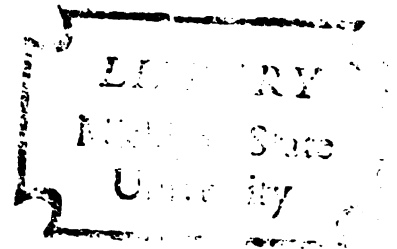


A GUTTMAN FACET ANALYSIS OF ATTITUDES
TOWARD THE WAR - DISABLED IN THE REPUBLIC
OF VIET - NAM: CONTENT, STRUCTURE AND
DETERMINANTS

Dissertation for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
WILLIAM JACK DOWN
1974



This is to certify that the

thesis entitled

A GUTTMAN FACET ANALYSIS OF ATTITUDES
TOWARD THE WAR - DISABLED IN THE REPUBLIC
OF VIET - NAM: CONTENT, STRUCTURE AND
DETERMINANTS

presented by

WILLIAM JACK DOWN
MICHIGAN STATE UNIVERSITY
1974

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of the requirements for

Ph. D. degree in EDUCATION

Major professor

Date MAY 17, 1974

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ABSTRACT

A GUTTMAN FACET ANALYSIS OF ATTITUDES TOWARD THE HANDICAPPED IN THE REPUBLIC OF VIET-NAM: CONTENT, STRUCTURE, AND DETERMINANTS

WILLIAM J. JORDAN

It was expected there would be a good amount of discrimination in Viet-Nam, but that a possible 17 per cent of the population would be discriminated is almost beyond belief. Before 1975, the Viet-Nam people discriminated against these people under proper conditions, but discrimination against them and the individuals of power, existing under the Viet-Nam government, in fact have been in operation for years. The discrimination against the disabled is dependent upon complete knowledge of the disabled.

The present study is part of a cross-cultural attitude research attitudes among various specified groups in different settings. This cross-cultural series includes nations which are industrial, developing and traditional. The present study was made in Viet-Nam based on the cross-cultural knowledge and added a South-East Asian culture to the Japanese and the Americas. More specifically it was done because the author had lived there, lived it and found a compelling need. Moreover, there was strong sentiment that the U. S. Government had used this little land as a base to fight a selfish war and the study appeared as an opportunity to negate this in a small way. Too, while one previous study had been made in Japan, there is much to be learned yet of the societal structure of the Orient.

¹This study is part of a larger cross-cultural attitude research program directed by John E. Jordan, PhD, College of Education, Michigan State University, East Lansing; MI 48824.

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ABSTRACT

A GUTTMAN FACET ANALYSIS OF ATTITUDES TOWARD THE WAR-DISABLED IN THE REPUBLIC OF VIET-NAM: CONTENT, STRUCTURE, AND DETERMINANTS

BY

WILLIAM JACK DOWN

It was expected there would be a great number of war-disabled in Viet-Nam, but that a possible 17 per cent of the population would be war-disabled is almost beyond belief. Before large scale programs can be augmented for these people under proper conditions, the attitudes of the general public, and the individuals of power, must be known. Programs are operational now, in fact have been in operation for years, but the viability of such definitely is dependent upon complete knowledge of all attitudes toward the disabled.

The present study is part of a comprehensive program¹ to research attitudes among various specified groups in selected nations. This cross-cultural series includes nations which are industrialized, developing and traditional. The present study was made in Viet-Nam because it added to the cross-cultural knowledge and added a South-East Asian nation to those of Europe and the Americas. More specifically it was done because the author had lived there, liked it and found a compelling need. Moreover, there is a strong sentiment that the U. S. Government had used this little land as a base to fight a selfish war and the study appeared as an opportunity to negate this in a small way. Too, while one previous study had been made in Japan, there is much to be learned yet of the societal structure of the Orient.

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There are, in any society, those who are in positions of power. Four basic power groups were used from previous studies and, in addition, eight more groups were added, all of whom will have a direct bearing on the planning, implementation and final results of any programs that aid the war-injured. Incidental to the study, it was discovered, this study would be one of the first recorded of any nation's attitudes toward its war-disabled.

Instrumentation and Theory

✓
Guttman's facet procedure, which is the basis for the instrumentation of this study, is based upon the premise that any attitude universe can be organized into a number of substructures of varying degrees of personal contact, which are then systematically arranged so identical concepts are involved in the items or questions posed at each of the levels of personal contact. In the Guttman procedure this notion of levels of personal contact were envisioned as being from a weak, or very distant and impersonal form of contact, to a strong, or directly involved contact. Jordan took Guttman's original theory and developed it into six specific 'levels' of contact, which are, from the weakest to the strongest: (a) Stereotypic, (b) Normative, (c) Moral Evaluation, (d) Hypothetical Behavior, (e) Personal Feelings, and (f) Personal Action. Also included in the scale were sections to measure for various basic determinants of attitudes. These were: (a) Values, (b) Contact with the war-disabled, (c) Demographic Factors, (d) Religious importance and adherence, and (e) one's attitude toward his physical world and his confrontation with it, termed *EFFICACY*.

Previous attitude tests and scales have been plagued by imprecision and subjectiveness. (The Guttman process has the advantage of being planned *a priori*, i.e., before the fact, and the points to be made or examined are identified and

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understood before the test is given, not after. The concept of levels is extremely important also, for it is the first instance where there is design to elicit not only what a person claims he does in a situation, but what he thinks, as well as what he thinks a number of others think and do in the same situation. It is difficult to 'fake' a scale such as the Attitude Behavior Scale (ABS), as the person who attempts to make himself look good is unlikely to 'gloss over' the situation for everyone else he is asked about, and his reflection of their attitudes is related to his own.

Results

First, the general reliability and validity of the entire ABS procedure was enhanced through the logic of the results. There were no aberrations or abnormalities demanding explanation. The theories appear to be verified.

The independent variables of adherence to religion, amount of education, one's age, one's sex, one's desire for governmental aid to education, and one's wish for centralized educational planning failed to be adequate 'single' predictors of attitudes toward war-disabled persons. One's religion neither failed to predict, nor would it predict; being on 'middle ground'. Efficacy, contact with the disabled, and change orientation did become 'weak' predictors of attitude toward the disabled, and it should be noted that being MALE (not female as hypothesized) was likewise a weak positive predictor. Only when experience was coupled with ease of avoiding contact, personal gain from the contact, and an alternate way of making a living, did contact become a strong positive predictor of attitudes toward the war-disabled.

The concept that group 1 (family and disabled together) would be more positive than group 2 (rehabilitation workers), which would be more positive

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in attitude than group 3 (regular teachers), which in turn would be more positive than group 4 (employers and administrators), was verified.

A new ABS procedure was especially developed to test for specific attitudes toward the war-disabled which has promise for further use and development. A number of interesting, important and valid appearing observations were found through this methodology, but they must be tempered by the recognition that the procedure is experimental.

Thirdly, a large body of Vietnamese cultural data was assembled into tables but left unexploited. It is hoped that there will be agencies in both the Republic of Viet-Nam and the United States that will be intrigued by this fund of data and will find resources to use it in further research, study and development.

Two general perceptions were unexpectedly revealed that appear to the author to be of prime importance. First, is the lack of homogeneity of the Vietnamese people. Groups varied considerably, and a small sample of Viet-Cong were so singular in their variance that it is postulated that Viet-Cong are *NOT* typical Vietnamese and do not represent the general population.

The second unexpected speculation is the concept that war-disability in Viet-Nam is so universal that completely differing psychological phenomena toward disability are in operation, and it is hoped that this situation can receive further study.

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A GUTTMAN FACET ANALYSIS OF ATTITUDES TOWARD
THE WAR-DISABLED IN THE REPUBLIC
OF VIET-NAM: CONTENT,
STRUCTURE AND DETERMINANTS

By

WILLIAM JACK DOWN

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1974

PREFACE

This study is one of a series jointly assigned by the Faculty Director, Dr. John E. Jordan, and several Assistant Professors (Trotter, 1968; Allen, 1969; Gallager, 1973; Gottlieb, 1973; Hargrave, 1973; Miller, 1973; Smith, 1969; Smith, 1973; Whitman, 1973) as an integral part of a graduate research program. The limitations and generalizations common to these studies are also in this study. The studies are designed to accommodate differing situations and areas.

A person with a handicap reflects attitudes toward himself and attitudes of self-depreciation and self-hate. On the one hand, the disabled, on the other hand, receiving attitudes, particularly focused on members of handicap groups, may reflect on the self with devastating results (Gallager, 1973, p.11).

The degree to which an attitude is important or central to the individual is one of the most critical considerations requiring measurement (Krach and Crutchfield, 1948, p.27).

Despite the central position in social psychology and personality, the concept has been elusive and difficult. As the student pours over and ponders the many definitions of attitude in the literature, he finds it difficult to determine precisely how they are conceptually similar to one another and from one another. Even more important, it is difficult to assess what difference these variations in conceptual definitions make. Most definitions of attitude seem more or less interchangeable insofar as attitude measurement and hypothesis-testing are concerned (Rokeach, 1970, p.110).

Guttman proposes the following "necessary and sufficient" conditions of attitude items: "An item belongs to the universe of attitude items if and only if its domain asks about cognitive behavior in a (affective) modality toward an object, and its range is ordered from (instrumental very positive) to (very negative) towards that object." (Krach, 1973, p.36).

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PREFACE

This study is one of a series jointly designed by the thesis director, Dr. John E. Jordan, and several investigators (Brodwin, 1973; Erb, 1969; Gallager, 1973; Gottlieb, 1973; Hamersma, 1969; Maierle, 1969; Morin, 1969; Smith, 1973; Whitman, 1970) as an example of a cross-cultural graduate research program. The instrumentation and theoretical questions common to these studies are used in this study with modifications to accommodate differing situations and areas.

A person with a handicap reflects prevalent social attitudes of self-depreciation and self-hate. In the newly disabled, on the other hand, negative attitudes previously focused on members of devalued out-groups may *refocus* on the self with devastating results (Siller, 1967a, p.1).

The degree to which an attitude is important or central to the individual is one of the most critical attributes requiring measurement (Krech and Crutchfield, 1948, p.251).

Despite the central position in social psychology and personality, the concept has been plagued with ambiguity. As the student pours over and ponders the many definitions of *attitude* in the literature, he finds it difficult to grasp precisely how they are conceptually similar to or different from one another. Even more important, it is difficult to assess what difference these variations in conceptual definitions make. Most definitions of *attitude* seem more or less interchangeable insofar as attitude measurement and hypothesis-testing are concerned (Rokeach, 1970, p.110).

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ACKNOWLEDGEMENTS

The author had often wondered why others used so much space and time writing something rarely read; his acknowledgements. Now, after having experienced the job of writing and owing so much of his success to the literally thousands of persons who gave of time, experience, support, suggestions, help and money, it is difficult to know where to begin or stop.

First, I must thank my committee members for allowing so much latitude and for their continued support both in the writing and the securing of funds. My committee chairman spent hours reviewing the rough drafts and aiding in the rewriting necessary. I must especially thank my thesis chairman for his unflagging encouragement and help here and while thousands of miles away.

I must express gratitude to those numerous persons who early in my research took the time to answer letters and questions, offering suggestions and aid, all of which made the trip less rocky. I must especially thank Mr. Robert Wilson, Project Director of the Sai-Gon branch of World Rehabilitation Fund and Mr. Norman Firnstahl of CORDS, Sai-Gon, both of whom gave promise of varying amounts of sponsorship and then came through. I must also thank Mr. William King who helped implement the promises of Mr. Firnstahl and also the USAID VOLAG Office.

On the Government of Viet-Nam side (hereafter referred to as GVN) I must thank Major General Pham-van-Dong, Minister of War Veterans, who early offered support and although we never met, was prestigious enough that his statements alone opened doors that may have never opened otherwise.

No acknowledgement could be complete without reference to the Honorable Nguyen-cong-An of the Washington Embassy of Viet-Nam whose continued

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help and letters of introduction gave easy access to official places from Sai-Gon to Tokyo to Paris and encouragement when I needed it most.

Special acknowledgement must be given to my attractive secretary - assistant - translator, Co Tran-kim-Phuong who so ably put alien words in- to her own tongue, and then put the responses back into the alien tongue. I must thank Ong Le-quang-Thieng, Ong Nguyen-tri-Ly, Ong Nguyen-hy-Quang, and Ong Vu-van-Hieu, all of whom spent hours on translations and/or discussions of sociological factors involved in translating certain situations.

A big "Thank you" is due to the several CORDS advisors in charge of the Vinh-Long office who cooperated with my every request and often made it possible for the willing local Vietnamese employees to cooperate in my several sample questionnaires, as well as in the final one.

Many provincial and departmental heads in Ving-Long such as T/U Truong-cong-Bien, and Ong Le-quang-Quy as well as Bhikku Thich-minh-Chau of Sai-Gon must be thanked for allowing me access to persons who were needed to answer questionnaires. Ong Nguyen-van-Loc of Vinh-Long must be thanked for his printing.

And last but not least are the "Thank you's" for the basic facts of finances. Dr. Alfred B. Swanson and the Ford Foundation's small but encouraging grants before the fact of the study gave me the nerve to go ahead. The USAID/Southern Illinois University's Center for Vietnamese Study's final and generous grant made it possible to take the time and money to do things right.

In between grants special note must be given to those who truly saved the situation. USAID with air transportation and supplies; Co tran-kim-Phuong,

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again, who worked weeks without her pay; USAID advisor William W. Ballagh whose door to my old home in Vinh-Long was always open; and especially to Ba Nguyen-thi-Tuyet who hocked her gold jewelry to keep me in rent and food, deserve more than can ever be returned in the way of a heartfelt "Thank you."

And one always thanks his wife, but this one not only gave up years of evenings but gave me up for one whole year entirely.

To all these and the literally hundreds of Vietnamese who took from one to three hours to fill out my long questionnaire, I send my quiet and grateful "Thanks."

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CHAPTER I

INTRODUCTION

The rejection of a specific section of a society by the majority of that society is of major importance to both the rejected segment of that society and the total society, as well. It is possible, however, that the majority can be rejecting without active hostility or intent, and that such a tragic situation can be improved or avoided if only it can be acknowledged and understood. For this reason it has become increasingly important and popular during the past several decades for studies to be made on populations of various countries and areas within a country, in attempts to assess the attitudes of these peoples toward their minority groups. Once these attitudes are outlined and delineated it is easier to work with them, work around them, or change them, if necessary. There have been studies on attitudes toward such minority groups as Blacks and Mexican-Americans, but less known are studies of attitudes toward other minority groups such as the epileptic, blind, mentally retarded, and other handicapped.

This study constitutes one of the several efforts to research attitudes toward the disabled of several nations, in this case the war-disabled (both civilian and military) of Viet-Nam Cong-Hoa¹ (The Republic of South Viet-Nam). This study is directly based upon the previous studies in other lands of attitudes toward the disabled such as the blind, deaf, crippled

¹In most cases the pronouncing symbols used in the Romanized Vietnamese script (i.e., Việt-Nam Cộng-Hòa) will not be used.

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The purpose of this study was to investigate the attitudes of specific groups in Viet-Nam toward their war-disabled. Two types of information were sought: (a) since this is one of a series of cross-cultural studies toward disability, there is the expectation that various hypothetical questions posed in the previous studies will again be examined; (b) based on specific question-clusters in the ABS-WD there is an attempt to determine the attitudes of the population-groups of Viet-Nam in a set of practical and relevant questions that should be of benefit to agencies in Viet-Nam participating directly in the rehabilitation of the war-disabled there, as well as those who are disabled, themselves.

Statement of the Problem

"ATTITUDE: A state of mind or feeling" (American Heritage Dictionary, 1970, p. 30). If the preceding definition were all one were to have as a basis for making a study on attitudes toward anything, then there would be little point in commencing. Not only has it been difficult to arrive at a definition that included a clear concept of the term attitude, but once one felt he had such a definition, it has been difficult to arrive at a method

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Jordan (1968) had found that most extant research of an early nature was nebulous and tentative at best, and at worst, in direct variance with each other. Not only was there no systematic definition of the concept of attitude, but there was no systematic method to assess this concept. However, in 1950, Guttman advanced his definition of attitude as a "delimited totality of behavior with respect to something" (p. 51) and also his facet process for measuring it.

Jordan's (1968) review and interpretation of the use of the Guttman procedure of attitude analysis indicated that four classes of variables were important determinants or predictors of any group's attitude toward another group or attitude object, namely: (a) demographic; factors such as educational level, sex, age, employment level, etc., (b) one's socio-value orientation, (c) one's actual contact experience with the attitude object, and (d) one's actual factual knowledge regarding the attitude object (i.e., technical data regarding the disability). Jordan has previously noted (1968) that earlier attitudinal studies were partly unsuccessful due to the fact that no systematic structural measurement method was available. With the Guttman process Jordan not only provided a systematic measurement process, but was able to put it to use in the study of attitudes in certain sub-societal settings.

Since Jordan developed the revised or expanded Guttman process in assessing attitudes toward various disabilities, a number of doctoral dissertations have been written using instruments developed on the Guttman facet analysis. These dissertations are significant to this study for two reasons: (a) they use a systematic process to assess attitudes toward a

group, and (b) they are
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Kelly, Hastorf, Jones, Thibaut and Usdane (1960) urged that there be cross-cultural studies made in the area of attitudes not only for the data that could be collected of a cross-cultural nature, but for the light it would shed on one's own culture. Suchman (1964) urged more cross-cultural research, claiming that there was a great need for "comparing results across national boundaries" (p. 124). He expressed the hope that through such research there could be developed a science of behavioral studies that would transcend national and cultural boundaries. He foresaw the possibility of developing a methodology wherein logical analysis could be used to assess the similarities and differences among differing cultural, national and social groupings, in furthering the attempt to discover what is common to mankind, and to discover what is the universal man.

Suchman (1964) is also relevant here because he made the point between using cross-cultural research as a substantive field of knowledge and as a method of research. As a field of knowledge, comparative and cross-cultural research is designed to collect and increase substantive data regarding the various cultures or groups, i.e., the gathering of equivalent data on subjects such as descriptions of institutions, practices, attitudes, values, or beliefs of these differing social groups. Suchman pointed out, too, that this type of research is turning from descriptive investigations to cross-cultural testing of *a priori* hypotheses and is looking for the rationale behind the organizations of these institutions, practices, and beliefs.

In his book, Rokeach (1968) discusses the meaning of attitudes, and although he almost completely ignores the Guttman process, his points have

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The title of the book is *BELIEFS, ATTITUDES and VALUES*, and he delineates these three basic concepts. An early point is a quote from Jastrow (1927), indicating that he agrees with him that the human "...mind is a belief-seeking rather than a fact-finding apparatus." To divorce fact-seeking from belief-seeking is the worst of errors when seeking truth.

Rokeach acknowledges that heredity may be a factor in attitudes, but states that he believes attitudes are learned, and that it matters not which principle of learning is the vehicle. He claims that attitude theorists have been more interested in measuring attitude *toward objects* and *across situations*, rather than *toward situations* and *across objects*, and (almost as if he were unfamiliar with the Jordan-Guttman works) says,

....the splitting-off of attitudes-toward-situation from attitude-toward-subject has in the writer's opinion, severely retarded the growth of attitude theory... it has resulted in unsophisticated attempts to predict behavior accurately on the basis of a single-attitude-toward-object, ignoring the equally relevant attitude-toward-situation....(p. 119).

This is relevant to the Jordan-Guttman methodology, because it is this very fault that the ABS procedure attempts to surmount. Rokeach's definition of an attitude is to this point, also:

On the basis of the preceding consideration, an attitude is defined simply as an organization of interrelated beliefs around a common object, with certain aspects of the object being at the focus of attention for some persons, and other aspects for other persons. The attitude has cognitive and affective properties by virtue of the fact that the several beliefs comprising it have cognitive and affective properties that interact and reinforce one another (p. 116).

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 - d. Managers
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This is made clearer with the understanding that Rokeach makes a major point in the book when he states that we, as people, have few values, many attitudes and untold beliefs in our value-attitude-belief systems. It is to the understanding of such points as noted by Rokeach that the Guttman facet theory based studies under Jordan are directed.

Delineation of the Problem

This particular study, while continuing in the steps of previous studies under the direction of Jordan on attitudes toward various human disabilities, adds new dimensions. First, it is the first done with the ABS on the war-disabled anywhere; in fact, it appears to be one of the few attitudinal studies of any type made toward the war-disabled. Secondly, it is among the first studies to use the ABS in a non-Western society.

As with the previous studies, certain standard concerns are to be considered:

1. To determine attitudes toward the education, rehabilitation, and the social acceptance of the disabled among the following interest groups which were used in each of the previous studies: (see Chapter IV for slight changes in the make-up of these groups)

- a. Regular School Teachers;
- b. Parents of the Disabled;
- c. Rehabilitation Personnel;
- d. Managers and Executives.

2. To assess the predictive validity of the following preselected determinants toward the disabled in each of the research countries:

a. Valuational;

b. Contractual;

c. Demographic;

d. Knowledge.

1. To test the hypothesis
that the cultural boundary
exists, i.e., that the

The purpose of this study
was to test the hypothesis
that the cultural boundary
exists across the six
countries for Viet-Nam (ABS-
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countries with sample groups

Basis for cultural

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been absorbed into

- a. Valuational;
- b. Contractual;
- c. Demographic;
- d. Knowledge.

3. To test the hypothesis of an invariate structure of attitude across nations, i.e., that the Guttman simplex will be maintained across national and cultural boundaries.

The purpose of this study was to investigate attitudes toward the war-disabled across the six levels of the *ATTITUDE BEHAVIOR SCALE* as re-developed for Viet-Nam (ABS-WD), as well as further appraise the validity of the previously mentioned hypotheses regarding attitudes toward a disability, with sample groups coming from Viet-Nam.

