GROUP DIMENSION MEASUREMENT IN A SOUTHERN
BAPTIST CHURCH

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GROUP DIMENSION MEASUREMENT IN A SOUTHERN
BAPTIST CHURCH

THESIS

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By

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CHAPTER I

INTRODUCTION

Group Relations

There has been a great interest in group processes for many years, but of recent date there has been an even greater focus on the group, and many studies have been made in an effort to determine what actually is involved in the group process. Sherif says, "No other problem in human affairs today seems to be so crucial and so fateful as that of group relations."¹ He further says that the developments in technology, communications, transportaton, and economics have brought us into closer functional relationship and thus made the group even more important to each one of us. If this is true, and recent developments leave us little doubt of this being factual, it seems that whatever knowledge that has been gained in this area should be applied to religious groups in an effort to make them a more effective agent of improvement of human relations. As this paper is being prepared this very morning, May 12, 1961, our first manned vehicle has made a successful flight into space, furthering emphasizing Sherif's

statement concerning the importance of human affairs. This is certainly another important step in bringing the various peoples of the world closer together.

Bonner says, "Survival, security, friendship, affection, and the like, can be gratified only in groups."² He points to the feelings of belongingness, social status, and to the feeling of acceptance that are developed in the group, and notes the painful experience of people who do not feel that they belong to the group. Again, he is bringing out the great importance of group affiliations which has been so greatly stressed in recent years.

Erich Fromm, another important individual in this area of study, expresses his feelings well in the following statement.

The necessity to unite with other living beings, to be related to them, is an imperative need on the fulfillment of which man's sanity depends. This need is behind all phenomena which constitute the whole gamut of intimate human relations, of all passions which are called love in the broadest sense of the word.³

Fromm places a great deal of stress on the need for each individual to relate to other individuals, and this is, in fact, a need to be a part of the group. Fromm has written much about this need for relatedness and is well respected in the field of Psychology.

²Hubert Bonner, Group Dynamics (New York, 1959), p. 46.
Gordon Allport says, "People in any form of human association wish to preserve their self-esteem—their self-love, if you wish—and simultaneously to have warm, affiliative relations with their colleagues." Again, it will be noted that the importance of being a part of the group is stressed.

There could be many other prominent quotations from men of statue in the field of Psychology given, but it is not the intention of this paper to deify the group, but rather, to recognize the important place that it has in our society and make an effort to apply some of the principles that have been developed to the field of religious education. If there are processes that can be identified, and it seems that this is well established, this should be a fruitful field, as little has been done in this area in church groups.

Related Research

There has been an abundance of research in group relations in industry, the community, and in the field of education. Since this paper is not concerned with the study of groups in these areas, no extensive review of the literature has been made. However, some important studies will be indicated to show that this type study has met with success in these areas.

One important study concerning the expansion of a very large company was made by Richardson and Walker. Concerning the effectiveness of applied dynamics principles they make the following statement "... a decrease in the number of cases of dissatisfied employees and a marked increase in plant productivity, have been taken by the writers as plausible though not final evidence that human relations have been improved." This was quite an extensive study which they have reported in full.

The importance of applied group dynamics is brought out by Whyte in another study of group relations in industry. He says, "... it is the system of human relations in the organization that has become maladjusted, and readjustment can be achieved only through applying knowledge of human relations in industry." He, like other men in this important field, contends that there are certain principles that can help to improve human relations, when properly applied. This system of human relations will not guide itself, but will become maladjusted unless sound principles are applied.

Gardner and Moore indicate that progress can and should be made in this important field of study. The following statement expresses their feelings concerning the application of


group dynamics in industry. "Especially gratifying and impressive has been the extraordinary progress in research and application in this field."7 They make many other statements concerning their enthusiasm for the future of applied group dynamics, but this seems to indicate their general feelings, along with the feelings of many others in this important field of study.

There have been many studies in community relations, and some scientific city and community planning has resulted from some of these studies. It is evident that more work needs to be done in these important areas. Lippitt lists the following needs for training in this important field of study.

1. More scientific information about psychological principles, cultural backgrounds, and community structure.
2. More skill in interacting tactfully with other persons in tense situations.
3. Techniques of changing the attitudes of others.8

These are just a few of the important suggestions which were developed from his study. These are listed as having been contributed by workshop recruits. He has made a rather comprehensive study in this area, and his results indicate that much can and should be done about community planning on a sound basis which would involve good principles of group

7Burleigh B. Gardner and David G. Moore, Human Relations In Industry (Chicago, 1945), Preface v.
dynamics. This seems to be a study that would give full accent to the success of group dynamics in the field of community living. While there are many other studies which support this position, it does not seem necessary to present them in this paper.

In the field of education Bonney has recently written a book which brings much of the research in this field together. He states the purpose of this book as follows:

An attempt has been made in every chapter to bring in some representative materials on elementary and secondary levels, and also to point out how the content developed in each chapter can be applied over a wide age-range. The principles of applied dynamics that are presented here are for the specific purpose of applying them to the various age ranges of children. This book presents these principles so that the average teacher can use them in the classroom. It, then, assumes that these principles can be applied.

This book presents a tremendous amount of research in this field, and it certainly shows that studies in the classroom can be fruitful in changing individual and group feelings.

A search of the literature in the area of church work reveals that little of importance has been accomplished in this vital area of human relations. It indicates that churches have much work to do if they are to make use of the many fine

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9 Merl E. Bonney, Mental Health in Education (Boston, 1960), Preface viii.
principles of group dynamics that have been developed in other areas, especially industry, community, and schools. It would seem that the field of education would most nearly parallel that of Christian education, since both are involved in education.

Purpose of the Study

First, the purpose of this study is to get some concrete evidence that group principles can be applied to church groups in an effective manner. It is believed that such evidence could lead to more scientific studies which would ultimately lead to improved group relations in all phases of church activities. This would, in fact, prove to the churches that group dynamic principles can be effectively used in certain church situations, and encourage further work in the area.

The more immediate purpose is to improve the relations in the individual classes so that they will have a feeling of belongingness, relatedness, or close affiliation. It is the purpose of this experiment to help these individuals find the fulfillment of their personal needs that can be supplied in the Sunday School class. Jennings, one of the outstanding psychologists in the field of sociometry, has made extensive studies in human relations. She summarizes these needs well in the following quotation.

Sociometric findings show that individuals tend to form two kinds of groups in which different
needs are paramount: (1) groups in which the individual as a person receives sustenance, recognition, approval, and appreciation for just being "himself"; (2) groups in which the individual's efforts and ideals are focused towards objectives which are not his alone but represent the fulfilling of goals which a number of individuals agree to seek.  

