SUMS FOR MOBILITY AND OCCUPATIONAL INDEX
FOR DATA FROM APPENDIX A

Mobility	Occupational Index			
	C ₁	C ₂	C ₃	
A ₁ B ₂	2,796	2,856	2,905	8,557
A ₂ B ₂	2,839	2,838	2,873	8,550
A ₃ B ₂	<u>2,852</u>	<u>2,758</u>	<u>2,880</u>	<u>8,490</u>
	8,487	8,452	8,658	25,597

$$\begin{aligned} \text{Mobility sum of squares} &= \frac{(8,557)^2}{60} + \frac{(8,550)^2}{60} + \frac{(8,490)^2}{60} - \\ &\frac{(25,597)^2}{180} = 3,640,080.00 - 3,640,035.61 = 44.39 \end{aligned}$$

$$\begin{aligned} \text{Cells sum of squares} &= \frac{(2,796)^2}{20} + \frac{(2,839)^2}{20} + \dots + \frac{(2,880)^2}{20} \\ &\quad - \frac{(25,597)^2}{180} = 3,640,826 - 3,640,035.61 = 790.39 \end{aligned}$$

$$\begin{aligned} \text{Mobility X occupational index sum of squares} &= \text{cell S.S.} - \\ &\quad \text{mobility S.S.} - \text{occupational index S.S.} = 790.39 \\ &\quad - 44.39 - 404.39 = 34.61 \end{aligned}$$

$$\begin{aligned} \text{Residual sum of squares} &= \text{subject S.S.} - \text{mobility S.S.} = \\ &\quad 25,015.60 - 341.61 = 24,673.99 \end{aligned}$$

In Table XVIII the analysis of the trend for the D.V.I scores is presented.

TABLE XVIII
ANALYSIS OF VARIANCE OF DATA IN APPENDIX A

Source of Variation	Sum of Squares	D.F.	Mean Square	F
A: Mobility	44.39	2	22.42	.06
Error (a)	20,411.01	57	358.11	
B: Trials	404.39	2	202.19	.93
AXC: Mobility X Occ. Index	341.61	4	85.40	.39
Error (b)	<u>24,673.99</u>	<u>114</u>	216.44	
Total	45,875.39	179		

For the mobility effect, an F of $22.42/358.11 = .06$ with 57 and 2 d.f. did not approach the value of 19.47 necessary for significance at the .05 level of confidence. This lack of significance indicates that the overall degree of

effect for the three mobility levels did not differ significantly.

The occupational index effect failed to reach significance also. The F-ratio of 202.19/216.44 equaled .93 at 2 and 114 d.f. which was considerably below the 19.49 necessary for significance at the .05 level. This F-value indicates that the overall measures of values for the three occupational indices did not differ significantly, so hypothesis $H_3(b)$ could not be accepted.

The mobility X occupational index effect had an F ratio of .39 with d.f. 4 and 114 which was far below the 5.66 value necessary at the .05 level. On this basis it was shown that the shape of the value curves did not differ significantly.

Hypotheses H_4 , H_5 , and H_6 will be treated last, since they deal with the military vs. civilian students in two occupational groups at one mobility level, thus precluding their comparison by trend analysis.

Findings in Relation to Hypothesis H_7

Hypothesis H_7 suggested that in interpersonal orientation, the rate of change in manipulative tendencies, from high to low across the occupational index, from one to three, as measured by the Machiavellian Scale, is greater for civilian high school seniors in the mobile classification than for civilian high school seniors in the permanent classification.

To test this hypothesis the linear and quadratic components of the group X trial, or mobility X occupational

index interaction were examined as indicated in Tables XIX and XX.

TABLE XIX
TREND ANALYSIS TABLE FOR TRIAL SUMS
OF MACHIAVELLIAN SCORES

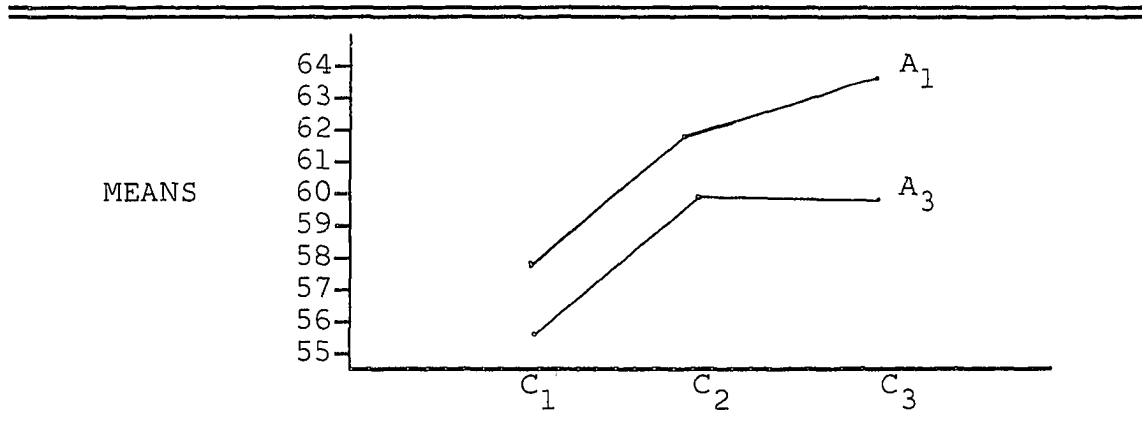
	<u>Orthogonal Coefficients</u>			<u>Comparison</u>	
	-1	0	1	Linear	Quadratic
Linear	1	-2	1		
Quadratic					
	C_1	C_2	C_3	D_1	D_2
A_1B_2	1,159	1,237	1,269	110	46
A_2B_2	1,175	1,201	1,164	-11	63
A_3B_2	<u>1,111</u>	<u>1,199</u>	<u>1,190</u>	<u>79</u>	<u>97</u>
	3,445	3,637	3,623	178	206

TABLE XX
LINEAR AND QUADRATIC COMPONENTS OF MOBILITY
X OCCUPATIONAL INDEX INTERACTION OF
MACHIAVELLIAN SCORES

$$\begin{aligned} \text{Linear Interaction} &= \frac{(110)^2 + (-11)^2 + (79)^2}{(20)(2)} = \frac{(178)^2}{(3)(20)(2)} = 197.52 \\ \text{M.S.} &= \frac{197.52}{2 \text{ df.}} = 98.76 \\ F &= 98.76/118.68 = .83 \\ \text{Quadratic Interaction} &= \frac{(46)^2 + (63)^2 + (97)^2}{(20)(6)} = \frac{(206)^2}{(3)(20)(6)} = 11.24 \\ \text{M.S.} &= \frac{11.24}{2 \text{ d.f.}} = 5.62 \\ F &= \frac{5.62}{118.68} = .05 \end{aligned}$$

Table XXI below shows the relationship of the means of the Machiavellian scores for all three mobility levels.

TABLE XXI
MEANS FOR LEVELS OF A AT EACH LEVEL OF C



As the graphic presentation of the means shows, there was no significant difference in either the linear or the quadratic components of the trends for the three mobility levels. The F-value of .83 for the linear components and the value of .05 for the quadratic components do not approach the magnitude of significance at the .05 level of confidence. On the basis of the F-values, hypothesis H₇ was rejected.

Findings in Relation to Hypothesis H₈

Hypothesis H₈ stated that in social integration, the rate of change in social distance and alienation, from low to high across the occupational index, from one to three, as measured by Christie's adaptation of Srole's Anomia Scale, was greater for civilian high school seniors in the mobile

classification than for civilian high school seniors in the permanent classification.

The linear and quadratic components of the group X trial, or mobility X occupational index, interaction were examined in Tables XXII and XXIII to test this hypothesis.

TABLE XXII

TREND ANALYSIS TABLE FOR TRIAL SUMS
OF ANOMIA SCORES

Linear	<u>Orthogonal Coefficients</u>			<u>Comparison</u>	
	-1	0	1	Linear	Quadratic
Quadratic	1	-2	1		
	C_1	C_2	C_3	D_1	D_2
A_1B_2	518	558	565	47	33
A_1B_2	577	558	562	-15	-23
A_3B_2	<u>537</u>	<u>586</u>	<u>566</u>	<u>29</u>	<u>69</u>
	1,632	1,702	1,693	61	79

TABLE XXIII

LINEAR AND QUADRATIC COMPONENTS OF MOBILITY
X OCCUPATIONAL INDEX INTERACTION
OF ANOMIA SCORES

$$\text{Linear Interaction} = (47)^2 + (-15)^2 + (29)^2 - \frac{(61)^2}{(3)(20)(2)} = 50.87$$

$$\text{M.S.} = 50.87/2 \text{ df.} = 25.44$$

$$F = \frac{25.44}{177.92} = .14$$

$$\text{Quadratic Interaction} = \frac{(33)^2 + (-23)^2 + (69)^2}{(20)(6)} - \frac{(79)^2}{(3)(20)(6)} =$$

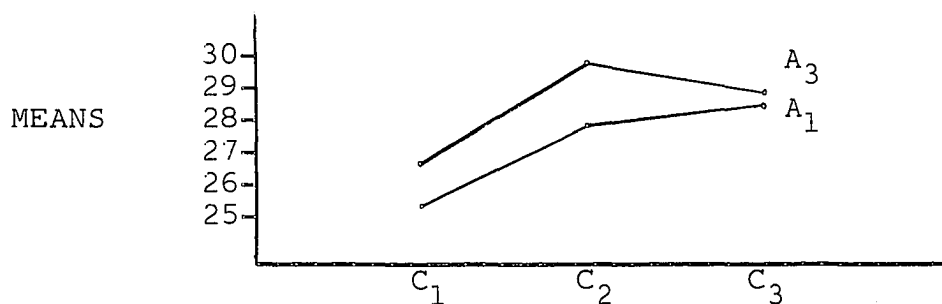
$$\text{M.S.} = 35.82/2 = 17.96$$

$$F = \frac{17.96}{177.92} = .10$$

The table below indicates the relationship of the means of the Anomia scores for all three mobility levels.

