THE CONSTRUCTION OF A DEPENDABLE INSTRUMENT
OF MEASUREMENT IN THE FIELD OF
SOCIAL SENSITIVITY

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THE CONSTRUCTION OF A DEPENDABLE INSTRUMENT
OF MEASUREMENT IN THE FIELD OF
SOCIAL SENSITIVITY

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By

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CHAPTER I

INTRODUCTION

Statement of Problem

The problem of this study is an attempt to construct a dependable instrument of measurement in the field of social sensitivity. An endeavor will be made to make this instrument sensitive enough to give some degree of precision and reliability to its results. Other attempted methods of measurement applied to this quantity have given results only in scattered generalities.

Almost any study done in the field of social sensitivity would be pioneering. This field is comparatively new and wide open. The purpose of this study, then, is an attempt to contribute to the work already done.

Delimitations

It is not the purpose of this study to construct an absolutely valid instrument for the quantitative measurement of social sensitivity in all its elements. This process would be difficult since, evidently, there exists no similar instrument of standard rating for correlating the results. However, an attempt will be made to construct the test as nearly possible along the best and most acceptable forms, considered
suitable for this particular undertaking. By acceptable forms the investigator means that these forms of test construction have been adopted by leaders in the fields of study related to this problem. The reference to form also takes into consideration various statistical applications.

Procedure

This study formulates itself into two distinct parts. The first part is the preparation of the instrument which would measure as adequately as possible the aspects of social sensitivity.

The second part will be the application of the instrument to determine to what extent it measures that which it is intended to measure.

Material Used in the Test

The material used in the construction of the test was chosen with the greatest of care from the sociological field. This was necessitated by the fact that the situations chosen from the reading must to some extent correspond, in the first place, with the established component parts of social sensitivity. In the second place, this material is to present stereotyped social problems and controversies. These situations are to be used to bring about emotional stimulation or present a cue for a reaction and response from previous environmental conditioning.
A large portion of all the possible sources of this type of material in the North Texas State Teachers College Library was examined by the writer. Other available material was taken chiefly from current sources; however, some books, not considered current, afforded suggestions. Further supplementary materials used in the making of the instrument were in the form of original contributions.

The material was assorted to comply as nearly as possible with the component parts of the term social sensitivity around which the instrument is to be constructed. A large amount was found irrelevant and unusable. Other parts were moved to better areas.

Construction of Instrument

The component parts of social sensitivity established by Taba\(^1\) are the foundation for this construction. These parts will be stated in the chapter given to the term. With these elements already determined by an acceptable source a step to the solution of the problem had been made.

Under each of these parts four suitable situations involving social problems from the selected materials were placed in accordance with the effect to be created. Each paragraph was then analyzed for possible reactions to the content. From these reactions five statements of varying

\(^1\)Hilda Taba, *Social Sensitivity*, pp. 2-17.
degree are to be constructed in such a manner as to offer the person tested an opportunity to give an indication of his social awareness by the stimulation provided.

Since the social areas, as well as the component parts of social sensitivity, have previously been determined, these statements will bear heavily on the results of this endeavor. It is hoped that these statements will give an opportunity for expression not only of knowledge, information, and ideas, but in addition, feeling tones which color meanings and conceptions, and beliefs and interests which add to the complexity of this behavior.

The completed instrument consists of thirteen general divisions based on the component parts of social sensitivity. Under each of these general divisions are four situations based on social areas. This makes a total of fifty-two varying social problems or controversies. Under each of these fifty-two situations there are five statements making a total of two hundred sixty statements.

**Proposed Treatment of Instrument**

In an attempt to establish the consistency of the instrument the following plan has been adopted:

1. Submit the instrument to several acceptable specialists in the social field for the purpose of checking the statements for adequate implications of the component part of social sensitivity to be indicated therein.
2. Submit the instrument to a select group of the same caliber for the purpose of giving each statement a weight according to the importance attached to it by these experts in connection with the particular component part to be implied. The total of the weights given each statement by each of the members and this investigator will determine its final relative weight on a percentage basis, thereby establishing a basis of measurement. It is not to be here implied that the score will represent quantitatively this complex factor, social sensitivity. On the contrary, by use of this method an indication of the degree to which an individual exhibits this behavior is the indication sought.

3. Apply the instrument to two select groups which are believed to constitute a reasonable difference in many respects, particularly, social sensitivity. The groups are to be a select group of graduate students and an equal number of high school students. This procedure is based partially on a fundamental plan stated by Lindquist: "(1) to select two or more groups of pupils, each of which is presumably representative of some defined population about which generalizations are to be established, (2) to subject each of these groups to one of a number of prescribed "treatments," (3) to secure criterion measures of the final status or change of status of each pupil with reference to the particular trait or traits
which the treatments are intended to modify, and (4) to
analyze and evaluate the results by means of statistical
techniques."²

Compare the mean score of the two groups.

This procedure should establish further study for the
validation of the instrument.

4. Correlate the odd and even scores of the two groups
combined for the purpose of establishing the extent of
the reliability of the instrument.

Definitions

Terms Used in This Study

Social sensitivity.--Because of the wide variety of be-
havior denoted by the term,"social sensitivity," no exact
definition is possible. In very general terms it might be
described as an awareness of, and responsiveness to, social
and human phenomena.³

Chapter II is given to the attempted clarification of
this term.

Artificial stimulation.--This term as used and referred
to in this paper is defined as that urge provided by means
other than the first hand situations that arouse an individ-
ual to respond according to meanings and understandings he
has built up from previous experiences.

²E. F. Lindquist, Statistical Analysis in Educational
Research, p. 76.
³Hilda Taba, Social Sensitivity, p. 8.
Selective awareness and response.—A phrase used synonymously with social sensitivity.

Social areas.—Social areas are placed in two large headings, namely, (1) social experience in face-to-face relationships, and (2) social experience in person-to-person relationships. 4

Instrument.—Throughout this paper this word refers to the organization of a group of situations compiled by the investigator for testing purposes.

Reliability.—A term used technically in connection with tests to mean the degree to which the test is consistent in measuring that which it measures. 5

If the same people are tested twice by the same examiner on the same test the reliability of the test is the extent to which the result of the two testings agree. 6

Coefficient of correlation.—The coefficient of correlation between two forms of a test is a measure of reliability of the test. 7

It may be thought of then as the decimal fraction which tells what proportion of the causes affecting the magnitudes of two variables are common to both variables. 8

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7 Otis, op. cit., p. 227.
8 Ibid., p. 185.
Reliability coefficient.—A method of measuring reliability of a test so as to take account of the variability of the scores is to find the coefficient of correlation between two forms of a test, that is, between pairs of scores of a group of pupils in the test. The coefficient is called the reliability coefficient of the test. 9

Validity.—This term may be defined as the degree to which a test measures what it purports to measure. 10

Arithmetic mean.—The average is the best known of the measures of central tendency. It may be defined simply as the sum of the separate scores or measures in a series divided by their number. 11

Standard deviation.—It is the square root of the mean (or average) of the squared deviations taken from the average of the distribution. 12 It is the most reliable of the measures of variability.

Related Studies

A number of studies similar to this study has been made. Some of the more closely related studies are discussed in the following reports.

Floyd H. Allport and Gertrude A. Hancheatt made a study of the war-producing behavior in citizens. In order to get

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9 Ibid., p. 25. 10 Ibid., p. 256.
some indications of this type of behavior these investigators made a scale of measurement.

The purpose was to determine what sort of things individuals do, or can do, toward turning a situation of international tension into the accomplished fact of war.

The scale of measurement was constructed on a first personalized arrangement of statements of direct war producing acts. This scale has at one extreme an item of behavior which tends to carry out a certain purpose in the least recognizable degree, and, at the other extreme, an item of behavior which tends to carry out the purpose to the utmost extent possible. Such a method is called a "telic continuum."

These variations of degree were, of course, based upon the statements taken from reading done by the authors. The edited list comprised one hundred fifty-six items.

The authors used a select group of raters to establish the basis of measurement for the scale.

In conclusion, the scale was shown to be a reliable instrument for measuring upon a telic, "first personalized" continuum, the interest, effort or effectiveness of the war producing behaviors. It was shown that it is possible to use psycho-physical methods of scale construction for estimated differences of effectiveness of an act toward the accomplishment of a given purpose.
The hypothesis is offered that this "content" increase in effect, and also a part of the formal-category increase, is due to the degree to which individuals are emotionally or otherwise aroused.

Citizens revealed that they would do very little toward producing war.

The need is shown by the study for further investigation in comparing the acts an individual will do with what he predicts he will do. 13

The study is similar in a number of ways to the study being made in this paper: (1) the construction of an instrument of measurement, (2) the form that the instrument takes, (3) method of gathering materials, and (4) the wording of test statements with stimulus and adjustmental response and with consideration for the varied environment in which one operates.