There was an appeal made to every member of the experimental classes to show them that they were needed in the class, not because of any special talent, but because they were important as individuals. They were urged to be a part of the group, express themselves concerning the group goals, and to help form the goals for the group. After having developed these goals, they were encouraged to see that the group succeeded in its efforts.

The group had to have some desire to actualize as Gordon explains it.

Thus, people join groups because they perceive them as a possible means of self-actualization—a way of actualizing their own capacities. The group, therefore, promises the individual an opportunity to grow, develop, fulfill, enhance, create—or simply to become that for which he has the potential.

It was felt that these desires would have to be fulfilled in the experimental groups. These individuals would have to


be made to feel that they had a close relationship with like-minded individuals and that they had the opportunity to self-actualize. If this was, in fact, accomplished there should be an improvement in the relationship of the individual members of the experimental classes.

Then, in summary, the experimental classes would be used to produce evidence that group dynamic principles could be applied in a Sunday School situation.
CHAPTER II

METHOD

Subjects

In order to test the hypothesis of this study, four Sunday School classes in the First Baptist church of the town of Richardson, Texas, were selected. Richardson is in the northern part of Dallas County and had, at the time of the study, a population of approximately 16,000. The First Baptist church had a membership of 1,628 when the study was started. The membership of the church is composed of mostly upper middle class families with a higher level of education than the average church. This is reflected in the entire population of the town, especially in the accelerated classes in the local schools. Many of the church members are electronic engineers, radio engineers, or professional people from some related area of work. Being professional people, they were quite receptive and cooperative in the present study.

The unanimous consent of the church officials, departments involved, and the four classes who were to take part in the experiment was obtained, and the program was outlined to all of them. These classes were composed of individuals as follows: one class of women thirty-four to thirty-five years old, a class of the husbands of these women, another
class of women thirty-six and thirty-seven years old, and a class composed of their husbands. Because of the interaction of the husbands with the wives in other activities, it was decided to drop the two men's classes from the experiment, and two women's classes from one of the other adult departments replaced them. Thus, the subjects to be used in the experiment were selected from four classes as shown in Table I.

**TABLE I**

CLASSES TO BE USED IN THE EXPERIMENT

<table>
<thead>
<tr>
<th>Classes Used</th>
<th>Hereafter Designated</th>
<th>Number Subjects</th>
<th>Age Span</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental 1</td>
<td>E1</td>
<td>24 Women</td>
<td>34-35</td>
</tr>
<tr>
<td>Control 1</td>
<td>C1</td>
<td>30 Women</td>
<td>36-37</td>
</tr>
<tr>
<td>Experimental 2</td>
<td>E2</td>
<td>29 Women</td>
<td>25-26</td>
</tr>
<tr>
<td>Control 2</td>
<td>C2</td>
<td>23 Women</td>
<td>27-28</td>
</tr>
</tbody>
</table>

These classes are very homogeneous, as the test results will indicate, from any aspect that they may be examined. The income, educational level, age, social standing, and even their homes will be found to be very similar. There are no minority racial groups in these classes. It might be noted that this is because there are no minority racial groups in the town that would fit into this age group. There are some in the town and in the church of other age groups.
It should be noted here, as is brought out in Table V, that less than 50 per cent of those on roll, number of subjects as listed in Table I, actually attend each Sunday. However, in the period covered by the experiment over 80 per cent of the subjects did attend some of the class sessions and take part in some of the social activities of the classes. The fact that some of these subjects did not attend often enough to gain any real benefit from the experiment tends to color the results somewhat. If the stimulus is effective, it can be assumed that full participation from all members would have increased the positive results.

Test Used

The Ohio Group Dimension Scale was selected as the tool for measurement of the groups' feelings. This scale consists of 150 questions which may be converted into thirteen group dimensions or group feelings. This is accomplished by converting the raw scores obtained from the test into a standard nine-point score, referred to as "stanine" scores in this paper. A list of the questions (statements), the thirteen group dimensions, and further explanation will be found in the appendix. Those who are interested in using this scale should consult the manual. Limited work has been done with this scale, but a complete report is presented in the manual.

It might be noted here that results of this paper tend to verify results of groups tested and reported in the manual.

This test was chosen because it was felt that it gave a definite evaluation of group feelings that could be measured, changed, and measured again. This change of feeling may be something near the group syntality or consistent characteristics of the group that Cattell defines as, "that which permits the psychologist to predict what the group as a whole will do when the stimulus situation has been defined." If the stimulus is effective, and the test does show consistent measurement of group feelings, this will be a strong indication that there is a group syntality or consistent characteristic of the group which can be measured and controlled when the proper stimulus is applied.

As has been mentioned above, these particular groups or classes are highly homogeneous. It will be noted in the following tables and figures that homogeneity is consistently high. This is a known factor that demonstrates the consistency of the test in this particular measurement. It should be further noted that there is a high degree of consistency in all the dimensions as shown by the various test results.

Definition of Terms

Some terms that may not be familiar or that may be used in a special sense are defined as follows:

1. **Autonomy** is reflected by the degree to which the group determines its own activities.

2. **Intimacy** is the degree to which members of a group are mutually acquainted with one another.

3. **Participation** is the degree to which members of the group apply time and effort to group activities.

4. **Potency** is the degree to which a group has primary significance for its members.

5. **Stability** is the degree to which the group persists over a period of time with essentially the same characteristics.

6. **Stanine Score** is an abbreviation for "standard nine," and means that the distribution has been divided into a nine-point scale.

7. **Stimulus** will refer to the work done with the two experimental classes in this paper. It is a short method of referring to the social activity and adult recreation that was used with these experimental classes.

8. **Syntality** is a term used by Cattell, and refers to the consistent characteristics of the group which can be measured by the psychologist.

It is assumed that other terms used throughout this paper can be understood as they are used in normal sense.
Experimental Design

On the morning of October 16, 1959, the test was administered to twelve members of the experimental class, El, and thirteen members of the control class, Cl. This was the number of class members present on this particular day. The classes were given thirty minutes to complete the test, however, some asked for and were given more time. Instructions were given as to how to answer the questions, and individual members were told not to put their names on the paper. In order to keep the classes separate, the members were asked to write their teacher's name on the paper. There was a high degree of cooperation, and the members actually displayed a great deal of interest in taking part in the experiment. It was explained that the results of the experiment would be given to them. The experimental class knew that they were to have some special work done, but the control class knew nothing about the plans for the experiment. The results of the first test are shown in Figure 1.