TABLE XXIV

MEANS FOR LEVELS OF A AT EACH LEVEL OF C



As shown by the graph, there was no significant difference in either the linear or the quadratic components of the trends for the three mobility levels. The F-ratio of .14

for the linear components and the value of .10 for the quadratic components do not reach a significant value at the .05 level of confidence so hypothesis H_8 was rejected.

Findings in Relation to Hypothesis H_9

Hypothesis H_9 suggested that on the traditional emergent value continuum, the rate of change from emergent to traditional values across the occupational index, from one to three, as measured by the Differential Values Inventory, was greater for civilian high school seniors in the mobile classification than for civilian high school seniors in the permanent classification.

Since this hypothesis deals with the interaction of the mobility levels with the occupational indices, the test for significant differences deals with the linear and quadratic components of the interaction as shown in Tables XXV and XXVI.

Table XXVII shows the relationship of the means of the Differential Values Inventory scores for all three mobility levels.

The pattern of the means fails to show any clear-cut difference among them at the three mobility levels. Neither the F-ratio of .02 for the linear components nor .55 for the quadratic components are significant at the .05 level of confidence so hypothesis H_9 was rejected.

TABLE XXV

TREND ANALYSIS TABLE FOR TRIAL SUMS OF VALUE SCORES

<u>Orthogonal Coefficients</u>					
Linear	-1	0	1	<u>Comparison</u>	
Quadratic	1	-2	1	Linear	Quadratic
	C_1	C_2	C_3	D_1	D_2
A_1B_2	2,796	2,856	2,905	109	11
A_2B_2	2,839	2,838	2,873	34	-36
A_3B_2	<u>2,852</u>	<u>2,758</u>	<u>2,880</u>	<u>28</u>	<u>-216</u>
	8,487	8,452	8,648	171	-241

TABLE XXVI

LINEAR AND QUADRATIC COMPONENTS OF MOBILITY
X OCCUPATIONAL INDEX INTERACTION
OF VALUE SCORES

$$\text{Linear Interaction} = \frac{(109)^2 + (34)^2 + (28)^2}{(20)(2)} - \frac{(171)^2}{(3)(20)(2)} = 102$$

$$\text{M.S.} = \frac{102}{2 \text{ d.f.}} = 51$$

$$F = 51/216.44 = .02$$

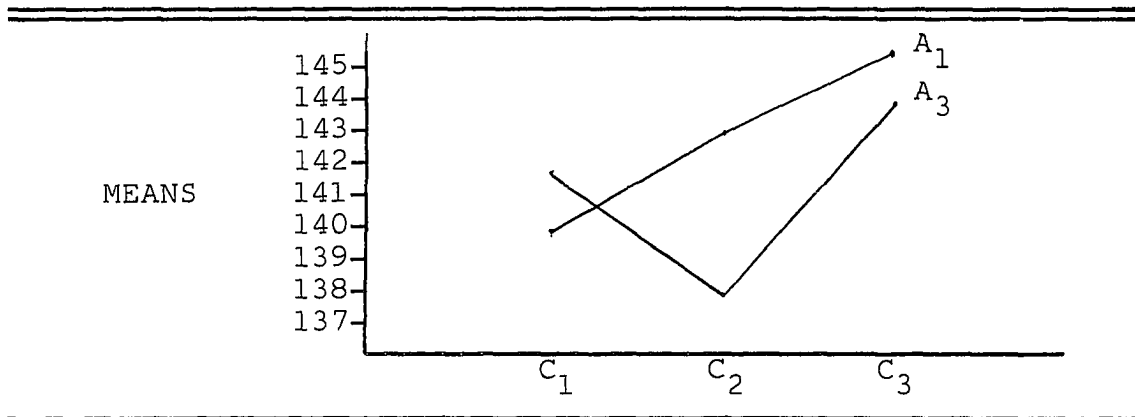
$$\text{Quadratic Interaction} = \frac{(11)^2 + (-36)^2 + (-216)^2}{(20)(6)} - \frac{(-241)^2}{(3)(20)(6)} = 239$$

$$\text{M.S.} = 239/2 = 119.50$$

$$F = 119.50/216.44 = .55$$

TABLE XXVII

MEANS FOR LEVELS OF A AT EACH LEVEL OF C



Findings in Relation to Hypotheses H₄, H₅, and H₆

Hypotheses H₄, H₅, and H₆ dealt with the students with military status vs. students with civilian status. The (b) section of each of these hypotheses related to the semi-mobile classification but since the data did not provide a semi-mobile military classification the (b) section of the three hypotheses could not be tested.

Only two occupational categories were found in the mobile military group so the data did not lend themselves for testing by trend analysis.

In order to determine whether or not there was significant variance in the mobile categories, the analysis of variance technique was used. Table XXVIII shows the analysis of variance for the Machiavellian scores. The F-value of 1.35 with 3 and 76 d.f. did not reach the magnitude of 2.73 necessary to be significant at the .05 level of confidence,

TABLE XXVIII

ANALYSIS OF VARIANCE OF MACHIAVELLIAN SCORES FOR MILITARY AND CIVILIAN
MOBILE STUDENTS IN OCCUPATIONAL INDICES ONE AND TWO

	$A_1B_1C_1$	$A_1B_1C_2$	$A_1B_2C_1$	$A_1B_2C_2$	TOTAL
N	20	20	20	20	80
$\sum X$	1,191	1,300	1,159	1,237	4,887
$\sum X^2$	72,717	88,248	70,077	78,593	309,635
$(\sum X)^2/n$	70,924	84,500	66,164	76,508	
X^2	1,793	3,748	3,913	2,085	
V	89.65	187.40	195.65	104.25	
$(\sum X)^2$	1,418,481	1,690,000	1,343,281	1,530,169	$\sum (\sum X)^2 = 5,981,931$
X_2	59.55	65.00	57.95	61.85	61.09
Range	39 - 81	41 - 91	38 - 96	39 - 81	
S.S.b	$= \frac{5,981,931}{20} - \frac{23,882,769}{80} = 299,096.56 - 298,534.61 = 561.95$				
S.S.w	$= 309,635.00 - 299,096.56 = 10,538.44$				
Source	D.F.	S.S.	M.S.	F	
Between	3	561.95	187.32	1.35	
Within	76	10,538.44	138.66		
Total	79	11,100.39			
F with 3 and 76 d.f. A .05 = 2.73 $\geq$ 1.35					

so the variance in the Machiavellian scores for military and civilian mobile students in occupational indices one and two were ascribed to chance variation. No hypothesis was being tested since the data did not fit trend analysis and the writer was exploring the possibility of significant variance among the four student categories, $A_1B_1C_1$, $A_1B_1C_2$, $A_1B_2C_1$, and $A_1B_2C_2$.

The analysis of variance for the results of the Anomia Scale, Table XXIX, indicated a similar outcome.

The F-value of 2.36 was very near the significant value of 2.73, but since the variation was not statistically significant it was attributed to chance factors. No hypothesis was being tested because the data did not fit trend analysis and the writer was exploring the possibility of significant variance among the four student categories, $A_1B_1C_1$, $A_1B_1C_2$, $A_1B_2C_1$, and $A_1B_2C_2$.

Table XXX presents the analysis of variance for mobile military and civilian students in occupational indices one and two. The F-value of .04 indicated that there was no significant variance between the means of the D.V.I. scores for the four student groups. No hypothesis was being tested since the data did not fit trend analysis but the writer was exploring the possibility of significant variance among the four student categories, $A_1B_1C_1$, $A_1B_1C_2$, $A_1B_2C_1$, and $A_1B_2C_2$.

TABLE XXIX

ANALYSIS OF VARIANCE OF ANOMIA SCORES FOR THE MILITARY AND CIVILIAN
MOBILE STUDENTS IN OCCUPATIONAL INDICES ONE AND TWO

	$A_1B_1C_1$	$A_1B_1C_1$	$A_1B_2C_1$	$A_1B_2C_2$	Total
N	20	20	20	20	80
$\sum X$	537	611	518	558	2,224
$\sum X^2$	15,319	19,607	13,738	15,992	64,656
$(\sum X)^2/n$	14,418	18,666	13,416	15,568	15,517
X^2	901	941	322	424	
V	45.05	47.50	16.10	21.20	
$\bar{X}$	26.85	30.55	25.90	27.90	27.80
$(\sum X)^2$	288,369	373,321	268,324	311,364	$\sum (\sum X)^2$ 1,241,378
					$(\sum X)^2$ 4,946,176
$S.S.b = \frac{1,241,378}{20} - \frac{4,946,176}{80} = 62,068 - 61,827 = 241$					
$S.S.w = 64,656 - \frac{1,241,378}{20} = 64,656 - 62,068 = 2,588$					
$S.S.t = 64,656 - 61,827 = 2,829$					
Source	D.F.	S.S.	M.S.	F	
Between	3	241	80.33	2.36	
Within	76	2588	34.05		
Total	79	28.29			
$F \text{ with } 76 \text{ and } 3 \text{ d.f. @ } .05 = 2.73 > 2.36$					