Basis for cultural Influences on Vietnamese Attitudes

In a study of the attitudes toward war-disability, there are certain personality factors that should be considered, and it is the position of this paper that while some personality factors may be innate or genetic, a large percentage of such factors are sociologically and/or psychologically caused. Therefore, it is the mission of the next section of this chapter to examine some of these, though briefly.

No portion of the ABS was designed to separate specific societal or genetic influences, and such as are mentioned must be considered as tentative, even though logical. Just as it is assumed in the U.S. that a societal norm originally came from a specific agency such as the church, and has been absorbed into the norms of the culture until the religious

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Scope of the Study

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origin is all but camouflaged, it will be assumed that the identical process is possible in the Vietnamese culture. Otherwise, if it were considered a necessity to trace the development or to identify the original locus of every widely held belief before a definitive statement could be made regarding its place and importance in the folkbeliefs of that society, then almost nothing could be considered herein when discussing influences on culture and the individual.

The following areas will be considered as having various and special influences on beliefs and customs of the "people of Viet-Nam", especially as they are concerned with their war-disabled:

- a. Physical influences of geography;
- b. Language; as it concerns problems in translation and in the actual responding to the instrument developed;
- c. Foreign influences; as they compete with and supplant indigenous ethics, concepts, and belief systems for daily living and reacting to society and life;
- d. Religion; as it concerns man's outlook on his fellowman, and/or his outlook on the powers directing life and its immutability;
- e. The war; and its relationship often to religious groups which were directly and closely involved;
- f. Politics; and its relationship to the war, and religion and divisions within the country;
- g. Family life; as it molds and shapes the individual's outlook and approach to the handling of living;
- h. Education; as it helps in the shaping of the culture through the direct method of propaganda, knowledge dissemination and/or behavior modification, and also as it may be of aid in the future planning of Viet-Nam.

Major thrust of the Study

In considering the above, keep in mind there are two major thrusts to this work. First, there is the intent to continue the cross-cultural ap -

of the ABS series. There is little or no history, it is intended to be used into a true cross.

Information regarding the series from the Vietnamese may give the reader a misinterpretation one must keep in mind results, that he would be dealing with a culture not that there may be a great deal of things have not yet reached a level which clearly is in man, and those who are to include certain things to be more or less the second major thrust of the discussion. This is a series to make recommendations of the ABS, but not opportunity. The Mind is.

There is a third, but not by the number of the series of the ABS. There is this as a major

proach of the ABS series. Through the Major Hypotheses, although in most cases there is little or no reference to cross-cultural statistics within this study, it is intended to add to the existing data which will someday be compiled into a true cross-cultural data bank.

Information regarding religions, cultural backgrounds, physical influences upon the Vietnamese as are found in Chapter I, have been placed here to give the reader a minimal basis for assessing some of the special considerations one must keep in mind when reading of the Vietnamese findings and results, that he would not find as necessary and/or exotic were he dealing with a culture more like his own western culture. While it is true that there may be a great deal of "universal humanity", social-psychologists have not yet reached the sophistication which will allow a classification which clearly delineates influences which are from what is universal in man, and those which are cultural. Therefore, it was deemed necessary to include certain cultural concepts, and exclude others, that appear to be more or less exclusive to the East and especially Viet-Nam.

The second major thrust of the study likewise had need for background data and discussion. This area of the dissertation is constructed around the desire to make recommendations not concerned with the cross-cultural series phases of the ABS, but based on the practical needs of the Vietnamese community. The Minor Hypotheses encompass this second portion of the study.

There is a third, but lesser thrust to the study. This part is constituted by the number of tables and unexploited data obtained from various sections of the ABS. Since this part is large in volume it is easy to mistake this as a major section, but it is primarily included as a ba-

for further and future study in the rehabilitation of Viet-Nam. This study will undoubtedly be of great interest to the people of Viet-Nam and to others than the researchers who collected the data.

For these reasons the study places a burden on the researchers to publish their findings. To have a secondary publication, this study may have.

VIET-NAM

South Viet-Nam occupies a peninsula which thrusts out about 66,000 square miles, Cambodia, with which it gained almost no contact however, great contact. There is a large Viet-Nam.

Ho Chi Minh, the capital city, was built in 1973 was a considerable making

sis for further and future studies. In it there are materials for continued study in the rehabilitation area and also for continued study of the community of Viet-Nam. While Viet-Nam is waning as an interest in the West, this interest will undoubtedly never drop to pre-1960 levels and any scientific study of the people, culture or the land will be of direct interest to others than the rehabilitationists, or those who wish to gather cross-cultural data.

For these reasons the third thrust is justifiable even though its addition places a burden on the reader to distinguish between the main and secondary directions. To have deleted the data, or to have published it in a secondary publication, would have partially defeated one of the major uses this study may have.

Influences

Geography

South Viet-Nam occupies the lower eastern extremity of the Southeast Asian Peninsula which thrusts southward between India and China. With an area of about 66,000 square miles, it is approximately the same size as its neighbor, Cambodia, with which it shares its longest land frontier and from which it gained almost half of the 66,000 square miles now controlled. The population however, greatly exceeds that of Cambodia, being more than 2 1/2 times larger. There are approximately 18,000,000 people now living in South Viet-Nam.

Sai-Gon, the capital city, had a population of almost 1.5 million in the mid-60's but in 1973 was estimated to contain more than twice this number, incidentally making it one of the most densely populated cities of the world.

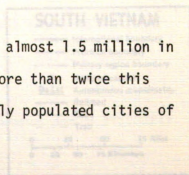
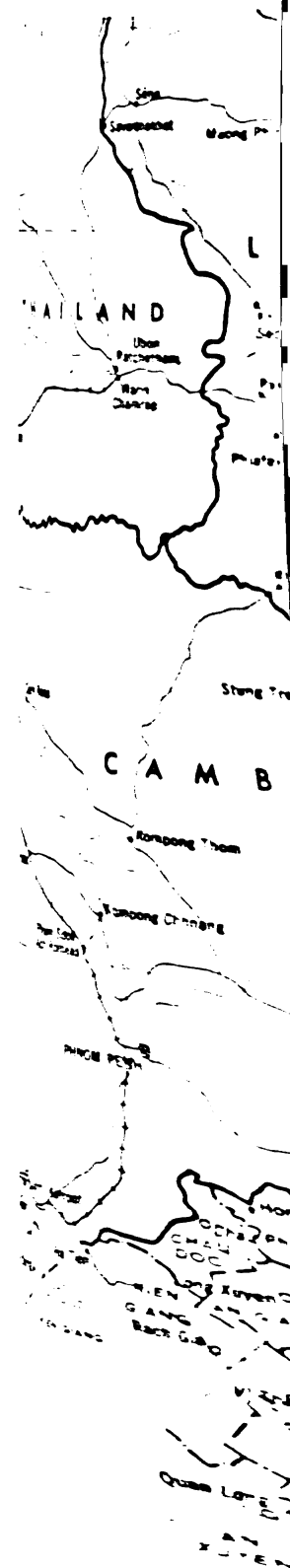
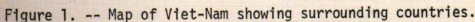


Figure 1. Map of Viet-Nam showing surrounding countries.





Political and Personal Influences

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Cultural and Personal Influences from China

Tonkin (the Red River Valley area) was the cradle of the Vietnamese civilization. In 111 B.C. it was occupied by the Chinese as conquerors, and except for occasional periods of semi-independence, it was occupied by China until the year 939 when one of the periodic Vietnamese revolutions was permanently successful. Even after 939, however, the Chinese influence continued; whether the situation was one of the occasional periods of direct occupation, the more frequent periods of "freedom" through tribute, or even one of the more rare periods of complete political independence from China.

Religion and history are closely and intimately intertwined in Vietnam. Once the Vietnamese did regain political freedom the Chinese influence remained through this religious and philosophical background, its close ties to politics through Confucianism, and its daily influence upon the population.

For the average man an example of being influenced by Chinese thought from Confucius, would be the concept of the "Mandate of Heaven". In this theory man's proper relationship to his family, his fellowman, and his world is prescribed. It matters not whether the individual is a mere child in a huge extended family, or an emperor; each has his place in this hierarchy and thereby has specific and certain functions to perform. This entire Confucian concept expresses the notion of the immutability of The System: if everyone concerned follows it, it *WILL* function and there will be universal harmony. Since Confucius never found a king who would implement his program, it was never truly placed to the test.

Children are taught to revere their parents; parents their officials

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and officials are to show their responsibility to the heavens, not so much by paying respect or obsequies to the Power of Heaven (although, of course, this is done) as by being "proper parents" to his "children": one's subjects. Once all this is followed, there will be automatic harmony in the universe and there will be positive signs to prove this which the people will see and accept, such as peace and prosperity.

As can be imagined, with such a belief-system, the terrible destructiveness and duration of the war can have meanings not expected in the West. Damage to one's body can likewise carry meanings not common in the West. The Western person might likely say that God is punishing him for this or that sin, or even believe that God is punishing his country, but the connotation, under the concept of harmony and a "Mandate of Heaven" in which the powers bestow peace and prosperity upon a land as a way of acknowledging the proper actions of both the collective people and the rulers of these people, is less one of punishment and more one of a simple statement of fact, that people ARE living together as they should be. No study was made to assess such a viewpoint and the war, but it is assumed that the connection is made by the common man.

Religious Influences

It can be assumed that religion has played an important role in influencing the behavior and attitudes of the people in Viet-Nam. While there are several religions which can be identified as separate entities and claim separate adherents, there is a great deal of overlapping and syncretism which has evolved into what might be termed a "popular religion" of Viet-Nam which is encompassed in what is called Buddhism.

Several persons expressed
it would be a pervasive "if"
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For this reason the indi-
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Several persons expressed the contention that this "Vietnamese Buddhism" would be a pervasive influence on the religious dogma which would create a "universal" Vietnamese belief, and it is of interest to note that earlier research (Down, 1973) indicates that the various religious groups do have individualistic dogma that does influence its individual members.

For this reason the individual religions of Viet-Nam will be briefly outlined and their individualities discussed, with the understanding that some of these have been extensively syncretized and that the interchange between these various groups is likewise common.

Animism

In the case of Animism, it is assumed that the influences are almost universal in Viet-Nam. However, as the common man goes, it is not considered a separate religion (as is Confucianism, for example) and is basically an influence upon ALL Vietnamese religions.

Basically, Animism is the belief in spirits of many types. There are spirits of people, but beyond that there are spirits for special occasions (usually negative, as good spirits, being good, do not need propitiation), and even spirits, not necessarily from the dead, but of various natural causes wherein brooks, ponds, trees, stones, hills, or mountains can each support their own spirit.

To the believer in Animism all existence is one and the same. There is no division between the animate and inanimate. All have spirits. All must be tended to. Many of the rituals of Buddhism, Taoism, and Confucianism can be traced, not to beliefs inherent in the religion itself, but to concepts carried in from an earlier Animism.

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Illness has a special place for the Animists and a residue of ancient belief often accompanies the sick of Viet-Nam as he seeks first (or last) the services of a "Chinese doctor" or an M.D. Illness is spirit-related, so for those with little concept of a germ, it is easy to treat for a "bad spirit". Sick Vietnamese are often rubbed with coins or buttons in streaks until the blood is actually forced out through the skin, presumably liberating unclean spirits as well. Such beliefs will contain an influential residue as people come to the rehabilitation centers for physical, mechanical, and rehabilitative aid, especially when they do not experience immediate satisfaction. Spirits do walk the paths and inhabit the waters¹ and any rehabilitation program must be ready for them.

Tao

The Tao had a differing tradition that is also now a factor in the Vietnamese spirit of living; that of balance, of things "evening out", of *YIN and YANG* (McGuire, 1973). While the Buddhists have the concept of the "Middle Path" (after all the Buddha did first reject the material life and then later the life of the mortifying ascetic) these two philosophies are only complementary, not identical. We have the Taoist view of the naturalness of water "finding its own course" among obstacles vs. the Buddhist view of "taking" a middle position on a possible dilemma. The results may appear the same, but the basic approach is different. This Tao philosophy

¹A friend once described the path that lead from her village to her home, passing a bamboo clump that housed an awesome spirit, when she was a small child. Now, as an adult, she indicated that were she there she could walk by that clump without truly expecting to be snatched away, yet she indicated the feeling was still within her for there is little in her culture to convince her that this was only a nightmare of childhood. Were she to return with her children, they too would undoubtedly hear of the waiting spirit, and as their mother, truly believe. (Nguyen-thi-Tuyet, 1972).

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Christianity

There are two divisions that can be made of Vietnamese Christianity as it relates to values and attitudes toward the war-disabled. There is dogma and the effect on the value system of the Christian minority, which happens to include a majority of the indigenous leadership of Viet-Nam for the past 50 to 100 years. Secondly, there is the historical background of the Christian opposition to Communism which likewise influences attitudes toward the war and therefore, the war-disabled.

In June of 1862, in Sai-Gon, the Emperor Tu-Duc signed the first treaty with the country of France. Emperor Tu-Duc had been one of the more energetic of the persecutors of Christianity and his agreement which granted freedom of worship to Christians was no more than a scheme, a bid for time. In fact, the Emperor promptly continued his persecution, giving the French, who were intending to occupy the country under any circumstances, an emotion-laden reason to pursue the policy with vigor and clear conscience.

This support, which was really incidental to the French plans, given the Roman Catholic Church by the French was a very mixed blessing, causing problems which are visible to this day. The 19th century persecution had the effect of great polarization of the people and was in contrast to the usual Eastern methods of settling problems. Under such a system the Christians were clearly given the mantle of traitors and/or "foreign-devils". The "European priests", stated the edict of Emperor Minh-Mang in 1851, "are to be thrown into the depths of the sea or the rivers. The An -

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namese priests, whether they trample the cross or not, will be cut in two that all may know the severity of the law." When one had such a "cross to bear", one did not need the "protection" of a hated, conquering horde; and this was the direct effect of the 1862-1885 "protection" given the church by the invading French.

Cao-Dai and Hoa Hao

There are two 20th century Vietnamese religions that while small have had an active part in the war and facets of the war; the Cao-Dai and the Hoa Hao.

Both of these became small feudal states within the physical bounds of the country and with French support developed armies that menaced the early government of South Viet-Nam. It eventually became necessary, from the point of Ngo-dinh-Diem, for the GVN to confront these armies and physically vanquish them.

The Hoa Hao especially is an issue within the war and within attitudes toward those fighting because of the execution of their leader early in the conflict. To this day the Viet-Cong do not loiter in Hoa Hao territory.

As far as religious doctrine is concerned, attitudes toward the physically handicapped are probably similar to those of the other Vietnamese indigenous religions. It is the political side of these two religions that are probable factors in attitude toward the disabled.

Buddhism

It is apparent from the discussion of Animism and Tao that it is difficult to discuss Buddhism in Viet-Nam. Long before the Christian influence

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the Confucian and Tao from China had combined with the Animism and Buddhism of the East creating in China a special syncretism which had influenced those of the Viet civilization.

Some people feel it is improper therefore, to even speak of Buddhism in Viet-Nam as one speaks of Buddhism in Ceylon, Burma, or Thailand. This is not because of the differences found between the Theravada form of Buddhism or the Mahayana, but is due to these local influences from Tao, Confucianism and Animism.

Where many countries in Southeast Asia (i.e., Burma, Ceylon, Thailand, Cambodia, etc.,) received their Buddhism more or less directly from the Mother-land of Buddhism, India, Buddhism as it came to Viet-Nam generally made a side trip through China and therefore is different. Just as the USSR has a Christian influence (or had in 1917 anyway) that is far different from most Catholic countries elsewhere, so does Viet-Nam have a Buddhist influence that differs from that of neighboring areas, and the effects of this difference are just as striking and profound as might be found between, say, Ireland, and old Russia.

Should one refer to the Vietnamese as Buddhists? It is the author's belief that one should defer to the statements of the Vietnamese themselves who both in everyday statements and officially claim Buddhism as the central religion of the country.

Protestants

Mention should be made of the Protestant Church for this small group is very active, and they, as well as the Catholics, have supported schools and other badly needed social agencies. However, in considering the effects of various religious groups on the total society of Viet-Nam, only one con-

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Final Ideologies

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clusion can be reached; as was noted of the early Catholic church, it was there but of little effect until now.

Political Ideologies

The current political struggle began a new phase about the time of World War I when communism was first introduced to the Vietnamese. Communism was seen by many as a force to aid in the liberation of Viet-Nam from France and other Western influence, and this movement commenced mainly in the northern areas around Ha-Noi which incidentally included a large number of the educated Catholics who were both a power in the existing government and in the various agencies of liberation.

An understanding of this crucial period is basic to an understanding of attitudes toward the war, of attitudes between the present North-South factions actually working to govern South Viet-Nam and, therefore, of attitudes toward the disabled produced by this war.

At the beginning of the post World War II period, it appears there was a strong general unity against the French and other Western influence. The Viet-Minh were seen as the cohesive force that would unify the people of Viet-Nam in their struggle for independence.

Gheddo (1970) notes that at the beginning the relations between the Catholics and the Viet-Minh¹ forces were the best and it is with some concern that one year later the feeling was rising that the communists were attempting to usurp all the power at the expense of other groups which were fighting with them against the foreign powers.

¹The use of the term Viet-Minh here is a great oversimplification as there were a number of agencies of liberation, many of which are now considered to be of communist influence.

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The question of Ho Chi Minh's belief priority regarding communism vs. nationalism will not be made a point of issue here. Sufficient to say that by the Summer of 1945, with the end of the war in the Orient being assured with the dropping of the two bombs on Japan, Ho Chi Minh's organization was ready for the liberation of Viet-Nam from the oppression of France or any other power that might feel inclined to take over. It is during these times, as one reads and feels his way through the fight for liberation, that one can surmise the wrenching conflict involved for those who were strong nationalists but were not pro-communist. And it is here that one can begin to understand the veneration given to this very day to Ho Chi Minh the nationalist by those who still have no or little concern or understanding for Ho Chi Minh the communist.

Of this period Fr. Gheddo says:

At this point - March 1946 - there is no doubt that the Vietnamese were all united around the coalition government and quite decided to fight the French if they were to oppose independence with arms. But with the spring of 1946 everything began to change and Vietnamese Communism made clear the goals it would pursue: undisputed domination of the country through the elimination of the non-communist resistance forces. (p. 53).

Relations worsened until in 1954, with the final expulsion of the French and the establishment of the Demarcation Line between the two newly created countries of North and South Viet-Nam, the Roman Catholics and others were uncertain enough over the situation in the north that numbers¹ of them migrated south, making a complete break with their entire background.

¹The actual numbers of this migration vary, but apparently over 750,000 did actually leave the north, while about 100,000 people went north from the south. In addition, it is claimed without good verification, that thousands more, maybe even more than 1,000,000, tried to go south, but were prevented by Ho Chi Minh's government.

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After the first fitful beginnings of the GVN during which Ngo-dinh-Diem fought various local armies more than the Viet-Minh (see the Cao-Dai and Hoa-Hao, p. 17), the political posture changed with the major infighting appearing between the Buddhists and the GVN (the leaders of which were now mostly Catholics). It was during this time that the Buddhist self-immolations became world news as the Buddhists tried to make their presence felt. This was occurring simultaneously with the escalation of the fighting with the Viet-Cong and the growing presence of the U.S. and placed the Buddhists somewhat in the positions the Catholics had once occupied as the disrupters of the liberation and freedom movement.

With the 1968 Tet Offensive the beginnings of the present coalition of forces in the south were beginning to form. This offensive marked the apex of both the American "involvement" and the Viet-Cong, as well, and both were reduced by events from that point, as the issues became more clearly between the North and South, again.

The ramifications of all these problems and the conflict are still in evidence today. Only in recent years have the Buddhists gained true places of power in the Vietnamese government hierarchy. The North-South division is still a factor in non-political infighting much as one could see in the U.S. during the early portion of the century, as a result of our civil war, and the political North-South situation is even stronger as northern troops take up positions in the south, left vacant by the rapidly diminishing Viet-Cong.

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Social Influences

The People

At least 85% of the 16 million people are ethnically Vietnamese. As a group, they exert a paramount influence on the national life through their control of political and economic affairs and their role as the perpetrators of the dominant cultural traditions.

Among the remainder of the population the largest minorities are the Chinese and the various highland groups collectively known as *MONTAGNARDS*. In addition, there are smaller numbers of Khmers and Chams, both of whom figure prominently in the population of neighboring Cambodia, as well as Indians, Pakistanis, Eurasians, French, other Europeans, and Americans.

A preponderance of the population is distributed over the fertile Delta of the Mekong and along the narrow coastline to the north, adjoining the South China Sea. The inhabitants of the low lands include nearly all of the Vietnamese proper and all non-Vietnamese except the Montagnards, who live in the highlands out of direct contact with the bulk of the population and in partial isolation from each other. Most of the Montagnards have, or at least had, little sense of identification with either South Viet-Nam or with their distant ethnic relatives in North Viet-Nam, Cambodia, or Laos.

Like their forebears, the vast majority of the 14,000,000 or so ethnic Vietnamese of the 1960's were predominantly villagers, skilled in the cultivation of rice and fishing. A minority live in the urban centers such as Sai-Gon or Hue (although many have moved in for safety), where they are or prefer to be engaged in a variety of occupations and hold positions at all levels of the socio-economic scale. The educated elite consists almost

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According to recent GVN and USAID reports, the trend is turning now from immigration into the cities to a return to the village and farm. The important factor in this is pacification, and the appearing wish of the Ha-Noi government to rebuild in the north rather than continue the war.

The Family

Traditionally in Viet-Nam, as in China, the family has been the social unit, and in traditional Viet-Nam, the village or at least the surrounding villages was the limit of the social world for the average peasant family.