Three members of the Sunday School staff, with long experience in church, were asked to answer the questions as they felt the classes should answer them under the existing circumstances. Each answer was a group answer derived by group discussion on each individual question. This will be referred to as the "expert" evaluation in this paper, and the hypothesis as to movement of feelings will be drawn with
regard to this "expert" evaluation. This profile is shown in Figure 1.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>EL</th>
<th>C1</th>
<th>&quot;Expert&quot;</th>
</tr>
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<tbody>
<tr>
<td>Autonomy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hedonic Tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homogeneity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intimacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permeability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polarization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stratification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viscidity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanine Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Fig. 1--Group profiles of classes El, C1, and "expert" evaluation, October 16, 1959.

It will be noted that the "expert" profile is very similar to the profiles of the two classes. However, there are some important differences, and these differences will be the important feelings as far as this experiment is concerned.
Special attention will be given to autonomy, intimacy, participation, potency, and stability. It will be noted that intimacy and participation will be more closely related to relatedness or affiliation as discussed in the opening part of this paper.

Table II gives an explanation of how the classes were used in this experiment.

**TABLE II**

**EXPLANATION OF TEST AND EXPERIMENTS WITH CLASSES**

<table>
<thead>
<tr>
<th>Class Designation</th>
<th>Tested October 16, 1959</th>
<th>Stimulus Applied</th>
<th>Tested May 15, 1960</th>
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<tbody>
<tr>
<td>E1</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>E2</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>C1</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>C2</td>
<td>no</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

It will be noted in Table II that class E1 was used as the original experimental class. Class E2, while experimental also, was intended to act as a control for test-retest on E1. Both C1 and C2 were to act as controls on E1 and E2 as far as stimulus applied was concerned. It will be noted that the two experimental classes were put together at the end of the experiment, as were the two control classes, for evaluation of the change that had taken place. An explanation is made concerning this change under "Analysis of Findings." It
should be noted here that this change was made while analyzing the experiment.

From the test results of October 16, 1959, as shown in Figure 1, it was determined that autonomy, intimacy, potency, participation and stability should be changed to conform with the "expert" evaluation. This would involve a decrease in autonomy, and an increase in intimacy, participation, stability, and potency.

The following activity was planned to bring about the desired changes, to act as the stimulus. Activity was planned that would use every member of the experimental class, El, in an important area of service. Group captains were appointed to be responsible for their members. Individuals were asked to have a part on the program at the opening of each class and some were used in departmental assemblies. Regular class meetings were scheduled, and class officers were shown that they were expected to function in their particular office or place of service. A series of socials was planned with the idea of increasing intimacy and participation. One of these will demonstrate how this was done. Incidentally, the class members planned this themselves, it was not planned for them.

One party was designed to get class members to know each other better. It started with a meal which was set at tables for four, a conversational unit, and dinner partners were
chosen so that no husband and wife would eat at the same table. Thus, when the meal was over each individual had spent about thirty minutes in conversation with another member of the class and with the husbands of two other members. There was a time given for individual fellowship with these more intimate acquaintances, and an opportunity was given for the wives to introduce their husbands to the new friends that they had met. It will be noted here that the husbands’ classes could not act as control groups because of the interaction at class socials such as this. While there were several other parties and socials used, this seems sufficient to demonstrate the type of activity used to promote this feeling of relatedness or affiliation discussed.

It will be noted that the control class, C1, had no such stimulus applied. They had the normal activities that could be expected in the average Sunday School class during the period covered by this experiment. This class was simply tested and retested to show what the effects of the test and the passage of time might be expected to change.

Soon after the testing of classes E1 and C1 on October 16, 1959, it was decided that two other classes should be used in the experiment. A program of activity was started with class E2, and class C2 was selected as the other control, but no activity or stimulus was applied to C2. These classes had no test nor were they informed of the fact that an experiment
was in progress. Class E2 was told that an adult recreation project was under consideration for the church as a whole and that they had been selected to work out the details of this program. If the program was a success other classes would be brought into it at a later date. This, in fact, did prove to be a success and other classes were brought into the program, after the experiment was completed.

This experimental class, E2, met on Friday mornings from nine until twelve, beginning on October 21, 1959, and continuing throughout this experiment. There were three days during the length of this experiment that the class did not meet, due to holidays.

Activity for this experimental class consisted of sewing, painting, shuffle board, table tennis, and a number of similar activities as suggested by the class. They were asked to take the test on May 15, 1960, as a part of their activity and as an indication of the success or failure of their program. They were most cooperative in the program and in the testing.

It will be noted that control class C2 had no activity which was designed to bring about a change in their feelings toward the class. They took no test at the beginning of the experiment, and were simply told that they were taking part in an effort to promote better fellowship in the church when asked to take the test at the close of the experiment.
On May 15, 1960, all the classes were tested according to the original design of the experiment and results are shown under appropriate figures and tables.

Thesis

The thesis of this paper, regarding each individual class, may be stated as follows:

Class El, after stimulus has been applied, will change its feelings as follows: autonomy will decrease, and intimacy, potency, participation, and stability will increase. This will bring these feelings more in line with the "expert" evaluation. There will be a noticeable increase in the average attendance of the Sunday School class, along with an increase in the per capita gifts of the class members.

Class C1, because of the fact that no stimulus will be applied, will show no noticeable changes in any of these areas mentioned above. Should there be a change in this class, it will not involve the degree of change that is expected to take place in the experimental class.

Class E2, after the stimulus has been applied, will show similar feelings to those of class El. However, since they were not tested in the beginning of the experiment, there will be no way of indicating the change in their feelings, except by inference. If, however, they do show similar feelings to class El, it will be a strong inference that the stimulus
has been effective. This class, like E1, should show an increase in average attendance and per capita gifts.

Class C2, like C1, should show no noticeable change in average attendance or per capita gifts. The feelings should be similar to those of C1, for the same reasons as mentioned above, concerning the similarity of E1 and E2.

Finally, in the end classes E1 and E2 will be put together, as will C1 and C2, for an analysis of the changes. It will be assumed that all classes were alike in the first part of the experiment, and that any change in the classes will be the result of the stimulus. The prediction is made that there will be a significant difference in the two groups at that time.
CHAPTER III

RESULTS

Group Feelings

The results obtained from the test administered to eleven members of class EI on May 15, 1960 (this being the number of class members present on that particular day), the "expert" evaluation made at the beginning of the experiment, and the results of the original test administered to twelve members of class EI are shown in Figure 2.