TABLE XXX

ANALYSIS OF VARIANCE OF THE DIFFERENTIAL VALUES INVENTORY FOR THE MILITARY
AND CIVILIAN MOBILE STUDENTS IN OCCUPATIONAL INDICES ONE AND TWO

	$A_1B_1C_1$	$A_1B_1C_2$	$A_1B_2C_1$	$A_1B_2C_2$	TOTAL
N	20	20	20	20	80
$\sum X$	2,754	2,777	2,796	2,856	11,183
$\sum X^2$	385,324	390,707	395,216	411,160	1,582,407
$(\sum X)^2/n$	379,225.80	385,586.45	390,880.80	407,836.80	
X^2	6,098.20	5,120.55	4,335.20	3,323.20	
V	304.91	256.02	216.76	166.16	
$(\sum X)^2$	7,584,516	7,711,729	7,817,616	8,156,736	$\sum (\sum X)^2$ 31,270,597
$\bar{X}$	137.70	138.85	139	142.80	
Range	96 - 165	120 - 166	105 - 163	120 - 162	
$S.S.b = \frac{31,270,597}{20} - \frac{125,059,489}{80} = 1,563,529.85 - 1,563,243.61 = 286.24$					
$S.S.w = 1,582,407 - \frac{31,270,597}{20} = 1,582,407.00 - 1,563,529.85 = 18,877.15$					
$S.S. = 1,582,407 - 1,563,243 = 19,164.00$					
Source	D.F.	S.S.	M.S.	F	
Between	3	286.24	95.41	.04	
Within	76	18,877.15	235.96		
Total	79	19,163.39			
F with 76 and 3 d.f. @ .05 = 8.57 > .04					

Summary

This study dealt primarily with the effect of geographic mobility upon the values, interpersonal orientation, and social integration of high school seniors, but the effects of family occupation and military or non-military status were also included. The distribution of the student responses into status, occupation, and mobility classifications resulted in eleven separate categories. The population included only enough military students to form cells for the two highest occupational levels in the mobile category. There was a sufficient number of students with civilian status to form cells for the three occupational categories at all three mobility levels. The raw quantitative data for the study were provided by student responses to the Differential Values Inventory, the Machiavellian Scale, and the Anomia Scale. The student categories were divided into two groups for analysis. The first group included the nine civilian categories and these were compared by the trend analysis technique. The data for the comparison of mobile and non-mobile students did not fit trend analysis because all three occupational levels were not represented for students with military classification; these groups were compared by analysis of variance.

Hypothesis H_1 stated that in interpersonal orientation, manipulative tendencies, as measured by the Machiavellian Scale, would move from high to low in civilian high school

seniors as they: (a) moved down the mobility classification from mobile to permanent, and (b) as they moved across the occupational index from one to three. Although not statistically significant, the means, except for the mobile category, tended to follow the pattern hypothesized. The F-value for the mobility effect was 1.08, considerably below the value of 3.16 necessary for significance at the .05 level of significance so $H_1(a)$ was rejected. The means ran opposite the direction hypothesized by $H_1(b)$ so this hypothesis was also rejected. The F-value of the occupational index effect of 1.63 also failed to be significant at the .05 level of confidence. The mobility and occupational index effects tended to offset one another and the mobility X occupational index effect F-value was extremely low, .47, considerably below a significant value.

Hypothesis H_2 stated that social integration, social distance and alienation, as measured by Christie's adaptation of Srole's Anomia Scale, would move from low to high for civilian high-school students as they: (a) moved down the mobility classification from mobile to permanent, and (b) as they moved across the occupational index from one to three. Although not statistically significant, the means, except for the semi-mobile classification, did, in general, move from high to low as hypothesized. The F-value for the mobility effect was 1.28, considerably below the value of 3.16 necessary for significance at the .05 level of confidence, so

hypothesis $H_2(a)$ was rejected. Only the most mobile level showed a movement from low to high across the occupational indices, and the occupational index effect F-value was only .29, far below the significant level, so hypothesis $H_2(b)$ was rejected. The mobility X occupational index value of .07 indicated only a slight combined effect on the scores.

Hypothesis H_3 stated that on a traditional-emergent value continuum, as measured by the Differential Values Inventory, civilian high school students moved from emergent to traditional as they: (a) moved down the mobility classification from mobile to permanent, and (b) as they moved across the occupational index from one to three. The means for the occupational indices did not follow the pattern from emergent (low scores) to traditional (high scores) as they moved down the mobility classification, so $H_3(a)$ was rejected. The mobility effect F-value of .06 indicated a very slight mobility influence on the scores, considerably below the significant value. Although not statistically significant, the means did tend to increase across the occupational indices at each mobility level. The value of .93 failed to approach a significant figure so $H_3(b)$ was rejected. The mobility X occupational effect F-value of .39 was also considerably below the significant value.

Hypothesis H_4 stated that in interpersonal orientation, the rate of change in manipulative tendencies from high to low across the occupational indices from one to three,

as measured by the Machiavellian Scale, would be greater for civilian high school seniors than for military high school seniors. Hypothesis $H_4(a)$ referred to the mobile classification but this hypothesis could not be tested since the data provided only two occupational groups of students with military status and trend analysis was not applicable. As a matter of interest, an analysis of variance of the mobile military and non-military groups in occupational indices one and two was computed and the F-value of 1.35 failed to reach the significant level of 2.73 so all variance was attributed to chance factors. Hypothesis $H_4(b)$ could not be tested since it proposed to involve semi-mobile military students and the data did not provide such a group.

Hypothesis H_5 stated that in social integration the rate of change in social distance and alienation, from low to high across the occupational indices from one to three, as measured by Christie's adaptation of Srole's Anomia Scale, would be greater for civilian high school seniors than for military high school seniors. Hypothesis $H_5(a)$ referred to the mobile classification, but this hypothesis could not be tested since the data provided only two occupational groups of students with military status and trend analysis was not applicable. As a matter of interest, an analysis of variance of the mobile military and non-military groups in occupational indices one and two was computed and the F-value of 2.36 approached but did not reach the necessary value of 2.73,

so all variance was attributed to chance factors. Hypothesis $H_5(b)$ could not be tested since it proposed to involve semi-mobile military students and the data did not provide such a group.

Hypothesis H_6 stated that on a traditional-emergent value continuum, the rate of change from emergent to traditional values across the occupational indices from one to three, as measured by the Differential Values Inventory, is greater for civilian high school seniors than for military high school seniors. Hypothesis $H_6(a)$ referred to the mobile classification, but this hypothesis could not be tested since the data provided only two occupational groups of students with military status and trend analysis was not applicable. As a matter of interest, an analysis of variance of the mobile military and non-military groups in occupational indices one and two was computed and the F-value of .04 indicated no significant variance among the four groups. Hypothesis $H_6(b)$ could not be tested since it proposed to involve semi-mobile military students and the data did not provide such a group.

Hypothesis H_7 stated that in interpersonal orientation, the rate of change in manipulative tendencies from high to low across the occupational indices from one to three, as measured by the Machiavellian Scale, would be greater for civilian high school seniors in the mobile classification than for civilian high school seniors in the permanent classification. To test this hypothesis the linear and quadratic

components of the mobility X occupational index interaction were analyzed by the trend analysis technique. The F-value of .83 for the linear components and the value of .05 for the quadratic components were both considerably below the significant level, so hypothesis H_7 was rejected. Although not significantly so, the slope of the line for the mobile classification was greater than the slope for the permanent classification.

Hypothesis H_8 stated that in social integration, the rate of change in social distance and alienation from low to high across the occupational indices from one to three, as measured by Christie's adaptation of Srole's Anomia Scale, would be greater for civilian high school seniors in the mobile classification than for civilian high school seniors in the permanent classification. To test this hypothesis the linear and quadratic components of the mobility X occupational index interaction were analyzed by the trend analysis technique. The F-value of .14 for the linear component and .10 for the quadratic component were both much smaller than the significant value, so hypothesis H_8 was rejected. The slope of the lines representing the two mobility classifications crossed, indicating that the means of the mobile category decreased somewhat from C_1 to C_3 , while the means for the permanent category increased slightly from C_1 to C_3 .

Hypothesis H_9 stated that on the traditional-emergent value continuum the rate of change from emergent to traditional

values across the occupational indices from one to three, as measured by the Differential Values Inventory, is greater for civilian high school seniors in the mobile classification than for civilian high school seniors in the permanent classification. To test this hypothesis, the linear and quadratic components of the mobility X occupational index interaction were analyzed by the trend analysis technique. The F-value of .02 for the linear component and .55 for the quadratic component are neither one significant, so hypothesis H_9 was rejected. Although not significantly so, the slope of the line for the mobile classification was greater than a smoothed line representing the permanent classification. The means of scores for occupational index two was considerably lower than the means for the other two occupational indices.

CHAPTER V

SUMMARY, CONCLUSIONS, INTERPRETATIONS AND RECOMMENDATIONS

Summary

The major problem for investigation was to determine if there were significant differences in interpersonal orientation, social integration, and values between students with varying degrees of geographic mobility. A second concern was to determine if there were significant differences in the same variables between students of families of different occupational indices. Five sample groups were established with two separate comparisons being made. The five groups included: (1) mobile military, (2) semi-mobile military, (3) mobile civilian, (4) semi-mobile civilian, and (5) permanent civilian. The first analysis was concerned with the three civilian groups while the second analysis dealt with the mobile military and civilian groups.

The data did not provide a semi-mobile military classification so no comparison could be made of the military and civilian students in this category.

Three instruments were used to collect data for the study. Manipulative tendencies in interpersonal orientation

were measured by Christie's Mach IV version of the Machiavellian Scale, social integration and alienation were assessed by Christie's adaptation of Srole's Anomia Scale, while student values were appraised by Prince's Differential Values Inventory.