This study differs in the following ways: (1) in its purpose, (2) field of application, and (3) in the type and number of statements in the test itself.

The purpose of another related study which was made by Ross Stagner was to propose a new technique for investigation and

analysis of public opinion. This is termed the cross-out technique wherein such names as Communism and Fascism, and the like, are given for the one tested to cross out those contrary to his beliefs. 14

A list of forty stereotyped ideas relating to social, political, and religious controversies was used as the basis of study. The reactions to these were compared with the reactions given on other types of tests.

Three measures of reliability were considered: (1) the split half reliability of a total number of words marked, (2) the reliability of a rank order of the terms for different groups of subjects; and (3) the consistency of marking by individual subjects.

Validity was to some extent established by checking the scores of certain groups against their known beliefs. The correlation was fairly high.

This type of test is thought by Stagner to have a greater utility value. Since much time and effort are saved in just crossing out a word, this eliminates laborious reading for some types of people tested because complex ideas are not included.

Stagner's study differs from this investigation in the form of instrument he finally constructed and in his final purpose for the study. However, it parallels to some extent, in that an

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instrument of measurement was constructed and its effectiveness established by means similar to those proposed in this study.

Seldon C. Menefee's and Audrey G. Granneberg's study on propaganda\textsuperscript{15} is a related study in that the method used in its application to the social field is similar to that proposed in this paper.

Previous studies have shown that shades of propaganda have a definite and measurable effect regarding labor. Others have shown the effect of propaganda upon opinions in the controversial fields. The purpose of this study was to carry this sort of research further, in order to compare the effects of two types of propaganda—the emotional and the argumentative or logical—on the opinions of college students regarding America's Foreign Policy.

In making the proposed study, controlled groups were used. Two groups were given propaganda for "isolationism." Two groups were given propaganda for "collective security." Both groups were given examples from current literature of both emotional and non-emotional material. After each of the divisions had been so "conditioned," a test of ten statements, five on "isolationism" and five on "collective security," was given the group. The test was based on the conditioning material given the groups.

\textsuperscript{15} Seldon C. Menefee and Audrey G. Granneberg, "Propaganda and Opinions on Foreign Policy," \textit{Journal of Social Psychology}, XI (May, 1940), 393-404.
The relatively non-emotional material had a reverse effect from that expected, in that the arguments had no effect, whereas the emotional material had a very definite and predictable effect.

This propaganda study is done on a very limited scale. The sources of material and the consideration given it, especially the emotional factors, are very similar to the study proposed in this experiment. The instrument used is of a different nature; however, it is applied in the social field with some degree of results.

A purpose of a study by Murray Gristle was to construct an objective scale to measure students' attitudes toward war and peace by utilizing the opinions of discreet groups.16

Murray Gristle chose, in making this study, one hundred twenty statements from all phases of current literature on the issue of war and peace, statements which were very carefully constructed. A method of response used was in the form of yes, no, or (?). Validity was studied by the comparison of a militaristic group, the R. O. T. C., from the Department of Military Science and Tactics at the College of the City of New York, with a pacifistic group composed of fifty students from the social science division of the same institution.

The reliability was determined by the split-half method. A reliable test can be constructed using a simple technique such as this, concludes the author.

This study had only one large controversial area involved in its scope. That area was war and peace. The method of gathering and selecting material is related to the study in this paper, yet the final treatment of the material in the statements varies considerably. The statements based on the situations chosen gave an opportunity for at least two interpretations.

C. Robert Pace made a similar study in attitude testing. In his study he used the statement form with five statements as to "what you would do" instead of merely stating opinions which, as he says, have been overworked in previous tests. Pace's test is called "Situation-Response Survey," and is designed to measure general socio-political-economic liberalism or conservatism by asking students what they would do in a variety of specific situations. These situations were selected from reading of partisan literature and noting activities of nationally prominent liberals and conservatives. A group of judges of the test established its basis of measurement. This test, applied to known groups of radicals and conservatives, established a reliability coefficient of eighty.\(^\text{17}\)

\(^\text{17}\) C. Robert Pace, "A Situations Test to Measure Social-Political-Economic Attitudes," *Journal of Social Psychology*, X (May, 1940), 331-344.
This study narrows in respect to social sensitivity to only one aspect. However, the methods used are in accord with the best technique of testing in social fields.

Paul W. Harnley's investigation of the liberal and conservative attitudes of high school seniors toward education was done in these divisions: (1) to prepare an instrument which would measure as adequately as possible attitudes toward certain aspects of education, particularly the attitudes of high school seniors, (2) to apply this instrument to a group of educational experts for the purpose of validating the scale and securing a basis of measurement, and (3) to apply the instrument to a sample of ten per cent of the high school seniors in Nebraska. 18

The scale used follows the Likert technique and consists of eighty statements equally divided into four parts. Harnley evaluated the reactions to each statement by the chosen groups for the purpose of interpreting the results and establishing reliability.

He found that the instrument could be of use to educators in planning units of instruction, and, also, that the high school seniors were very conservative in their attitudes, possibly as a result of the traditional method of teaching.

This study is a variation from the proposed technique for construction of the instrument for measuring social sensitivity in that the methods and forms used vary, as well as the purpose in its construction. However, the very fact that a useful and fairly reliable instrument on attitudes was made, relates Hareley's study to this experiment.
CHAPTER II

SOCIAL SENSITIVITY AND THE PROBLEM OF MEASUREMENT

The purpose of this chapter is twofold, (1) to give some of the background involved in the term, social sensitivity, as well as an indication of the complex nature of the elements that tend to make up this entity, and (2) to discuss the progress made and the problems confronted by those pioneering in testing methods in this area of study.

Social sensitivity by the nature of its terminology implies the idea of a complex behavior, a behavior that results from an individual's awareness of his surroundings. It embodies something that is analytical and dynamic. In it probably are combined the desired attributes of a citizen functioning in a democratic and ever changing society. The term, as some might infer, is not narrow in its scope. It is limited by very few, if any, of our areas of activity and pursuits. This complex behavior in other references is called social understanding, social awareness, social responsibility, and social attitudes.

A concise definition of social sensitivity is difficult, as has been shown, because of its many implications. Its scope is as broad as the fields of social behavior. One author, however, states:
An individual faced with a complex situation responds to those aspects and relationships which evoke in him an emotional response and which touch off the meanings and understandings he has built up from previous experience. Each individual has learned to respond to new situations with certain cue meanings, because he cannot respond to the elaborate details which constitutes the total of any given situation.¹

This quotation gives a cue to ways of securing evidences of an individual's awareness to his environment. It also leads to the conclusion that the response varies as do his knowledge and training and, also, that the more elaborate a person's previous experiences with a wider range of areas and samplings, the more elaborate will be the details exhibited in his social responses on the basis of cue meanings.

These patterns of behavior that are formed are strongly influenced by the individual's past experiences. The attitudes, dispositions, and understandings which go to make up the individual's pattern of social sensitivity, as has been said, are affected by his past experiences, but are also greatly modified by the new experience at hand. Another factor influencing the situation at hand is the individual's motive or purpose at that time. New associations will be brought into the limelight with different motives and purposes. Thus the total of social sensitivity has a personal has a personal and selective nature, for example:

¹Hilda Taba, Social Sensitivity, p. 2.
Observing an old man on a corner selling apples, one may 'see' in that situation primarily a man making a decent living; or one may sympathize with the poor fellow for being compelled to make a living in such a difficult and insecure way; or one may regard the appleman as an individual whose ways and means of earning a living are his just due, determined by his capacities.

Thus, individuals respond to their environment according to previous emotional fixations or cue meanings in a selective manner. Each new situation possibly stimulates a different meaning and consequently creates a different response. The new experiences confronting a person are influential but his previous experiences tend to contribute the most to his environmental situations.

According to Taba, many assumptions that knowledge, information, and ideas alone create awareness, go astray because of the lack of consideration of the emotional factors involved. The case of the apple vendor, discussed above, reveals an intimate interplay of feeling and thought, opinion and information, knowledge and attitudes, concerns and interests. Feeling tones are found to color meanings. Attitudes enter into objective and critical thought. New data and new information, it is shown, modify viewpoints, change attitudes and create new concerns and interests.