Because the family does include the dead as well as the living, and immortality for the villager lies in continuing his lineage, and because bliss in the afterlife is partially insured through the proper veneration of the dead, there are many ceremonies and requirements which must be met to keep the family intact and preserve an individual family member's good graces with himself as well as with family members.

The fact of the ancestral home with the tombs placed nearby is an indication of the closeness of the family, and indicates the solidarity and veneration of the family and ancestors. The Lunar New Year (Tet) and other special days are set aside for the particular visitation and refurbishing of ancestral tombs. Ceremonies are held in which ancestors are expected to spiritually attend fine feasts.

As in the traditional Chinese family system, this family cohesiveness

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is the Vietnamese form of social security. It was recently stated¹ to the author that undoubtedly one of the reasons the society of Viet-Nam has survived the years of disrupting war as well as it has, has been due to the extended family. Even during the most active fighting periods, if at all possible, family members would travel unsafe roads in even more dangerous busses to return home for a funeral of a family member. Family members have kept in touch and those who have stayed in the village travel to the cities to see kin, just as the city relative returns to the rural areas.

Cadiere (1958) has concluded his studies on the Vietnamese by saying that the latter always "live within the bounds of the supernatural." He feels it is necessary to connect this belief to practices of their popular family celebrations and festivals found seasonally in the countryside. These rites do serve to commemorate the eternal returning to the world from the world of the departed, and as mentioned, Tet is foremost among these.

Chester Bain (1968) says it well when he writes that the family itself is thus a little cult, with the eldest male as its high priest. He must make offerings of food and wine and hold ceremonies at the family altar which dominate every home, no matter how small. Each generation must provide sons to tend the dead souls who otherwise would wander homeless forever, as untended souls are dangerous.

One important difference between the Vietnamese family and most Western families, is the emphasis upon the family group in contrast to the Western emphasis upon the individual within the group. The wishes of the

¹Dr. Malcom E. Phelps, Director of Health, USAID, Washington, D.C. Interview, 1973.

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Harmony

In the Vietnamese family, as in the entire society, the concept of harmony in all interpersonal relationships is important, as well as the accompanying idea of the harmony present and necessary within the entire universe. The doctrine of Lord Buddha's middle path, and the Confucian and Tao feelings of the Golden Mean and the proper balance of Yin and Yang emphasize the concept of flexibility and avoidance of extremes. There is a Vietnamese cultural phrase which refers to "bending with the wind". This refers directly to a general attitude of compromise and harmony. The Tao allegorize with the concept of flowing water which seeks its natural path and flows *around* all obstacles and in this too, there is the feeling of the power of the water to eventually wear away and reduce to nothing all that does stand firmly and powerfully in the way.

During these past several generations this ability to adapt has apparently been strengthened as it became necessary to accommodate first the French and then the Japanese, then the Viet-Minh and other warring factions of the Delta, and finally the Americans. And it must not be forgotten that the Vietnamese were subjects of the Chinese over five times as long as the United States has been a nation, plus another length of influential time that is even longer, and yet they have remained individually Vietnamese. The ability to accommodate adversity yet remain true to one's own culture is well practiced in Viet-Nam.

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Asians. Face involves maintaining appearances, but is more complicated and important to the East than in the West. The landlord may exploit his tenants, the official his public charges, and the village merchant all who come into his power, but no man should totally destroy another¹. In an argument or civil suit, a victory must not be pressed to the point where all face is lost....where face is lost there can be no harmony and harmony is more important than abstract principles of justice...."

The Lord Buddha and the Soldier

Within all religions, and Buddhism is no exception, there are dichotomies which preclude a religion from providing a single guideline for a course of action. This creates a dilemma for the professing Buddhist who on one hand is expected to be the exemplar of charity and on the other, would seemingly be obliged to reject all perpetrators of violence.

In such a study as this there is a logical question as to the place of the soldier in a Buddhist land as it could be assumed that the soldier would receive much negative feeling.

In writing of the soldier in Buddhism, Ch'en (1964) said:

The Buddha's position toward this [war] is very clear and definite; he is against all violence and killing....in one place we read, 'putting away the killing of living things, Gautama, the recluse, holds aloof from the destruction of life. He has laid the cudgel and the sword aside'. *The right livelihood stressed by the Buddha excludes the profession of a soldier*².....To the Buddha, violence never settles any dispute, for it only leads to further violence.

¹Consider this and wonder at the American military goal of absolute and complete victory in Viet-Nam.

²Italics the author's.

100

Chinese is the language of the ethnic majority, the Chinese, and the minorities.

The French-Vietnamese minority is ethnically homogeneous. The Chinese, number about 100,000, but those born in the country are few. On the other hand, the French are on the whole bilingual.

For the elite, French is becoming the second language.

101

One of the greatest changes in the last fifteen years has been the elimination of the French language, and this was done. After the French left the North and the South, a number of the French and especially the French schools were closed. It is estimated that only 10,000 were attended.

Language

Vietnamese is the language of daily communication and the mother tongue of the ethnic majority. It is also spoken with varying degrees of fluency by many Chinese, and in increasing numbers by members of other non-Vietnamese minorities.

The non-Vietnamese minorities, of which the Chinese constitute the largest ethnically homogeneous group, use their own language among themselves. The Chinese, numbering perhaps one-million, speak mainly the Cantonese dialect, but those born in the country are usually also fluent in Vietnamese. On the other hand, not many of the 350,000 to 400,000 Khmer-speaking Cambodians or the smaller number of other minorities speak the national language.

Among the elite, French is the language of culture, although English is rapidly becoming the second foreign language.

Education

One of the greatest changes in the lives of the children in the past ten or fifteen years has centered on schooling. During French control, it has been estimated that less than 5 per cent of the children received any schooling at all, and this was reserved for the children of the influential and the rich. After the French left in 1954, there began the power struggle both against the North and the several resisting feudal-type powers and education, among a number of things, was the loser in this. Nevertheless, during this time and especially during the 1960's with the heavy fighting, a great number of schools were built and staffed. While figures are difficult to obtain, it is estimated that at least 75 to 85 per cent of the Vietnamese young people were attending school in 1970 at least two to three hours

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each day. Since the difficult Chinese characters have been simplified into the very easy phoneticised Roman script (*QUOC NGU*), even those few hours a day can produce literacy in a minimum of time.

Vietnamese traditionally honor education and desire that their children receive one. Yet, this very education poses problems for Viet-Nam just as it has for most emerging societies. As the children become more educated, the less likely they are to remain in the village or on the family land. Many people have seen their children leave for the army or the city school and then lose their desire to return home. Yet, in spite of this problem, one of the closest forms of contact between the central Saigon government and the Vietnamese people, has been this increase in education and schools for their children.

Reasons for Selecting Viet-Nam

The selection of Viet-Nam was not done for specific reasons. Having lived there two years, the culture and situation as well as certain individuals were fairly well known. Perhaps more important was the wish to do something positive for that beleaguered land, a wish that had not been satisfied during the previous employment there. Too, it is a fascinating place, peopled with gracious persons who are proud of their heritage and would, in most cases, be cooperative and interested in any study of them.

Viet-Nam is pertinent, however, for other reasons. There are few local funds or trained personnel to make such studies. The posture of the entire output of that land was (and still is) aimed at winning the war. In fact it is this very war that has created the subject of the study and one only needs to travel the streets of the cities and the countryside to realize that there are war-disabled soldiers and civilians who would bene-

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Also, since this is one of the first ABS studies in an oriental land, there should be insights possible regarding cross-cultural factors that may add understanding of different cultures, especially the understanding between East and West, which is so needed and necessary at this crucial time in world events. Having at hand the results of the previous studies on disability, and being able to further assess the "generalizability" of the predictor-variables and the ability of the facet approach to effectively work in cross-cultural attitude scale construction and analysis, should allow further evidence in the attempt to develop cross-national comparisons.

Study Limitations

There are specific limitations to this study.

There is no intent to write a history of any phase or portion of Vietnamese background. There is no plan to be definitive in religion.

Even more important in the interest of objectivity was the author's complete intent to remain neutral with all phases of the study. The inclusion of Viet-Cong prisoners, for example, was done merely to add another dimension to the study, not a political issue, and the findings and recommendations presented herein are completely based upon standard interpretations of data; not upon emotional or irrational desires or feelings.

Current rehabilitation programs are now including work with the drug culture among Vietnamese. In 1970-71 no one the author spoke to voiced his concern in this area and for this reason there was no mention of this problem in the ABS or any work surrounding it.

Previous doctoral dissertations have covered the background and development of mental retardation, deafness, and blindness, for which this dissertation also covered significant contributions, and towards the future. This material is available in the literature, the reader may find varying attitudes towards ethnic differences.

However, there is some concern for persons who have visual impairments who have been disabled through the discussion of literature on this subject. The fact that it appears that the attitudes towards the military.

Therefore, the first literature which deals with statements made regarding the subjects of this dissertation. Most of these studies are of the type studies and

CHAPTER II

REVIEW OF RELATED RESEARCH

Previous doctoral dissertations using the ABS have carefully reviewed the background and development of the ABS and its use in such areas as mental retardation, deafness, blindness, race-ethnicity, and others of a similar nature, for which the original scale was developed and used. They have also covered significant research regarding attitudes toward disabilities generally, and toward the previous specific disability under study. Since this material is available in these publications and in the bibliography herein, the reader is referred to these sources for a full treatment regarding attitudes toward these various disabilities, disabled persons, and racial-ethnic differences.

However, there is such a similarity between the situations involved with persons who have visible traumatic physical disability and those who have been disabled through the trauma of war, that it would not be correct to limit the discussion of research on attitudes toward the war-disabled, to literature on this subject alone. This is especially true due to the incredible fact that it appears there have been few major studies anywhere regarding the attitudes of a people or group toward the war-disabled either civilian or military.

Therefore, the first portion of this chapter will focus on studies and literature which deal with the physically disabled, on the assumption that statements made regarding this group will undoubtedly generalize to the subjects of this dissertation.

Most of these studies will relate either general acceptance-nonacceptance type studies and most will be restricted to a single type of dis-

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Baxt (1959) in one of the earliest studies, spent three years interviewing various New York City employers regarding their employment practices for those who were visably handicapped. He found that those who did employ such persons felt it necessary to use them in sedentary types of positions, as well as some other 33 major findings of interest to those considering the hiring of the handicapped.

Barker, Wright, Meyerson and Gonick made a survey of attitudes generally toward the physically handicapped in 1960 and concluded that although the general public verbalized attitudes toward the disabled that were usually mildly favorable, a sizable minority openly expressed negative attitudes.

Richardson et al.(1961) conducted an investigation among 10 to 11 year olds from varied backgrounds, asking them to rate six pictures from first to last choice. Each picture showed a child either with no disability or one with one of five conditions that would be considered a disability. The children were very consistent in their choices and ranked the unknown children as follows: (a) no handicap; (b) a child with crutches and a brace on the left leg; (c) one in a wheelchair with a blanket over the legs; (d) one with no left hand; (e) one with a facial disfigurement; and (f) an obese child.

A later study by the same group that worked with Richardson confirmed one conclusion by the previous group; that cultural uniformities, which are not explicitly taught, affect how children rank pictures of disabilities. These uniformities are contingent upon, (a) the child's exposure to the value, and (b) the child's ability to learn the value (Good-

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Dow (1964) had permanently disabled children rate photos of children who were either permanently disabled themselves, or were normal, and found that these disabled children either indicated no preference between the two, or actively preferred the disabled (70%).

Different approaches and theories were used in a small group of studies which attempted to test for a relationship between attitudes toward the disabled generally and the personality of the individual involved (Chesler, 1965; Cowan et al, 1958; Epstein and Shontz, 1962; Jabin, 1965; Whitman and Lukoff, 1962 and 1963); most found a relationship of some type. Cowen et al (1958) found that "..... the person who stereotypes the minority group member, and who places a high value on strength and authority, is also likely to have more negative feelings toward the blind." Epstein and Shontz (1962), using the Jourard *BODY-CATHEXIS* test, found that ".... a relationship exists between the non-disabled person's body-cognitions and his expressed attitudes toward persons with physical disabilities."

In a study by Kinnane and Suziedelis (1964) it was hypothesized that those with sensory (sight and hearing) handicaps would produce more concern than rejection; and that the third group which had cardiovascular handicaps were expected to elicit a show of concern over the 'control dimension' of independence as found in the instrument they developed. The hypothesis was given significant statistical support.

Siller and Chipman (1964b) found in a study that adolescents generally responded more negatively toward the disabled than did other age groups.

Jabin (1965), in a detailed experimental study reported that:

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One rejects the disabled to the degree to which one's own self-concept is threatened and insecure;

The intensity of rejection relates to the degree of felt-threat and the degree of alienation from interpersonal relationships;

Those persons more dependent on the environment for acceptance needs or mobility will tend toward greater attitudes of pity with underlying hostility and repulsion toward the physically disabled; and

More alienated persons express more hostility and repulsion, though also harboring attitudes of pity toward the physically disabled.

Whitman and Lukoff (1965) developed five major components of attitudes toward blindness through a factor analysis and then compared them with the generic category, *PHYSICAL DISABILITY*. They found that 'fair' predictions could be made from one component of attitude toward 'physical handicap' to the same attitudinal component regarding blindness, but when they tried to predict to a *different* attitudinal component, the system did not work satisfactorily. Nevertheless, it was shown that an individual's method of thinking toward the blind would also be used to a degree when considering another disability.

Jones, et al., (1966) tried to rate the unacceptability of various handicaps including the physically handicapped, in a large grouping of handicaps such as emotionally disturbed, blind, delinquent, and deaf. A comparative rating was obtained but his main point eventually was that the severity of the handicap was the major factor in the final rating of undesirability.

Meng (in Barker, et al., 1953) found that fear and avoidance of the physically handicapped by the nondisabled is widespread. He listed three specific reasons for this: (a) belief that a disability is a punishment,

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and hence the disabled person must have lead a bad and dangerous life to have deserved such a punishment; (b) belief that the handicap is unjust, thereby prompting unreasoning revenge in the handicapped himself; (c) projection of one's unacceptable feelings upon the disabled thereby enhancing the belief that the latter is evil and dangerous.

Several other investigators spent time in studying possible involvement of Freudian concepts such as castration fears, Oedipus complex, and the Electra complex, in attitudes toward disabilities, but it is the opinion of the author, supported tacitly by the lack of results from these studies generally, that these were merely exercises in erudition. The one possible exception to this negative remark might occur in cases involving the destruction of the legs or other organs in the genital area of men. No study was found which did exactly this, but for the loss of a complete leg to increase castration fears, assuming they were already present, or to create them when they weren't, is a hypothesis worthy of testing.

Weir (1967) worked out a three-phase plan useful in schools attempting to design a curriculum of special use to those who have become handicapped, including the physically handicapped. The main point of the program was to train such persons to be economically independent in their adult living, which tacitly infers the attitude that it is not only possible, but proper for education to have such an aim.

Ingwell, et al., (1967) found, as had others, that the nonhandicapped significantly preferred nonhandicapped friends while the handicapped also preferred nonhandicapped friends, but not at a significant level.

Siller, Ferguson, Chipman, and Vann (1967) postulated that high ego strength would predict a positive attitude toward the disabled, and that

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the reverse would be true. In a complicated and extensive study which used a number of personality type tests and even more scales for these tests, the hypothesis was supported.

The above group, in an evaluative study on perception of specific disabilities, had the following to say regarding amputation (which should be closely related to war-disabilities, being that so often the war-disabled have exactly this particular disability):

Most persons thought of amputation as a traumatic rather than a congenital event. This enabled them to view amputees as 'normal'....thus our respondents see the amputee as being able to maintain his social competence and self - sufficiency in many areas.

.... males, however, showed more concern over a leg loss than did females. Where blindness was not the most feared disability, middle-class males most dreaded the leg amputation in their prospective mate.

A replication of the Richardson (1961) study in Israel, where there is a great variety of ethnic and national groups, by Chigier and Chigier (1968) showed several interesting results, the main one for this study being that children who were from middle-class backgrounds, where day to day physical dependence on the body was less paramount, found the physical disability less important than the facial disfigurement, while the reverse was true with those children who had experienced the need for a whole body and the luxury of a pretty face was secondary, if one had to choose.

Feinberg (1967) makes a point that bears directly on the ABS without intending to. His study checked the relationship between social desirability and the bias of non-handicapped's expressed attitudes toward the disabled, and found that social desirability did influence measured attitudes toward the disabled. It was a secondary finding, however, that was

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pertinent to this study. He found that the need of the non-handicapped to present themselves in a socially desirable light influences what he says regarding the disabled. This, of course, has been a major factor in older attitudinal studies and it is the *a priori* design of the ABS that tends to diminish this factor in all the studies of the Jordan series.

In another approach, Barry, et al , (1967) showed that patient motivation for recovery following some traumatic event which has left them disabled, is directly associated with favorable attitudes toward the self.

Wright indicated in her book (1960) that the disabled can be viewed as a minority group, subject to prejudice and bias. The fact that several of the ABS studies (Brodwin, 1973; Del Orto, 1970; Erb, 1969; Frechette, 1970; Hamersma, 1969; Irvine, 1974; Jordan, 1973; Smith, 1974, Williams, 1970) were attitudes toward blacks, furthers this contention. Semmel (1968) delved into the problem directly with a comparison of attitudes toward those with physical disabilities, those who were of another race, and those who were gifted. The results confirmed the hypothesis that connotative meanings are commonly assigned to mentally and physically handicapped persons by non-disabled groups in our society, and that this attitude is extended to members of racial minorities.

Richarson, again(1970) worked with his pictures of the handicapped children in another study. Children ranging from kindergarten to seniors in high schools, and their parents, were shown the same sets of disabled children as the 1960 study, to check their values toward the disabled. Results showed that the values changed with increasing age. At 12 the values of boys and girls resembled their parent's of the same sex. Older females conformed more to peer values than did older males. From the first grade

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In a study which took a different point of view from Milgram's opinion of disabled persons, in 1971, Milgram's authoritarianism is investigated. It was also found that it was related to acceptance of authority. It was found to be the best measure for the disabled. Similar concepts and terms which a large scale was developed. Interaction strain and authoritarianism and distressed identification. It is little room for maneuver indicates attitudes, of course as far as that when a group

on, everyone preferred the non-disabled child and after the third grade the percentage doing so remained constant (boys 50% and girls 71%). In general, the child with the leg brace and crutches and the one in the wheel chair became more favored, while the child with the missing hand and the facial disfigurement, became less favored; this was the strongest with the girls.

In a study which tested the opinion-holder from a personality-psychological point of view to check if personality of the opinion-holder was a factor in one's opinions, Noonan, et al., (1970) found that regarding visibly disabled persons, intercorrelation of personality measures showed that authoritarianism is inversely related to positive attitudes toward disability. It was also found that ego strength and field independence are positively related to acceptance of the disabled. Authoritarianism was consistently found to be the best predictor of attitudes of the non-disabled toward the disabled. Siller, et al., (1967a) also reported three studies using similar concepts and methods. Siller, et al., (1967b) reported another study in which a large grouping were similarly tested and through factor analysis a scale was developed in which virtually identical factors emerged: (a) interaction strain; (b) rejection of intimacy; (c) generalized rejection; (d) authoritarian virtuousness; (e) inferred emotional consequences; (f) distressed identification; and (g) imputed functional limitations. While there is little room here to describe each factor, just a quick perusal of these seven indicates a strong negative connotation.

Attitudes, of course, are found in many areas, and housing is an important one as far as many minority groups are concerned. Columbus (1971) found that when a group of physically handicapped had a choice of housing

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developed for (a) handicapped only; (b) mainly for non-disabled but with accommodations for a few disabled; (c) mainly for the handicapped but with facilities for a few non-disabled; or (d) for the disabled mostly, with a few elderly non-disabled, regardless of demographic variables such as sex, age, type of disability, income, independence, etc., the choice was overwhelmingly for (b) and the least preferred was (a). After age 60, the persons were naturally less likely to reject (d); the rationale being that the younger automatically reject the aged as well as the handicapped, and also lump them together in the process. Persons with visible disabilities accepted housing designed for the disabled more than did those with non-visible types of problems.

An interesting study, after the one by Columbus, in which it would appear that those with a disability, but not one that is visible, do not empathise with those whose disabilities are worse, is the study by Wilson and Alcorn (1969). The hypothesis of this study was that the necessity of going through the motions, or somehow being closely associated with the disability, would cause a person to be more empathic with those who are disabled. Were this true, it would seem that the Columbus study would find those who were less disabled still opting for a plan that would accommodate the badly or visibly disabled. However, it did not! It is possible that the fact that these people would actually be living in the housing may have influenced their answers from a strictly selfish point of view of having enough troubles of their own without borrowing more.

In the Wilson and Alcorn study a group of students were instructed to select a disability (including several physical disabilities that were listed) and then simulate the condition and resulting problems for an eight hour

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period each day for a total of one week, the plan being that this would bring more empathy and thereby change attitudes. The results showed no significant improvement (as measured on the Attitude Toward Disabled Persons Scale - ATDP) between the experimental group and the control group, although there were various reactions developed according to the disability chosen.

The Urie and Smith (1970) study was different in that it was concerned with methods of changing attitudes toward the disabled. A group of 96 male and 117 females worked closely with various handicapped persons for an eleven week period, and it was found that while the females displayed a 'significant' change in attitude, the males did not, although a small change was noted.

Jordan (1968) in his 11 Nation Study on attitudes toward the disabled, assembled the results of various doctoral dissertations under his direction. This was the first of several publications all of which lead directly toward this ABS study.

Attitudes Toward the War-disabled

The above studies all had reference to one degree or another toward physical disability. The problem was to find a study directed toward specifically the war-disabled. General abstract directories indicated no extant studies on attitudes toward the war-disabled.