The statistical treatment of the data for the civilian group was done with trend analysis and the F-test. For the comparison of military and civilian students, the following findings seemed to be most significant:

Findings Related to this Study

1. Mobility as a variable did not have a statistically significant effect on interpersonal orientations, Machiavellianism, although the more mobile students tended to have higher Machiavellian scores.

2. Occupational classification as a variable did not have a statistically significant effect on interpersonal orientation, Machiavellianism, although students in the lower occupational levels tended to have higher Machiavellian scores.

3. Mobility as a variable did not have a statistically significant effect on social distance and alienation although students in the more mobile categories had a tendency to report a feeling of greater social distance and alienation.

4. Occupational classification as a variable had almost no effect on social distance and alienation.

5. Mobility as a variable did not have a statistically significant effect on students' values, although students in the higher mobility levels tended to hold more traditional values.

6. Occupational classification as a variable did not have a statistical effect on students' values although students in the lower occupational categories tended to hold more traditional values.

7. There were no significant differences between mobile military and non-military students in either interpersonal orientation, social integration, or values.

8. There were no statistically significant differences between the most mobile students and the permanent students in the magnitude of the effect of mobility or occupational classification in either interpersonal orientation, social integration, or values.

Findings Related to Other Research

1. McPhee's⁷¹ observation that higher socio-economic occupational groups were slightly more traditional in values were not supported by this study. The means of means in the study, though not statistically significant, rose slightly

⁷¹McPhee, loc. cit.

from 141.45 for the highest occupational group to 144.30 for the lowest occupational group. McPhee reported a D.V.I. mean of 37.6 for professionals and technicians and 35.0 for craftsmen and foremen, which did not represent a statistically significant difference. McPhee scored each traditional choice with one point.

2. The wide range of student values forecast by Spindler⁷² was supported by this study which had ranges from 44 to 88 points on the D.V.I. within the student categories.

3. Srole's⁷³ report that the Anomia factor was significantly related to an inverse direction to socio-economic status was not supported by this study, but the means of means, though not statistically significant, did increase from 27.20 for the highest occupational category to 28.21 for the lowest occupational category.

4. Christie's⁷⁴ observations reported no statistical relationship between Machiavellian scores and any known measure of social class. This study also failed to discover a statistical relationship between Machiavellian scores and occupational categories, but, though not statistically significant, a slight increase in Machiavellianism was found from the higher to the lower occupational categories.

⁷²Spindler, loc. cit.

⁷³Srole, loc. cit.

⁷⁴Christie, loc. cit.

5. Roberts and Rokeach's⁷⁵ replication of Srole's Springfield, Massachusetts, study, in which they found that Anomia was not statistically correlated with socio-economic status, was supported by this study.

6. Christie's⁷⁶ observation that despair and interpersonal manipulation went hand in hand tended to be supported by this study, since both Anomia scores and Machiavellian scores, although not statistically significant, increased across the occupational indices from the highest occupational classification to the lowest occupational classification.

7. McPhee's⁷⁷ report of no statistical relationship between values, as measured by the D.V.I., and early childhood community was also supported by this study since no statistical relationship was found between the degree of mobility, with implied differences of childhood communities, and D.V.I. scores.

8. Buchmueller's⁷⁸ forecast of severe social disorientation associated with geographic mobility was not borne out for this study when alienation and Machiavellianism failed to reach significance in any category of the sample.

⁷⁵Roberts and Rokeach, loc. cit.

⁷⁶Christie, loc. cit.

⁷⁷McPhee, loc. cit.

⁷⁸Buchmueller, loc. cit.

Conclusions

1. The degree of geographic mobility had no statistically significant effect upon the interpersonal orientation, social integration, and values of the students included in this study.

2. Differing occupational categories had no statistically significant effect upon the interpersonal orientation, social integration, and values of the students included in this study.

3. For the population included in this study, the rate of change, from the highest to the lowest occupational category, in interpersonal orientation, social distance, and values for mobile civilian students was not statistically different from the rate of change for permanent civilian students.

4. For the population included in this study, there was no statistical difference in interpersonal orientation, social distance, and values between mobile military and mobile non-military students.

Interpretations

1. Mobility as a factor in influencing the social adjustment of school age children may have considerably less effect than proposed by some.

2. Factors other than mobility, family status, and family occupation may have intervened such as:

a. The tradition of mobility in the Midwest City community may have contributed to the homogeneity of the population.

b. The Midwest City High School faculty and administration may have helped to provide a social atmosphere with a broad range of acceptance of individuals.

c. The "adolescent society" may have set norms of attitude and behavior which were more pervasive than expected.

d. Mass media may, in fact, "produce a similarity of cultural and ideological systems among the various classes," and be, a "new common denominator of American experience, feeling, belief and aspiration . . . extending across the diversified material and racial environments and reaching lower into the age hierarchy which are received long before the age of consent, without explicit awareness."⁷⁹

e. The American culture may better be characterized by its likenesses rather than its diversities, as suggested by some observers since Revolutionary days.⁸⁰

⁷⁹Mills, loc. cit., pp. 326, 333-34.

⁸⁰Lipset, loc. cit., pp. 136-171.

Recommendations

The results of this study do not agree with much of the literature, and the following recommendations are made:

1. A similar study be conducted with other school populations in which the degree of mobility varies from the population used in this study, two-thirds mobile and one-third permanent, in order to determine what the effect might be of the overall mobility within the school.

2. A similar study be conducted in which other personality traits are measured in relation to divergent levels of mobility and differing categories of socio-economic class in order to determine what personality traits might be affected.

3. A similar study be undertaken with a sample which would encompass representative groups from each of Warner's⁸¹ seven occupational levels in order to include the two extreme categories in the study.

⁸¹Warner, loc. cit.

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APPENDIX A

RAW SCORES FOR THE FIVE GROUPS

SCORES OF THE MOBILE STUDENTS IN OCCUPATIONAL
INDEX ONE WITH MILITARY STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
1	1	1	1	1	120	70	26
2	1	1	1	1	146	58	36
3	1	1	1	2	150	48	38
4	1	1	1	1	109	63	28
5	1	1	1	1	96	81	39
6	1	1	1	1	120	67	35
7	1	1	1	2	149	60	26
8	1	1	1	1	127	65	28
9	1	1	1	1	136	56	19
10	1	1	1	2	131	59	20
11	1	1	1	2	146	54	25
12	1	1	1	2	146	49	35
13	1	1	1	2	145	48	20
14	1	1	1	1	152	58	27
15	1	1	1	1	155	57	22
16	1	1	1	1	116	62	24
17	1	1	1	1	139	73	21
18	1	1	1	1	165	39	24
19	1	1	1	1	156	56	14
20	1	1	1	2	150	68	30
					X ₁	X ₂	X ₃
Σx					2,754	1,191	537
Σx^2					385,324	72,717	15,319
$(\Sigma x)^2$					7,584,516	1,418,481	288,369
$(\Sigma x)^2/n$					379,225.80	70,924.05	14,418.45
x^2					6,098.20	1,792.95	900.55
V					304.91	89.65	45.05
$\bar{X}$					137.70	59.53	26.85
Range					96 - 165	39 - 81	14 - 39

SCORES OF THE MOBILE STUDENTS IN OCCUPATIONAL
INDEX TWO WITH MILITARY STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
21	1	1	2	1	146	73	26
22	1	1	2	2	142	83	24
23	1	1	2	2	118	91	34
24	1	1	2	1	119	90	43
25	1	1	2	2	145	63	29
26	1	1	2	1	123	67	37
27	1	1	2	2	137	63	33
28	1	1	2	1	149	67	25
29	1	1	2	1	130	79	27
30	1	1	2	1	143	49	23
31	1	1	2	1	138	66	44
32	1	1	2	1	120	68	33
33	1	1	2	1	161	50	18
34	1	1	2	2	177	54	34
35	1	1	2	2	129	67	28
36	1	1	2	1	166	66	37
37	1	1	2	1	128	42	24
38	1	1	2	1	123	67	23
39	1	1	2	1	131	54	31
40	1	1	2	2	152	41	38
					X ₁	X ₂	X ₃
Σx		2,777		1,300		611	
Σx ²		390,707		88,248		19,607	
(Σx) ²		7,711,729		1,690,000		373,321	
(Σx) ² /n		385,586.45		84,500		18,666.05	
x ²		5,120.55		3,748		940.95	
v		256.03		187.40		47.50	
$\bar{X}$		138.85		65.00		30.55	
Range		120 - 166		41 - 91		19 - 43	

SCORES OF THE MOBILE STUDENTS IN OCCUPATIONAL
INDEX ONE WITH CIVILIAN STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
41	2	1	1	2	133	62	25
42	2	1	1	2	134	52	27
43	2	1	1	2	141	60	28
44	2	1	1	2	155	38	20
45	2	1	1	2	129	65	28
46	2	1	1	1	152	62	26
47	2	1	1	1	163	53	20
48	2	1	1	1	150	57	19
49	2	1	1	1	144	96	28
50	2	1	1	2	125	72	30
51	2	1	1	2	127	61	27
52	2	1	1	2	129	50	28
53	2	1	1	2	139	41	23
54	2	1	1	2	160	54	22
55	2	1	1	1	152	48	22
56	2	1	1	1	105	63	30
57	2	1	1	2	148	59	36
58	2	1	1	2	121	59	24
59	2	1	1	1	158	63	27
60	2	1	1	1	131	44	28
					X ₁	X ₂	X ₃
Σx					2,796	1,159	518
Σx^2					395,216	70,077	13,738
$(\Sigma x)^2$					7,817,616	1,343,281	268,324
$(\Sigma x)^2/n$					390,880.80	66,164.05	13,416.20
x^2					4,335.20	2,912.50	321.80
V					216.76	145.65	16.10
$\bar{X}$					139	57.95	25.90
Range					105 - 163	38 - 96	25 - 90