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2Milda Taba, Social Sensitivity, p. 2.
3Ibid., p. 3.
The following statements represent what a pioneer author in this field has contributed towards the segregation of this complex behavior into its component aspects:

Component Aspects of Social Sensitivity

A. Dispositions Contributing to Social Sensitivity

1. A disposition to project oneself appreciatively and sympathetically into the lives, motives and problems of other people and other groups
2. A disposition to look under the surface of social phenomena and to discover the underlying conflicts and problems in social life contributing to the particular phenomenon
3. A disposition to view social problems and maladjustments as capable of solution, rather than to consider them as inevitable consequences of unchangeable circumstances or of human nature
4. A disposition to consider the effects of one's personal actions as a member of a group upon the welfare of others
5. A disposition to view difficulties of an individual or a group as symptomatic of social maladjustments rather than as purely personal problems
6. A disposition to feel personal concern and responsibility for the solution of social problems
7. A disposition to act within the limits of one's ability on behalf of ideals and values

B. Abilities Contributing to Social Sensitivity

1. Abilities to perceive and identify problems and conflicts in social life
2. Ability to see relationships between specific social events and problems and their general social implications; between specific human problems and general social conditions
3. Ability to judge the consequences of social events, plans, trends, and action
4. Ability to project theoretical or actual solutions to social problems
5. Ability to apply techniques of intelligent thought and inquiry to social problems

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4 Hilda Taba, Social Sensitivity, pp. 2-21.
6. Ability to formulate and to undertake social action within the limits of one's capacity

C. Attitudes

D. Social Sensitivity and Areas of Experience

1. Social institutions

a. Religion and churches as social institutions
b. Government, in its various forms, functioning, and in its relationship to people and to other social institutions
c. Justice and law in their role and practice
d. Capital and labor in their relationship to each other and in their functioning in the scheme of production
e. Modern technology, industry and business in the role of production, distribution and consumption; management of the nation's resources and meeting of human needs.

2. Social problems (problems in the sense that society is still looking for their solution) such as, housing, unemployment, international relationships, war and peace, propaganda, its use and control, crime, government control

3. Large social ideas and ideals

The dispositions called into play in one of these face-to-face relationships or person-to-institution situations will tend to bring about definite attitudes. This fact brings the thought back to cue meanings based on previous experience and conditionings.

Thus the term is narrowed to a background of knowledge, information and ideas, combined with an emotional feeling, an ability to see and analyze, and with the desire to do something toward the solution of social or environmental problems. This is merely another way, applying it broadly, of stating the form of behaviors a worthwhile and functioning citizen of our society
would exhibit to a high degree. The term is the composite
of a thinker as well as a humanitarian.

Such a citizen would be the hope of the cause of
democracy. Such a citizen would preserve our ideals of
democracy, which, as stated by Merriam are "(1) the dignity of
man, (2) the perfectability of mankind, (3) the diffusion of
the mass gains through the mass by whom they are created as
rapidly as possible, (4) the consent of the governed, and
(5) consciously directed and peaceful social change."

Or, as stated by another author:

"To maintain a country, a society, a nation, where so
far as earthly conditions may permit, all men shall be
free to win what they deserve—that seems a fair state-
ment of our deepest American ideals.

Life, liberty, and the pursuit of happiness, we
would hold not as privileges but as rights, as ends
towards which no human being may justly be prevented from
pressing with all the energy he can command."

Can an individual be educated to a fair degree of social
sensitivity? The possibility that new data and information
change attitudes and create new concerns and interests has
been discussed. Probably with this as a basis, many of our
schools are placing emphasis on this area.

Our foremost and progressive educational institutions have
this as a general purpose. Direct application in some schools
is given in specific courses of study in an attempt to extend the
individual's understanding of this type of behavior.

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The science teachers are much interested in extending the students' understanding of the contribution which scientific method, scientific inventions, and scientific thought have made to society, and in the ways which the employment of scientific thinking may contribute to the solution of social problems. Teachers of literature not only are including materials dealing with social problems and issues in their courses, but they also attempt to interpret literature from a social as well as aesthetic point of view. Mathematics teachers are trying to harness logical thinking to problems of social relevance and so on.

What, then, are the results of these programs of education and application? To maintain a citizenship, or to develop a citizenship that is to a high degree socially sensitive, some means are needed to determine what will be this citizenship's response and reaction to various social situations. Already it is an acceptable conclusion that new ideas, new information, and new data change attitudes, modify viewpoints, and create new concerns and interests. Therefore, if some practical means of indicating the social sensitivity of individuals were developed, a strong starting point could be given to plan an educational campaign to meet the needs established by the results.

Such a campaign of education and re-education is a definite need of our whole society from the tones found in some of our current literature. For instance, take the following example:

\[Hilde Taba, Social Sensitivity, p. 1.\]
We should be tense with anxiety about our youth. If they are cynical, if they are losing faith, our democracy is in the gravest of dangers. We can already see the beginnings of this. Thousands of our youth who have lost faith in other people have formed Communist groups.

Far more than from Communist manifestos and Nazi Bandits marching and heiling, the dykes of our country are threatened by small leaks of doubt in the hearts of unfortunates who think they are not getting their fair share of life, liberty, and the pursuit of happiness but who feel they might under another system.9

Every boy and girl out of high school who does not find employment is likely to hear our enemies promise security and opportunity. They are too young and inexperienced to realize what a poor sordid sort of security is offered, and at what a price in murder and treachery.10

Probably all of these individuals and groups referred to have a reasonably fair amount of factual knowledge, information and, no doubt, a vast supply of far extended ideas. Our schools and other institutions of society may do a commendable job in this respect. For the last decade or longer our schools have been stressing the acquisition of facts. Very little attention has been given to the experiences of the individual that create his emotional stability or instability.


9 Dorothy Canfield, "Do We Practice What We Preach," The Readers Digest (May, 1941), 75-76.

10 Ibid., p. 76.
But an important part, this other side of these individuals, seemingly has been overlooked. To this investigator the most important side seems to be the fusion of feeling and thought. Careful consideration of these factors related to emotional conditioning should not be overlooked if society wants well-rounded citizens.

A number of attempts have been made by an assortment of testors utilizing various forms of methods and evaluations to isolate the evasive elements that go to make up this general term, social sensitivity. Some of the methods used, according to Hilda Taba, are direct observation, analysis of written work and reading interests, and paper and pencil tests. All of these and others used are equally time consuming. At present the observational methods are most commonly used. But this method is seemingly cumbersome and entirely lacking in adequate and economical short cut devices. This method consists of (1) observation of group activities, (2) informal conversations, (3) controlled situations, (4) anecdotal information or records, (5) selective observation, (6) interpretations from records of written work and reading, and (7) case work.

All of these methods tend to suggest the need for a more workable tool whereby the results, as obtained through this laborious manner, would not be scattered and inconclusive.

11 Hilda Taba, Social Sensitivity, p. 22-42.
So far the best results have been obtained from evidence obtained in controlled situations. The situations were so-called controlled situations because the individual was given specific social situations to which to respond. These controlled situations were chosen from challenging or controversial statements occurring in various forms of literature. These situations tend to be stereotyped. Thus the possible reactions and responses were decided upon by analyzing the situations for the possible reactions and responses and giving the individuals opportunity to respond to these reactions by means of statements placed under each situation. This investigator believes that this combining the stereotyped situation and statements, based on possible reactions and responses, is a logical approach to the solution of the problem of a more scientific instrument.

For example:

Nothing can be done about poverty. There have been and always will be; poor people, incapable people, unambitious people, dirty work to do, survival of the fittest.................

In this type of situation there is an element that appeals to the knowledge, intellectual and idea side of a person, on one hand, and, on the other, there is that definite feeling tone that will appeal to an individual's emotional factors if he is at all sensitive to social problems. An individual's

\[\text{Hilda Taba, Social Sensitivity, p. 26.}\]
cues meanings to this situation will be called into play in the form of his reactions and responses or dispositions and attitudes.

Reference has already been made in this chapter to Taba's divisions of social sensitivity. As has been stated, these component parts consisted of attitudes, abilities, dispositions interplaying in social areas of experiences. These social areas take into consideration race-to-race relationships and person-to-institution relationships. In the light of this previous contribution a foundation is given for the construction of the instrument in this study. A logical utilization in the construction of the instrument of these component parts is believed to be a step towards the solution. An endeavor will be made to bring out the feeling tones as well as the analytical side by use of this and the other plans of approach mentioned heretofore, that is, to analyze the possibilities of the chosen stereotyped situation relevant to each of the component parts and place under these situations statements based on the analysis of the possibilities of response and reaction. In this manner of procedure the problem is narrowed. A substantiation of this procedure is given here:

Thus, although one may be able to observe sensitivity to democratic values and principles in a variety of natural situations, to canvass in any comprehensive way the responses of students to the whole range of situations involving democratic values one would have to resort to a
scale of beliefs or an attitude test in which through artificial stimulations the student can respond to a wider range of situations. 13

Therefore, in order to insure the registration of feeling tone as well as thought applied to these stereotyped social problems, the statements placed under the situations must tend to involve possible actions and solutions. The statements should be short and easily interpreted. A choice of words, especially adjectives, will tend to add to the stimulating effect.