Next, the book, *DISABILITY AND REHABILITATION: A SELECTED BIBLIOGRAPHY* (1971) was searched and no titles appeared that referred to population attitudes toward the war-disabled. Various issues of *REHABILITATION LITERATURE* were researched without locating any attitude studies toward the war-disabled. In fact only one article was noted from Viet-Nam of any type and

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Mr. Esko Kosunen
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that referred only to war-related back injuries. Upon writing the editor of the above journal regarding this lack of data, the following response was received (Graham, 1972):

I am not surprised that you are not finding any published references in *REHABILITATION LITERATURE* or in any other indexing publications...

The editor, as did several other helpful persons, suggested a list of persons associated with other rehabilitation or veterans organizations. Through these suggestions and other sources the following organizations were contacted. Each is listed with a salient quote from the letter received:

1. WORLD REHABILITATION FUND, INC.
400 East 34th Street
NYC 10016
Mr. Eugene J. Taylor, Secretary-General

I think the best source of recent materials on attitudes toward the war-disabled could probably be obtained from Mr. Norman Acton....[he] is particularly interested in this subject for he served for a number of years as secretary-general of the World Veterans Federation....

2. UNITED NATIONS
NYC 10017
Mr. Esko Kosunen, Chief
Rehabilitation Unit for the Disabled
Social Development Division

It seems to me that not much has been published on the attitudes of people toward the war-disabled. At least we have no records of such publications. Most of those that come to our attention deal with the benefits accorded to the war-disabled....you might also wish to contact the World Veterans Federation....

3. HEADQUARTERS-UNITED STATES MILITARY ASSISTANCE COMMAND VIETNAM
APO San Francisco 96222
Mr. Norman P. Firnstahl, Deputy Director
CORDS, War Victims Directorate

In response to your request for a bibliography of articles of Vietnamese attitudes toward the disabled, I'm afraid we have come to a dead end. Mrs. O'Connor [Sai-Gon branch of World Rehabilitation Fund] whom you know, has no information either.

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state....

UNITED STATES GOVERNMENT
1515 19th Street
Washington, D.C. 20036
Mr. Stan Allen, Executive

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to write directly
pay Secretary, etc.

STATE OF MICHIGAN
Michigan Veterans
122 South Grand Ave.
Lansing, MI 48203
Mr. Frank A. Schmitt

In reply to your
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STAFFS OF FOREIGN
10 West Baltimore
Detroit, MI 48202
Mr. Raymond G. O'Neil
Veterans Service

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REHABILITATION INT
10 East 44th Street
New York, NY 10017
Mr. Norman Acton,

I regret that we
studies or documents
are in touch
Veterans Federati

REHABILITATION ADMIN
Information Service
Washington, D.C.
William William
Assistant Director

There has been established an Association for Social Scientists in Viet-Nam but they have done no research in this area todate....

4. UNITED STATES COUNCIL OF THE WORLD VETERANS FEDERATION
1508 19th Street
Washington, D.C. 20036
Mr. Stan Allen, Executive Secretary

I'm afraid I can't be helpful in terms of your letter of 29 February because I have no awareness of unpublished or hard-to-find studies with regard to the subject you have raised.... I hate to be appearing to be passing the buck but I suggest you write directly to their [World Veterans Federation] Deputy Secretary, Serge Wourgaft....

5. STATE OF MICHIGAN - DEPARTMENT OF ADMINISTRATION
Michigan Veterans Trust Fund
122 South Grand Avenue
Lansing, MI 48913
Mr. Frank A. Schmidt, Jr., Executive Secretary

In reply to your recent request, we regret to inform you that to the best of our knowledge there are no attitudinal studies toward the war-disabled....

6. VETERANS OF FOREIGN WARS OF THE UNITED STATES
810 West Baltimore
Detroit, MI 48202
Mr. Raymond G. O'Neill, Director
Veterans Service

....in regard to data on attitudinal studies regarding population attitudes toward the war disabled, we have no information at this level....I have sent your letter to Washington....

7. REHABILITATION INTERNATIONAL
219 East 44th Street
NYC 10017
Mr. Norman Acton, Secretary General

I regret that we are not immediately aware of any attitudinal studies or documents....relevant to your research....I assume you are in touch with the Veterans Administration....the World Veterans Federation....

8. THE VETERANS ADMINISTRATION
Information Service
Washington, D.C. 20420
Mr. Edwin Williams,
Assistant Director

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1. OLD VETERANS FEED
16 rue Marelin
Paris 16e, FRANCE
M. Serge Woungaft,

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National Penab
111 Maryland Avenue
Washington, D.C. 20002
Mr. Norman D. Cone

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DEPARTMENT OF HEALTH
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....We are inclosing a bibliography although there seems to be nothing of interest to you....

9. WORLD VETERANS FEDERATION
16 rue Hamelin
Paris 16e, FRANCE
M. Serge Wourgaft, Deputy Secretary General

....as soon as we have received from you further clarification as to the kind of data you require, we shall try to look further....

10. VETERANS OF FOREIGN WARS OF THE UNITED STATES
National Rehabilitation Service
200 Maryland Avenue, N.E.
Washington, D.C. 20002
Mr. Norman D. Jones, Director

Some information as to the attitude of the public toward veterans is available....not so much is available as to the public attitude toward the disabled. However, it can, I believe, be construed that the attitude is favorable as reflected by Congressional-action concerning special benefits for the war-disabled....

11. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Social and Rehabilitation Service
Washington, D.C. 20211
Mr. Martin E. McCavitt, Chief
Division of International Activities

....unfortunately we do not have studies concerning that topic....

In passing it should be added that the Disabled American Veterans and the International Rehabilitation Activities were contacted and no reply was received. Also, the World Veterans Federation was sent the requested information in March 1972 and no reply was received. Undoubtedly this is reply in itself.

CURRENT REHABILITATION PROGRAMS; PUBLIC AND PRIVATE

The American Council of Voluntary Agencies for Foreign Service TAICH report (1971) lists a number of agencies working in Viet-Nam for various purposes. Some are distinctly social and others distinctly medical. Some are directed toward the civilian populations and others are concerned directly with the military and their kin. All in all there were 70 such voluntary organizations listed and it can be said that each is concerned in some way with either physical or psychological rehabilitation of those who have been affected by the past 20 to 30 years of war.

Some organizations are very directly concerned with physical rehabilitation, and the *WORLD REHABILITATION FUND* is one that has achieved considerable results through direct involvement. In conjunction with the United Nations Development Program, the Vietnam Christian Service, the Unitarian Service Committee of Canada, the World Vision organization and the Lions Club of District 311, the National Rehabilitation Institute was established in 1966 from the old "Prosthetic and Vocational Training Center" in Sai-Gon. Through growth and expansion there are now centers located in varying parts of Viet-Nam: Da-Nang, Qui-Nhon, Can-Tho and the most recent in Thu-Duc, established in 1972. The WRF organization is attempting to reverse the tendency toward bringing all major medical and rehabilitative programs into the crowded Sai-Gon area by establishing centers closer to those being served. These centers have extensive physical rehabilitation programs for those who are especially seriously disabled and do include some vocational training programs such as the WRF printing center. They serve both civilian and military and it is possible to see a child who has lost a leg being served beside a veteran who has likewise lost a leg.

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By the summer of 1972 over 70,000 disabled persons had gone through their program at one of the above centers including 20,000 amputees and 10,000 polio children. Future plans include a National Physiotherapy School, a paraplegic center in Vung-Tau, and another rehabilitation center in Plei-Ku.

It can be expected that there will be problems in the future for the American volunteer organizations. Viet-Nam is *passée*. In an article in the Family Weekly (6 January 1974) regarding the posture of Americans regarding a number of timely issues, it was stated while four of five Americans, even including the 18 to 25 age-bracket, felt we had no responsibility in the rebuilding of North Viet-Nam, 53 per cent of the voting age people polled in the survey (some 60,000 persons volunteering to answer a 30 question poll), indicated they felt the United States had no responsibility to South Viet-Nam, either. Groups such as the Pearl S. Buck Foundation, with its well publicized and emotional emphasis upon the "Sins of the Fathers" (i.e., the American servicemen who 'left behind' thousands of children sired while in Viet-Nam), will pull dollars from groups concerned with less appealing physical and psychological rehabilitation of the disabled, regardless of the relatively small number of children who are actually abandoned or who were unwelcomed additions to the household.¹

¹The 26 January 1974 issue of the Lansing State Journal carried an article that is a perfect example of the emotional-nonfactual reporting that is a problem. In a 'First Anniversary of Peace' article, the bulk of material consisted mostly of emotion. Typical of this emotional approach in the media that will plague mundane rehabilitation funds was a story told the author by the director of a Sai-Gon clinic (who wishes to remain anonymous). He told of being approached by a small group accompanied by typical newsmen, who indicated they had a great deal of money to aid in his work. They praised him and asked to see his hospital. After a complete tour, they asked to see his na -

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The GVN itself has been involved. Laws have been passed with regularity giving benefits to "...disabled veterans, war-dead's families, and war-veterans". Such benefits often consisted of disability allowances, medical and social support (i.e., treatment, death benefits, burial expenses), employment reservations and training, lending programs for home building and land ownership ("land to tillers" law), and other miscellaneous benefits.

The Ministry of War Veterans is the youngest ministry in the GVN, having been created in 1966, merged into the Ministry of Defense in 1968, and separated again in 1969. The job of this ministry is enormous considering the great numbers of those directly afflicted by disability due to the war; considering the miniscule pay given soldiers which leaves their family close to destitution while the soldier still lives; considering the militancy of the several veterans organizations as they fight for deserved benefits; considering the great length of time and fierce fighting involved even to this day, and considering the lowered U.S. support of all programs in the country.

Yet, in July of 1973 the Minister of Veterans Affairs indicated in a speech given at the Viet-Nam Veterans' Day, that new laws were being passed to aid veterans and those in need of rehabilitation. New centers (those listed in the previous paragraph) were mentioned. He announced the issuance of 30,636 pension books to veterans, and special programs for some 10,216 disabled soldiers. He announced the building of some 10,000 new housing

Continued. palmed children. The doctor said he had none, never had had any, and in fact had never seen any although he had heard of several cases. The visiting delegation became upset, accused him of hiding the children, finally declaring that they would not support his work unless he produced them. As they left it became obvious that support had never been the intent. It was all a trick to secure inflammatory photos of badly burned and scarred little children to feed to the U.S. press for emotional news releases. *None of the other real and needy patients even mattered!*

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units and an allowance of \$ VN 60,000 (590 piastres equals \$ 1.00 U.S. as of 10 March 1974, an increase of about 40 in less than two months)¹ for each disabled veteran to build himself a house, with a total of 15,745 disabled veterans aided through this program at the above date. In addition, several other house-building programs were announced.

Similarly, announcements were made for "wards of the Nation" regarding high schools, technical and community schools in Hue, Da-Nang, Can-Tho, and Bien-Hoa. Enrollment in the 1972-3 year already totaled 5,489. He said, "So far 257 children of deceased veterans, war-disabled or war-orphans, have been granted scholarships in such countries as the United States, Great Britain, Switzerland, West Germany, and Nationalist China."

He continued by telling that the Ministry has two vocational training centers in Da-Nang and Phu-Loi. In 1972, 3489 of 8083 veterans presented for work in GVN agencies were admitted as civil servants without entrance examinations. He continued describing the thousands of acres being reopened to the public after years of Viet-Cong occupation. It should be noted that such areas were visible in the early 1970's as contrasted to the years of the great Viet-Cong TET offensive, by being cultivated and dotted with new aluminum roofs glittering in the sun on the many rebuilt and refurbished houses of the delta area.

The speaker also noted that after a request for wheel chairs, 200 were sent from the Republic of China, 100 from New Zealand, and 1000 from West Germany.

The magnitude of the problem is so great that even with good organization and sufficient funds, administration and fairness will be difficult. Dr. Alfred B. Swanson, in a personal letter, March 1972, said, "I have spent

¹Letter, Diep-thi-Lieu, March, 1974.

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about \$ 40,000.00 of my personal funds to assist the medical care of the Vietnamese people. I have made 6 trips to Viet-Nam, 17 trips to Washington, written more than 1,000 letters, given more than 150 presentations, all to help the Vietnamese people and their medical care problems.... I would suggest you write your local congressman....the Vietnamese medical budget was cut \$ 7,000,000.00 last year from 19,000,000...." The future will see less and less American monies funneled through the GVN, just as will be the case with the voluntary agencies unless opinions change.

However, the GVN can not give up. Only through honest attempts and programs will the GVN be able to satisfy the disrupted-disabled properly and successfully counter the continued anti-GVN propaganda and fighting of the Northern supported and based opponents.

Private and non-GVN agencies have apparently published more regarding future plans than has the GVN. A 1973 report by the Department of International Education of Southern Illinois University indicates rehabilitation services visited by the team. While this report referred to more than physical war-disabilities, i.e., drug rehabilitation, since over 50 % of the clients do come from the military, and since drug addiction can be considered a war-result, it is proper to include all the facilities in such a report.

The SIU list was impressive, but much appeared tenuous. Many facilities reported insufficient personnel, equipment and especially funds. Often funds were almost a day to day situation which is scarcely conducive to long range planning. Another major problem reported was a lack of vocational training and/or follow-up of those who had completed residency.

In the SIU report the drug problem was given a high priority but the resettlement of refugees was given the first. The blind received sympathetic consideration and the empathic reaction was to place them first in all lists.

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As previously mentioned regarding the Pearl S. Buck's orphans, this emotive situation tended to get in the way of facts and tended to prompt funding that was not commensurate with need. Both the training of the disabled and the training for technical workers to work with the disabled, were rated above the needs of the blind in the final report, even though reluctantly.

A model was constructed for the drug program which was intended to be typical for all proposed programs:

1. Drug addiction was to have a high priority;
2. A training population was to be established to work with drug addicts from the addictive population itself;
3. In order to achieve the above an On the Job Training (OJT) program would be established, and the personnel to do this would be recruited from U.S. graduate students in and from appropriate academic areas;
4. To solve the language problem it was proposed that the easiest way to solve this problem would be to supply translators rather than teach each person Vietnamese, and the most available source of reasonably good English speaking Vietnamese would be the currently unemployed prostitutes.¹

A 1971 Ministry of War Veterans (GVN) report listed a number of segmented programs: military retirement pensions and benefits; rehabilitation of disabled individuals; education of national wards; vocational training and professional orientation; assistance to veterans associations; housing for the disabled veterans; and continued by making specific recommendations for centers and programs such as orthopedic centers, hospitals, a physical therapy school; several national war schools; a weaving plant; a pilot agricultural farm; a peanut farm; scholarships for national wards; a fishery co-op, and a surgical team for Viet-Nam.

¹There was no discussion regarding the possibility that the society would not be pleased with female interpreters or much less with exprostitute-interpreters.

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A September 1973 transmittal letter from the GVN War Veterans Ministry to the U.S. Office outlined some proposed possibilities such as concentration on housing for veterans, computerizing of claims processing systems, increased activities in physical rehabilitation and education of the disabled, increased protection of veterans housing and increased vocational training. Specific proposals to implement the preceding generalizations were included for various parts of the country.

Last, to balance the above statements for it is easy for bureaucracy to publicize ideas and plans without the taint of short-comings, a recent article from the Christian Science Monitor is included (January 1974):

"....there are signs of disillusionment among American officials here (Sai-Gon) over the way the U.S. and Saigon governments are handling the Vietnam refugee problem....Refugees are being 'reset - tled' on land....too poor to lead to economic self-sufficiency.... the Saigon government, with U.S. support, is moving refugees into insecure areas in an effort to consolidate and expand its territorial control...."

And so goes the rehabilitation program in Viet-Nam.

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CHAPTER III

INSTRUMENTATION AND VARIABLES

The instrument used in this study to measure the attitudes of the Vietnamese people toward their war-disabled, was an adaptation of the *ATTITUDE - BEHAVIOR SCALE: MENTAL RETARDATION (ABS-MR)* originally developed for assessing attitudes toward the mentally retarded.

The theory underlying the construction of the ABS will be outlined in detail since one must understand the basic concepts behind the instrument to understand the findings and their importance. This study has the triple purpose of collecting information about the usefulness of the instrument itself, studying the nature of attitudes in general, and collecting specific data and information regarding the attitudes of the Vietnamese toward their own war-disabled.

The most basic underlying dimension or concept of the Attitude Behavior Scale is the *PERSONAL INVOLVEMENT* of the respondent in his 'Attitude - Expression', variously described as cognitive to affective; other to self; or passive to active. This dimension has also been operationalized into a continuum of *WEAK* to *STRONG*, and this designation will be used to characterize attitudes herein.

Guttman's facet theory guided the development of this instrument in its original conception (Jordan, 1969). Psychological instruments based on facet theory are still new. Facet theory derived instruments are postulated to be advanced beyond most existing attitude scales, just as the latter advanced from the earlier unstructured attitude interview. The basic facet theory principle is that the levels of involvement existing in a re-

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spondent's attitudes are specified in advance, *A PRIORI*, and then the items are written to measure these specified levels. The usual method of factor analysis (done either intuitively or more formally) attempts to discover structure in attitude items *AFTER* they are answered by looking for clusters or groupings. These clusters are, however, determined and constrained by the experimenter's original choice of items which are subject to all his biases about what an attitude really is and what the attitude being studied should be.

Many recent studies of attitudes are difficult to fit into any systematic study of attitudes because of this very shortcoming; that the levels of attitude involvement are not specified in advance or planned for in constructing the particular questionnaire. The definition of the term 'attitude' has varied or remained poorly defined and has usually focused on the respondent's stereotypes in contrast to his actual behavior. On occasion the term has remained undefined. When the term 'attitude' is not adequately defined operationally, one instrument cannot be equivalent to another instrument, the results are not comparable, and the study of attitudes themselves must remain unsystematic.

When a psychological test or instrument does not measure the same behavior in the populations studied, two interpretations are possible. It can be concluded that the individuals of the separate populations, at least in part, do not possess the same systems of attributes, or it can be concluded that different parts of basically equal attributes are reflected in the test behavior.

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separate populations should be open to empirical investigation. Within an epistemological framework, in which complete verification is deemed to be impossible (Popper, 1959) one cannot obtain absolute proof of a statement of the above type. If a test satisfies certain methodological requirements comparability is asserted.

Various authors, mainly in connection with the administration of cognitive tests to so-called primitive groups, have pointed out non-experimental variables which may influence the results of the groups in different ways (Biesheuvel, 1943; Mann, 1940; Ortner, 1963; Silvey, 1963).

In general, it seems that all uncontrolled variables may be categorized under three headings:

1. Interaction between tester and testee;
2. Structure and form of the experimental situation in general; and
3. Familiarity with the type of stimuli applied and with the responding procedure.

It follows, from the above statements, that a difference in test scores between culturally different groups are a reflection of one of three possible conditions:

1. The attributes measured are not the same. The resulting differences are referred to as qualitative. For comparability of the data, it is not relevant to know whether an attribute can be identified with a construct defined by a researcher. It is only necessary that the same attributes are measured in the groups concerned.
2. The test does not form an equal scale of measurement in the separate groups. The level of difficulty of the test is not the same for each of the groups. One can say that the test is not equally representative or that the test does not measure the same attribute.

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3. Differences in test scores between the groups reflect real differences in the groups.

Evidence supporting the third possibility can only be found when certain conditions pertaining to points '1' and '2' are obtained. They are based on the notion that certain relationships between measurements can be expected to exist when these measurements are comparable and not to exist when these measurements are not comparable.

How to establish this comparability, i.e., whether psychological devices are measuring the same attributes of behavior in culturally different groups is usually referred to as the problem of *EQUIVALENCE*.

When a test is *FUNCTIONALLY EQUIVALENT*, i.e., when it measures the same attribute, in respect to certain groups a difference in performance level between these groups does not necessarily reflect a quantitative difference in respect to some attribute the test is measuring. In addition to functional equivalence, a test has to meet with certain other requirements in order to be comparable for different cultural groups. Such a requirement is contained in the concept of *SCORE EQUIVALENCE*. An example is illustrative. A list of 'ghetto' terms might be used with an American White suburban child and Black inner-city child as a test of cultural comprehension. While the two children would likely score very differently, the test could also be measuring the same underlying attribute, e.g. immediate recall. This could be checked by correlations with other measures of immediate recall.

While functional equivalence and score equivalence imply the comparison of relationships between independent measurements taken with different instruments, *ITEM EQUIVALENCE* will refer to the comparison of statistical relations within the same instruments for each of the groups involv-

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ed in a comparative study. An instrument is assumed to have item equivalence in respect to certain groups if the items of the instrument, taken as separate measurements, satisfy the requirements for score equivalence for these groups. The statistical requirements for equivalence for these tests and between items of a single test, taken as a set of measurements, are the same. The score equivalence within a test is nevertheless distinguished by a separate name, because of methodological and practical considerations.

In any study for which comparable data are used, score equivalence is considered a key concept. Functional equivalence and item equivalence are seen as more easily testable in practice. The latter is strictly speaking not an absolute requirement for comparability. In those cases where little other information is available, it seems nevertheless appropriate to take item equivalence as such a condition.

In summary, the following definitions are taken from Poortinga (1971):

1. *COMPARABILITY*: A test (X) is comparable in respect to two populations (P^1 and P^2) if the scale of the measured true score random variable is the same in the two populations.
2. *FUNCTIONAL EQUIVALENCE*: A test (X) is functionally equivalent in respect to two populations (P^1 and P^2) if the scale of the measured true score random variable in each population is linearly related to the scale of the basic true score random variable (T_X).
3. *SCORE EQUIVALENCE*: A test (X) is score equivalent in respect of two populations (P^1 and P^2) if the scale of the measured true score random variable in each population has the same linear relationship to the scale of the basic true score random variable (T_X).
4. *ITEM EQUIVALENCE*: A test is item equivalent in respect to two populations (P^1 and P^2) if the items of that test, taken as separate measurements (Y_i) satisfy the requirements for score equivalence in respect of these populations.