TEST SCORES OF THE MOBILE STUDENTS IN OCCUPATIONAL
INDEX TWO WITH CIVILIAN STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
61	2	1	2	2	129	56	30
62	2	1	2	1	150	59	25
63	2	1	2	1	147	59	29
64	2	1	2	1	141	64	62
65	2	1	2	1	154	77	25
66	2	1	2	1	139	49	25
67	2	1	2	2	162	39	23
68	2	1	2	2	156	67	39
69	2	1	2	1	148	78	23
70	2	1	2	1	120	63	22
71	2	1	2	1	122	75	28
72	2	1	2	2	148	54	25
73	2	1	2	2	148	61	31
74	2	1	2	2	132	60	25
75	2	1	2	1	160	51	20
76	2	1	2	2	147	56	31
77	2	1	2	2	141	69	27
78	2	1	2	1	160	61	32
79	2	1	2	1	121	81	32
80	2	1	2	1	131	58	34
					X ₁	X ₂	X ₃
ΣX					2,856	1,237	588
ΣX^2					411,160	78,593	15,992
$(\Sigma X)^2$					8,156,736	1,530,169	311,364
$(\Sigma X)^2/n$					407,836.80	76,508.45	15,568.20
x^2					3,323.20	2,084.55	423.80
V					166.16	104.25	21.20
$\bar{X}$					142.80	61.85	27.90
Range					120 - 162	39 - 81	20 - 62

TEST SCORES OF THE MOBILE STUDENTS IN OCCUPATIONAL
INDEX THREE WITH CIVILIAN STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
81	2	1	3	2	117	56	29
82	2	1	3	2	161	61	27
83	2	1	3	2	152	55	38
84	2	1	3	1	128	67	32
85	2	1	3	1	149	76	20
86	2	1	3	1	148	73	29
87	2	1	3	1	145	56	32
88	2	1	3	2	147	54	21
89	2	1	3	2	149	60	27
90	2	1	3	1	122	56	29
91	2	1	3	1	134	61	26
92	2	1	3	1	145	54	21
93	2	1	3	2	157	64	32
94	2	1	3	2	144	55	21
95	2	1	3	1	152	57	26
96	2	1	3	1	137	69	32
97	2	1	3	1	143	86	30
98	2	1	3	1	153	77	30
99	2	1	3	2	177	60	32
100	2	1	3	1	145	72	31
					X ₁	X ₂	X ₃
$\sum X$					2,905	1,269	565
$\sum X^2$					425,373	82,141	16,381
$(\sum X)^2$					8,439,025	1,610,361	319,225
$(\sum X)^2/n$					421,951.25	80,518.05	15,961.25
x^2					3,421.75	1,622.95	419.75
V					171.09	81.15	20.98
$\bar{X}$					145.25	63.45	28.25
Range					117 - 177	54 - 86	38 - 20

TEST SCORES OF THE SEMI-MOBILE STUDENTS IN OCCUPATIONAL
INDEX ONE WITH CIVILIAN STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
101	2	2	1	2	137	63	33
102	2	2	1	1	125	66	55
103	2	2	1	2	148	57	30
104	2	2	1	2	132	65	39
105	2	2	1	2	164	60	30
106	2	2	1	2	129	52	31
107	2	2	1	2	124	44	29
108	2	2	1	1	159	63	36
109	2	2	1	2	168	56	35
110	2	2	1	2	121	67	31
111	2	2	1	2	152	42	18
112	2	2	1	1	149	71	24
113	2	2	1	1	138	66	24
114	2	2	1	2	138	65	19
115	2	2	1	2	149	36	27
116	2	2	1	2	167	45	29
117	2	2	1	1	134	66	27
118	2	2	1	1	126	66	25
119	2	2	1	2	136	76	35
120	2	2	1	1	143	49	20
					X ₁	X ₂	X ₃
$\sum X$					2,839	1,175	577
$\sum X^2$					407,041	71,229	17,305
$(\sum X)^2$					8,059,921	1,380,625	332,929
$(\sum X)^2/n$					402,996.05	69,031.25	16,646.45
x^2					4,044.95	2,197.75	658.55
V					202.25	109.89	32.93
$\bar{X}$					141.95	58.75	28.85
Range					121 - 168	42 - 76	18 - 39

TEST SCORES OF THE SEMI-MOBILE STUDENTS IN OCCUPATIONAL
INDEX TWO WITH CIVILIAN STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
121	2	2	2	2	130	48	30
122	2	2	2	2	166	58	21
123	2	2	2	2	142	73	45
124	2	2	2	1	140	66	32
125	2	2	2	2	131	69	27
126	2	2	2	1	140	72	27
127	2	2	2	2	145	71	30
128	2	2	2	2	137	47	18
129	2	2	2	1	163	67	26
130	2	2	2	2	176	65	30
131	2	2	2	1	121	81	35
132	2	2	2	1	115	64	22
133	2	2	2	1	145	55	27
134	2	2	2	2	145	63	26
135	2	2	2	2	110	51	26
136	2	2	2	2	115	54	26
137	2	2	2	2	125	58	36
138	2	2	2	2	162	42	23
139	2	2	2	2	179	52	24
140	2	2	2	2	151	45	27
					X ₁	X ₂	X ₃
Σx		2,838	1,201		558		
Σx ²		410,272	74,287		16,244		
(Σx) ²		8,054,244	1,442,401		311,364		
(Σx) ² /n		402,712.20	72,120.05		15,568.20		
x ²		7,559.80	2,166.95		675.80		
v		379.99	108.35		33.79		
$\bar{X}$		141.90	60.05		27.90		
Range		110 - 179	45 - 81		18 - 45		

TEST SCORES OF THE SEMI-MOBILE STUDENTS IN OCCUPATIONAL
INDEX THREE WITH CIVILIAN STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
141	2	2	3	2	156	71	30
142	2	2	3	1	118	49	23
143	2	2	3	2	138	53	19
144	2	2	3	2	128	52	34
145	2	2	3	1	154	67	31
146	2	2	3	1	145	59	30
147	2	2	3	2	139	58	28
148	2	2	3	1	134	78	36
149	2	2	3	2	132	40	22
150	2	2	3	2	163	43	26
151	2	2	3	2	145	83	40
152	2	2	3	1	140	77	33
153	2	2	3	2	146	51	35
154	2	2	3	2	150	55	25
155	2	2	3	1	156	72	23
156	2	2	3	2	145	41	25
157	2	2	3	2	107	71	26
158	2	2	3	2	143	58	31
159	2	2	3	2	169	49	23
160	2	2	3	2	165	37	22
					X ₁	X ₂	X ₃
$\sum X$					2,873	1,164	562
$\sum X^2$					417,185	71,306	16,390
$(\sum X)^2$					8,254,129	1,354,896	315,844
$(\sum X)^2/n$					412,706.45	67,744.80	15,292.20
x^2					4,478.55	3,561.20	1,097.80
V					223.92	178.06	54.89
$\bar{X}$					143.65	58.20	28.10
Range					107 - 169	37 - 83	19 - 40

TEST SCORES OF THE PERMANENT STUDENTS IN OCCUPATIONAL
INDEX ONE WITH CIVILIAN STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
161	2	3	1	2	149	69	30
162	2	3	1	2	132	41	24
163	2	3	1	1	131	61	29
164	2	3	1	2	142	56	26
165	2	3	1	2	121	55	26
166	2	3	1	2	133	62	16
167	2	3	1	1	153	58	28
168	2	3	1	2	96	58	24
169	2	3	1	2	159	53	30
170	2	3	1	2	184	48	30
171	2	3	1	1	141	63	45
172	2	3	1	1	152	41	21
173	2	3	1	1	140	63	27
174	2	3	1	1	148	75	35
175	2	3	1	2	153	58	26
176	2	3	1	1	135	68	39
177	2	3	1	2	131	45	19
178	2	3	1	2	158	35	21
179	2	3	1	2	160	47	18
180	2	3	1	2	142	55	23
					X ₁	X ₂	X ₃
Σx		2,852		1,111		537	
Σx ²		412,590		63,725		15,357	
(Σx) ²		8,133,904		1,234,321		288,369	
(Σx) ² /n		406,695.20		61,716.05		14,418.45	
x ²		5,894.80		2,008.95		938.55	
v		294.74		100.44		46.93	
$\bar{x}$		142.60		55.55		26.85	
Range		96 - 184		35 - 75		16 - 45	

TEST SCORES OF THE PERMANENT STUDENTS IN OCCUPATIONAL
INDEX TWO WITH CIVILIAN STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
181	2	3	2	1	149	51	38
182	2	3	2	1	141	67	36
183	2	3	2	1	175	67	34
184	2	3	2	2	127	71	33
185	2	3	2	1	118	63	36
186	2	3	2	2	131	62	32
187	2	3	2	2	165	49	37
188	2	3	2	2	128	57	23
189	2	3	2	2	148	54	24
190	2	3	2	2	139	66	34
191	2	3	2	2	130	62	23
192	2	3	2	2	158	54	24
193	2	3	2	1	113	65	32
194	2	3	2	1	125	64	25
195	2	3	2	2	127	50	29
196	2	3	2	1	127	56	28
197	2	3	2	1	110	69	30
198	2	3	2	2	148	61	28
199	2	3	2	1	157	57	26
200	2	3	2	2	141	54	22
					X ₁	X ₂	X ₃
ΣX					2,758	1,199	594
ΣX^2					386,060	72,719	18,158
$(\Sigma X)^2$					7,606,564	1,437,601	352,836
$(\Sigma X)^2/n$					383,032.82	71,880.05	17,641.80
x^2					3,027.18	838.95	516.20
V					151.36	41.95	25.81
$\bar{X}$					137.90	59.95	29.70
Range					110 - 175	49 - 71	22 - 38