If the applied stimulus has been effective, it would be expected that autonomy would be decreased, and intimacy, participation, potency, and stability would each be increased, within the limits set by the "expert" evaluation. It will be noted, in Figure 2, that intimacy, participation, and potency did increase one full stanine point, and stability increased two full stanine points. This is better illustrated by the difference in the stanine scores in Table III, raw scores in Table IV, and analysis in Table VII. However, autonomy increased one full stanine point, as opposed to the expected decrease.

Often, more is learned from unexpected results than from the routine experiments. This seems to be the case as far as
autonomy is concerned in this experiment. Since it increased, instead of decreasing as predicted, a study was made of the literature to try to determine the reason for this unexpected change. It is believed that Bonney gives a good reason for this increase in autonomy in the following quotation:

One of the most obvious evidences of goal orientated activities in a classroom is found in those verbal expressions and overt efforts which clearly indicate that the pupils are eager for their class, and for their sub-groups within the
class, to succeed in all collective endeavors such as games, dramatic productions, and assembly programs.\textsuperscript{14}

He further explains that this strong in-group feeling will develop a high morale which leads to strong effort on the part of the class to succeed. This, in fact, says that the group will take more interest in developing their own program. This would, then, develop more group autonomy, more desire to plan and reach their own goals. This, in fact, seems to have been what has happened in this particular group.

Now that it has been demonstrated that the feelings of this experimental class were changed, it will be necessary to demonstrate that this change did not take place by the passage of time alone nor by the normal activities that took place in the Sunday School class. Therefore, the control class, C1, should give some indication as to the effect of time and normal activities that take place in a Sunday School class. Figure 3 gives a profile of class C1 at the beginning of the experiment October 16, 1959, and at the close of the experiment May 15, 1960.

It should be noted that thirteen members of the control class C1 were tested at the close of the experiment. Figure 3 indicated that autonomy decreased two full stanine points in this control class. Following the thesis established from

\textsuperscript{14}Bonney, \textit{op. cit.}, pp. 326-327.
Bonney, it would seem that this control class digresses from establishing their own group goals and following through to see that they were reached. Intimacy and participation both decreased one full stanine point, indicating that these two dimensions will not increase by passage of time and normal activities in a Sunday School class. Stability increased two full stanine points which might indicate positive movement.
by passage of time. However, the results of the combined control classes, as shown in Table VII, do not support this thesis.

These results seem to indicate that passage of time and the normal activities of a Sunday School class will not bring about the same changes as the stimulus applied to the experimental class. Autonomy will not be dealt with in the remainder of this paper, but a full explanation of the other dimensions can be found in Tables III, IV, and VII.

Now, to eliminate the possible effect of test-retest on the change of these group dimensions, two other controls were used: class E2, having received the stimulus but not having been tested in the beginning, and class C2 having received no stimulus and being tested at the end of the experiment only. There were nine members of class E2 and ten members of class C2 tested. The profiles drawn from these tests are presented in Figure 4, and a fuller explanation is made in Tables III, IV, and VII.

It will be noted in Figure 4 that intimacy, participation, potency, and stability of class E2 are very similar to those of class El in Figure 2. Likewise, these same dimensions closely parallel each other in classes C1 and C2. This gives some indication that the work with the experimental groups has been effective.
It will be noted in Table III that the dimensions of intimacy, participation, potency, and stability of classes C1 and E1 on October 16, 1959 and C2 on May 15, 1960, are very similar in stanine score, and classes E1 and E2 show the same similarity at the end of the experiment, May 15, 1960. This would tend to support the thesis of this paper, and add weight to the supposition that all the classes were
### TABLE III

**COMPARISON OF STANINE SCORES ON ALL CLASSES**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E2</td>
<td>E1</td>
<td>E1</td>
</tr>
<tr>
<td>Autonomy</td>
<td>6</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Control</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Flexibility</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Hedonic Tone</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Homogeneity</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Intimacy</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Permeability</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Polarization</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Potency</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Stability</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Stratification</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Viscidity</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Similar at the beginning of the experiment. A more complete analysis of this similarity will be made under the appropriate topic, "Analysis of Findings."

While the stanine scores in Table III give evidence of the change that has taken place, the raw scores in Table IV give a better concept. A complete analysis will be given in an appropriate section of this paper.
The information given in the above tables and figures summarizes the results of group feelings in all the classes, both in stanine and raw scores. While these findings seem to weigh heavily in favor of the thesis of this paper, a more complete analysis will be made under the appropriate topic.
Attendance

Since the thesis of this paper indicated that an increase in attendance of the experimental classes could be expected, an analysis of the attendance has been made and the results are shown in Table V. There are two figures available for making this comparison: number on roll and average attendance for each Sunday involved in the experiment. Records were not available prior to October, 1959, so the first three months of the experiment have been grouped together and compared with the last six months. It is recognized that some effects of the experiment will be shown in the first three months—October through December—but the last six months—January through May—should show an even greater difference. This particular period of time was chosen because of another paper written from this experiment. It was written at the end of December, and checks were made on the classes at that time. Since the records prior to the experiment were not available, it was felt that this period of time would be sufficient to show the change.

It is of interest that both experimental classes had a definite increase in average attendance, while both control classes remained the same. This, again, is not conclusive, but it does indicate that the stimulus was effective as far as class attendance is concerned. This follows the thesis of this paper, and adds weight to the change in group feelings which have been presented above.
### TABLE V

**COMPARISON OF ATTENDANCE RECORDS OF ALL CLASSES**

<table>
<thead>
<tr>
<th>Classes</th>
<th>Dates</th>
<th>On Roll</th>
<th>Average Attendance</th>
<th>Per Cent Attending</th>
<th>Per Cent Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Oct.-Dec. 1959</td>
<td>24</td>
<td>11</td>
<td>44</td>
<td>+ 8</td>
</tr>
<tr>
<td></td>
<td>Jan.-May 1960</td>
<td>23</td>
<td>12</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>E2</td>
<td>Oct.-Dec. 1959</td>
<td>29</td>
<td>11</td>
<td>38</td>
<td>+ 5</td>
</tr>
<tr>
<td></td>
<td>Jan.-May 1960</td>
<td>33</td>
<td>14</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>Oct.-Dec. 1959</td>
<td>30</td>
<td>9</td>
<td>30</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Jan.-May 1960</td>
<td>33</td>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>Oct.-Dec. 1959</td>
<td>23</td>
<td>9</td>
<td>39</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Jan.-May 1960</td>
<td>23</td>
<td>9</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

**Giving Records**

One other area with available records to substantiate the thesis of this paper is the record of giving. In order to make a comparison of these records they were figured on a per capita gift per individual member attending each Sunday. Thus, from a percentage standpoint it would make no difference concerning the actual number present.