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The problem has been that with the types of instruments prevailing in contemporary psychology, the areas of behavior in which precise quantitative comparisons across cultures could be attempted, were severely limited. The analysis of attitude-behaviors across cultures is illustrative and useful and the following using the Guttman facet process delineates and depicts the use of such a cross cultural study in Viet-Nam.

Facet Theory Attitude Research Design and Comprehension

Guttman's facet theory specifies the relevant semantic dimensions of the problem, actually becoming a definitional system in itself. The major factors are made explicit in advance of use through this method; a large source of semantic variation is controlled more effectively which then actually makes the instrument more operational. This is a major consideration! It also becomes more feasible to compare findings cross-culturally as well as from study to study of the same culture, because the *WEAK* to *STRONG* continuum presumably reflects a logical progression of human attitude expression regardless of culture....from a respondent's mere knowledge of how people usually behave toward actual personal behavior to the actual behavior of the respondent.

Facet Theory

Guttman (1959, 1961) proposes that from an individual's overall attitude universe, three specific facets (Table 1) should be distinguishable: (a) exactly who is acting, i.e. the referent, (b) what the activity is, i.e. the referent's intergroup behavior, and (c) whether the respondent *THINKS* the action or actually *DOES* the action, i.e. the respondent's behavior. Each facet has the strong to weak aspect denoted in Table 1 subscripts with

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Set B: b or e

Set C: o or m

Set D: c or i

Set E: h or p

TABLE 1.--Comparison of Guttman and Jordan facet designations.

Designation	Facets ^a in Jordan Adaptation				
	A	B	C	D	E
Jordan	Referent	Referent behavior	Actor	Actor's intergroup behavior	Domain of actor's behavior
	a ₁ others	b ₁ belief	c ₁ others	d ₁ comparison	e ₁ hypothetical
	a ₂ self (I)	b ₂ experience (overt behavior)	c ₂ self (my/mine)	d ₂ interaction	e ₂ operational
Guttman	-----	Subject's behavior	Referent	Referent's intergroup behavior	-----
	-----	b ₁ belief	c ₁ subject's group	d ₁ comparative	-----
	-----	b ₂ overt action	c ₂ subject himself	d ₂ interactive	-----

^aIn order to understand this theory one must conceptualize the notion that one is always working from a *WEAK* to *STRONG* or *OTHER* to *SELF* investigation of attitudes represented herein by the subscripts '1' and '2' with the '2' being stronger (self). If the facets of Table 1 are expressed as follows, the combinations of Table 2 are semantically expressed in the definitional statements of Table 3:

Facet A: o or i (i.e., other or self [I]).

Facet B: b or e (i.e., belief or experience).

Facet C: o or m (i.e., others or self [mine/my]).

Facet D: c or i (i.e., comparison or interaction).

Facet E: h or p (i.e., hypothetical or perational).

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Level	P
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Fig. 3.--Face
 state-interactiv

the subscript '1' being the *WEAKER* (i.e., directed toward others), and the subscript '2' being the *STRONGER* (i.e., directed toward one's self). In designing the ABS-MR on Guttman's conception, Jordan has made the scheme more complete by adding two more facets: a. a referent for facet B (see Table 1) and, b. a domain for whether the referent's behavior occurs hypothetically (symbolically) or overtly (operationally). This checks thoughts against actions.

Facet theory specifies that the 'weakest' form, i.e., $a_1b_1c_1d_1e_1$ (see Table 3), defined as "How people believe other people think about....(what ever the subject of the investigation)" constitutes a *SOCIETAL STEROTYPE*. At the other extreme, i.e., $a_2b_2c_2d_2e_2$ represents the respondent's actual actions, his overt actions, and constitutes *ACTUAL BEHAVIOR*. This represents the *STRONG-WEAK* or *WEAK-STRONG* concept of this process and inbetween these two extremes of weak and strong are four other levels of attitude-strength derived from combinations of the five facets (see Figure 3 and Table 2).

<u>Level</u>	<u>Profile</u>	<u>Descriptive Label</u>
1	$a_1b_1c_1d_1e_1$	Societal Sterotype
2	$a_1b_1c_1d_2e_1$	Societal Norm
3	$a_2b_1c_1d_2e_1$	Personal Moral Evaluation
4	$a_2b_1c_2d_2e_1$	Personal Hypothetical
5	$a_2b_2c_2d_2e_1$	Personal Feeling
6	$a_2b_2c_2d_2e_2$	Personal Action

Fig. 3.--Facet profiles and descriptive labels for all six attitude-interactive levels.

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In Table 3, as one moves from low to high levels, it is basic that one and only one additional facet is changed from a 'weak' to 'strong' form. It is fundamental to the entire Guttman concept and the Jordan adaptation that this be done one facet at a time. One assumption of this model for test construction is that the amount of personal involvement requested in every question is determined by the actual number of the subscript, i.e., '1's and '2's per level, and that the various ways of obtaining the same number of profiles with the same number of strong elements (Table 4), are roughly equivalent.

The use of every possible combination of the five two-element facets produce 32 possible statements or *PROFILES* (see Table 2). This enables one to plan test items systematically rather than intuitively! For example, the combination $a_2b_1c_1d_2e_1$ is expressed in semantic form as: "I (coded a_2 and *STRONG*) believe (b_1 ; *WEAK*) that others (c_1 ; *WEAK*) [should] interact (d_2 ; *STRONG*) hypothetically (e_1 ; *WEAK*) with the war-disabled thus...." This is the theoretical process used in writing each question and in this instance is an example of level 3, Personal Moral Evaluation (see Table 2 and 3).

While this system actually produces some 32 possible combinations, in actuality only 12 of the possible 32 permutations turn out to be usable because of various logical and psychological conditions. Jordan (1970, pp. 44 - 45) explains these reasons fully, but it suffices to say that many of the statements become redundant (i.e., I act I act....), inconsistent, or contradictory and thus are of no value or use. Of the 12 (Table 4), six were selected as being the most psychologically relevant and potentially capable of instrumentation. For instance, the form, "Others believe I act symbolically," even though sensible and usable, was omitted because of the constraint that only one profile be used for each level.

Combinations

In Table 4 In Tables 3, and 4

1 Level
2 Level
3 -
4 Level
5 -
6 -
7 -
8 Level
9 -
10 Level
11 -
12 Level

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Basis 4: a

TABLE 2. --Combinations of Five Two-element Facets^a and Basis of Elimination.

Combinations			Facets and Subscripts					Basis of Elimination		
No. ^b	In Table 4	In Tables ^c 3, and 5	A	B	C	D	E			
1	1	Level 1	o	b	o	c	h			
2	2	Level 2	o	b	o	i	h			
3	3	-	i	b	o	c	h			
4	4	Level 3	i	b	o	i	h			
5	5	-	o	b	m	c	h			
6	6	-	o	b	m	i	h			
7	7	-	i	b	m	c	h			
8	8	Level 4	i	b	m	i	h			
9	-	-	o	e	o	c	h		2	
10	9	-	o	e	o	i	h			
11	-	-	i	e	o	c	h	1	2	
12	-	-	i	e	o	i	h	1		
13	-	-	o	e	m	c	h	1	2	
14	-	-	o	e	m	i	h	1		
15	-	-	i	e	m	c	h		2	
16	10	Level 5	i	e	m	i	h			
17	--	-	o	b	o	c	p		3	4
18	--	-	o	b	o	i	p			4
19	--	-	i	b	o	c	p		3	4
20	--	-	i	b	o	i	p			4
21	--	-	o	b	m	c	p		3	4
22	--	-	o	b	m	i	p			4
23	--	-	i	b	m	c	p		3	4
24	--	-	i	b	m	i	p			4
25	--	-	o	e	o	c	p		2	3
26	11	-	o	e	o	i	p			
27	--	-	i	e	o	c	p	1	2	3
28	--	-	i	e	o	i	p	1		
29	--	-	o	e	m	c	p	1	2	3
30	--	-	o	e	m	i	p	1		
31	--	-	i	e	m	c	p		2	3
32	12	Level 6	i	e	m	i	p			

^aSee Table 1 for facets.

^bNumbering arbitrarily, for identification only.

^cLogical semantic analysis as follows:

Basis 1: an 'e' in facet B must be preceded and followed by equivalent elements, both 'o'; or 'i' in facet A or 'm' in facet C.

Basis 2: a 'c' in facet D cannot be preceded by an 'e' in facet B.

Basis 3: a 'c' in facet D cannot be followed by a 'p' in facet E.

Basis 4: a 'p' in facet E cannot be preceded by a 'b' in facet B.

203. -- Joint level

Profile b.
 Notational
 System in
 Table 2

1	o b o c h
2	o b o i h
3	i b o i h
4	i b m i h
5	i e m i h
6	i e m i p

^aBased on facets

^bSee Tables 4 and

^cSee Table 2 for

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TABLE 3. -- Joint level, profile composition, and labels for six types of attitude struction^a.

Subscale Type-Level	Profile by Notational ^c System in Table 2	Profile by Definitional ^b System in Tables 4 and 5	Attitude Level Descriptive Term
1	o b o c h	a ₁ b ₁ c ₁ d ₁ e ₁	Societal sterotype
2	o b o i h	a ₁ b ₁ c ₁ d ₂ e ₁	Societal norm
3	i b o i h	a ₂ b ₁ c ₁ d ₂ e ₁	Personal moral evaluation
4	i b m i h	a ₂ b ₁ c ₂ d ₂ e ₁	Personal hypothetical action
5	i e m i h	a ₂ b ₂ c ₂ d ₂ e ₁	Personal feeling
6	i e m i p	a ₂ b ₂ c ₂ d ₂ e ₂	Personal action

^aBased on facets of Table 1.

^bSee Tables 4 and 5 for definitional statements.

^cSee Table 2 for facets and subscript profiles.

The step from a theoretical level to a working understanding of this test construct may be aided by examining Table 5 showing sample items from each level along with their general semantic form and profile.

Last, one of the major points to be made in aiding comprehension of the Guttman method (Tables 1 - 5) is that it facilitates designing attitude questions into specific levels that constitutes the original and basic concept of the system. Once this is done the analysis methods, while dictated by the procedure, are not novel or innovative in themselves, *being standard and well known statistical procedures.*

Level	Variable	Number	Number	Definitional Statement	Comparisons	Descriptive Named
1	a b o e h a b i c d e l	1	0	others believe Others' hypothetically	**	Societal Stereotype (Group assigned Group status)
2	i b o e h o b o i h a b i c d e l a b m s h	3 2 5	1	1 believe Others' Comparisons hypothetically Others Believe Others' Interactions Hypothetically Others Believe My Comparisons hypothetically	**	personally assigned Group status Societal norm Group-assigned per -

TABLE 4. -- Five-Facet Six-Level System of Attitude Verbalizations^a: Levels, Facet Profiles, and Definitional Statements for Twelve Combinations.

Level	Facet Profile	No. in Table 2	No. ^b	Definitional Statement ^c	Descriptive Named
1	o b o c h a ₁ b ₁ c ₁ d ₁ e ₁	1	0	Others believe Others' comparison Hypothetically	** Societal stereotype (group assigned group status)
2	i b o c h o b o i h a ₁ b ₁ c ₁ d ₂ e ₁ o b m c h	3 2	1	I believe Others' Comparisons Hypothetically Others Believe Others' Interactions Hypothetically Others Believe My Comparisons Hypothetically	Personally-assigned group status ** Societal norm Group-assigned per - sonal status
3	i b o i h a ₂ b ₁ c ₁ d ₂ e ₁ i b m c h o b m i h o e o i h	4 7 6 9	2	I Believe Others Interactions Hypothetically I Believe My Comparisons Hypothetically Others believe My Interactions Hypothetically Others Experience Others Interactions Hypothetically	** Personal moral eval. (perceived values) Self-concept (personal-ass's'g'n personal status) Proclaimed laws (group Group Identity (actual group feelings)
4	i b m i h a ₂ b ₁ c ₂ d ₂ e ₁ o e o i p	8 11	3	I Believe My Interactions Hypothetically Others Experience Others Interactions operationally	** Personal hypothetical action Actual group action
5	i e m i h a ₂ b ₂ c ₂ d ₂ e ₁	10	4	I Experience My Interactions (feelings) Hypothetically	** Personal feeling
6	i e m i p a ₂ b ₂ c ₂ d ₂ e ₂	12	5	I Experience My Interactions (overt behavior) operationally	** Personal action

** Combinations actually used in the ABS.

^a Cf. Tables 1 and 2.

^b No. - number of strong elements in particular Level.

^c Words in parentheses are part of redundant but consistent statements.

^d Alternate names in parentheses indicate relationships of various level members.

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1	a1b1c1d1e1	Others Believe (that) Others Compare d1 "Other people believe war-disabled persons can maintain a good marriage."	Symbolically e1	Less Able Same More Able	Sure Fairly Sure Not Sure
2	a1b1c1d2e1	Others Believe Others Should Interact Symbolically a1 b1 c1 d2 e1	e1	Usually Not Undecided More Able	Sure Fairly Sure Not Sure

TABLE 5. -- A Definitional System for the ATTITUDE BEHAVIOR SCALE - WAR-DISABLED - VIET-NAM.

Level	Facet Profile	Definitional Statements and a Sample Item	Answers	Intensity
1	a1b1c1d1e1	Others Believe (that) Others Compare Symbolically a1 b1 c1 d1 e1 "Other people believe war-disabled persons can maintain a good marriage."	Less Able Same More Able	Sure Fairly Sure Not Sure
2	a1b1c1d2e1	Others Believe Others Should Interact Symbolically a1 b1 c1 d2 e1 "Other people generally believe that the war-disabled be permitted to marry a person who is not."	Usually Not Undecided More Able	Sure Fairly Sure Not Sure
3	a2b1c1d2e1	I Believe Others (should) Interact Symbolically a2 b1 c1 d2 e1 "It is usually right (or wrong) for others who are disabled to marry someone who is not disabled."	Usually Wrong Undecided Usually right	Sure Fairly Sure Not sure
4	a2b1c2d2e1	I Believe I (would) Interact Symbolically a2 b1 c2 d2 e1 "Would you permit your child to marry a war-disabled person?"	Yes Don't Know No	Sure Fairly Sure Not Sure
5	a2b2c2d2e1	I Experience (affect) when I Interact Symbolically a2 b2 c2 d2 e1 "I actually feel toward the war-disabled: (respondent encounters a series of adjectives such as loathing; sickened, happy, then answers each one)."	More The Same Less	Sure Fairly Sure Not Sure
6	a2b2c2d2e2	I have Experienced Myself (in) Interacting Actually a2 b2 c2 d2 e2 "Have I ever had a War-disabled spouse or lover?"	Yes Uncertain No	Mostly Pleasant In Between Unpleasant

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One of the major problems of understanding the Guttman process by the uninitiated may center on the custom of subconsciously including the term *statistical* in one's mind when the term *analysis* is used. When one does this, the phrase 'Guttman facet analysis' is misleading for the facet process does not necessarily include special statistics. When the word analysis is used in its broader meaning, the phrase Guttman facet analysis is proper, and indeed this has been the terminology of almost every dissertation using this process, written to date at Michigan State University. However, in this paper the term analysis will not be used in the phrase because of this possible mis-interpretation, and the terms preferred will be *THEORY*, *PROCEDURE*, and/or *PROCESS*. Facet theory constructed instruments do lend themselves to the Guttman-Lingoes analysis procedures (Lingoes, 1972) which are new and innovative, however.

Contiguity Hypothesis

With various profiles of the ABS, a researcher is able to compare attitude levels (i.e., strength of subject-object interaction) meaningfully for the first time. That is, he can compare a person's stated behavior with his feelings about that behavior, and also his perceptions of society's norms and actions. This potential comparison constitutes the 'most important' test of the validity of facet theory. Guttman predicts that the intercorrelations between item responses from the same level will be higher than correlations between levels, and that increasing distance between levels (along the weak-strong scale) decreases the predictability of one level's responses from the other level's responses. This is called the Contiguity Hypothesis, and was originally stated (Jordan, 1970), "Subuniverses closer to each other in the semantic scale of their definitions will also be closer statistically." The common-sense interpretation of this princi-

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Table 7 (p. 65)

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ple is simply that people's actions will more likely be consistent with their closely other-related action, than with dissimilar actions.

Thus, a high correlation is expected between adjacent attitude levels and lower correlations between less adjacent ones. This is termed *SIMPLEX ORDERING* (Guttman, 1966). A simplex shows decreasing correlations from intersection of the two axes (where the two coordinates meet; see Table 6) to the end point of the two axes.

TABLE 6. --A simplex correlation from point zero.

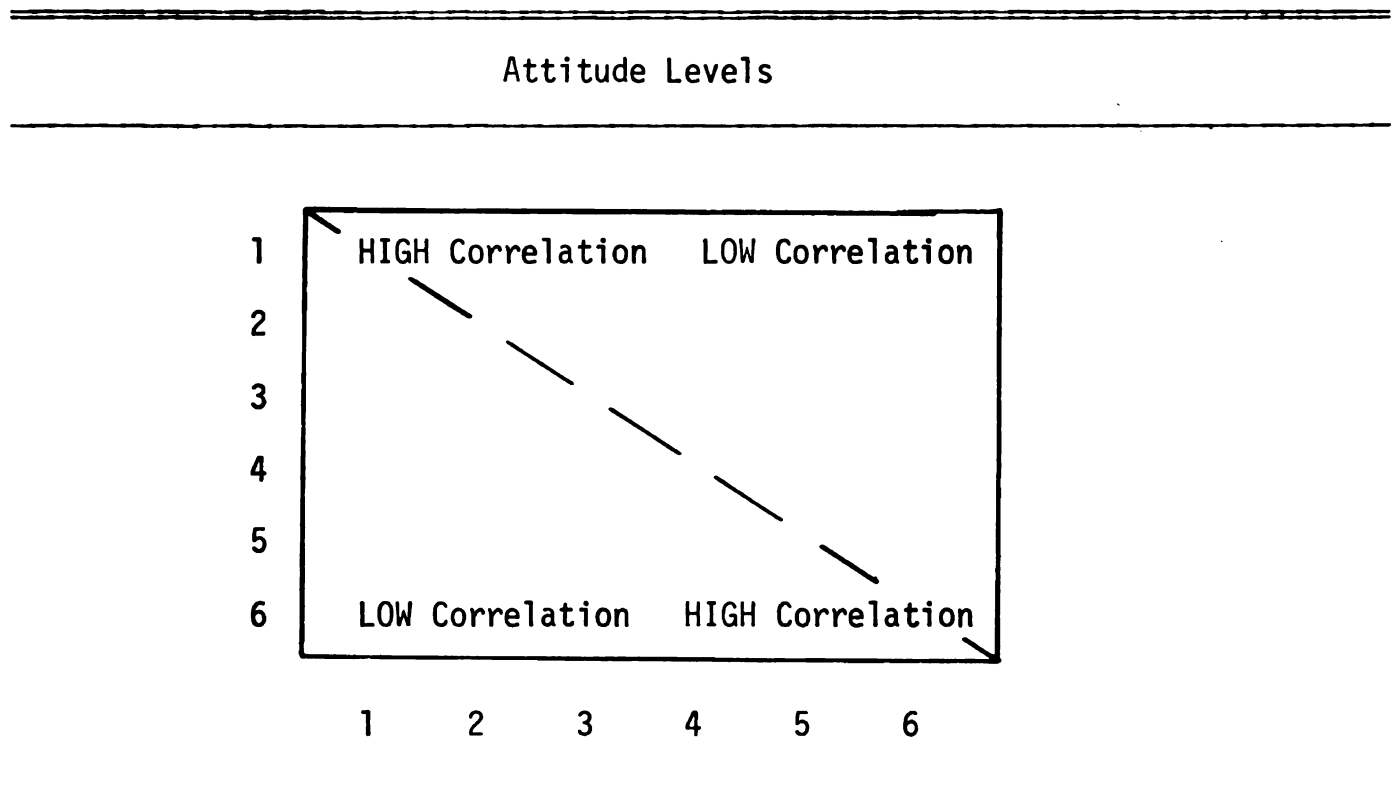


Table 7 (p. 65) shows a theoretically perfect simplex correlation matrix.

Kasier (1962) devised a method for testing the best empirically possible simplex approximation from empirical data, along with a statistical method for testing 'goodness of fit' to the hypothetical model. Preliminary

results from the ABS-MP

EE7. -- A six-level

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Item Content

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results from the ABS-MR (Jordan, 1971) support the contiguity hypothesis.

TABLE 7. -- A six-level theoretically perfect hypothetical simplex correlation matrix.

	1	2	3	4	5	6
1	---					
2	.90	---				
3	.80	.90	---			
4	.70	.80	.90	---		
5	.60	.70	.80	.90	---	
6	.50	.60	.70	.80	.90	---

Item Content

The discussion to this point has been concerned only with the different attitude levels, defined semantically. But in construction of the ABS-MR this weak-strong continuum was extended and enhanced to the situations depicted in the item-content of questions, such as meeting on the street (a person with the particular disability in question), employment of such a person, courting of such a person, etc., so that a more systematic control over the actual content of the question is assured, while holding constant the attitude level measuring the *DEGREE* of personal involvement in behavior in these particular situations.

In constructing these additional content (lateral dimension) facets, six additional facets (F-K) resulted; their purpose being to differentiate item content within the attitude levels, again attempting to 'order' the content along three areas:

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Density Scales

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1. Ego involvement, i.e. *COGNITIVE TO AFFECTIVE*;
2. Social distance, i.e. *DISTANT TO CLOSE*;
3. Relevance, i.e. *LOW TO HIGH* (in this case the importance of the situation to the respondent).