TEST SCORES OF THE PERMANENT STUDENTS IN OCCUPATIONAL
INDEX THREE WITH CIVILIAN STATUS

Id.	Status	Mobility	Occ. Index	Sex	X ₁	X ₂	X ₃
201	2	3	3	2	159	64	35
202	2	3	3	1	144	64	38
203	2	3	3	2	133	49	23
204	2	3	3	2	157	43	27
205	2	3	3	2	110	60	25
206	2	3	3	3	135	55	25
207	2	3	3	2	140	60	35
208	2	3	3	2	134	48	31
209	2	3	3	1	134	52	31
210	2	3	3	1	148	65	30
211	2	3	3	2	140	58	28
212	2	3	3	1	157	59	23
213	2	3	3	2	146	37	29
214	2	3	3	2	158	54	17
215	2	3	3	2	105	65	23
216	2	3	3	1	151	82	31
217	2	3	3	1	183	72	24
218	2	3	3	1	128	87	35
219	2	3	3	2	167	56	30
220	2	3	3	1	151	60	26
					X ₁	X ₂	X ₃
$\sum X$					2,280	1,190	566
$\sum X^2$					421,014	73,468	16,534
$(\sum X)^2$					8,294,440	1,416,100	320,356
$(\sum X)^2/n$					414,722	70,805	16,017.80
x^2					6,292	2,663	516.20
V					314.60	133.15	25.81
$\bar{X}$					144	59.50	28.30
Range					128 - 183	52 - 87	23 - 38

APPENDIX B

THE DATA COLLECTING INSTRUMENTS

General Instructions for Administering the Instruments:

Time required: The pilot group completed the Survey in 35 minutes but a full period should be allowed so more deliberate workers can complete every item.

To the test supervisor: The data gathering instrument is composed of four parts, (1) the D-V Inventory (Differential Values Inventory), (2) the Opinion Inventory, (3) the Educational Aspirations Questionnaire, and (4) the General Data Sheet.

To simplify scoring, separate answer sheets are provided for the D-V Inventory and the Opinion Inventory. The General Data Sheet, the two answer sheets and the Educational Aspirations Questionnaire have been combined into one set while the D-V Inventory and the Opinion Inventory comprise another set of materials.

Before passing out the materials please read: "Increasingly the opinions of teen-age youth are being sought on many of the important social problems facing them. The survey being conducted today is a part of a doctoral study in which high school seniors are given an opportunity to express themselves on a variety of issues. It is not possible to anticipate exactly what another person will think about a given problem, but in responding to the items on the survey, where a choice of answers is provided, please answer every item and select the answer which is the closest to your position."

"Materials will be distributed in two sets. First, you will be given four sheets stapled together with a General Data Sheet on top. Included in this set are the answer sheets to two inventories to be passed out later and a sheet on which you may record your educational plans."

Instructions for Administering the General Data Sheet

To the test supervisor: Have two students distribute the set with the General Data Sheet on top, or pass them back from the front of each row. When these have been distributed, please continue reading, "I should like us to go through this together so I may help you to provide exactly the information requested on the General Data Sheet. You may use a pen or a pencil.

Please enter your full name and your address in the space provided.

Give the grade in which you are presently enrolled.

Next, write the name of the school, Midwest City High School.

Question one--"Have you always attended school in this city?"--check yes or no.

Question two--"In how many towns have you attended school since you began in kindergarten or first grade?" Please check the appropriate number.

Question three--"Have you ever attended a private or parochial school?" Check yes or no.

Question four--"Is your father presently a member of the Armed Forces?" Check yes or no.

Question five--"If yes, what is his rank?" Please give your father's military rank if he is in the Armed Forces. If he is not in the Armed Forces, leave blank.

Question six--"Is your father retired from the Armed Forces?" If your father served in the Armed Forces long enough to retire and draw retirement pay, please check yes, otherwise, check no.

Question seven--"If he did retire, when?" Give only the year in which he retired.

Question eight--"If your father is not in the Armed Forces, what is his occupation?" Please list--lawyer, city manager, banker, plumber, carpenter, mechanic, laborer or whatever his occupation may be.

Question nine--"Is your mother presently in the Armed Forces?" Check yes or no.

Question ten--"Has your mother retired from the Armed Forces?" Check yes or no on the same basis as you did with your father.

Question eleven--"If she did, in what year did she retire?" Give year only.

Question twelve--"What is your mother's civilian occupation or military rank?" Please list housewife if she is not employed--otherwise, give her military rank or her civilian occupation--secretary, store clerk, teacher, etc.

Please disregard the items numbered one, two, three, and four at the bottom of the page.

To the test supervisor: Please distribute the inventories to the students.

Read to the students: "You have been given two different inventories stapled together. On the four sheets you received first, a separate answer sheet is provided for each. Please turn to the second sheet which is the answer sheet for the D-V Inventory. Put your name on the answer sheet.

"I will read the instructions for each of the two inventories to you while you follow along. Please turn to page 43, Appendix C."

To the test supervisor: Please read quickly through the instructions.

To the students: "Please turn to page 37, Appendix B, and we will read through the instructions for the Opinion Inventory."

To the test supervisor: Please read quickly through the instructions.

To the students: "You will notice that you have a separate answer sheet for the Opinion Inventory."

"This is not a test. There are no right or wrong answers, your valuable opinion is being sought. Please be sure to respond to every item. The use of the information will not reveal the names of students; responses will be grouped together on the basis of the information given on the General Data Sheet and responses will be reported as a group. Individual students will remain anonymous."

"Please work rapidly--giving your first reactions to each item. Keep both sets of materials until the end of the hour. If you finish early, please sit quietly while your classmates complete theirs."

"Remember you have only until the end of the period so work carefully but rapidly. Thank you for expressing yourself on these important issues."

GENERAL DATA SHEET

NO. _____

Name: _____
Last First Middle

Address: _____

Grade: _____ Age _____ Boy _____ Girl _____

School: _____

1. Have you always attended school in this city?
Yes _____ No _____
2. In how many towns have you attended school since you began in either kindergarten or first grade?
One _____, two _____, three _____, four _____, more than four _____
3. Have you ever attended a private or parochial school?
Yes _____ No _____
4. Is your father presently a member of the armed forces?
Yes _____ No _____
5. If yes, what is his rank? _____
6. Has your father retired from the armed forces?
Yes _____ No _____
7. If he did, in what year did he retire? 19 _____
8. If your father is not in the armed forces, what is his occupation? _____
9. Is your mother presently a member of the armed forces?
Yes _____ No _____
10. Has your mother retired from the armed forces?
Yes _____ No _____
11. If she did, then what year did she retire? 19 _____
12. What is your mother's civilian occupation or military rank? _____

1. _____ 2. _____ 3. _____ 4. _____

D-V Inventory

Instructions

This questionnaire consists of a number of statements about things which you may think you ought or ought not do and feel. These statements are arranged in pairs as in the example below.

1. A. Be reliable.
B. Be friendly.

This choice was (D) difficult (E) easy for me to make.

There are two parts to each question. First you are to choose between A or B. Second, you are to choose between D or E indicating whether the choice you made between A and B was difficult or easy for you to make.

Here is another example:

2. A. Work on a project with others.
B. Work on a project alone.

This choice was (D) difficult (E) easy for me to make.

To help you make the required choice, when reading the item to yourself precede each statement with the phrase, "I ought to" That is, in the example given, you choose the item which is most desirable for you. If you feel that you ought to work on a project with others more strongly than you feel you ought to work on a project alone, you should mark A on the separate answer sheet, thus:

2.	A	B	D	E
	☒	☐	☐	☐

If you feel more strongly about B than A, mark B, thus:

2.	A	B	D	E
	☐	☒	☐	☐

Then mark D or E indicating that the choice was Difficult or Easy for you to make. Thus, for each numbered item you have two marks. For example, if you choose A but the choice was difficult to make you mark A and D on the answer sheet, thus:

2. A B D E

X		X	
---	--	---	--

Be sure to put an X in the box under each letter you choose.
If you must erase, do so completely.

This is not a test. There are no right or wrong answers. Your choices should be a description of how you think you ought to act or feel. Do not skip any items. Write only on the answer sheet.

Choose A or B. Then choose D or E. Mark these two choices for each number on the answer sheet.

Precede each statement with the phrase "I ought to . . ."

1. A. Work harder than most of those in my class.
 B. Work at least as hard as most of those in my class.

 This choice was (D) difficult (E) easy for me to make.

2. A. Do things which most other people do.
 B. Do things which are out-of-the ordinary.

 This choice was (D) difficult (E) easy for me to make.

3. A. Have my own ideas about politics and religion.
 B. Try to agree with others on these matters.

 This choice was (D) difficult (E) easy for me to make.

4. A. Enjoy myself doing things with others.
 B. Enjoy myself doing many things alone.

 This choice was (D) difficult (E) easy for me to make.

5. A. Attain a higher position than my father or mother attained.
 B. Enjoy more of the good things of life than my father and mother enjoyed.

 This choice was (D) difficult (E) easy for me to make.