This may represent a compromise in that it will eliminate some of the possible elements that would enter, however, it would tend to approach a higher degree of standardization. By use of a wider selection of situations touching nearly all of the social areas the probability will be that an opportunity has been presented the majority of an individual's dispositions, attitudes, interests, and abilities to assert themselves in some form. This wide selection of situations from a large number of varying areas together with the resulting numbers of statements under these situations will statistically tend to lower the possible error in the results.

It is concluded then, that (1) the study of social sensitivity is obviously in its pioneering stages, (2) some very enlightening studies have already been made in this field.

13Hilda Taba, Social Sensitivity, p. 41.
(3) the stage has hardly been reached in the pioneering effort where conclusive data can be given, (4) some of our foremost educational thinkers are digging in this "pay dirt" now, (5) the problem of measurement is paramount, (6) a great amount of emphasis is being placed on this area of study by our foremost and progressive educational leaders, (7) the field of study is wide open, (8) inferences are drawn from this study for the formulation of the instrument of measurement of this experiment, and (9) enough has been done to lead to the conclusion that additional progress is possible.
CHAPTER III

THE INSTRUMENT OF MEASUREMENT

The completed instrument of measurement consists of thirteen major divisions. These divisions were made in an attempt to comply with the thirteen parts or statements that the two subdivisions of the aspects of social sensitivity are believed to contain. These two subdivisions of the aspects are the dispositions contributing to social sensitivity and the abilities contributing to social sensitivity. Under the first component aspect, as has already been shown in Chapter II of this study, there are seven dispositions. Under the second there are six abilities thought to be a necessary part of the socially sensitive individual. Four stereotyped situations of social problems believed to represent a cross section of the social areas in the final analysis are placed under each of the thirteen parts. Each group of four situations placed under each of the thirteen major divisions was carefully selected in an attempt to get social problems and controversies that would probably comply with the demands of each of these separate elements.
The five statements under each of these chosen situations for each element of social sensitivity vary from one extreme to the other extreme. They are to give the individual tested an opportunity to indicate an analytical insight and a disposition to act on social problems or the negative of this in varying degrees, limited, of course, in that particular area of the element. The statements have been made as short and pointed as possible to avoid unforeseen reactions. Short statements, of course, narrow the finer interpretations of the results but tend to arrive at a more scientific basis of measurement. By using two hundred sixty of these statements which tend to give separate treatment to each element of social sensitivity it is believed that the sensitiveness of the test is increased.

For, by such a number the element of the right choice by chance is reduced to a minimum effect on the results. Other discrepancies either of a negative or positive influence tend to balance or nullify one another.

Thus, the instrument consists of thirteen major divisions. There are four situations involving social problems under each major division and five statements under each of these situations. This makes thirteen major divisions, fifty-two situations and two hundred sixty statements.

No effort has been made in the formulation of this instrument to arrange the items in order that any particular
element may be observed or isolated. On the contrary, the purpose is to try to make a wider range of social areas, selected at random and, accordingly, grouped as stated in the preceding parts, give a sum total of an individual's interplay of attitudes, dispositions, and abilities. Because it is believed that where dispositions intersect social areas, attitudes and abilities are to some extent exhibited. Fisher states in reference to the random choice of elements that: "It is apparent, therefore, that a random choice of objects to be treated in different ways would be a complete guarantee of a test of significance."¹

Situations of the type used in this instrument generally comply with the testing methods of some of the foremost thinkers and experimenters in the field of social testing.

From this type of statement, thinking here in terms of stimulus and adjustmental response is not all, for without an added context or multi-individual field in which the individual operates, he would exhibit, strictly speaking, no adjustmental response at all. The only thing an individual or group can do is to function in its own environment, in the field of his nation, or, in fact, within his own community.²

On the basis of this line of argument, then, is this stereotyped social problem situation used. Such a system,


it is believed, will probably measure not only volumes of sentiments and emotions, but also overt actions towards solution of maladjustments in the environment.

As has previously been indicated, each element within the whole of social sensitivity has been given some degree of individual treatment. Fisher believes this to be one method of increasing the sensitivity of the instrument. Since the elements have already been determined in a previous study as listed in the preceding chapter, the logical procedure seemed to be to use this method to insure partially a sensitive instrument for this experiment. Another method given by Fisher to increase the sensitiveness of the instruments was also taken into consideration since it lent itself well to his first method. This second method is to increase the size of the instrument. By either insuring proper size in the first construction or increasing the size of the first form of the instrument it can be rendered more sensitive in that it will allow the detection of a quantitatively smaller departure from the hypothesis that relationships either exist or do not exist, depending on the statement of relationship. In this case the hypothesis would be that the subject or group tested possesses no social awareness and response or discriminations whatever of the kind necessary. The significant test then shows a marked discrepancy from this hypothesis.

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4Ibid., p. 28.
As previously stated, each situation has five statements of varying degree from an extreme low to an extreme high. These five statements have been weighted by a select group for the purpose of establishing a basis of measurement. The statement thought by the select group to represent the extreme low on proposed action or insights on social problems was weighted one point. The statement representing the extreme high of thought and feeling on social problems, according to our democratic ideals was weighted five points. Those chosen to represent the intervening degrees, of course, would be weighted two, three, and four points respectively. Therefore the minimum total score would be fifty-two points. The maximum total score would be two hundred sixty points. A range of two hundred eight points is thus given. Possibly no positive consideration will be given a score less than five per cent of the range. This is statistically substantiated by this statement by Fisher:

It is usual and convenient for experimenters to take five per cent, as a standard level of significance, in the sense that they are prepared to ignore all results which fail this standard, and by this means eliminate from further discussions the greater part of the fluctuations which chance causes have introduced into their experimental results.

And finally, the whole instrument, as follows, has been organized in an attempt to construct a framework of thought provoking social problems from which may be had a descriptive picture of an individual's social awareness and response.

This descriptive picture of the individual's social sensitivity will be secured from the results of the individual response to these social problems. These social situations have been chosen for use in the instrument because they are applicable to environmental conditions generally. They have not been arranged for the indication of separate social areas; the framework has been made with the purpose of securing only the total indications of social sensitivity by use of situations from nearly every social area. Emphasis has been placed on the person-to-person relationships. This division of the social areas presents a group of situations that every individual has noticed or had the opportunity to observe in his environment. However, the person-to-institution side of the social areas has not been slighted. Many of the situations in the instrument touch almost every general subdivision of this social area. Therefore, the writer believes that the opportunity is offered an individual to exhibit his social awareness and response through the stimulations provided in the situations.
A Social Study

A number of pertinent social situations representing possible maladjustments or, if you like, inevitabilities of our social order are given in the following study. Five statements are placed under each of these situations. These statements will give you an opportunity to register your reaction or proposed action to the social problems.

Check only ONE of the five statements.

This is not a test to determine your mark or your relative standing in your group. Rather it is an individualized study in which one score is as acceptable as another. It is an attempted scientific study; the results of which will depend largely on how conscientiously you check the statements. Therefore, a sincere request is made that you give as accurate an interpretation of your thoughts and feelings as you possibly can.

I

A. I saw a group of "Jehovah witnesses" with worn faces—middle-aged women with sagging cheeks and earnest eyes, and a few young people, poorly dressed. They were longing for contentment, rest, and security. Some are defeated, and helpless. They ask desperately for no more than enough to satisfy their hunger, shoes with no holes in them, a roof that does not leak. Yet they accept no form of government. Their organization has millions to promote their doctrines. What action should be taken?

____ 1. Destroy the leaders of this unpatriotic organization.
____ 2. Place the whole gang in jail.
____ 3. Remain silent. Ignore them.
____ 4. Maintain a tolerant attitude. They are to be pitied.
5. Favor spiritual and economic help. The actions and appearances of these unfortunate people are the results of some failure of society toward them, and they have become bitter.

B. This is an example of the typical sharecropper: a shack, credit as "furnished" from the landowner, and perhaps half the cotton his family helps him harvest. But, when accounts are settled in December, he is fortunate if he has fifty dollars to see him through the winter.

1. Nothing can be done with this type of people.
2. Let the officials remedy this situation.
3. Sponsor a plan for financial aid with low interest rate.
4. Foster a community cooperative for these helpless people.
5. Favor or demand a distinct change in this financial and economic setup. Any group of people who are willing to work hard deserve the necessities of life at least.

C. You have just read the book, "The Grapes of Wrath," picturing the poverty and tribulations of a tenant farmer family that was driven from its land to California, where the members attempted to get work in the orchards of that state.

1. Nothing should be done with this no-good, shiftless sort.
2. Let the Salvation Army or some other such organization care for them.
3. Favor increasing the migratory workers camps.
4. Make contributions for the relief of these unfortunate.
5. Start an all-out campaign against the cruelties of a social system that does not share more equality with its members.