If a respondent "...chooses or agrees with items which deal with the disabled in important situations involving the self in close personal interaction...."(Jordan, 1970, p.23) then he is assumed to have a more positive attitude toward the disabled (in this case the war-disabled) than those who do not so choose.

At the time of the construction of the ABS-MR and the ABS-WD, the ordering system had not been as fully developed for lateral struction as it had for joint struction. Consequently, it was not possible to struc - ture items on level 5, (Personal Feeling) beyond the joint facets A through E and the response mode facets K and L. As a result, items on this level simply ask the respondent for his general feelings about the war-disabled without ordering these feelings to the specific situations represented by the lateral facets F through J.

Intensity Scales

Many persons taking any attitude tests have felt the tug of hesitation as they came across questions demanding decisive answers, or when in their own minds they felt ambivalence or at best felt only a mild agree - ment or disagreement, and was not given an answer that could properly reflect this lack of strong feeling.

A measure of the levels of response intensity or 'certainty' was included in the original ABS-MR and was retained in the ABS-WD. Each of the 120 items (20 for each level) also contained a parallel intensity response.

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For the first five levels of attitude (see Appendix D various pages) the choices allowed for the intensity score were, "Not sure, Fairly Sure, and a last choice of Sure." For the last level (level 6; personal Contact) this variable had to be altered to a 'pleasant-unpleasant' rating of the contact in question.

Having the addition of this "intensity response" with every question probably alleviates the problem of accompanying indecisiveness and ambivalence. Often when a respondent becomes frustrated and eventually careless because he is annoyed with the test as he is forced to make unqualified dichotomous choices which do not truly reflect his shades of opinion, he will quit making responses or worse yet, will quit thinking or caring while he continues. Intensity responses may break up "response sets", soothe his emotions, and thereby enhance more objective answers to the 'content' of the attitude items.

Validity

The reader interested in a full accounting of validity for the ABS is referred to Harrleson's (1970, p.64) excellent discussion. All the data discussed there is for the ABS-MR, but most of the test construction generalizations also apply to the present ABS-WD instrumentation.

One important aspect of the validity problem is the relationship between verbal and non-verbal behavior; that is, does the individual match his actions by his words (or to his attitude scale score)? The ABS offers a unique advantage here, since it is based on facet theory. Responses cover not only stereotypic and hypothetical behavior, but also affective (i.e., emotional) responses, and concrete, overt action. Furthermore, the different attitude-behavior levels are separated and accessible after the fact, so it would appear that a major validity problem is minimized.

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Another validity support for the ABS is provided by the fact that the correlation matrices for three groups in Harrelson's study (1970) formed approximate simplexes, as predicted by Guttman's contiguity hypothesis.

Finally, Harrelson discusses concurrent validity as being established through the use of contrasted criterion groups which he used. He predicted and found differences in overall scores among three groups, and these differences were related to group differences in age, education, and presumed knowledge about the subject of his study, the mentally retarded.

It can also be postulated that level 6 scores are a criterion (i.e., self-reporting) measure of the other five attitude levels. In addition, there were meaningful differences in some cases between hypothetical or actual reported behavior and the subject's stated norms and stereotypes. Thus, construct validity seems adequately supported.

Jordan says of content validity (Jordan, 1970, p. 33): "Content validity may be assumed since the content of the items was evolved in cooperation with school psychologists in the field of mental retardation. Facet theory also guided the selection of items and thus insured that the universe was sampled." Of course this does not necessarily apply directly to attitudes toward ALL disabled, but the two seem sufficiently similar to at least temporarily accept this statement of validity. This too, has been the assumption in the other studies based on the ABS (Jordan, 1970, pp.47-48) and was born out in some research cited in Chapter II.

Reliability

Since the Guttman procedure for constructing attitude tests is relatively new, standardized procedures of item analysis and validity assess -

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ment were used in developing the ABS-MR. Inter-item correlations and item-to-subscale correlations both indicated acceptable reliability as estimated by Kuder-Richardson-type reliability coefficients. The reliabilities in fact compare very favorably with those reported for many similar tests described by Anastasi (1961).

Instrument Limitations

In his 1970 book, Jordan discusses the limitations, as outlined by Harrelson, of the ABS-MR, including such matters as response sets, social desirability, guarantee of anonymity, the order of scale administration, and equivalence of differing semantic paths. These limitations were noted and wherever possible either eliminated or minimized, making the ABS in its present form as free from these problems as currently possible. As far as the ABS-WD-VN is concerned, its greatest limitation was the great length necessitating an unreasonable amount of time to read and complete in a country where functional literacy only was a top educational priority just a few years ago, and no priority at all while the French held the country. Also, it would have made possible some interesting analysis had the demographic section held a question which would differentiate between those from rural areas, the cities, the suburbs, or the small towns.

Another possible limitation centered on the intensity responses. Ideally, the responses would have been worded so that the unfavorable, neutral, and favorable responses would have been randomly assigned to the three (or four) numbered alternatives. Because of the press of time and logistical problems in cross-cultural organization which was compounded

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in Viet-Nam by the laborious effort involved in simply reading each item by many of the less-educated, the responses were ordered identically in all cases. In such a system there is a great possibility that response sets will be operative and the respondents may tend to answer all the items in a similar fashion independent of the content of the particular question. Both statistical analysis of the data, and informal observations of certain questions wherein it would be unlikely to continue a set pattern if indeed the respondent were thinking and feeling rather than answering automatically, indicate that this did not happen. Also, in as much as the intensity response is not a cognitive reaction in many cases, it might even be distracting to have to assess content order in each case, and finally "prove" annoying.

Relevancy: The Disabled in Viet-Nam

While the manifestations of the physical tools of war are the same the world around, it is quite possible that psychological reactions by both the disabled and the general public may be quite different in varying cultures. That is one reason the ABS is especially useful for this research. Both the attitude-level hypotheses and the specific Vietnamese cultural speculations are tested through a systematic operationalized instrument, increasing the expectation of cross-cultural comparability if this research is later extended and/or replicated.

In Viet-Nam, as in most developing nations or in traditional societies, very little research has been done on attitudes toward sub-groups such as the physically disabled, the deaf, the blind, or the emotionally disturbed. There are few organizations in Viet-Nam operating for the victims of such disabilities other than those imported by foreign agencies,

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churches, and private philanthropies. Of course, now in Viet-Nam there are many more than one would normally expect, spurred by the American "involvement", but the service is often haphazard since there is no central organization and most planning is forced to consider factors as availability of donated funds, availability of labor, and even with a so-called truce, war-security; rather than the needs and locations of disabled persons. A great deal of such work is centered in Sai-Gon just at a time when every - thing possible must be done to induce people to leave the place.

Physical disabilities may be viewed as either congenitally or traumatically caused. Traditionally, in Viet-Nam, the physical defects most obvious to the man on the street are the typical disfiguring and debilitating birth defects such as harelip, cleft palate, and blindness. The Vietnamese are more open regarding such people than some other cultures and such defects are visible in society. The fact is, that such a person may be indentified through a nickname referring to the defect in a manner we would consider most cruel.

The recent increase of severe physical disabilities and defects caused both by the war and increasing mechanization (in Vinh-Long, for instance, the hospital director claimed that 50% of his serious accident victims were caused by highway accidents) tend to be accepted openly and with a lack of bitterness that would baffle the Western person.

One Vietnamese¹ explained it thus:

If a family has a child born with a defect, they are obligated to give this child a special place in the home, and offer him

¹Tran-kim-Phuong, discussion regarding the above subject, 1971.

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special care, for surely this one child has had all the ill-fortune of the entire family heaped upon him. For this good fortune on the remaining member's of the family's part, they owe the unfortunate one a lifetime of attention and care.

Two comments are needed regarding the above statement. First, it is hypothesized that family members would feel similarly toward a war-disabled person in the family, especially if he were a child. Also, and this is a very important expectation of the Oriental extended-family system, in Viet-Nam one's own world of responsibility toward persons traditionally ends at the edge of the family and village, and it goes no further! This may be an assumed expectation, but it appears that the fact is that certain traditional Chinese thinking, now a part of the Vietnamese culture, perpetuates a dichotomy between the family and society in general.

Independent Variables

A total of 60 items were designed to measure variables apart from expressions of attitudes toward the disabled. They are assembled into six groups of questions:

Demographic Variables

There were seven demographic variables: sex, item 81; age, item 82; amount of education, 87; work experience in education, 83; marital status, 84, religious preference, 85; and perceived importance of and adherence to religion, items 86 and 96 respectively. Item 97a was a late addition. This item was designed to differentiate between those who follow their religious customs mainly due to religious conviction or social pressures.

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Change Orientation

This section should be of special interest in Viet-Nam beyond the immediate expectation of this questionnaire. The society is very traditional in spite of the constant interference and disturbance by completely foreign cultures (Chinese, French, Japanese, and American, not to mention the more than 20 year-old assault of the communized culture of North Viet-Nam). This change orientation is also influenced by the nature of the predominant religious affiliation, Buddhism, which by Western concepts tends to promote traditionalism and the acceptance of the status quo.

A cross-cultural comparison of the variables with previous studies of the ABS (many done in foreign lands) will help test the generality of such constructs as: self-change, items 88 and 97; changing of child-rearing practices, 89; attitudes toward birth-control (remembering that many influential persons in Viet-Nam are Roman Catholic even though they constitute only 11 to 13 percent of the total population), 90; thoughts on automation (in a nation where a one cylinder engine on a sampan is often advanced automation), 91; and political leadership change (in a land where political stability seems uncertain at best; uncertain enough for the population to accept the fact of a presidential campaign with only one candidate without complaint), item 92.

Educational Aid and Planning

Items were included to measure feelings regarding local governmental aid to education, item 93; central governmental aid to education, item 94 (remembering that educational financing in Viet-Nam does initiate in the capital city); and whose prerogative educational planning should be, item 95.

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Contact with the War-disabled

Questions 98 through 106 assess the respondent's personal involvement with the war-disabled, including such variables as the type of relationship, type of disability worked with, frequency of contact, enjoyment of contact, etc.

Efficacy

This variable has been termed *EFFICACY* by Jordan (1969) since it is intended to appraise attitudes toward man's effectiveness in the face of his natural and social environments; similar to a belief in fatalism.

Attitude items 107, 109, 111, 113, 115, 117, 119, 121, and 123 which appear in the questionnaire under the heading LIFE SITUATIONS were adapted by Jordan from a unidimensional Guttman scale reported by Wolf (1967). The measure of intensity items, 108 alternating through 124 were added to the original items. In addition these intensity statements were changed to have four levels of agreement-disagreement.

As in previous sections this variable takes on special meaning in Viet-Nam where the preconceived notion of many Westerners would include the feeling that in any Buddhist-Oriental society there is a philosophical predisposition to the fatalistic acceptance of life and its vicissitudes.

Knowledge Regarding the Disabled

This is a section of the ABS-MR and other ABS instruments on disability where it is assumed that special medical and psychological knowledge is necessary to understand the situation. However, in this study, the direct causal factors of the disability, factors of time, "compara-

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Vietnamese Revision

The ABS-WD-VN underwent "translation" not only from one language to another, or even one culture to another, but also from a mental-retardation focus to one of the war-disabled. Therefore the matter of equivalency was very carefully considered. Regarding this Harrelson (1970, pp. 46-47) stated:

In cross-cultural or cross-national research, if the concepts to be tested in the several laboratories of different cultures are to be comparable, a great deal of attention must be paid to instrument and sampling equivalency....the instruments must not necessarily be identical, but rather *equivalent*....The determination of concept equivalence in translating an instrument from one language to another....demands prior knowledge of and familiarity with the cultural meanings of various concepts in question. The accurate translations of questions from one language to another is very difficult and requires the assistance of competent personnel familiar not only with the language in question, but with local cultural conditions as well. Similarly, a degree of specialized knowledge of local circumstances is mandatory in the selection of samples....

If this were true for Harrelson as he tested in the closely related culture of Germany, it was doubly true in the exotic culture of Viet-Nam.

Since the ABS-MR was developed for Western nations and for attitudes toward the mentally retarded, certain questions were unsuitable in their original form, or at best were questionable. The first step was to read through the existing ABS-MR questionnaire, noting questions that might be inappropriate or of questionable taste and rewrite them from a personal knowledge. This revision was sent to a Vietnamese national in Washington, D.C. for translation into Vietnamese, coupled with notations on these doubtful questions, requesting that he reword them if he found them still

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incorrect or offensive. Few were changed. Items of the "questionable" type usually centered on such activities as leisure-time practices, courting, and especially sexual customs.

Later, after arriving in Viet-Nam, services of another translator were obtained¹, and the entire questionnaire was reworked, keeping the same considerations in mind. This was repeated a third time by an interpreter who had four years experience translating Viet-Cong documents into English. Since all three persons had extensive contact with Americans it is assumed that the translation was well done. The final translation was mimeographed and given to the CORDS employees in the Delta city of Vinh Long². There were no problems other than the length which caused some of the less literate to spend as much as three hours completing the questionnaire. Several mentioned that the tone was a little too formal.

Vietnamese script, being Romanized some generations ago with careful attention to phonetics, appears to be frequently understood by those with a low reading comprehension level, by being read out-loud by the person himself, with understanding coming through listening to his own voice rather than by sight, i.e., the respondent actually had to hear himself say the word aloud before he understood it. This was very time consuming as often the respondent had to read each word separately and haltingly, then string them together through a second or third oral reading before he could assemble them into a meaningful thought.

¹A translator working in the office of the Premier of Viet-Nam.

²Where the author lived and worked for two years; 1967-8.

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Likewise, credit

An extra explanation was added to the cover-sheet of the ABS-WD-VN which does not appear on any previous ABS forms (Appendix D). The basis for this extra direction came from the *KUDER VOCATIONAL INTEREST INVENTORY* which is often given to adolescents. It was felt that the test-naive Vietnamese might act similarly to the respondents of the Kuder inventory when they came to questions they considered pointless or silly, and would then omit them or answer friviously. Therefore, the additional admonition to answer *all* questions thoughtfully, whether considered silly or not, was placed on the front page along with a short explanation of the purpose of the entire study.

Likewise, credit was given to funding agencies.

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CHAPTER IV

DESIGN AND ANALYSIS PROCEDURES

Since this is an extension and replication of an international study of attitudes toward various disabilities (mental, social, and/or physical), samples were chosen in this study that would permit a continuation of previous sampling patterns, just as analysis procedures were chosen to permit a continuation of testing of the relationships expressed in the hypotheses common to these several studies.

Sample

The original proposal for this study was not specific concerning the actual selection of the various sample groups that would be used, other than that the form of previous studies would be followed. Two thousand copies of the ABS-WD-VN were printed in anticipation of excessive losses due to local conditions such as war, inability of the people to follow testing directions, unwillingness of a few persons to follow-up and/or finish commitments, resentment at the length of the questionnaire and, therefore, the time involved in answering, and other similar conditions, all of which proved to be considerations.

As in the previous studies it was planned to use four basic groups. However, due to some basic differences in the type of disability being studied, slight variations in these groups were necessitated. These groups are:

1. Those living with the war-disabled (to correspond with 'Parents of the mentally retarded' of the ABS-MR), and persons living in rehabilitation centers as patients;
2. Rehabilitation Center workers (to correspond with the 'Teachers of the mentally retarded');

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3. Regular school teachers, primary, secondary and trainees.

4. Employers and executives.

From Appendix A it can be seen that the following Vietnamese groups¹ were combined to create the four above categories (given with totals of respondents) as follows:

1. War-disabled and living with: (groups 12, 24, 33, 36)...N = 91

2. Rehabilitation personnel: (groups 13, 34, 35)N = 28

3. Teachers: (groups 4, 5, 11)N = 162

4. Employers² and executives (groups 7, 16, 20, 22, 23)..N = 80

However, it was felt that in order to assess the feelings of other key groups in the country that would be working with, or would be important to war-victims in the future, a larger cross section than just these four classifications were needed. The sample was therefore expanded. These additional groups would be used statistically to assess the hypotheses postulated for the previous cross-cultural studies as they related to Vietnam, and in addition the above four groups would then be coupled with the new groups in checking the hypotheses specially developed for this study. These additional groups are:

e. Students: (groups 1, 8, 10, 14)N = 104

f. Military: (groups 3, 6, 17)N = 78

g. Government Officials³: (group 7)N = 58

¹These numbers refer to the original respondent groups. These were assigned by location and occupation.

²In order to differentiate clearly between the first four 'required' groups and the additional groups, the required groups are designated by the numbers 1, 2, 3, 4 and the additional groups by letters 'e' through 'l'.

³Group 'g' was included under group '4', Employers and executives. This number has been deleted from the grand total once.

h. Civil Servants

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Group 1. Those living

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Group 3. Teachers

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h. Civil Servants:	(group 19)	N = 11
i. VN employees of US:	(groups 2, 21, 26).....	N = 61
j. U.S. Based VN students:	(groups 40, 38)	N = 15
k. Viet-Cong prisoners:	(group 18)	N = 23
l. General population:	(groups 27, 32, 37)	N = 91
Total of groups 1 - 4		N = 362
Total of groups 'e' - 'l'		N = 383
Grand total (using group 'g' once)		N = 745

Description of the Groups

Group 1. Those living with the war-disabled, including the disabled.

This group is comprised basically of two general groups of respondents: war-disabled persons being treated in one of several rehabilitation centers which take both military and civilians, and older children of veterans living at home. These discharged soldiers are veterans usually because of a disability caused by the war, since all able-bodied persons were in the army for the "duration" by 1969.

Group 2. Those working directly with the war-disabled.

These persons were employees, professional and semi-professional, who were actually employed in one of three rehabilitation centers; one in Can Tho, the major center of the Mekong Delta area; one in Sai-Gon, and one in Da Nang in central Viet-Nam. Questionnaires taken to the Qui Nhon Rehabilitation unit were completely lost.

Group 3. Teachers

This group consisted of a large group of teacher-trainees attending

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the Vinh-Long "Normal" school. These students, if compared to the U.S. system, would be attending grade 12 and the freshman year of college, and in two years become primary school teachers. Also, included in this category were several very small groups of faculty members from several public schools of the City of Vinh-Long.¹

Group 4. Employers and Executives

This group consisted of two different classifications of employers: those who were in business and thereby employed directly, and those who were top men in typical local governmental agencies (see Table 43, Appendix A) such as tax collection, public works, primary schools service offices, city engineering, etc., which also employed a great number of persons who are directly concerned with the individual lives of the local population. The governmental executives were all from Vinh-Long and the businessmen were from both Vinh-Long and Sai-Gon.

Group e.² Students

The students included herein came from the Sai-Gon Buddhist university,³ two Vinh-Long high schools and the polytechnic training center of Vinh-Long. Normally, in the West, one would not consider students as potentially elite but when one considers that, for example, in 1968 the polytechnic school ac -

¹Vinh-Long. A Delta city, capital of the province, a fairly rich and secure area in the main highway, 100 miles south of Sai-Gon. American monies built the polytechnic and 'normal' schools. It is a center for agricultural products and as it houses a huge Catholic cathedral promoted by Mme Nhu, it is a center of Catholic organizations and schools. It was almost totally destroyed in 1968.

²To distinguish from the original four sample populations, and the eight additional VN sample groups, the former are designated by a numeral and the latter by a letter; small case.

³Van Hanh University, with a believing population (in Buddhism) of about 50 % according to President Thich-minh-Chau, 1971.

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cepted approximately 160 of over 2,000 qualified applicants, it becomes apparent that any person in advanced education is already privileged and quite likely to become a person with some power, someday. This is especially true since most who are able to get this far in education have more than average money,¹ and anyone in Viet-Nam who has money, has power.

Group f. Military

Although rather small in size, this represents a good cross-section of the military of Viet-Nam: Navy personnel and officers; ARVN (Army of the Republic of Viet-Nam) personnel and officers, and PF or Popular Force groups who are local citizens deputized, more or less, to carry a gun for defense.

Group g. Government Officials

As noted in the footnote 3, page 79, this group, while listed separately so it may be included in tables, is also included in Group 4, Employers and Executives. It was separated because it was so typical of the lower echelon administrators who will frequently be expediting (or in some cases impeding¹) programs of interest to veterans and other disabled such as pensions, land reform matters, loans, tax exemptions, etc., which will undoubtedly continue to increase if the American aid continues and peace ever comes.

Group h. Civil Servants

These represent the office workers and unfortunately they were too

¹A recent letter points directly at the problem of graft and needy officials in Viet-Nam. The writer was complaining because of a small salary they were being asked to supply a normal 3 months salary to buy a sister's entry into the teacher training school (to become eligible for a position that would take a year's salary in total to repay the bribe), and to also supply a normal two month's salary, to ensure a low paying position for a brother. 1974.

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busy "being helpful civil servants" to fill in the questionnaires, or so the manager excused the 80% loss of questionnaires. It probably would have been logical to add this group with the next group as representative of the type of person who will eventually look out over the fortress of a desk while dealing directly with the disabled. This particular group was supplied by the Sai-Gon Labor Office (GVN).

Group i. Vietnamese Employees of U.S. agencies

(See h above). The Vinh-Long CORDS¹ employees were of all levels from the charwoman to the very skilled "area specialists" who often deal directly with top provincial Vietnamese officials. The other two groups were from U.S. offices in Sai-Gon and include well educated, English speaking Vietnamese personnel who should easily find GVN positions as the U.S. offices are phased out.

Group j. Vietnamese Graduate Students in U.S. Colleges and Universities

This very small group of elite students should very likely become extremely influential as time goes by. These students were stationed all over the U.S., scarcely more than one or two to any single school.