6. A. Feel that the future is uncertain and unpredictable.
 B. Feel that the future is full of opportunities for me.

 This choice was (D) difficult (E) easy for me to make.

Choose A or B. Then choose D or E. Mark these two choices for each number of the answer sheet.

Precede each statement with the phrase "I ought to . . ."

7. A. Feel that happiness is the most important thing in life to me.
B. Feel that enduring suffering and pain is important for me in the long run.

This choice was (D) difficult (E) easy for me to make.

8. A. Rely on the advice of others in making decisions.
B. Be independent of others in making decisions.

This choice was (D) difficult (E) easy for me to make.

9. A. Feel it is my duty to save as much money as I can.
B. Feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.

This choice was (D) difficult (E) easy for me to make.

10. A. Put ten dollars in the bank.
B. Spend five of the ten dollars enjoying myself with my friends.

This choice was (D) difficult (E) easy for me to make.

11. A. Spend enough on clothes to dress as well as my friends.
B. Spend less on clothes in order to save for future needs.

This choice was (D) difficult (E) easy for me to make.

12. A. Put in long hours of work without distraction.
B. Feel that I can't work long hours without distraction but I'll get the job done anyway.

13. A. Feel that it is most important to live for the future.
B. Feel that today is important and I should live each day to the fullest.

This choice was (D) difficult (E) easy for me to make.

14. A. Feel that "right" and "wrong" are relative terms.
B. Feel that I should have strong convictions about what is right or wrong.

This choice was (D) difficult (E) easy for me to make.

Choose A or B. Then choose D or E. Mark these two choices for each number on the answer sheet.

Precede each statement with the phrase "I ought to . . ."

15. A. Work hard to do most things better than others.
B. Work hard at some things and leave others to those who are more qualified than I.

This choice was (D) difficult (E) easy for me to make.

16. A. Feel that everybody misbehaves once in a while but the important thing is not to make the same mistake over again.
B. Feel that the most important thing in life is to strive for peace with God.

This choice was (D) difficult (E) easy for me to make.

17. A. Feel that work is important, fun is not important.
B. Feel that all work and no play makes Jack a dull boy.

This choice was (D) difficult (E) easy for me to make.

18. A. Feel that what others think about right and wrong should influence my thinking.
B. Feel that my convictions about right and wrong are most important.

This choice was (D) difficult (E) easy for me to make.

19. A. Defend my ideas about right and wrong.
B. Be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.

This choice was (D) difficult (E) easy for me to make.

20. A. Make as many social contacts as possible.
B. Be willing to sacrifice myself for the sake of a better world.

This choice was (D) difficult (E) easy for me to make.

21. A. Get all my work done on my own.
B. Get my work done with the help of others if I am allowed to and this saves time.

This choice was (D) difficult (E) easy for me to make.

Choose A or B. Then choose D or E. Mark these two choices for each number on the answer sheet.

Precede each statement with the phrase "I ought to . . ."

22. A. Wear clothes similar to those of my friends.
B. Dress modestly even though this makes me different from my friends.

This choice was (D) difficult (E) easy for me to make.

23. A. Work hard only if I am paid accordingly.
B. Work hard at doing something original regardless of pay.

This choice was (D) difficult (E) easy for me to make.

24. A. Get a job which will allow me to enjoy some of the luxuries of life.
B. Get a job which will make me a success in life.

This choice was (D) difficult (E) easy for me to make.

25. A. Be able to solve difficult problems and puzzles.
B. Feel that difficult problems and puzzles are good for some people but are not for everybody.

This choice was (D) difficult (E) easy for me to make.

26. A. Feel that style is more important than quality in clothes.
B. Feel that quality is more important than style in clothes.

This choice was (D) difficult (E) easy for me to make.

27. A. Say what I think is right about things.
B. Think of the effect on others before I speak.

This choice was (D) difficult (E) easy for me to make.

28. A. Feel comfortable getting the same grades as most of the people in my class.
B. Feel comfortable near the head of the class.

This choice was (D) difficult (E) easy for me to make.

29. A. Have my own firm ideas about correct behavior.
B. Look to others for the kind of behavior which is approved by the group.

This choice was (D) difficult (E) easy for me to make.

Choose A or B. Then choose D or E. Mark these two choices for each number on the answer sheet.

Precede each statement with the phrase "I ought to . . ."

30. A. Feel that discipline in the modern school is not as strict as it should be.
B. Feel that the change from strict discipline in the modern school is a good one.

This choice was (D) difficult (E) easy for me to make.

31. A. Feel that the most important thing in school is to gain knowledge useful to me in the future.
B. Feel that the most important thing in school is to learn to get along well with people.

This choice was (D) difficult (E) easy for me to make.

32. A. Do things without regard to what others may think.
B. Do things which allow me to have fun and be happy.

This choice was (D) difficult (E) easy for me to make.

33. A. Register for a course which is very interesting to me, whether or not it will do me some good later on.
B. Register for a course which is uninteresting to me but which will do me some good later on.

This choice was (D) difficult (E) easy for me to make.

34. A. Go to a school affair to enjoy myself being with people.
B. Go to a school affair because it is my duty to be loyal to my school.

This choice was (D) difficult (E) easy for me to make.

35. A. Feel it is right to spend less for clothes in order to save for the future.
B. Feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.

This choice was (D) difficult (E) easy for me to make.

36. A. Do things which very few others can do.
B. Do things cooperatively with others.

This choice was (D) difficult (E) easy for me to make.

Choose A or B. Then choose D or E. Mark these two choices for each number on the answer sheet.

Precede each statement with the phrase "I ought to . . ."

37. A. Use the same expressions my friends use so that they won't think I'm odd.
B. Speak in the most proper way.

This choice was (D) difficult (E) easy for me to make.

38. A. Feel that it is right to save for the future.
B. Feel that whether or not it is right to save for the future is up to the individual.

This choice was (D) difficult (E) easy for me to make.

39. A. Choose a job with plenty of opportunities for advancement even though the pay isn't as high as I would like it to be.
B. Choose a job in which I can work with many interesting people.

This choice was (D) difficult (E) easy for me to make.

40. A. Mix in a little pleasure with my work so that I don't get bored.
B. Keep at a job until it is finished.

This choice was (D) difficult (E) easy for me to make.

41. A. Get as much pleasure as I can out of life now.
B. Stand by my convictions.

This choice was (D) difficult (E) easy for me to make.

42. A. Feel that everybody misbehaves once in a while but the important thing is not to make the same mistake over again.
B. Feel guilty when I misbehave and expect to be punished.

This choice was (D) difficult (E) easy for me to make.

43. A. Have less freedom in the classroom.
B. Have more freedom in the classroom.

This choice was (D) difficult (E) easy for me to make.

44. A. Be very ambitious.
B. Be very sociable.

This choice was (D) difficult (E) easy for me to make.

Choose A or B. Then choose D or E. Mark these two choices for each number on the answer sheet.

Precede each statement with the phrase "I ought to . . ."

45. A. Choose a job in which I'll earn as much as most of my friends.
B. Choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.

This choice was (D) difficult (E) easy for me to make.

46. A. Get the kind of job which will bring me in contact with many interesting people.
B. Get the kind of job which will make me a success in life.

This choice was (D) difficult (E) easy for me to make.

47. A. Feel that whether or not it is right to plan and save for the future is a matter of opinion.
B. Feel that it is right to plan and save for the future.

This choice was (D) difficult (E) easy for me to make.

48. A. Be willing to sacrifice myself for the sake of a better world.
B. Feel it is important to behave like most other people do.

This choice was (D) difficult (E) easy for me to make.

49. A. Deny myself enjoyment for the present for better things in the future.
B. Have fun attending parties and being with people.

This choice was (D) difficult (E) easy for me to make.

50. A. Be satisfied to do as well in life as my father did.
B. Attain a higher position in life than my father attained.

This choice was (D) difficult (E) easy for me to make.

51. A. Feel that it will be good for me later if I endure some unpleasant things now.
B. Feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.

This choice was (D) difficult (E) easy for me to make.

Choose A or B. Then choose D or E. Mark these two choices for each number on the answer sheet.

Precede each statement with the phrase "I ought to . . ."

52. A. Be able to have most of the things my friends have.
B. Be able to have enough money to lay away for future needs.

This choice was (D) difficult (E) easy for me to make.

53. A. Feel that happiness is the most important thing in life.
B. Feel that being respected is the most important thing in life.

This choice was (D) difficult (E) easy for me to make.

54. A. Feel that more "old-fashioned whippings" are needed today.
B. Feel that "old-fashioned whippings" do the child more harm than good.

This choice was (D) difficult (E) easy for me to make.

55. A. Exert every effort to be more successful this year than I was last year.
B. Be content with a reasonable amount of success and live longer.

This choice was (D) difficult (E) easy for me to make.

56. A. Try very hard to overcome my emotions.
B. Get as much pleasure as I can out of life now.

This choice was (D) difficult (E) easy for me to make.

57. A. Feel it is important to be more successful this year than I was last year.
B. Feel it is important to get along with others.

This choice was (D) difficult (E) easy for me to make.

58. A. Feel that children are born good.
B. Feel that children are born sinful.

This choice was (D) difficult (E) easy for me to make.

59. A. Spend as much time as I can in working independently.
B. Spend as much time as I can in having fun.

This choice was (D) difficult (E) easy for me to make.

Choose A or B. Then choose D or E. Mark these two choices for each number on the answer sheet.

Precede each statement with the phrase "I ought to . . ."

60. A. Deny myself enjoyment for the present for better things in the future.
B. Be able to have as much enjoyment as my friends have.

This choice was (D) difficult (E) easy for me to make.