D. The terrible disease, syphilis, struck one out of every ten of our people. Yet free discussion is forbidden, and it has been difficult to teach people to avoid syphilis, to look out for early symptoms, and to get treatment when such symptoms are observed.

1. Do nothing. Nice people do not have syphilis or talk about it.
2. Read some literature on the subject.
3. Silently consent to a program of education by officials.
4. Agree in conversation that our social structure is endangered by this disease.
5. Demand an all-out preventive and curative campaign against the deadly scourge or plague of humanity.

II

A. It has been found that thousands of our people need medical and surgical attention of a major nature every year but do not have enough money to defray expenses.

1. This is a common situation among the shiftless and lazy people.
2. The medical profession takes care of those worthy.
3. Involved in this statement is something worth consideration.
4. Obviously, someone has fallen down on the job, because we have a health program in force.
5. This is possibly the result of the commercialization of medicine. The present practice is the best for the most money.

B. Recent discovery shows the fact that in this nation immense amounts of money are being spent by small highly organized groups to elect certain candidates.

1. The primary cause is that too much wealth has been concentrated in too few hands, which tends to promote a selfish cause.
2. Usually this is to insure an able official.
3. There is evidence of something wrong with a society when a small group of millions of people can wield such strong influence. Wealth should be more equally distributed.
4. This is contrary to the democratic principles of fair play.
5. Modern campaigns are costly. Candidates have to receive funds from somewhere.

C. We should be tense with anxiety about our youth. If they are cynical, if they are losing their faith, our democracy is in the gravest of dangers. We can already see the beginning of this. Thousands of our youth who have lost faith in other people have formed Communist groups.
1. This situation is nothing to be alarmed about, a group of "sore-heads."

2. Because of their immaturity youth accepts too many fads.

3. This is a result of the impatience of modern youth.

4. It is a revelation that youth's needs are not met.

5. The trouble is that youth is confronted with a selfish society that has no place for him. He accepts the best offer.

D. The wife of a manufacturer complains of high taxes. She says her husband is expecting a depression to follow the war orders and is attempting to put aside a reserve to ride over the depression, but the high taxes of the defense program are making it difficult for her husband to put aside a reserve.

1. The wife is objecting to paying taxes to very fund out of which her husband is being paid, in order to be financially secure.

2. This is an example of a typical family business problem.

3. A very selfish attitude is shown. These people represent a group in our society who have been accustomed long to reaping the fruits of other people's labor with no consideration for the welfare of other people.

4. The wife is worrying over a situation the husband possibly has already solved.

5. There is something wrong with the spirit of this situation.

III

A. One of the greatest of our social problems is poverty. Poverty, as one knows, is the state of being unable to obtain necessities for even physical subsistence.

1. Doubt if anything can be done. There are, and always have been, poor people.

2. Incapable and unambitious people naturally will settle in poverty.

3. If the environment were controlled properly, something could be done.
4. Many phases of our economic life, such as hard times and indirect taxation on necessities increase the pressure towards poverty.

5. Poverty may be curbed by attacking unemployment, disease, vice and misery, lack of industrial education, an unjust tax system, and poor housing.

B. The roadside tavern has scattered across America, with a predominance on the evil side, thereby bringing about varied opportunities for crime, for selling obscene literature, poor or "hypoed" liquor, prostitution, and drunkenness.

1. There should be a stricter law enforcement from Washington, similar to that with narcotics.

2. And certainly the quality of the personnel of the liquor business should be raised. Every state should rigidly insist on fingerprints of all applicants for tavern licenses.

3. People would go some places else if they did not have these places. Nothing much ever happens outside a Dine and Dance.

4. Nailing one by one of the officials who are not discharging their duties to the post and elect new officers to their places.

5. Most of these places operate through crooked politicians. If the operators are brought to trial they are usually freed for meager fines. They are always protected.

C. The number of people committing crimes each year is appalling. Not only does crime take potential producers from society, but their imprisonment costs taxpayers huge sums of money. Is there a solution?

1. As long as we have degeneracy or lack of thorough understanding of heredity, crime will flourish.

2. Increase in crime is due to lack of fear of the consequences. "Eye for eye" policy should be enforced.
3. Possibly there are causes that should
be sought out and investigated.

4. Most sane people would prefer
a free life to that of criminals.
Therefore, new social measures are
evidently necessary in view of this.

5. The environment of individuals as well
as their economic need, particularly
during growth and development, should
be attended to along with better law
enforcement.

D. Facts show that the number of marriages ending in divorce
courts is increasing. Since the home is the foundation
of our social order, society has a problem. What is your
reaction?

1. When people cannot make a go of it, the
best solution is to separate.

2. A number of adjustments necessary for a
successful marriage naturally have to be
made after marriage. Some couples seem
to be unable to make them.

3. Fewer ground for divorce should be
recognized by the courts.

4. Laws and courts cannot control the
number of couples seeking divorce. Laws
cannot control human nature.

5. Factors contributing to divorce, such as
higher economic standards, economic in-
dependence of each, and lack of training
in homemaking, could be remedied.

IV

A. It is known that many people do not vote in our elections.
Often they say, "One more vote won't affect it, one way
or another."

1. Where thousands vote this situation is
true. I feel the same way.

2. If I refuse to vote and others refuse
to vote, then we are destroying the
hard won rights given by the phrase
"consent of the governed."

3. People should vote if results are to in-
dicate their will.
4. In a representative form of government voting has to be maintained to adhere to our traditions and ideals. Yet even more emphasis should be placed on getting our wishes represented in the men nominated.

5. The politicians and money interests already have control before the voting starts. It is a futile effort.

B. A certain high school newspaper, it was discovered, had been supported by income from advertising, solicited from small stores which the students did not patronize.

1. Demand that measures should be adopted involving more work on the part of the students. These businesses operate for profit and should have some returns on their investments.

2. Any plan whereby the money can be raised reasonably is all right. School papers have always been a financial problem.

3. I think this is a general practice; civic minded business people do not object.

4. Discuss the practice before the student council.

5. Present a plan involving more ethical means of raising money.

C. A large automobile firm recently was curbed by the Federal government when it attempted to raise prices after declaring a large profit for the preceding year. Had you been one of the officials, which statement would represent your disposition in the matter?

1. The government should not interfere with private business. If the price is too high people usually will buy elsewhere anyway.

2. Large corporations usually are great contributors to our general welfare.

3. More thought should have been given as to the result on our general economy of this price raise by officials of the company.

4. The result would have been inflation. So the government curbed it at the start.

5. This act represents very selfish motives. The result would be general higher prices on necessities. The poor people would be the sufferers.
D. No greater crime was ever committed by man than to abuse the sacred trust and powers given to him through his elevation to public office.

1. Things are different today. Offices are used to make a living for the officeholder.
2. To destroy confidence in any life endeavor is deteriorating to the public morale.
3. The state or federal government is large enough to absorb any failings of any employee, large or small. Violations of trusts by office holders do little damage.
4. It does something bad to our citizens when offices are misused.
5. Any act of an official wherein the confidence of an individual in his government is caused to be shaken, should be treason and punishable as such.

V

A. In a very low rent section of a city the landowner found that tenants do not think of their slum houses as homes. Even parts of the homes were burned for fuel.

1. In this case, as in others, the physical environment and economic status kills his desire to improve.
2. Favor legislation that would curb exploitation of the poor.
3. Tenants like this should be asked to move.
4. Substitute a higher class tenant. They would respect property rights.
5. The renter should have something he is proud to rent.

B. Only a small percent of men among our nation's bread-winners make a salary or income suitable for security in old age.

1. Certainly provision of some security for old age should be the duty of the employer.
2. Their children usually take them in, or should.
3. Federal law or other means establishing a more uniform distribution of our wealth might be a solution.
4. One of the just burdens of society is its incapable members who have failed economically.
5. The doors of charitable institutions are open to them.

C. A college professor said that he spent most of his time with his bright pupils. The others were considered a burden and a waste of effort.

1. This statement of the professor would tend to destroy our beliefs in universal education.
2. Money would be saved if all "deadwood" of this type were barred from college.
3. The professor is right; the others usually are hopeless.
4. This is contrary to our belief in individual differences. No two people are alike. No two people should be considered in this same manner of treatment.
5. If education is moving in this direction, perhaps our whole idea of education should be remodeled on the basis of needs of society.