Group k. Chieu Hoi (Viet-Cong Prisoners)

This rather special group is perhaps of interest more for curiosity than for true need for this study². Yet, it is of interest to know how a

¹CORDS. This organization was the combined military/civilian agency charged with much of the U.S. "do-good" work in Viet-Nam, from agricultural improvements, to doling out bags of concrete for new schools or cans of cooking oil for orphanages: recently phased out.

²Note the misconception behind this statement in light of final results of this research.

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group of recently captured Viet-Cong responds to this questionnaire, for if peace ever does come totally to Viet-Nam without a final capitulation to the North, there will be many former V.C. who will be mingling with presently neutral and anti-Viet-Cong persons, and there will be many, many disabled ones, although it is doubtful if many of these will be in positions of power. If the V.C. and the North do eventually manage in their campaign to negate the signed treaty, then the attitudes of these present prisoners might be very important. It should be noted that this group almost completely comprised the least literate group questioned. Nearly 100% of the questionnaires were returned (somehow it was a most cooperative group) and the 60% loss was entirely due to the inability to follow directions or finish items.

Group 1. General Population.

There are two main divisions to this category (a) urban, from Sai-Gon, and (b) rural, from hamlets surrounding the city of Vinh-Long. The hamlet peoples came right from the "peasant" portions of the area, although, doubtless, those actually responding were more educated than the ordinary person of the area. The questionnaires were distributed to very minor hamlet officials (who had had their cooperation promised by a top provincial official) who undoubtedly passed them on to their nearest friends, likewise "requesting" cooperation. This procedure alone would insure that the very common farmer or laborer would not be given a chance to fill them out, even if their education would permit.

The respondents from Sai-Gon consisted of a very small sample of older persons living near the home of the translator-assistant, a larger group of neighbors (mostly young women) living near the researcher, and a larger number of young Catholic couples attending marriage classes which concentrated

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Questionnaire Loss

Questionnaire loss has been referred to previously. While the losses varied almost in direct ratio to the amount of education respondents generally had, losses due to incorrect procedures, or unfinished questionnaires averaged one in four. Of 2,000 printed, almost 1,000 were returned as completed, but only 745 could be used in the final tabulations.

As to unreturned questionnaires, there appeared to be many explanations. The Vietnamese manner of saying "Yes," politely while actually saying "No," (the "demand characteristic" of Orne, 1962) accounted for a great deal of loss of the 1,000 unreturned. The prestige of some top officials who pledged support made lesser officials afraid to refuse directly, while in actuality they pledged little inwardly and returned little, as well. The reputation of a local official for "checking up" often made a great deal of difference, plus or minus. Schools where the students often "cooperated wholeheartedly" could have a staff that did not. Persistence often made a difference, for repeated returns proved embarrassing, especially in the case of one official the researcher knew well, who could not tolerate another visit without having some completed questionnaires ready. One Rotary official was taken deathly ill shortly after receiving his questionnaires and never did recover sufficiently to cooperate as he fully intended to do. Others were honestly lost in transit or in homes. Several were returned unusable because of tears or markings by children in the house. One evening in purchasing a small food tidbit on the street wrapped in a piece of paper, it was noted that the wrapping was an ABS questionnaire. One complete loss was due to the transfer of an official to another post.

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All in all, it is felt that the obtained samples were quite good, sufficiently large and generally representative and adequate for a study of this type. In the very beginning the printing of 2000 was prompted by the wish to have at least 1,000 returned. It was the loss due to necessary discarding that was the surprise and, considering the conditions, even this should have been expected.

Continuing Research Hypotheses

As in previous ABS studies the dependent variables presented (Table 66, Appendix H) are interrelated to facilitate the relationship existing between both the content of the questions and the intensity section of the ABS-WD-VN (across all of the six levels as well as with total score) with selected independent variables.

These hypotheses were originally formulated to further the understanding of the relationships between attitudes and the four classifications of predictor variables (demographic, valuational, contactual, and knowledge) and will be tested here as in the several countries already a portion of the trans-national project of Jordan. It must be noted that it is this concept of the study that is cross-cultural, cross-national, not each individual dissertation.

These hypotheses (with the exception of Number 15) are basically those used in previous studies and represent new editions of the original hypotheses. These new additions follow the trends made obvious in the previous eleven nation study (Jordan, 1970), and in the most recent studies of the series, and employ the same six level attitude universe. These were formulated to further the understanding of the relationship between attitudes and the four classes of predictor variables referred to above.

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Relating Attitudes and Efficacy

- H - 1 Persons who scored *HIGH* in efficacy will score *HIGH* in positive attitudes toward the disabled.

Relating Attitudes and Knowledge

- H - 2 Omitted because of changes in design.

Relating Attitudes and Contact

- H - 3 The more frequent the contact with the war-disabled the *HIGHER* the intensity score will be on the ABS-WD-VN, regardless of their direction (i.e., toward being negative or positive) of the attitude.
- H - 4 Omitted because questions regarding 'other disabilities' were not used.
- H - 5 Amount of contact with the war-disabled will be associated with *FAVORABLE ATTITUDES* toward these disabled *IF* the amount of contact is concurrent with (a) ease of avoidance of that contact, (b) gain (usually of a financial nature) from the contact, and (c) alternative rewarding opportunities available.

Relating Attitudes and Religiosity

- H - 6 Persons who score *HIGH* on stated importance of religion will score *LOW* on positive attitudes toward the war-disabled. In both this hypothesis and the next, respondents have been further subdivided as to whether they claim adherence to one of the indigenous religions (Buddhism, Hoa Hao, Cao Dai or Ancestor Worship), an imported religion (Catholicism or Protestantism), or no religion at all.
- H - 7 Persons who score *HIGH* on stated adherence to religion will score *LOW* on positive attitudes toward the war-disabled.

Relating Attitudes and Demographic Variables

- H - 8 The amount of *EDUCATION* will be positively related to *FAVORABLE* attitudes toward the war-disabled.
- H - 9 *AGE* will be positively related to *FAVORABLE* attitudes toward the war-disabled.
- H - 10 *WOMEN* will score *HIGHER* on positive attitudes than will men toward the war-disabled.

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Relating Attitudes and Change Orientation

- H - 11 Persons who score *HIGH* on change orientation will score *HIGH* on positive attitudes toward the war-disabled.

Relating Attitudes to Opinions Regarding Educational Planning and Aid

- H - 12 *AGREEMENT* with governmental aid to education will be *POSITIVELY* related to favorable attitudes toward the war-disabled.
- H - 13 *AGREEMENT* with centralized governmental planning of education (a fact now in Viet-Nam) will be *POSITIVELY* related to favorable attitudes toward the war-disabled.

Relating Attitudes and Group Membership

- H - 14 Grouping will assume the following order with respect to favorable attitudes toward the war-disabled: (a) Family > (b) Workers > (c) regular Teachers > (d) Manager-Executives.

Relating Attitudes and Multidimensionality

- H - 15 The ABS-WD-VN scale levels or attitude sub-universes will form a Guttman simplex for *ALL* of the Vietnamese groups.

Additional (Minor) Hypotheses

One strong feeling prompted this entire study. It was one of developing data, answers to questions, and general information that would be of direct and immediate use to those who were working with or planning for the many (estimated in 1969 to consist of at least 60,000 persons by Dr. Alfred B. Swanson, President of the Dissemination of Knowledge Foundation) war-disabled persons of Viet-Nam. Therefore, a set of additional hypotheses were constructed from ABS-WD items so that these same groups of Vietnamese could be polled as to their beliefs and feelings toward the disabled in ways not covered in the original study. Through this it is hoped that on -

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The following hypotheses were formulated:

For the War-disabled Themselves

- H - 16 Persons disabled by the war will not harbor stronger feelings of *SHAME* than would the non-disabled.
- H - 17 The war-disabled will not feel *MORE WILLING TO ACCEPT GOVERNMENTAL AID* such as vocational training, housing, pensions, than would the non-disabled.
- H - 18 The War-disabled will not feel more *HEORIC* over the situation than would the non-disabled.

For Persons *OTHER* than the War-disabled

- H - 19 Non-disabled will *NOT* feel less embarrassed in the presence of the war-disabled than will other disabled.
- H - 20 Non-disabled will *NOT* expect the War-disabled to demand special privileges more than will disabled people.

For *BOTH* the War-disabled and the Non-disabled

- H - 21 Disabled people will not tend to accept a disability as a function of *KARMA*¹ more than would the non-disabled.
- H - 22 Disabled people will not see the war-disabled as being *SEXUALLY* inadequate more than will the non-disabled.
- H - 23 Disabled people will not see the war-disabled as being more inclined than the non-disabled to become *ADULTERERS*.
- H - 24 Disabled people will not see the war-disabled as being more *INEPT* and *UNABLE* workers than the non-disabled will expect.

¹KARMA; a rather simple concept that is overwhelmingly complicated by the many interpretations given it by various Buddhist (and other religious) groups and individuals....and differing cultures. Basically, it is the belief that when one dies he continues to be reborn on earth until he earns eternity, and when he returns his position and fortune in each life is directly influenced by how well or badly he has lived his former lives.

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- H - 25 Disabled people will not see the war-disabled as more subject to *WORRYING EXCESSIVELY*, or as worrying more than the non-disabled, than will the non-disabled.
- H - 26 Disabled people will not see the war-disabled as being a person who will eventually become *PSYCHOLOGICALLY TROUBLED* enough over his disability that he will withdraw from life and living, more than will the non-disabled.
- H - 27 Disabled people will not feel more *DISGUST* or *REPULSION* from the physical manifestations of the disability, than the non-disabled will toward them.
- H - 28 Disabled people will not expect the war-disabled to accept special *AIDS* in *MONEY, TRAINING*, etc., or other advantages not afforded the non-disabled, more than the non-disabled will expect.
- H - 29 Disabled people will not see the war-disabled as being more *HELPLESS* and *UNABLE* generally than the non-disabled will see them.
- H - 30 Disabled people will not expect the war-disabled to *MALINGER* because of their affliction, more than the non-disabled will expect them to do this.
- H - 31 Disabled people will not expect the war-disabled to be *BITTER* about the disability more than will the non-disabled.
- H - 32 Disabled people will not see the war-disability as apt to eventually cause *MENTAL DETERIORATION* or *MENTAL ILLNESS* more than the non-disabled will expect.

Analysis Procedures

Because the Guttman methodology is relatively recent and not commonly understood, it is proper to re-emphasize its special constructs. In the simplest terms it is *an explicitly stated method of systematically organizing a set of attitudinal questions for a statistical analysis in which standard, existing procedures may be used as well as the newer non-metric procedures.* With one exception, these statistical processes as used here are common to most comparative studies. The exception is Kaisers' Q^2 scoring procedure for measuring the structured symmetry *EXPECTED* to be found if the Guttman facet

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Scoring Procedures

Because of the fear of confusion, respondents were not given answer sheets and were instructed to mark directly in their questionnaire booklets. This meant that each set of answers had to be transferred to another sheet. A form was provided (Appendix I) with a space at the top for each group number and a second for each respondent number, both of which were arbitrarily assigned after return of the questionnaire booklet. The respondent's actual scores were then transcribed from the booklets to the single sheet form in duplicate for safety. These were immediately separated, packaged, and shipped by mail on differing days.

Since there were many children living in close proximity and since income was often very important, these data sheets and booklets were "farmed out" for transcription on a piece rate that could allow the efficient transcriber an excellent monetary return. Each young transcriber was rigorously checked at first and any forms with even one error were returned without any notation as to location of the error(s) forcing the person to check each page thoroughly before final payment. Through this procedure it was found that one of two events occurred: either the person soon tired of the constant uneconomic returns and quit, or he improved his skills and produced error-free forms. The aim was 100% accuracy and it is believed that this was approximated if not achieved.

Basic Variable List

In order to facilitate conceptualization and key-punching operations the Basic Variable List (Table 66-68, Appendix H) was constructed. This is

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especially noted here, not because it is so important to the understanding of this study, but because it is so important to any future person wishing to replicate this study. The Basic Variable List holds the key to *ALL* data retrieval needed during the actual development and analysis of the study data. It will be used. Organization here will pay handsomely.

In Table 68 the first column contains the general classification or type of data being referred to. The second column contains the specific variables being worked with, as well as other data. The third column contains the possible score-range from the lowest to the highest and is indispensable in checking against errors in the raw data. The next two columns refer to the actual key-punch cards and the data thereon, and it is an advantage to use one card for *EACH* ABS level, rather than attempt to jam as much data on each as it will hold, thereby crossing levels on the cards.

The last three columns are for cross-reference and are well worth the trouble as one returns to original data to complete the final writing of the study. In this case, the first of these columns refers to the original English copy's page number; the second to the page number of the corresponding question in the translation. The last column refers to the specific questionnaire items and their numbers and also corresponds to the second column (IBM info) which gives the actual location of punched items on the IBM Key-punch card.

Variables 13 and 14 (Table 68, Appendix H) refer to the portion of the ABS termed *EFFICACY* (page 74), giving the same type of data in the horizontal columns as outlined in the above paragraph. Demographic variables refer to designated items and vary from the above form only in that they are actually individual items, not the sum-total of a number of questions. The same format applies to the following variables: Feeling Toward Change; Feel -

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The latter pages of Table 68 give the hypotheses taken from previous ABS studies. This table is varied slightly since there is little need to refer back to actual pages in either the English or translated questionnaire. In this format the first column refers to the particular hypothesis. The second refers to the statistical procedures needed and upon which items or totals of items these procedures will be implemented. The third column is simply a code to preclude the necessity of repeating entire descriptive sentences. The fourth column refers again to the actual items being used and from which card they come (column five).

Last, there is the portion (see the last pages of Table 67) giving the special hypotheses, reverting back to the original form since these were taken from a number of individual questions from various levels and it might prove necessary to refer to the original English questionnaire or the Vietnamese version in attempting to locate any specific item. In this case there is no listing of the statistical procedure for each hypothesis as the same method was used for all.

The Computer Systems ↓

The Control Data Corporation Computers (CDC 3600 and 6500) at Michigan State University were used to analyse the data. Cards were punched and verified by employees of the University, and the University processing equipment was used. This data will also be available for inclusion in the larger comprehensive study referred to in Chapter I, as well as any other study desired on the country of Viet-Nam.

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Descriptive Statistics /

Clark, in 1964, developed two Frequency Column Count programs designated as FCC - I and FCC - II. The former was used and has provided a great deal of data. It was also very useful in allowing checks against programmed and computer errors.

Also, (to be used in conjunction with various forms of correlational and variance statistics) various means and percentages were computed. These will be referred to later as the several tests used are described.

Correlational Statistics ✓

In the CDC MD-STAT program (Ruble, Keil, & Ball, 1966) a great amount of data can be employed in one analysis. Separate analyses can be done for the total group for any number of sub-groups or partitionings of the data. For each specified group, e.g., total, male, female, etc., a number of statistics can be requested. Those used for each partitioning in this research were means and standard deviations for each variable and the matrix of simple correlations between all variables.

Partial and multiple correlations are also outputs of the general multiple regression model used in the CDC program at Michigan State University (Ruble, Keil & Rafter, 1969). One advantage to the use of partial correlations is that a number of variables which are assumed to have some relationship to a criterion, or dependent variable, can be examined simultaneously. Often when a series of Pearsonian product-moment r 's are computed between a criterion and a set of variables considered to be predictors of the criterion, it is possible to obtain spuriously based conclusions because predictor variables are, themselves, interrelated rather than directly predictive of the criterion.

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In a partial correlation solution to the problem these relationships among the predictor variables are considered in computing the correlation of each variable with the criterion, i.e., the effects of all but one variable are held constant.

The use of multiple regression analysis has been recommended by Ward (1962) because it "not only reduces the dangers in piecemeal research but also facilitates the investigation of broad problems never before considered 'researchable' (p. 206)." The multiple correlation program yields the following statistics: (a) the beta weights of all predictor variables; (b) a test of significance for each beta weight; (c) the partial correlations between each predictor and the criterion; and (d) the multiple correlation between the combined predictors and the criterion.

Analysis of Variance Statistics

The UNEQ1 routine (Ruble, Kiel & Rafter, 1967) was used to calculate the one-way analysis of variance statistics. This program is designed to handle unequal frequencies occurring in the various categories.

A two-way analysis of variance design for unequal n 's was used to analyze group-sex interaction (Ruble, Paulson & Rafter, 1966). Since the samples were not equal in size or sex ratio within groups, all F tests were based on coefficients represented by the adjusted means. The coefficients on which the adjusted means are based equalizes or accounts for the variance in the size of the group samples. For convenience of computer programming the F statistic was used for testing of all mean differences even though differences between two means are usually treated by the t statistic; results are the same for two means using either test (Edwards, 1966).

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While a significant overall F leads to rejection of the statistical hypothesis, it is not known whether every mean is significantly different from every other mean when three or more means are involved. Several multiple means tests have been proposed for determining the differences between treatment means (Winer, 1962). In this research the F test for group comparisons is the usual one with the F test used to test for differences between "adjusted means" or "pairs of groups" is equal to a two-tailed t test while also fully accounting for the other experimental factors. This procedure for testing for significance among multiple means is approximately equal to Duncan's Multiple Means Test (Edwards, 1966; Kramer, 1956) up to and including three treatment means. The procedure is somewhat more liberal than Duncan's when more than three means are included, thus increasing the likelihood of Type I error. The procedure also does not account for non-independence among the pair-of-treatment means.

The Kaiser Simplex Approximation Test ↓

In describing the Kaiser simplex test it is possible to further delineate basics of the Guttman facet concept. In it there are six levels of "behavior" ranging from the weakest level in which I merely indicate what I suspect *OTHERS* believe in a hypothetical situation, to the strongest level in which I indicate what I actually have done when circumstances involving this situation have arisen. That is to say, the range of attitude-behavior includes what I think others *MIGHT* believe about *OTHERS*, up to what I actually *DO*.

Structuring the entire attitude domain allows one to semantically construct the following "simplex" relationship between levels of attitude-behav-

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1. (I think) Others think that other people believe thus about the(what ever the minority in question);
2. (I think) Others think that other people believe the interact thusly;
3. (I think) Others think the should interact thusly when;
4. I think I would interact thusly toward the when;
5. I actually feel thusly toward the when;
6. I actually act thusly toward the when

The above are the six levels that are basic to the ABS in this and the other studies of this series on disabilities and are labelled:

- ✓ 1. STEREOTYPICLevel 1
2. NORMATIVELevel 2
3. MORAL EVALUATION.....Level 3
- ✓ 4. HYPOTHETICALLevel 4
5. FEELINGSLevel 5
6. ACTIONLevel 6

It is this semantic patterning that is the crux of the Guttman facet procedure. It is also the intent of the Kaiser simplex test to ascertain if the emperical data do structure in accordance with the postulated a priori semantic structure.

It is the intent of the Kaiser test (or Q^2 score) to present a statistical and/or visual method of comparison and to present the obtained numerical values in a matrix; i.e., the Q^2 index has a range of 0.00 to 1.00.

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A computer program was developed at MSU which, (a) re-ordered the obtained level member correlations of each ABS-WD matrix by Kaiser's procedure to generate the "best" empirically possible simplex approximation, and (b) also calculated the Q^2 score for *BOTH* the obtained and the empirically best ordering of each matrix. It must be noted, that in the final analysis, it is always the original obtained score, not the "best" ordering, that is considered when rejection or acceptance of the Q^2 score is considered in Hypothesis 15.

There is one more theoretical aspect of the Kaiser simplex test that should be considered. At the time the Harrelson research was completed a method measuring "goodness-of-fit" was not extant. Mukherjee (1966) devised a method which appeared to measure this but it operated on the assumption of equally spaced correlations. This assumption, unfortunately, could not be made, for neither the facet theory as originally outlined by Guttman (1959), nor the actual data obtained indicated that the matrices actually have equally spaced entries.

The problem that confronted Mukherjee can better be envisioned by returning to the original theoretical definitional statements from which the final six levels were developed by Jordan. In addition this discussion is useful because it further delineates the basis for all ABS scales.

Table 9 indicates this unequal spacing. In it there are three levels in which there are more than one theoretically possible definitional statements. Note level 3 for the most extreme example. This level has four possibilities of which each contains a differing connotation, yet, only one of which was used in the final system. One can see that these actual levels cannot produce equally spaced matrices needed to base a statistical method

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TABLE 9. -- Original Theoretical Definitional Statements Showing Several Levels with Competing Logical Statements From Which Only One Statement for Each Level was Used in the Final ABS Construction.

Level	Facet Profile ^a	No. in Table 2	No. ^b	Definitional Statement ^c
1	<u>o b o c h</u> * <u>a₁b₁c₁d₁e₁</u>	1	0	<u>O</u> thers <u>b</u> elieve <u>o</u> thers' <u>c</u> omparisons <u>h</u> ypothetically.
2	<u>i b o c h</u> <u>o b o i h</u> * <u>a₁b₁c₁d₂e₁</u> o b m c h	3 2 5	1	<u>I</u> <u>b</u> elieve <u>o</u> thers' <u>c</u> omparison <u>h</u> ypothetically <u>O</u> thers <u>b</u> elieve <u>o</u> thers' <u>i</u> nteractions <u>h</u> ypothetically <u>O</u> thers <u>b</u> elieve <u>m</u> y <u>c</u> omparisons <u>h</u> ypothetically
3	<u>i b o i h</u> * <u>a₂b₁c₁d₂e₁</u> i b m c h o b m i h o e o i h	4 7 6 9	2	<u>I</u> <u>b</u> elieve <u>o</u> thers' <u>i</u> nteractions <u>h</u> ypothetically <u>I</u> <u>b</u> elieve <u>m</u> y <u>c</u> omparisons <u>h</u> ypothetically <u>O</u> thers <u>b</u> elieve <u>m</u> y <u>i</u> nteractions <u>h</u> ypothetically <u>O</u> thers <u>e</u> xperience <u>o</u> thers' <u>i</u> nteractions <u>h</u> ypo - thetically
4	<u>i b m i h</u> * <u>a₂b₁c₂d₂h₁</u> o e o c h	8 11	3	<u>I</u> <u>b</u> elieve <u>m</u> y <u>i</u> nteractions <u>h</u> ypothetically <u>O</u> thers <u>e</u> xperience <u>o</u> thers' <u>c</u> omparisons <u>h</u> ypothe - tically
5	<u>i e m i h</u> * <u>a₂b₂c₂d₂h₁</u>	10	4	<u>I</u> <u>e</u> xperience <u>m</u> y <u>i</u> nteractions (feelings) <u>h</u> ypothe - tically
6	<u>i e m i p</u> * <u>a₂b₂c₂d₂e₂</u>	12	5	<u>I</u> <u>e</u> xperience <u>m</u> y <u>i</u> nteractions (overt behavior) operationally

^aNote that letters underlined in this column are the same as letters underlined in the definitional statement.