61. A. Feel that it is right to be very ambitious.
B. Feel that it may or may not be right to be very ambitious depending on the individual.

This choice was (D) difficult (E) easy for me to make.

62. A. Choose to work with people I like in a job I don't like.
B. Choose to work with people I don't like in a job which I like.

This choice was (D) difficult (E) easy for me to make.

63. A. Work as hard as I can in order to be successful.
B. Work as hard as I can in order to enjoy some of the luxuries of life.

This choice was (D) difficult (E) easy for me to make.

64. A. Strive to be an expert in something.
B. Do many things quite well but not be an expert in anything.

This choice was (D) difficult (E) easy for me to make.

THE D-V INVENTORY ANSWER SHEET

Name _____

No. _____

	A	B	D	E		A	B	D	E		A	B	D	E
1.	☐	☐	☐	☐	23.	☐	☐	☐	☐	45.	☐	☐	☐	☐
2.	☐	☐	☐	☐	24.	☐	☐	☐	☐	46.	☐	☐	☐	☐
3.	☐	☐	☐	☐	25.	☐	☐	☐	☐	47.	☐	☐	☐	☐
4.	☐	☐	☐	☐	26.	☐	☐	☐	☐	48.	☐	☐	☐	☐
5.	☐	☐	☐	☐	27.	☐	☐	☐	☐	49.	☐	☐	☐	☐
6.	☐	☐	☐	☐	28.	☐	☐	☐	☐	50.	☐	☐	☐	☐
7.	☐	☐	☐	☐	29.	☐	☐	☐	☐	51.	☐	☐	☐	☐
8.	☐	☐	☐	☐	30.	☐	☐	☐	☐	52.	☐	☐	☐	☐
9.	☐	☐	☐	☐	31.	☐	☐	☐	☐	53.	☐	☐	☐	☐
10.	☐	☐	☐	☐	32.	☐	☐	☐	☐	54.	☐	☐	☐	☐
11.	☐	☐	☐	☐	33.	☐	☐	☐	☐	55.	☐	☐	☐	☐
12.	☐	☐	☐	☐	34.	☐	☐	☐	☐	56.	☐	☐	☐	☐
13.	☐	☐	☐	☐	35.	☐	☐	☐	☐	57.	☐	☐	☐	☐
14.	☐	☐	☐	☐	36.	☐	☐	☐	☐	58.	☐	☐	☐	☐
15.	☐	☐	☐	☐	37.	☐	☐	☐	☐	59.	☐	☐	☐	☐
16.	☐	☐	☐	☐	38.	☐	☐	☐	☐	60.	☐	☐	☐	☐
17.	☐	☐	☐	☐	39.	☐	☐	☐	☐	61.	☐	☐	☐	☐
18.	☐	☐	☐	☐	40.	☐	☐	☐	☐	62.	☐	☐	☐	☐
19.	☐	☐	☐	☐	41.	☐	☐	☐	☐	63.	☐	☐	☐	☐
20.	☐	☐	☐	☐	42.	☐	☐	☐	☐	64.	☐	☐	☐	☐
21.	☐	☐	☐	☐	43.	☐	☐	☐	☐					
22.	☐	☐	☐	☐	44.	☐	☐	☐	☐					

OPINION INVENTORY

Instructions

Mark only one alternative for each item on your answer sheet.

Listed below are a number of statements. Each represents a commonly held opinion and there are no right or wrong answers. You probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with such matters of opinion.

Read each statement carefully and then indicate the extent to which you agree or disagree by crossing the corresponding alternative on your answer sheet. Use the system of marking indicated below:

If You Disagree Strongly Cross	If You Disagree Somewhat Cross	If You Disagree Slightly Cross	If You Agree Slightly Cross	If You Agree Somewhat Cross	If You Agree Strongly Cross
☒	☒	☒	☒	☒	☒

First impressions are usually best in such matters. Read each statement, decide if you agree or disagree and the strength of your opinion, and then cross the appropriate alternative on the answer sheet. Read the items carefully, but work as rapidly as you can. Give your opinion on every statement.

If you find that the numbers to be used in answering do not indicate your opinion, use the one which is closest to the way you feel.

I

1. People ought to pay more attention to new ideas, even if they seem to go against the American way of life.
2. Never tell anyone the real reason you did something unless it is useful to do so.
3. One of the most important things children should learn is when to disobey authorities.
4. Most people can still be depended upon to come through in a pinch.
5. The best way to handle people is to tell them what they want to hear.
6. One should take action only when sure it is morally right.
7. If you try hard enough, you can usually get what you want.
8. Most people are basically good and kind.
9. It is the safest to assume that all people have a vicious streak and it will come out when they are given a chance.
10. Honesty is the best policy in all cases.
11. It is essential for learning or effective work that our teachers or bosses outline in detail what is to be done and how to do it.
12. Most people will go out of their way to help someone else.
13. Most people don't realize how much our lives are controlled by plots hatched in secret places.

14. No sane, normal, decent person could even think of hurting a close friend or relative.
15. Human nature being what it is, there will always be war or conflict.
16. There is no excuse for lying to someone else.
17. No weakness or difficulty can hold us back if we have enough will power.
18. Next to health, money is the most important thing in life.
19. If it weren't for the rebellious ideas of youth, there would be less progress in the world.
20. Books and movies ought to give a more realistic picture of life even if they show that evil sometimes triumphs over good.
21. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.
22. Generally speaking, men won't work hard unless they're forced to do so.
23. All in all, it is better to be humble and honest than to be important and dishonest.
24. It is highly unlikely that astrology will ever be able to explain anything.
25. You sometimes can't help wondering whether anything is worthwhile anymore.
26. Most honest people admit to themselves that they have sometimes hated their parents.

27. When you ask someone to do something for you, it is best to give the real reasons for wanting it rather than giving reasons which carry more weight.
28. The artist and the professor are probably more important to society than the business man and the manufacturer.
29. Most people who get ahead in the world lead clean moral lives.
30. It's hardly fair to bring a child into the world with the way things look for the future.
31. Anyone who completely trusts anyone else is asking for trouble.
32. Most of our social problems could be solved if we could somehow get rid of the immoral, crooked, and feebleminded people.
33. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.
34. The biggest difference between most criminals and other people is that the criminals are stupid enough to get caught.
35. Every person should have complete faith in a supernatural power whose decisions he obeys without question.
36. Most men are brave.
37. Most people in government are not really interested in the problems of the average man.

38. It is wise to flatter important people.
39. It is possible to be good in all respects.
40. Barnum was wrong when he said that there's a sucker born every minute.
41. Nowadays more and more people are prying into matters that should remain personal and private.
42. The findings of science may someday show that many of our most cherished beliefs are wrong.
43. An urge to jump from high places is probably the result of unhappy personal experiences rather than anything inborn.
44. The average man is probably better off today than he ever was.
45. It is hard to get ahead without cutting corners here and there.
46. Even today, the way that you make money is more important than how much you make.
47. In spite of what you read about the wild sex life of people in important places, the real story is about the same in any group of people.
48. People suffering from incurable diseases should have the choice of being put painlessly to death.
49. Sex crimes, such as rape and attacks on children deserve more than mere imprisonment; such criminals ought to be publicly whipped or worse.
50. Most men forget more easily the death of their father than the loss of their property.

No. _____

1 Disagree Strongly						2 Disagree somewhat						3 Disagree slightly						4 Agree slightly						5 Agree somewhat						6 Agree Strongly					
1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6						
1.	☐	☐	☐	☐	☐	26.	☐	☐	☐	☐	☐	26.	☐	☐	☐	☐	☐	26.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
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3.	☐	☐	☐	☐	☐	28.	☐	☐	☐	☐	☐	28.	☐	☐	☐	☐	☐	28.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
4.	☐	☐	☐	☐	☐	29.	☐	☐	☐	☐	☐	29.	☐	☐	☐	☐	☐	29.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
5.	☐	☐	☐	☐	☐	30.	☐	☐	☐	☐	☐	30.	☐	☐	☐	☐	☐	30.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
6.	☐	☐	☐	☐	☐	31.	☐	☐	☐	☐	☐	31.	☐	☐	☐	☐	☐	31.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
7.	☐	☐	☐	☐	☐	32.	☐	☐	☐	☐	☐	32.	☐	☐	☐	☐	☐	32.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
8.	☐	☐	☐	☐	☐	33.	☐	☐	☐	☐	☐	33.	☐	☐	☐	☐	☐	33.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
9.	☐	☐	☐	☐	☐	34.	☐	☐	☐	☐	☐	34.	☐	☐	☐	☐	☐	34.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
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11.	☐	☐	☐	☐	☐	36.	☐	☐	☐	☐	☐	36.	☐	☐	☐	☐	☐	36.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
12.	☐	☐	☐	☐	☐	37.	☐	☐	☐	☐	☐	37.	☐	☐	☐	☐	☐	37.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
13.	☐	☐	☐	☐	☐	38.	☐	☐	☐	☐	☐	38.	☐	☐	☐	☐	☐	38.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
14.	☐	☐	☐	☐	☐	39.	☐	☐	☐	☐	☐	39.	☐	☐	☐	☐	☐	39.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐						
15.	☐	☐	☐	☐	☐	40.	☐																												

Educational Aspirations

After I graduate from high school (and, if necessary,
serve in the military forces)--

1. _____ I plan to get a job right away.
2. _____ I plan to be a housewife.
3. _____ I plan to go to a technical or trade school.
4. _____ I plan to go to a junior college.
5. _____ I plan to go first to a junior college, and
then to a four-year college or university.
6. _____ I plan to go directly to a four-year college
or university.
7. _____ I have other plans.

(What are they?)