D. A housewife, or a consumer group of certain kinds, has difficulty in getting good information from advertising.

1. Housewives and certain of other consumer groups are just not trained or smart in applying the art of buying.
2. Because of such active competition in business today advertising has to be on an appealing and "catchy" basis.
3. Advertising has drifted into an era of ballyhoo and wild exaggeration. A more sound basis would be to let the demand for and the merits of the article sell it.
4. In an economic system of scarcity and higher prices, advertising pressure has to be increased to sell the goods.
5. A very small relationship exists between price of articles and their actual value. If lower prices were in effect, there would be a greater consumption of goods.
VI

A. During the depression and at the present time in some areas, food products were and are yet being destroyed. Hogs, cattle, and vegetables were destroyed to maintain higher prices, while thousands of people were hungry.

1. Every citizen should be alarmed at the exploitation and waste of our resources. There are enough necessaries for everyone and they must be made available.

2. This was necessary to maintain a fair price of all products.

3. It is our social duty to enforce laws to modify definitely our economic scarcity system.

4. Demand that Congress study the question. That would be a logical move.

5. The government should distribute all surplus commodities through "relief" agencies.

B. Current magazines give accounts of labor discrimination against Negroes and Foreign elements among our citizens.

1. It is essential that people be trained for jobs they are capable of doing, employment and social security agencies established, and industry re-created.

2. In these groups are the most degenerated and incapable groups of people for whom little can be done. Soft pedal the issue.

3. Everyone knows an idle man drifts towards degradation. Society suffers from the lack of products of his labors. His energies should be utilized.

4. There is just not enough produced for all these people to share equally enough to maintain their desired living standards.

5. It seems that foreigners should not be allowed to enter. Negroes and those already here should be placed on relief.

C. Comic Magazines: They are a national disgrace. They are a poisonous, mush-rooms growth of the last two years, badly drawn, badly written and badly printed. They constitute a cultural slaughter of innocents.

1. Thoughtful parents will not give them to children to read. Emphasize this to parents by educational procedures.
2. People are not forced to buy them.

3. They do tend to establish a poor set of values. Write letters to the publishers pointing this out.

4. Obviously it is a profitable business. Why destroy it?

5. Sponsor laws that would protect innocent children from literature that would spoil their natural sense of color and taste for better material.

D. The youth of the United States may be victimized by the peddlers of marijuana, a drug or dope that causes the individual to lose power to control his behavior. Petty gangsters, degenerates and operators of resorts have been arrested for encouraging school children to smoke these cigarettes.

1. This affects only children of hoodlums who associate with these degenerates. Nothing can be done.

2. Children who are allowed to frequent resorts of this type naturally would become victims.

3. This is a disturbing situation usually caused by youth seeking excitement. A substitute should be utilized to absorb youth's energies.

4. Use all means to instigate a law enforcement campaign to clear the drug handlers out of society.

5. Make speeches, write letters, publish articles or use any other means to teach people to eliminate the tension caused in youth by insecurity and idleness, and this situation will tend to go.

VII

A. A proposal has been made to eliminate books like "The Grapes of Wrath" from the school libraries due to the nature and frankness of the contents.

1. Refuse to have anything to do with the matter. None of my business.

2. Show by any means possible that social evils never will be cured by turning our heads. Give impetus to any good method of bringing social conditions out in the open for publicity and for possible solutions.
3. Silently consent to its remaining. It pictures a true situation.

4. Gather more books like it for the libraries in order to awaken society to its obligation. Cooperate with the Board of Education.

5. Let those in authority decide on the books chosen. Back them up.

B. Private power interest very loudly objects to the rural electrification projects sponsored by the government.

1. Start or join an intensive campaign to make it possible for the R. E. A. to extend to any area that needs electrical service.

2. Both are too large for an individual to influence. There is nothing I could do.

3. Back the government to the limit in maintaining the R. E. A., as it is doing a justifiable service.

4. The private companies should be allowed to buy stock in the R. E. A.

5. Favor a plan wherein both should operate. As the government enterprise is non-profit, let the private companies have the profitable areas.

C. It is found that factory machines are at war with domestic machines, such as domestic refrigerators against ice factories.

1. The factory machine is known to replace household drudgery.

2. Favor a plan in which the two interests could get together.

3. Favor the production of domestic machines to be allowed only to replace drudgery in the homes.

4. Instigate laws whereby machines can be used in the homes to manufacture or convert raw materials produced into useful things instead of allowing the raw materials to be sold and finally bought back at a much higher price.

5. Demand the organization of cooperative community efforts to supply their needs, thereby curbing factory sweat systems.

D. Among the poor people of our nation child labor is still flourishing. The children have to contribute to the family income.

1. Of course this is a necessity for many families. They could not live without the added labor of their children.
2. It is better that they work than spend their time in idleness. Yet it is a bad situation.
3. Some remedy is needed. This is a bad situation. Children deserve the chance to grow into wholesome persons.
4. Immediate economic assistance should be given, possibly through relief agencies. Organize a club on a large scale to promote this idea.
5. Write letters of protest to local, state and national officials. Show the needs of social reforms.

VIII

A. After twenty-eight years of service as a semi-skilled worker, an industrial worker was replaced by a younger, faster worker. No effort, of course, was made to provide for him further.

1. Old age assistance could come out of each year's production of commodities. After all, old people eat food and not money. Food need not be saved fifty years.
2. His life of service was over.
3. This poor man deserves some future consideration, since low wages leave no margin for investments.
4. He had been paid for these services.
5. It is, indirectly, not money, that old people need. They need food and clothing.

B. In some modern countries, the hopelessly insane, incurable degenerates, imbeciles, and idiots are destroyed to relieve society of this burden.

1. This solution sounds reasonable, though inhumane.
2. Our social order should be consistent enough that people would not go insane.
3. A program should be installed to encourage healthy people. Educate in the ways of keeping mentally healthy.
4. A plan is needed for the adoption of measures to curb propagation of deficient personalities.
5. This is outrageous. Everyone has a soul. A discovery may be made to cure them.
C. Banks are refusing many loans today to worthy applicants at three per cent they could do a volume of business in loans.

- 1. Money for usury is worth more than three per cent.
- 2. The banks could not operate cheaper.
- 3. Money should be more easily obtained.
- 4. The banks will not lend money for lower rates because they hope to keep the public conditioned to higher level of interest rates for more profit in the future.
- 5. Congress should take over the coining and regulation of the value of money as is established in the Constitution.

D. Crime and bad habits are said to be inherited. This is one of nature's inevitable laws.

- 1. I agree with this statement.
- 2. Accounts of hereditary trends in families prove this.
- 3. Nature has very few inevitable laws.
- 4. Crime and bad habits are not inherited.
- 5. The evils of society create an environment that is the underlying cause.

IX

A. Recently it was discovered that our large oil companies are shipping oil and other products to governments who are potential enemies.

- 1. Our companies are international organizations and must act as such.
- 2. Their business policy has always been to do business where they can get the best prices. Such a policy leads one to the conclusion that private business produces international wars.
- 3. This practice will only prolong the war. It is profitable.
- 4. Control must be maintained over all our resources in the interest of our nation's welfare.
- 5. Control must be maintained over activities of these firms.
B. The government used the bayonet recently to break up a strike in an aviation plant.

1. This was the only solution.
2. Laws should be made preventing the use of the strike on the part of labor.
3. Agitators should be ousted from labor's ranks. The trouble is usually there.
4. Government should take over defense production, placing labor under 'Civil Service,' and thus eliminating the huge profit element.
5. A real solution would have been a plan whereby the huge profits would be more equally divided with labor.

C. At the present time much is being said of property fire losses. Fires are increasing. Property values are on the decline.

1. Many smaller cities have inadequate fire departments.
2. Fires always increase during the winter because of increased use of fires.
3. All of the schools should have children make posters of the evils of fires and property losses.
4. Insurance policies were established on higher property values. This is an element of speculation.
5. Possibly there is a connection between insurance and low property value and fires.

D. After he heard a speaker say that men and women must understand that America is being saved in machine shops, factories and laboratories, a youth was heard to remark: "Nothing worth saving."

1. America must give to the people something to save and they will save it. These things are means to an end, which is a better life.
2. The charge is to maintain the status quo.
3. The factories, machine shops and laboratories and their products are not the ends in themselves.
4. This is the duty of education to change outlooks.
5. This statement is on the selfish side.
A. A scientist is said to have invented an instrument capable of sending out radio waves that destroys anything in its path. What use must be made of it?

1. Wealth and power will be the reward of the inventor. He should be allowed to manufacture it.

2. In the hands of our government it would be a savior of mankind.

3. It should be destroyed. Eventually our enemies would learn the secret and use it against us.

4. The weapon should be in the hands of our government as a guarantee for us against war.

5. All the weaker nations of the world should have his invention as a safeguard against aggression.

B. The whole nation suffered from the effects of the depression of 1929. Many people yet are at a loss to determine the underlying causes of it.