An analysis has been made of these gifts and the results are presented in Table VI.

While the difference in per capita gifts is not nearly so impressive as that of attendance, it does indicate that the experimental classes gave better as the experiment progressed. It should be noted that the same division of time
TABLE VI
COMPARISON OF GIVING RECORDS OF ALL CLASSES

<table>
<thead>
<tr>
<th>Classes</th>
<th>Weekly Per Capita Gifts</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>$5.90</td>
<td>$6.86</td>
</tr>
<tr>
<td>E2</td>
<td>5.93</td>
<td>6.06</td>
</tr>
<tr>
<td>C1</td>
<td>5.32</td>
<td>5.07</td>
</tr>
<tr>
<td>C2</td>
<td>6.07</td>
<td>6.33</td>
</tr>
</tbody>
</table>

was used in the analysis of the gifts that was used in the analysis of attendance, and some effects of the experiment are shown in both periods of time.

There is no explanation for the increase in per capita gifts of class C2. A search was made to determine if some unusual gift had affected the total, but this was not found to be the case. However, taking both experimental groups together, and both control groups together, there is quite a significant difference in their giving records. A more complete analysis will be made in the appropriate place.

Again, as in previous reports on group feelings and attendance, it is not claimed that this difference is entirely the result of the stimulus, but it does add another thread of evidence to the thesis of this paper.
CHAPTER IV

ANALYSIS OF FINDINGS

Feelings, Attendance and Gifts

While there is no claim that the evidence obtained in this experiment is conclusive, because of the difficulties encountered, it does indicate that this type work can meet with success in a church situation. The difficulties of more rigid controls will be presented, and an analysis of the results obtained will be made.

First, it should be noted that those taking the test in this experiment were not asked to sign their names to the test paper. This made it difficult, if not impossible, to get an actual comparison of test results on the two tests. It was suggested that a code could have been used to show actual test-retest without identifying the individuals who took the two tests. This could possibly be done, but over a period of eight months, the length of time of this experiment, it would be difficult to get class members to remember or keep record of the code assigned to them. This was not attempted in this experiment, but might well be tried in any similar experiment. It was possible to eliminate, from the end test, those who had been in the class such a short time that their scores would not be useful. This was, in fact,
done. They were told not to take the test and no score was obtained for them. This means that the end scores were taken from individuals who had been in the class for a fairly long period of time.

Then, it should be noted that several members left the classes, both experimental and control, to teach or work in other departments. A check was made, and it seems that these members' records would have made no significant change in the averages obtained in group feelings, attendance, or giving. However, since they were not re-tested, no definite statement can be made concerning them.

One other item of importance should be noted regarding all the classes. The entire Sunday School was graded and new classes formed, according to sex and age, in May, 1959. This meant all classes, both experimental and control, were five months old at the time the experiment was started. Therefore, it is assumed that these classes would be very similar when the experiment began. Actually the original test of classes E1 and C1, noted in Figure 1, do show strong similarity between the two classes.

With the above assumption, and with full realization of the limitations this places on the data, the two experimental classes were grouped together and the two control classes were grouped together at the end of the experiment, and an analysis made of the differences in the dimensions of the
two groups. It will be noted in Table VII that there is a significant difference in the mean of all four dimensions shown. From this difference, with the above limitations, it seems reasonable to reject the "null hypothesis" and to indicate that the data do support the thesis of this paper.

**TABLE VII**

**COMPARISON OF MEANS OF EXPERIMENTAL AND CONTROL CLASSES ON MAY 15, 1960**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>E1 and E2</th>
<th>C1 and C2</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S. D.</td>
<td>Mean</td>
</tr>
<tr>
<td>Intimacy</td>
<td>46.1</td>
<td>7.09</td>
<td>38.0</td>
</tr>
<tr>
<td>Participation</td>
<td>36.3</td>
<td>5.08</td>
<td>31.0</td>
</tr>
<tr>
<td>Potency</td>
<td>44.8</td>
<td>7.07</td>
<td>36.5</td>
</tr>
<tr>
<td>Stability</td>
<td>18.1</td>
<td>3.24</td>
<td>15.3</td>
</tr>
</tbody>
</table>

Since the four dimensions listed in Table VII are the ones that have significance in this experiment, they will be the only dimensions dealt with in this analysis. It is evident that there is a significant difference in the two groups at the close of the experiment. The assumption is that this difference was brought about by the experimental work done with the two experimental groups. The inference is that both groups were similar in the beginning and, if the experimental work was responsible for the change in the
experimental groups, the end test of both control classes should be similar, too. A comparison of these dimensions are shown in Table III, but in order to bring this out more clearly it has been reduced to the four dimensions involved and presented in Table VIII.

**TABLE VIII**

**COMPARISON OF STANINE SCORES**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tested</td>
<td>E2</td>
<td>E1</td>
<td>E1</td>
</tr>
<tr>
<td>Intimacy</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Potency</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Stability</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

So that the values of the stanine scores may be better understood the following quotation is given.

... the percentage of raw scores that out of the total distribution stanine 9 contains 4 per cent; stanine 8, 7 per cent; stanine 7, 12 per cent; stanine 6, 17 per cent; stanine 5, 20 per cent; stanine 4, 17 per cent; stanine 3, 12 per cent; stanine 2, 7 per cent; and stanine 1, 4 per cent. These percentages of raw scores assigned to the stanines will be referred to as base stanine distribution, that is, the proportion in the base population,15

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15 Hemphill, *op. cit.*, pp. 6-7.
Since the prediction was made that all four of these dimensions would increase, come nearer to the "expert" evaluation, and since they did move in that direction, it seems that this is a strong inference that the experimental work did have a measure of success. At the same time, it will be noted that intimacy and participation both decreased in the control class, C1, and potency remained the same. While it will be noted that stability did increase, it was not in the same proportion as the increase in the experimental class.

Since the two experimental classes were grouped together at the end of the experiment, as were the control classes, for the evaluation of group feelings, it seemed that a similar grouping would prove valuable in an analysis of the attendance records of the two groups. This analysis is shown in Table IX, along with two other records that seem to be pertinent. One, the average attendance of all adult classes for the period covered by the experiment, and the same information for a like period the year following the experiment. It will be noted that the last period in the table covers attendance records through April instead of May. The fact that this paper is being prepared in April does not allow for the additional month needed to make these records exactly the same. It is felt that this will make no real difference in the averages.
It will be of interest that the control classes were
well below the average of all adult classes at the beginning,
or during the first three months of the experiment, and that
the experimental classes were very close to the average of
all adult classes. This was not intentional since these
records were not available until the experiment had been under
way for three months. The important fact, as far as the
thesis of this paper is concerned, is that the experimental
classes did increase their average attendance by 5 per cent
during this last period, January through May, and the control
classes remained the same. It will be further noted that the
adult classes of the Sunday School, as a group, increased their attendance only 1 per cent. This would indicate that whatever did change in the experimental group was not at work in the adult classes as a group.

At the end of the experiment an effort was made to get all adult classes to organize and in effect follow through on the program that had been instituted in the experimental classes. A Wednesday night meal was started for all workers in the Sunday School and members were urged to attend. This meal was started as a fellowship meal with no formal plans or program, but an opportunity to get to know each other better. At the present time there will be an average of eighty or more eating at the church each Wednesday evening. This is just one of a group of similar activities which have been planned for the purpose of creating better fellowship in the church.

It will be noted in Table IX that the adult classes as a group increased their average attendance 4.1 per cent during the period January through April, 1961. Table IX shows a decrease in average attendance October through December, 1960, when compared with the same period in 1959. This may be explained by the fact that the First Baptist church started a mission in August of 1959, and over eighty of the regular members moved to the mission. Most of those who went to the mission were very regular in attendance, and this
pulled the average attendance down at the First Baptist church for a short period of time. It might be of interest to note that this mission is now having an average attendance of over 165 in its Sunday School. While this has no bearing upon this paper, it does explain the decreased attendance at First Baptist church for this particular period of time.

An analysis of the giving records of the two experimental classes, the two control classes, and all adult classes was made and results are shown in Table X, similar to the analysis of attendance records in Table IX.

<table>
<thead>
<tr>
<th>Classes Grouped</th>
<th>Weekly Per Capita Gifts</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1 and E2</td>
<td>$5.91</td>
<td>$6.46</td>
</tr>
<tr>
<td>C1 and C2</td>
<td>5.69</td>
<td>5.70</td>
</tr>
<tr>
<td>All Adult Classes</td>
<td>6.04</td>
<td>6.32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.39</td>
<td>6.80</td>
<td></td>
</tr>
</tbody>
</table>

Again, as in group feelings and average attendance, the experimental classes show a marked increase in their per capita
gifts. Again, the inference is that the work done with this group was responsible for the increase. It is significant that the adult classes, as a group, did not have as great increase as the experimental classes, but did increase their gifts more than the control classes.

The per capita gifts for all adult classes during the period October through December, 1960, and January through April, 1961, are given in Table X as a matter of interest. The same results are indicated as mentioned regarding the attendance records above. The data on the experimental and control classes for this period are not given because the structure of the classes has changed so much in this period of time. Each class has a new teacher, and many of the members have been promoted to an older class. This was part of a routine promotion that takes place each October in a Southern Baptist church.

The giving records of the experimental classes as compared to the control classes and all adult classes, lend support to the thesis of this paper. Because of the change in the structure of the experimental and control classes it is not possible to make comparisons on an individual basis, but group trends seem to indicate a good degree of success in the experimental groups.

No claim is made that these results are indisputable. It is recognized that there could have been better controls
which would have given more validity to the results of the study. However, in each of the areas that could be checked, the classes in which experimental work was done changed as predicted. This is strong inference that the work done in the experimental classes had a good degree of success. It certainly gives enough evidence to warrant further study in this area.

Implications of Findings

Certain implications may be made concerning group feelings as defined in this paper. Autonomy can be expected to increase as the members become more interested in the success of the class. This is one of the negative findings, as it was assumed at the beginning of the experiment that autonomy would decrease.

Stability can be expected to increase in a class where the individual needs are being met. This seems to be one of the important factors in the experimental classes.

Intimacy, participation, and potency seem to be the most important group feelings as far as measuring particular feelings of a Sunday School class is concerned. Actually, the work done in this experiment changes these feelings more than any others. Comparison of the various tables will verify this contention.
If these findings have validity, and the weight of evidence seems to be in favor of this thesis, there are certain implications that can be drawn from this study. These are presented for future studies that may be made in this area.

First, it would seem to imply that principles of group dynamics can be applied effectively in a Sunday School class or other church related organizations. As Harner says, "The first step in Christian education is to come to think first, last, and always of people." He explains that the church exists for people and to meet their needs. This experiment would seem to add weight to this statement, and imply that when peoples' needs are met they will respond. The same people form church groups who form many other groups. These people have the same needs wherever they might happen to be, and it is important that the church meet these needs.

Second, it would seem to imply that classes should be small enough so that the individual members can develop a feeling of belonging to the group. This is especially necessary in a church with a large membership (over 1,700 members), such as First Baptist Church, Richardson, Texas. Bell brings this out in his discussion of group sizes in the church. He says, "A third size group is the smaller study group for problem solving and program planning. This group should run

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from eight to twenty-five in size." He explains that work can really be accomplished in a group this size. It will be noted that the classes in this experiment had from twenty-three to thirty on roll with an average attendance of nine to fourteen. All the adult classes in the Sunday School average twenty-seven on roll.

Third, it indicates that study, such as this can be useful in devising means of improving relations of individual members of Sunday School classes and other church related organizations; that the level of attendance and gifts can be increased if group dynamic principles are properly applied. Further, the cooperation of these classes can be obtained, especially when they understand what the goals are and when they are invited to help with the project. Even if the evidence presented here is not as conclusive as could be desired, it gives strong accent to future experiments such as this one.

Finally, this study emphasizes the importance of social activity for Sunday School and other church groups. It is in these social groups that the individual needs are met. Sunday School, that is the class period, is spent in Bible study, and that is as it should be, but there must be opportunity for the class to participate. Some outstanding Sunday

17A. Donald Bell, How to Get Along With People in the Church (Grand Rapids, 1960), pp. 115-116.
School teachers make it possible for the class to participate in the Sunday School lesson, others seek participation by having socials, weekly visitation, or class meetings, but far too many fail in this important undertaking. There must be some supplementary activity to insure satisfaction of these important social needs. The Sunday School that meets the needs of the individual members will be successful.
CHAPTER V

SUMMARY

This study was made in an effort to find evidence that group dynamic principles can be used effectively in a Sunday School or church related organization. A search of the literature revealed that little effort had been made in this important area. There has, on the other hand, been a great deal of work done in community, industry, and school groups. It seemed reasonable that the principles learned in these areas could be applied to church groups, especially those used in the field of education.