1. History gives a record of a money shortage about every ten years.

2. Nearly everyone was out of a job or in bad circumstances.

3. People could not purchase what they needed.

4. Our economic system demands expanding markets.

5. Most of the money had been concentrated in too few hands.

C. Seen in its worst light, the city ward boss' job is to corrupt enough voters to keep the machine in power. In doing this job he deals in jobs and empty bellies; most of his clients are the have-nots.

1. The political machine is using the failure of society to care for its members to steal the liberty and self-determination of society.

2. Crude as his method is, the boss is doing a service.

3. Political machines perpetuate themselves in this manner.

4. Society is to blame for this condition in that it is not acting on its ills.

5. Only "hangers-on" and "have-nots" fall for this racket.
D. It seems that the whole history of man's progress and territorial expansion has been accomplished by war.

1. War seems to be the solution to expansion of a growing nation.

2. War itself is always the result of failures in a nation's adjustments. Solutions would be in eliminating the underlying causes of these failures.

3. The fact that we still revert to war is evidence that we are yet uncivilized.

4. From the beginning of man there has been war. It is the method of conquest.

5. War satisfies the inborn fighting animal nature in man.

XI

A. It is understood that too many of our army officers are old, old-fashioned, and fitted to peace-time leadership only.

1. The traditional system should be preserved.

2. Favor a plan whereby red tape is abolished. Promotion should be made for merit alone. Gather men capable from any source.

3. Place these officers incapable of army work in civilian jobs.

4. Abolish the seniority rule. The fact that the officer has lived longer is no sign he is more capable.

5. Establish the fact that few officers fight. Actually it is not necessary for them to be young.

3. The machine with its precision work has eliminated the need for thousands of workers. Many of these workers are on the list of unemployed.

1. There should be other motives for work besides profit. America should limit the profit motives in everything that is attempted. Other motives, like satisfaction, should be established.

2. They are not smart or they would have followed other business endeavors.

3. Everyone should be trained for what he is best suited to do. Opportunity should be given him to apply it.

4. There is always the problem of the poor in one form or another.
5. Many instances of this nature are caused by exploitation. Better planning should be done on the part of society to meet this need.

C. It has been discovered that automobile repair has become a racket. Charges are often made for work that is never done.

1. Demand that old parts be returned and an itemized statement of work be given. One is not prone to itemize rascality.
2. Ask a hotel clerk to recommend a garage for you.
3. Choose an honest place. Find a place where farmers go, and go there.
4. Go about the whole procedure as if you trust the mechanics implicitly.
5. Do nothing. If you are that easy to deceive you deserve paying a higher price.

D. A recent survey of housing situations reveals that numerous tenements have little advantage over old cliff dwellings.

1. This is due to the lack of pride the renters have in their houses.
2. Demand a plan of slum clearance, community planning, and rehabilitation under local government supervision.
3. Favor a plan whereby the poor cannot be exploited.
4. Organize building companies with social welfare in mind rather than profit.
5. People who live in these areas make the areas what they are.

XII

A. Suppose you were delegated to make an important report to a congressional committee on the unethical economic and monopolistic practices of pooling profits and dividing world markets into areas. Would you:

1. Interview the companies for straight facts to report?
2. Take sources from books, corporation records, applications of the Sherman Act, and results of studies on private interests throttling production?
3. Base the report on traditional American business policy?
4. Accept sources like Hitler's who says democratic
countries are so shackled by their own economic systems they cannot meet their defense needs?

5. Base it on sources like Thurman Arnold's Book, "How Monopolies Have Hobbled Defense," in which he points to the division of the world markets for aluminum?

B. A member of a certain school group had been humiliated and ostracized by her fellow schoolmates because of her parents' religious beliefs. They would not salute the flag. As a student would you:

1. Sponsor a plan to help this member, make her acquaintance, and visit her home and church?
2. Refuse to have anything to do with the controversy?
3. Accept the newspaper description of the religion and its members?
4. Show her that the best way to live in society is not to be different from anyone else?
5. Suggest that she try some other form of religion?

C. The editor of a large weekly magazine for war propaganda purposes grossly misrepresented the sentiments of a small midwestern town for propaganda purposes.

1. Demand that an unbiased poll be made of the town's people to get the facts.
2. Accept propaganda is a necessary evil. Nothing can be done about it.
3. Check the reliability of articles like this.
4. Sponsor a campaign to arouse your associates to a consciousness of the purpose of the propaganda.
5. Realize that some means has to be used to stir the people to a war pitch to defend our wealth.

D. The federal government served notice on the medical profession that unless the profession extended its services to meet the needs of the people a socialized program would be adopted.

1. If there is anything the government owes its people in their pursuit of happiness it is to enjoy good health. If adequate attention is not now given, socialized medicine should be put in force.
2. A comparison of the costs of drugs and medical fees with the amount of available income which the mass of our people can use for this purpose suggests a need for some other method.

3. The highly ethical medical profession claims to be caring for the people of our nation.

4. Realizing that a vast number of our population go without needed medical attention, the government should foster some plan of health insurance.

5. It is not possible for a cold, stereotyped form of socialized medicine to replace the gentle touch of the family doctor.

XIII

A. Food prices have a tendency to increase more rapidly than purchasing power in times of inflation.

1. Organize a producer-consumer cooperative to meet the purchasing problem.

2. Try to buy a stock of food in advance of price raises.

3. Organize a protesting consumer group.

4. Subscribe to further control of prices by the government.

5. Sponsor a new, but apparently traditional, marketing plan for food.

B. A young person found that almost all the older people of his acquaintance spoke of young people as being very wild and reckless, and wondered what he could do about this opinion.

1. Circulate a petition from one town to another through every available medium, constantly adding members for youth action which will not be misunderstood.

2. Get all the young people who will to sign a petition challenging older people who so condemn youth.


4. If other young people felt the same way, something could be done.

5. This is too large a task. Their minds are made up. They could never be changed.
C. A monetary maladjustment in the form of high interest rates and the general debt burden now takes too heavy a toll of income.

1. Interest rates are just too high.
2. The necessity for money loans and the resulting interest rates by which our system operates creates a nation of debtors.
3. Some plan of easing this situation by a remodeling of the system into a more applicable formula is necessary.
4. Organize a group of committees to campaign for a more workable monetary system.
5. Organize groups to sponsor loans for farms, for hospitals, for the R. E. A. and so forth, from money drawn upon federal loan corporations or a self liquidation basis at one-half per cent interest rate.

D. It is believed that a majority of our newspapers print only that part of the news which they deem is not destructive to the interests of certain affiliates, connected with the enterprise.

1. The newspapers cannot be made to print material or news they do not wish to print.
2. Formulate plans for securing independently operated newspapers for the purpose of giving the news and not distorting it for the resulting effect on society’s attitudes.
3. Syndicated news-gathering agencies should be taken out of the hands of selfish interests.
4. It is only logical that some news be eliminated in that it is detrimental to society and stability.
5. Instigate a movement to check the reliability of accounts clothed in purposeful propaganda, and to attack the idea of a newspaper monopoly.
CHAPTER IV

DETERMINING THE RELIABILITY AND VALIDITY OF THE INSTRUMENT

The basis for the indication of the degree to which the individual exhibits social sensitivity was established by the selected group consisting of three instructors in the field of Education and three in the Social and Political Sciences. These specialists checked the statements in the instrument for the implication of the component aspects to be indicated and weighted the statements from the extreme low of social awareness to what was considered by them to be the extreme high, as embodied in the statements. For the low, one point was assigned. For the high, five points were given. Those statements in between one and five were weighted relatively two, three, and four points.

Very little assurance as to the validity of the instrument is given. Possibly, the only claim to a certain degree of validity lies in the following three cases: (1) The test was constructed to measure each of the component parts of social sensitivity. These component parts were established and compiled by an acceptable source. (2) The experts agreed that the statements under the social situations measured or indicated the implications in the component parts. (3) There was a marked
agreement among the specialists as to the weight assigned each statement.

The weights given each statement by these experts were combined with the weight already assigned each statement by this investigator and expressed in percentage for the purpose of establishing a basis of measurement. The resulting percentages and the scores given the statements are shown in the following table.

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<th>TABLE 1</th>
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<td><strong>WEIGHTS EXPRESSED IN PERCENTAGE AND THE SCORES GIVEN EACH SUBDIVISION</strong></td>
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<th>Subdivisions</th>
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<th>Weighted Scores Assigned Each Statement</th>
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<td>D</td>
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The population used for the administration of the instrument consisted of fifty individuals, twenty-five high school students and twenty-five graduate students. The high school students were in attendance at the North Texas State Teachers College Demonstration School and were of about the third year level. The graduate students were members of a class in the School of Education of the same institution. The graduate group was composed of superintendents, principals and teachers of the Texas high schools. The classroom teachers were in the majority. Naturally, from many viewpoints, there is a decided difference in the two groups.

The results of the application of the instrument to the two groups show a consistently higher score for the graduate group. The mean of the total scores for the graduate group is $206\pm1.73$ with a standard deviation of $11.3$ and a critical ratio of six, which indicates a high reliability. The mean for the high school group on the total scores is $172.2\pm4.05$.
with a standard deviation of 30.24 and a critical ratio of 7.4. Since the critical ratio in both cases is considerably higher than three, a dependable reliability for these operations is established.

For the calculation of the mean for these groups an arbitrary origin was used according to the method described by Thurstone. The probable error for the arithmetic mean was determined by the formula also given by Thurstone in his book on statistical methods.

Since the mean of the graduate group is \(206.75\) and the mean of the high school group is \(172.85\), there is a difference in the means of the two groups of 33.8. The reliability of the difference in the two means may be obtained by extracting the square root of the sum of the squares of the probable errors of the means of the two groups. Thus, the probable error of the difference of the two means is 4.4. Therefore, the difference of the groups may be stated 33.8 ± 4.4. This indicates that the true difference between the means has an even chance of lying between 29.2 and 38.2 and nine hundred ninety-seven chances out of a thousand of lying within the limits of 14.5 and 53.1. Another way of stating this is that, ordinarily, not more than two of these differences will be smaller than 14.5, assuming that the study is repeated one thousand times.

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under similar circumstances. The difference between the two means, then, is highly significant.

For further study of the results the means were obtained for the two groups on each of the thirteen divisions of the instrument. Each division, as has already been observed, was based on one of the component aspects of social sensitivity. The comparison of the means given in Table 2 shows that the mean of the graduates is in every instance higher than the mean of the high school students.

**Table 2**

**A Comparison of the Mean Scores of the Two Groups on Each of the Thirteen Component Aspects**

<table>
<thead>
<tr>
<th>Statements of the Component Aspects</th>
<th>Mean Score for the Graduate Group</th>
<th>Mean Score for High School Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A disposition to project oneself appreciatively and sympathetically into the lives, motives, and problems of other people and other groups.</td>
<td>18.76</td>
<td>16.4</td>
</tr>
<tr>
<td>2. A disposition to look under the surface of social phenomena and to discover the underlying conflicts and problems in social life contributing to the particular phenomenon.</td>
<td>16</td>
<td>14.84</td>
</tr>
<tr>
<td>3. A disposition to view special problems and maladjustments as capable of solution, rather than to consider them as inevitable consequences of unchangeable circumstances or of human nature.</td>
<td>15.76</td>
<td>13.12</td>
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### TABLE 2—Continued

<table>
<thead>
<tr>
<th>Statements of the Component Aspects</th>
<th>Mean Score for the Graduate Group</th>
<th>Mean Score for High School Group</th>
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<tbody>
<tr>
<td>4. A disposition to consider the effects of one's personal actions as a member of a group upon the welfare of others.</td>
<td>18</td>
<td>13.12</td>
</tr>
<tr>
<td>5. A disposition to view difficulties of an individual or a group as symptomatic of social maladjustments rather than as purely personal problems.</td>
<td>14.88</td>
<td>13.16</td>
</tr>
<tr>
<td>6. A disposition to feel personal concern and responsibility for the solution of social problems.</td>
<td>15.2</td>
<td>13.2</td>
</tr>
<tr>
<td>7. A disposition to act within the limits of one's ability on behalf of ideals and values.</td>
<td>14.52</td>
<td>11.72</td>
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<tr>
<td>8. Ability to perceive and identify problems and conflicts in social life.</td>
<td>16.36</td>
<td>14.08</td>
</tr>
<tr>
<td>9. Ability to see relationships between specific social events and problems and their general social conditions.</td>
<td>15.36</td>
<td>13.28</td>
</tr>
<tr>
<td>10. Ability to judge the consequences of social events, plans, trends, and action.</td>
<td>16.4</td>
<td>13.92</td>
</tr>
<tr>
<td>11. Ability to project theoretical or actual solutions to social problems.</td>
<td>17.04</td>
<td>13.72</td>
</tr>
<tr>
<td>12. Ability to apply techniques of intelligent thought and inquiry to social problems.</td>
<td>16.84</td>
<td>13.94</td>
</tr>
<tr>
<td>13. Ability to formulate and to undertake social action within the limits of one's capacity.</td>
<td>14.88</td>
<td>12.92</td>
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</table>
Further study was made of the results of the administration of the instrument by correlating the odd and even scores of the combined groups for the purpose of determining the consistency with which the instrument measures the capacity of those taking it. This is referred to as the reliability of a test or of any measuring instrument. The method used to determine the coefficient of correlation was the Pearson's Product-Moment formula as described by Kenney.\footnote{John F. Kenney, \textit{Mathematics of Statistics}, p. 185.} The coefficient of correlation or the reliability coefficient of the odd and even scores was \(0.875 \pm 0.02\). This indicates a satisfactory reliability.

Although the means of the odd and even scores has no direct bearing on the reliability, the means are stated here for the purpose of reference, since there is very little variation. The mean of the odd scores is 97.1. The mean of the even scores is 96.7.
CHAPTER V

CONCLUSIONS

On the basis of the results obtained from this experiment the following conclusions have been made:

1. The instrument whose construction and application has been described in this paper has been shown to be a fairly reliable instrument for measuring with a stereotyped situation-response scale.

2. Since it is indicated by the results that the instrument is measuring rather dependably some factors, as the problems presented were of a social nature, it seems justifiable to conclude that the instrument is measuring to a fairly reliable degree some form of social reactions.

3. The reliability of the scale indicates that there is some general characteristic or ability that the individual is given an opportunity to exhibit through the medium of this instrument. It is concluded then, by the same reasoning, that the device may be employed for the indication of this characteristic in an individual, since a characteristic of personality is consistently registered throughout the responses of both groups.
4. Since the more mature group rated consistently higher, it is concluded that the characteristic or ability measured is one which colleges tend to either select or develop.

5. As the statements are so constructed as to allow degrees of reactions and responses, the assumption is made that those individuals who were capable of seeing the social situation from every angle and who were more emotionally stimulated naturally obtained the higher scores.

6. Certain group characteristics, which previously were suspected to exist, manifested themselves through the responses to certain social problems. Take, for example, the problem referring to the strike situation under which the statement, "Laws should be made preventing the use of the strike on the part of labor," occurred. In almost every instance the high school students subscribed to this statement, while in very few cases did the graduate group register such a reaction. This conservative reaction on the standpoint of high school students seems to be very characteristic of them as a group. In similar studies, such as Paul W. Harnley's study referred to in the first chapter of this experiment under "Related Studies," the high school students were found to be very conservative, whereas the more experienced and mature groups tended to become more liberal.

7. In every case the ability to analyze and respond or react to social problems with a high degree of consistency is
not limited, however, to those of the more mature groups, since, in one particular case, a high school student registered the highest score of the two groups. This occurrence represents, no doubt, an exceptional case, yet the possibility is presented.

8. Since the population of the two groups to which the instrument was applied was limited in number, and, in some respects their reaction was similar due, possibly, to teacher-pupil relationship, it is concluded that a larger population with a wider variation in sampling would give even more desirable results.

9. There are several conditions that have to be taken into consideration before any claim as to the measurement of social sensitivity can be established. These conditions are: (1) If the component parts of social sensitivity as given by Milda Taba¹ are a reliable division of this behavior, (2) if situations involving social problems and the statements under these situations actually do give opportunity to the individual to exhibit social aspects, and (3) if, in the final analysis, an additive concept can be applied to such an entity as social sensitivity, then the instrument as constructed and applied in this paper has tended to measure social sensitivity. The hypothesis is offered that some degree of measurement has been made. This is offered on the assumption that (1) the component

¹Milda Taba, Social Sensitivity, pp. 3-21.
parts were a dependable division of this behavior, (2) the experts used in criticizing the instrument agreed very closely as to the implications and importance attached to each situation and its five statements, and (3) the idea of expressing an individual’s social behavior in so many units is not the purpose of the basis of scoring used. The method of scoring the responses to the statements is defended as the method most likely to give an indication to the degree an individual exhibits social sensitivity.

10. The results of this investigation suggest many possibilities of further study in this field. As has been previously stated, almost any study in the area would be of a pioneering nature. And, since the trend in our educational thinking is in this direction, almost any study would be a definite contribution.

The possibilities of further study are numerous. Some that have presented themselves during this experiment were; (1) to produce a more valid instrument, (2) to study the more specific factors of social sensitivity, possible making a test on each factor, and (3) to study more intensively between the dispositions to do a thing and the actions that really accomplish something.

11. And, finally, it is concluded. (1) that the instrument is reliable, (2) that the test measures some changeable factor of social nature, and (3) that the graduate group averaged higher on each of the component parts.
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Articles


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