Four women's Sunday School classes, with a total membership of 106, were chosen for this experiment. These classes were in the Sunday School of the First Baptist Church of Richardson, Texas. Two of these classes were designated as experimental and two as control classes for this particular experiment. The criterion for comparison of the classes was to be group feelings, Sunday School gifts, and Sunday School attendance.

Group feelings were to be determined by the use of the Ohio Group Dimensions scale. It was administered to one of the experimental classes and one of the control classes at
the beginning of the experiment, October 16, 1959. It was administered to all four classes at the close of the experiment, May 15, 1960. During this period of time special work was in progress with the two experimental classes, and the control classes were proceeding as any regular Sunday School class would be expected to proceed. No special work was done with these control classes. It was predicted that autonomy would decrease, and intimacy, participation, potency, and stability would increase in the course of the experiment, in the experimental classes. Actually, all the above dimensions increased during the course of the experiment. The fact that autonomy increased was explained because of the increased interest that the experimental class developed in the goals of the class. The predictions were made on the assumption that they would become more like the "expert" evaluation. The results in the change of feelings did seem to justify the thesis of the paper.

Sunday School attendance records were kept for the duration of the experiment, October 16, 1959, through May 15, 1960, and comparison made of the average attendance of the control and experimental classes for this period of time. The attendance periods were broken down as follows: October 16, 1959, through December 30, 1959, and January 1, 1960 through May 15, 1960. These periods were compared to show that the experimental groups made gains in average attendance
as compared to no gains by the control groups. Again, this supports the thesis of this paper.

The giving records were compared on the same basis as the attendance records, and the results, again, supported the thesis of this paper. It may be noted that a similar comparison was made with all the adult Sunday School classes and results reported. These results, too, supported the thesis of this paper.

Finally, the two experimental classes were grouped together, as were the control classes, for an analysis. It was noted that the structure of the classes had changed somewhat, and it was impossible to compare test results on individual members on retest. Therefore, the assumption was made that all classes were similar at the beginning of the experiment, and the difference found in the experimental and control classes at the end of the experiment was assumed to have been caused by the experimental work done with these classes. A comparison showed a significant difference in the two groups on all dimensions that were checked.

The classes were grouped, as mentioned above, for an analysis of their average attendance and giving records, too. It was found that there was a significant difference in both of these areas, which also supported the thesis of this paper. The experimental classes had increased more than an average of all the adult classes, another comparison that was made.
It was concluded that the work done with the experimental groups had been successful and that this success made certain implications reasonable.

It was concluded that this experiment met with enough success to support the thesis of the paper; that group dynamic principles could be effectively used in church related organizations; also, that churches could get the members to cooperate in such a project as this when properly informed as to its purpose.

Further, it was suggested that Sunday School classes should be small enough so that members could get to know each other well enough to feel that they belong. Social activity for the individual Sunday School classes was seen to be an important factor in developing a strong in-group feeling, as was class participation.

This study indicated that further studies should be made in this field. It was shown that the church that meets the individual needs of the members will be successful in these areas, and certainly further studies will show more conclusively how the church should go about meeting these needs.
APPENDIX

Sample of Group Dimensions Test

The questions which follow make it possible to describe objectively certain characteristics of social groups. The items simply describe characteristics of groups; they do not judge whether the characteristic is desirable or undesirable. Therefore, in no way are the questions to be considered a "test" either of the groups or of the person answering the questions. We simply want an objective description of what the group is like.

Directions

If the item you are considering tells something about the group which is definitely true, circle the letter A.
If the item you are considering tells something about the group which is mostly true, circle the letter B.
If the item tells you something which is to an equal degree both true and false, or you are undecided about whether it is true or false, circle the letter C.
If the item you are considering tells something which is mostly false, circle the letter D.
If the item you are considering tells something about the group which is definitely false, circle the letter E.

Questions: (Statements)
1. The group has well understood, but unwritten rules concerning member conduct. A B C D E
2. Members fear to express their real opinions. A B C D E
3. The only way a member can leave the group is to be expelled. A B C D E
4. No explanation need be given by a member wishing to be absent from the group. A B C D E
5. An individual's membership can be dropped should he fail to live up to group standards. A B C D E
6. Members of the group work under the close supervision of others. A B C D E
7. Only certain kinds of ideas may be expressed freely within the group. A B C D E
8. A member may leave the group by resigning any time he wishes. A B C D E
9. A request made by a member to leave the group can be refused. A B C D E
10. A member has to think twice before speaking in the group's meetings. A B C D E
11. Members are occasionally forced to resign. A B C D E
12. Members of the group are subject to strict disciplining. A B C D E
13. The group is rapidly increasing in size. A B C D E
14. Members are constantly leaving the group. A B C D E
15. There is a large turnover of members within the group. A B C D E
16. Members are constantly dropping out of the group, but new members replace them. A B C D E
17. During the entire time of the group's existence no member has left. A B C D E
18. Each member's personal life is known to other members of the group. A B C D E
19. Members of the group lend each other money. A B C D E
20. A member has a chance to get to know all other members of the group. A B C D E
21. Members are not in close enough contact to develop likes or dislikes for one another. A B C D E
22. Members of the group do small favors for one another. A B C D E
23. All members know each other very well. A B C D E
24. Each member of the group knows all other members by their first name. A B C D E
25. Members are in daily contact either outside or within the group. A B C D E
26. Members of the group are personal friends. A B C D E
27. Certain members discuss personal affairs among themselves. A B C D E
28. Members of the group know the family background of other members of the group. A B C D E
29. Members address each other by their first names. A B C D E
30. The group is made up of individuals who do not know each other well. A B C D E
31. The opinions of all members are considered as equal. A B C D E
32. The group's officers hold higher status in the group than other members. A B C D E
33. The older members of the group are granted special privileges. A B C D E
34. The group is controlled by the actions of a few members. A B C D E
35. Every member of the group enjoys the same privileges. A B C D E
36. Experienced members are in charge of the group. A B C D E
37. Certain problems are discussed only among the group's officers.  
38. Certain members have more influence on the group than others.  
39. Each member of the group has as much power as any other member.  
40. An individual's standing in the group is determined only by how much he gets done.  
41. Certain members of the group hold definite office in the group.  
42. The original members of the group are given special privileges.  
43. Personal dissatisfaction with the group is too small to be brought up.  
44. Members continually grumble about the work they do for the group.  
45. The group does its work with no great vim, vigor, or pleasure.  
46. A feeling of failure prevails in the group.  
47. There are frequent intervals of laughter during group meetings.  
48. The group works independently of other groups.  
49. The group has support from outside.  
50. The group is an active representative of a larger group.  
51. The group's activities are influenced by a larger group of which it is a part.  
52. People outside the group decide on what work the group is to do.  
53. The group follows the examples set by other groups.  
54. The group is one of many similar groups which form one large organization.  
55. The things the group do are approved by a group higher up.  
56. The group joins with other groups in carrying out its activities.  
57. The group is a small part of a larger group.  
58. The group is under outside pressure.  
59. Members are disciplined by an outside group.  
60. Plans for the group are made by other groups above it.  
61. The members allow nothing to interfere with the progress of the group.  
62. Members gain a feeling of being honored by being recognized as one of the group.
63. Membership in the group is a way of acquiring general social status.
64. Failure of the group would mean little to the individual members.
65. The activities of the group take up less than ten per cent of each member's waking time.
66. Members gain in prestige among outsiders by joining the group.
67. A mistake by one member of the group might result in hardship for all.
68. The activities of the group take up over 90 per cent of each member's waking time.
69. Membership in the group serves as an aid to vocational advancement.
70. Failure of the group would mean nothing to most members.
71. Each member would lose his self-respect if the group should fail.
72. Membership in the group gives members a feeling of superiority.
73. The activities of the group take up over half the time each member is awake.
74. Failure of the group would lead to embarrassment for members.
75. Members are not rewarded for efforts put out for the group.
76. There are two or three members of the group who generally take the same side on any group issue.
77. Certain members are hostile to other members.
78. There is constant bickering among members of the group.
79. Members know that each one looks out for the other as well as for himself.
80. Certain members of the group have no respect for other members.
81. Certain members of the group are considered uncooperative.
82. There is a constant tendency toward conniving against one another among parts of the group.
83. Members of the group work together as a team.
84. Certain members of the group are responsible for petty quarrels and some animosity among other members.
85. There are tensions between sub-groups which tend to interfere with the group's activities.

86. Certain members appear to be incapable of working as part of a group.

87. There is an undercurrent of feeling among members which tends to pull the group apart.

88. Anyone has sufficient interest in the group to attend its meetings is considered a member.

89. The group engages in membership drives.

90. New members are welcomed to the group on the basis "the more the merrier."

91. A new member may join only after an old member resigns.

92. A college degree is required for membership in the group.

93. A person may enter the group by expressing a desire to join.

94. Anyone desiring to enter the group is welcome.

95. Membership is open to anyone willing to further the purpose of the group.

96. Prospective members are carefully examined before they enter the group.

97. No applicants for membership in the group are turned down.

98. No special training is required for membership in the group.

99. Membership depends on the amount of education an individual has.

100. People interested in joining the group are asked to submit references which are checked.

101. There is a high degree of participation on the part of members.

102. If a member of the group is not productive he is not encouraged to remain.

103. Work of the group is left to those who are considered most capable for the job.

104. Members are interested in the group but not all of them want to work.

105. The group has a reputation for not getting much done.

106. Each member of the group is on one or more active committees.

107. The work of the group is well divided among members.
108. Every member of the group does not have a job to do.
109. The work of the group is frequently interrupted by having nothing to do.
110. There are long periods during which the group does nothing.
111. The group is directed toward one particular goal.
112. The group divides its efforts among several purposes.
113. The group operates with sets of conflicting plans.
114. The group has only one main purpose.
115. The group knows exactly what it is to get done.
116. The group is working toward many different goals.
117. The group does many things that are not related directly to its main purpose.
118. Each member of the group has a clear idea of the group's goals.
119. The objective of the group is specific.
120. Certain members meet for one thing and others for a different thing.
121. The group has major purposes which to some degree are in conflict.
122. The objectives of the group have never been clearly recognized.
123. The group is very formal.
124. A list of rules and regulations is given to each member.
125. The group has meetings at regularly scheduled time.
126. The group is organized along semi-military lines.
127. The group's meetings are not planned or organized.
128. The group has an organization chart.
129. The group has rules to guide its activities.
130. The group is staffed according to a table of organization.
131. The group keeps a list of names of members.
132. Group meetings are conducted according to "Robert's Rules of Order."
133. There is a recognized right and wrong way of going about group activities.
134. Most matters that come up before the group are voted upon.
135. The group meets any place that happens to be handy.
136. Members of the group are from the same social A B C D E 
class.
137. The members of the group vary in amount of A B C D E 
ambition.
138. Some members are interested in altogether A B C D E 
different things than other members.
139. The group contains members with widely A B C D E 
varying backgrounds.
140. The group contains whites and negroes. A B C D E
141. Members of the group are all about the A B C D E 
same age.
142. A few members of the group have greater A B C D E 
ability than others.
143. A number of religious beliefs are repre- A B C D E 
sented by members of the group.
144. Members of the group vary greatly in social A B C D E 
background.
145. All members of the group are of the same sex. A B C D E 
146. The ages of members range over a period of A B C D E 
at least twenty years.
147. Members come into the group with quite A B C D E 
different family backgrounds.
148. Members of the group vary widely in amount A B C D E 
of experience.
149. Members vary in number of years they have A B C D E 
been in the group.
150. The group includes members of different A B C D E 
races.

Group Dimensions Used

1. Autonomy is reflected by the degree to which the group A B C D E 
determines its own activities (13 items, numbers 48-60).
2. Control is the degree to which the group regulates the A B C D E 
behavior of its members (12 items, numbers 1-12).
3. Flexibility is the degree to which the group's activities A B C D E 
are marked by informal procedures (13 items, numbers 123-135).
4. Hedonic Tone is the degree to which group membership A B C D E 
is accompanied by a general feeling of pleasantness and agree-
ablesness (5 items, numbers 43-47).
5. Homogeneity is the degree to which members of a group A B C D E 
are similar with respect to socially revelant characteristics 
(15 items, numbers 136-150).
6. Intimacy is the degree to which the members are mutually A B C D E 
acquainted with one another (13 items, numbers 18-30).
7. Participation is the degree to which members of the A B C D E 
group apply time and effort to the group activities (10 items, 
numbers 101-110).
8. **Permeability** is the degree to which a group permits ready access to membership (13 items, numbers 88-100).

9. **Polarization** is the degree to which a group is orientated and works toward a single goal (12 items, numbers 111-122).

10. **Potency** is the degree to which the group has primary significance to its members (15 items, numbers 61-75).

11. **Stability** is the degree to which the group persists over a period of time with the same characteristics (5 items, numbers 13-17).

12. **Stratification** is the degree to which a group orders its membership into status hierarchies (12 items, numbers 31-42).

13. **Viscosity** is the degree to which the members of the group function as a unit (12 items, numbers 76-87).
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