^bNumber of strong elements at that level.

^cWords in parentheses define the term *interaction*.

*Combination actually used in the ABS.

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which uses a concept of equal spacings. There are "jumps" of varying size in these various levels. It is these "jumps" that spoil the precision that Mukherjee considered basic to his concept in attempting to formulate his "goodness-of-fit" score based on equally spaced correlations. This problem is still unresolved.

Significance Level

The .05 level was accepted as constituting significance beyond chance for both correlational and analysis of variance statistics in the present research. Setting the acceptable level of significance at this level results in some danger in research of this type where there is a large variation in sample sizes as well as a large number of variables.

The problem is that as sample size becomes larger, the correlation needed to be significant to the .05 level becomes smaller. Table 10 indicates this clearly. Note group 3 and group 'h'; the largest and smallest groups. The average of all correlations found to be significant to the .05 (to .09) level for the larger group was .150. The average of all correlations found within the same range for the smallest group was found to be .510. A similar comparison when using a significance level of .0005 to ∞ is just as dramatic. Clearly, it is possible to refer to correlations as being *STATISTICALLY SIGNIFICANT*, especially as sample size increases, yet not be able to claim *MEANINGFUL SIGNIFICANCE*!

Many of the statistically significant figures listed in this study do in fact far exceed the .05 limit and one is permitted to make his own interpretations if one does not accede to this particular limit and wishes more stringent limits. But for this study, when the statistically significant figure of .05 is reached, it is assumed to be of *MEANINGFUL* significance.

.050-59 .0005-∞ .050-59 .0005-∞ .050-59 .0005-∞
 by decreases in the chance of significant differences. Actually being of MANIPULATED SIGNIFICANCE.

The Two Ranges of Correlations Used

.050-59	.0005-∞	.050-59	.0005-∞	.050-59	.0005-∞
Group 4 N = 80					
Group 4 N = 163					

TABLE 10. -- Average Correlations Found Under Two Subdivisions of Significant Correlations, .050 to .059 and .0005 Through ∞ for the Twelve Groups of This Study. This Table Indicates How as the Group Size Increases, the Correlations Necessary to be Significant to Any Specific Level Grow Smaller Thereby Decreasing the Chance of *STATISTICALLY SIGNIFICANT CORRELATIONS* Actually Being of *MEANINGFUL SIGNIFICANCE*.

The Two Ranges of Correlations Used

		.050-.59	.0005- ∞	.050-.59	.0005- ∞	.050-.59	.0005- ∞	.050-.59	.0005- ∞
Group 1	N = 93	Group 2	N = 28	Group 3	N = 163	Group 4	N = 80		
$\bar{r} = .200$	$\bar{r} = .504$	$\bar{r} = .359$	$\bar{r} = .718$	$\bar{r} = .150$	$\bar{r} = .415$	$\bar{r} = .218$	$\bar{r} = .560$		
Group e	N = 104	Group f	N = 78	Group g	N = 58	Group h	N = 11		
$\bar{r} = .189$	$\bar{r} = .517$	$\bar{r} = .218$	$\bar{r} = .505$	$\bar{r} = .258$	$\bar{r} = .617$	$\bar{r} = .510$	$\bar{r} = .886$		
Group i	N = 61	Group j	N = 15	Group k	N = 23	Group l	N = 91		
$\bar{r} = .249$	$\bar{r} = .578$	$\bar{r} = .485$	$\bar{r} = .825$	$\bar{r} = .395$	$\bar{r} = .730$	$\bar{r} = .202$	$\bar{r} = .489$		

Process Developed to Test

In addition to the hypotheses
discussed questions of direction
might be dealing with the direction
for this purpose. This is a
facet procedure but is in
"trip" as far as this
for "generating hypotheses"
The statistical methods
of methods commonly used

THE PROCEDURE FOR TESTING

When one wishes to make a
comparison must be compared
something and something to compare
developed for the ABS-
between those who are
if it was necessary to
for the Intensive
Special Hypotheses, where
there are two basic approaches
of information taken
"pairs" used in each
one can compare the
levels with the average
on the identical
of the special question

Special Process Developed to Test the Additional Hypotheses

In addition to the hypotheses of the ABS series, it was felt there should be some questions of direct concern to various Vietnamese agencies that might be dealing with the disabled. Hypotheses 16 through 32 were formulated for this purpose. This process is *not* approved by Dr. Jordan as Guttman facet procedure but is included with the understanding that it is a "fishing trip" as far as this study is concerned, and also that it may be useful for "generating hypotheses" and possible procedures for future research. The statistical methodology used herein is proper; in fact, is typical of methods commonly used in test development.

THE PROCEDURE FOR TESTING THE 17 SPECIAL ABS-WD-VN HYPOTHESES

When one wishes to make a statement regarding a belief, which to be understandable must be compared to something, one must have a method of comparison and something to compare to. In each of the 17 *SPECIAL HYPOTHESES* developed for the ABS-WD-VN study, a statement was made regarding belief between those who are disabled and those who are not. To test each statement it was necessary to relate special "question-pairs" (i.e., each Content Score and the Intensity Score coupled with it) relevant to the particular Special Hypotheses, with some variable of the study.

There are two basic approaches that could be used in assessing the importance of information tabulated from all the answers to the specific "question-pairs" used in each of the Special Hypotheses. In the first approach one can compare the average means for *all answers* on any of the six levels with the average-mean-scores of only those "question - pairs" used on the identical level for any of the Special Hypothesis grouping of the special question items. Once such comparisons are tab -

test, one finds significant
all scores.

Since the interest is in
non-disabled, all data can
comparisons between these two
never, in such a procedure
arbitrary grouping of "ques
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procedure would not have m

In a second method, it
scores by simply taking
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Since these two compa
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three reasons why t

ulated, one finds significance by computing the difference between these total scores.

Since the interest is in the differences between the disabled and the non-disabled, all data can be divided into these two categories, and comparisons between these two groups can be made for each of the six levels. However, in such a procedure one would only be making comparisons between an arbitrary grouping of "question-pairs" assembled to satisfy the concepts behind a Special Hypothesis, against a conglomeration of scores representing a great number of ideas and concepts. It is felt that basically such a procedure would not have much useful meaning.

In a second method, it is possible to bypass such a comparison of mean scores by simply taking the total-average-means, level by level, for all the "question-pairs" used for each hypothesis, and making tests between the scores of only the disabled and the non-disabled. Actually at one time this was the plan. It does honor the concept of the 6 levels and, in theory, would accomplish the desired results, but it was soon found that there were numerous instances where all the 6 levels were not represented by "question-pairs", or were represented by so few items that a comparison would be almost meaningless and pointless. Therefore, this method had to be rejected.

Once these two comparison methods which were based on the Guttman facet theory were discarded, another had to be devised, and the notion of *crossing levels* to compute a score for comparison was proposed. Obviously, the possibility of crossing the 6 levels in this procedure is not consonant with the Guttman method. However, in the type of procedure finally accepted herein, this "sanctity" of the levels is not honored. In spite of this there are three reasons why the author and two statisticians felt that the method

expressed should have validity;
the original question; (b) be
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Statistical Process

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as proposed should have validity: (a) each level contains one of six forms of the original question; (b) basically the question is consonant throughout all six levels; (c) this method adjusts each "question-pair" from differing levels into a logical simplex through the use of a weighting factor. Also, validity will be claimed because the final scores for the disabled and the non-disabled are derived from exactly the same assembly of items, even if they are "unlikes".

There is the feeling among some statisticians that basically all statistics should be based on logic. Among others, the mathematical purity of the method is of prime importance. In the procedure to be used here, both are involved. First, the particular "question-pairs" were chosen to represent a specific hypothesis because they logically seemed to have relevance to the postulate being posed. Secondly, a proper statistical procedure is being employed to measure the differences between the two groupings.

The Statistical Process

For the Special Hypotheses, the following procedures were employed. Each set of "question-pairs" used to comprise a hypothesis was given the *PRINCIPAL COMPONENTS ANALYSIS*. The *FIRST (or general) FACTOR* was used and this produced a "factor-analysis" type *WEIGHTING OR LOADING SCORE* for each individual "question-pair" (see Table 25, Appendix G). Next respondents were separated into "disabled" and "non-disabled" categories (card 3, column 78, answer 3 for disabled; answer 1 for non-disabled with alternate 2 ["maybe"] being automatically eliminated).

The total score for each set of "question-pairs" comprising a hypothesis was then multiplied by the loading factor for that set, totaled for each respondent, then the entire grouping of disabled and non-disabled,

composite of disabled and non-disabled
average-mean scores for each
the groups and for the total
The level of difference between
scores was tabulated using
significance tests were made
It should be noted in this
manner for comparison with
the disabled and non-disabled
groups plus the total scores
The difference between the

Comparative Score

However, it became apparent
that possibilities.
The possible range of scores
was through 5, and 2 to 7
total-average-mean score for
each of "question-pairs" used
was over six in theory, and
it is clear that one would have
to try other set of scores
between Special Hypothesis
scores between hypothesis
those that approach the
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and a composite of disabled and non-disabled, thereby supplying three total-average-mean scores for each hypothesis. This was tabulated for the twelve groups and for the total of all groups.

The level of difference between the disabled scores and the non-disabled scores was tabulated using the *LEAST SQUARES PROGRAM* (L.C. matrix). No significance tests were made between other differences.

It should be noted in this procedure there is *NO COMPARISON* or any possible way for comparison with the study population in general; only between the disabled and non-disabled, hypothesis-by-hypothesis, and group-by-group (plus the total scores). The only score with meaningful significance can be the difference between the disabled and the non-disabled!

The Comparative Score

However, it became apparent there was another process that could give comparison possibilities.

The possible range of scores for each "question-pair" is 2 to 6 on levels 1 through 5, and 2 to 7 for level 6. Therefore, if one were to take any total-average-mean score for any hypothesis and divide it by the total number of "question-pairs" used for that hypothesis, one would have a score not much over six in theory, adjusted by the loading factors. Thus, it would appear that one would have a score, that even if it could not be compared to any other set of scores in the original ABS-WD, could at least be compared *between* Special Hypotheses. In this way it should be possible to compare scores between hypotheses for positive and/or negative feelings, i.e., those that approach the theoretical top limit of 6.16 would be more positive than those which approach the theoretical low limit of - 6.16.

Such a procedure, if accepted, would have major flaws. First, there is the (main attitude) total-average bias one; that in truth there is also possible that the scores only reflect the presence of negative or lower ability is that a visual inspection of the scores (G) indicates this was the "Comparative Score" reflecting low scores.

Secondly, the problem of interpretation. In this there is the correlation between the unknown factors and the unknown factors, neither of which is a particular special ABS-related problem becomes differences and significant ABS studies where this case, while all the scores for the direction of the direction of the Special Hypothesis in such a correlation.

Such a procedure, if accepted as valid, nevertheless carries three possible major flaws. First, there are two possible reasons for a low (i.e., negative in attitude) total-average-mean score. The first is the desired and obvious one; that in truth the attitudes uncovered are indeed negative. However, it is also possible that the "question-pairs" were poorly chosen originally and that in the process of obtaining loading scores for each pair the loading scores only reflect the poor workmanship of the author allowing an appearance of negative or lower attitudes. All that can be said of this possibility is that a visual inspection of the Loading Score table (Table 25, Appendix G) indicates this was not the case. It is therefore assumed that the "Comparative Score" reflects positive to negative attitudes through its high to low scores.

Secondly, the problem of ignoring the "sanctity" of the 6 levels also remains. In this there is the question of the ability of these procedures to differentiate between the unknown factors involved in combining the 6 levels, and the unknown factors involved in using various individual "question-pairs", neither of which were hypothetically designed to be discerning in the particular special ABS-WD-VN hypotheses posed.

A third problem becomes evident in Table 29 (Disabled vs. Non-disabled mean differences and significance). While this may or may not be a problem inherent in ABS studies wherein the disabled themselves are respondents, at least in *this* case, while all but level "1" show significant differences between mean scores for the disabled and non-disabled, in the case of level 5 *ONLY* the *direction* of the difference is *reversed*. There is reason to wonder if a Special Hypothesis loaded with level 5 "question-pairs" can possibly be "valid" in such a construct, and indeed this casts even more doubt on

items 22, 30, and 32, each
of "question-pairs" (see Table
Hypothesis 30 of the a
In actuality it is Hypothe
21, 22, and 23 do NOT have a
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Hypotheses 22, 30, and 32, each of which contain a high percentage of level 5 "question-pairs" (see Table 66, Appendix H for Special Hypotheses). Yet, only Hypothesis 30 of the above three, is actually negative in value.

In actuality it is Hypotheses 17, 21, 23, and 30 that are negative, and 17, 21, and 23 do NOT have a preponderance of level 5 items. Beyond reasons previously suggested, there is no current explanation for these negative scores caused by the negative loading factors.

However, it is the contention that after admitting the problems involved in this portion of the study, the attempt may be useful since the total score is identical theoretically and in concept for both the disabled and the non-disabled, thus "lessening" the complaint against the crossing of levels. Further, since the "factor-analysis" procedure should tend to eliminate, through weighting, all individual "question-pairs" that are not basically related and are therefore not a portion of the factor being hypothesized in each Special Hypothesis.

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CHAPTER V

RESULTS OF THE STUDY

This chapter presents an analysis of the data to confirm or disconfirm the research hypotheses as stated in Chapter IV. The chapter is divided into three main sections: (a) the first, detailing the results of the major hypotheses, and (b) the second, detailing the results of the other main portion of this study, the minor hypotheses. The third section presents a large amount of data generated by the original study that is not a concern of this study yet is too potentially useful to future and proposed studies to omit or leave to a chance second publication.

Hypotheses 1, 3, 6, 7, 8, 9, 12, and 13 were analyzed by simple correlation procedures on the six Content levels (not including Intensity) for each of the twelve groups, plus the total population.

Hypothesis 5 and 11 were analyzed by using multiple correlations between the six levels and selected predictor variables. Hypotheses 10 and 14 were tested by analysis of variance. The Kaiser Q^2 program was used to test Hypothesis 15. Hypotheses 2 and 4 were dropped because data were not collected in proper form or sufficient completeness to allow proper statistical analysis.

It will be noted throughout this work and the Appendices that numbers presented in the text and tables do not always agree. This is due to several reasons. In some cases it was possible to use some questionnaires that were incomplete, until the score or variable in question related directly to the hypothesis being tested. For example, it was possible to use the 25 questionnaires that did not include sex information until the sex of the

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individual was central to the hypothesis, whereupon these 25 questionnaires had to be omitted from tabulations.

In other cases there were, unfortunately, small computer errors discovered long after the run was finished and the results computed. Since these never amounted to more than $1/745$ ¹ of the total sample (i.e., only one individual) it was considered that the total variance caused by such an error, in view of the rather large sample involved, would be unimportant. These errors can be noted in the Frequency Column Count that is found in Appendix D. (the FCC - 1 alternates with pages of the English copy of the ABS-WD-VN).

ABS Reliability and Validity

This is the 19th thesis done on the ABS framework under Jordan. In every case the conclusion has been that the instrument has adequate reliability and validity. In the previous studies the Hoyt analysis of variance method was used to test reliability and validity was assessed by the "known group" method.

However, in the present study, there are other indicators of reliability and validity that either can be used, or are a portion of the basic design.

It is easy to suspect, especially in a land where many persons given the instrument are not well educated or used to taking such tests, that the respondents might adopt a "hit-or-miss" approach to answering, which could

¹Again, note here that the total number of respondents of the four basic groups total 362. 58 of these are individually accounted for in Group 'g'; government officials. These have been deducted once in the 745 figure used above and this is the standard procedure throughout the thesis.

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affect if not negate any validity-expected or required from the study. Examination of the FCC - I (Appendix D), should satisfy any critic on this possibility. It is true that as respondents answered questions, on occasion entire pages were missed (and the questionnaire was not used) and that "question-pairs" (i.e., the Content and Intensity pair which comprises two questions but truly one concept) were often half-answered; sometimes by the leaving of the Content portion and other times by the omission of the Intensity portion. Such an oversight may appear incongruous as it means that a respondent has answered to his feelings toward a question he has not even answered. What must be remembered in such cases, and would be by anyone who has actually watched persons fill in the questionnaire, was the patient concentration usually involved in merely working through the items by those for whom reading rather profound thoughts does not come as a habit. Once one has seen that, the notion of answering a question in one's mind, yet forgetting to record the answer has complete validity, and one can easily envision this person then going on to the Intensity portion and giving an "honest" answer.

The point here is that with such events, actually in spite of such methods, an examination of the individual questions and the responses to them indicates clearly that those reading and answering were truly reading carefully and responding accordingly. This examination says as much for reliability as most any statistical analysis possibly could.

The Kaiser Q^2 affords additional evidence of validity. If the people do not respond to the test in its logical and semantic order; if they do not read carefully and respond accordingly; if they do not take the questionnaire with any seriousness, the Q^2 data will not form a simplex. As

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will be noted, the simplex was clearly obtained in most groups.

There is one last point that is important for the person following any of the present series of studies on disabilities. It is helpful to remember that in contrast to the previous studies of the series, in the present study, rather than four groups there were a dozen. In the group analysis, it is possible to compare the four basic groups with any of the previous studies: when the total score of the present study is used, then the entire 12 groups are included in the work and comparison with total scores from previous studies should be used with caution, if at all.

Major Research Hypotheses

This section will be devoted to an analysis of the data as they relate to the *MAJOR RESEARCH HYPOTHESES*. This analysis will be presented in the same order as found in Chapter IV.

Relating Attitudes Toward the War-disabled and Efficacy (Variable 13)

- H - 1 Persons who score *HIGH* in efficacy will score *HIGH* on positive attitudes toward the war-disabled on each of the 6 levels.

It will be recalled from Chapter IV that the Efficacy scale was designed to measure the subject's view of man's effectiveness in the face of his natural and social environment. It was stated that this constituted a sort of *FATALISM* score.

Table 11 (variable 13) indicates there was a small positive correlation between the Efficacy scores and the total ABS-WD-VN scores on all 6 levels; generally throughout all 12 groups. However, there are a few negative correlations which generally are of a low level of magnitude. In total there were 20 correlations significant at the .05 level, or better, of

TABLE 11. -- H - 1. Correlations and significance of *EFFICACY* (Variable 13) with the 6 ABS Content levels (Variables 1 - 6).

Groups ^a												
1	2	3	4	e	f	g	h	i	j	k	l	1
1	-.039 .706	-.224 .235	.048 .539	.089 .428	.139 .156	-.253 .024	.095 .472	.366 .219	-.010 .941	.202 .437	.084 .690	-.047 .654
2	-.060 .562	-.291 .119	.274 .0005	.398 .0005	-.028 .774	.520 .0005	.331 .010	-.273 .367	.237 .062	.210 .419	-.015 .944	-.060 .567
3	-.077 .458	.021 .914	.153 .049	.417 .0005	.054 .584	.432 .0005	.376 .003	.045 .883	.201 .115	.120 .646	-.004 .984	.210 .043
4	.006 .956	.262 .163	.330 .0005	.247 .026	.125 .204	.263 .018	.175 .181	-.579 .038	.056 .663	-.082 .754	-.071 .736	.204 .050
5	.205 .046	.075 .692	-.046 .560	.281 .011	.182 .064	.078 .490	.017 .896	.436 .137	.023 .859	.178 .495	.344 .092	-.370 .0005
6	.140 .176	.153 .420	-.071 .364	-.039 .726	.247 .011	.195 .082	-.049 .719	-.141 .646	.233 .066	.299 .244	.496 .012	-.117 .264

a1 - Disabled and family
 2 - Rehab personnel
 3 - Teachers
 4 - Employers
 e - Students
 f - Military
 g - Government Officials
 h - Civil servants
 i - US - VN employees
 j - Grad. Students
 k - Viet-Cong prisoners
 l - General population

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which three were negative. There were 20 negative, non-significant correlations against 31 positive, non-significant correlations.

For the basic groups (i.e., Groups 1, 2, 3, 4, - see page 79) there were eight scores where the correlations reached the .05 level of significance. Four of these were for the employers (who probably do see themselves as being very "efficacious"). Yet, the employer's own assessment on the "Action" level (i.e., level 6) is actually negative. Their positive attitudes were on levels 2 and 3 which reflect their assessment of other people's beliefs and actions, and levels 4 and 5 which are personally hypothetical, not active. The teachers also had a small negative correlation on levels 5 and 6.

Only the students and Viet-Cong showed a positive relationship between efficacy and attitude at level 6 although the GVN soldiers approached this closely (.08). Here we must note for the first time a phenomenon that will be repeated and increased as the other hypotheses are examined: the difference between the small Viet-Cong (often referred to as VC) sample from the other sample groups. In this case regarding Efficacy, the VC have a more negative view of others while their own "Action" score, is high in contrast.

Originally the VC group consisted of 50 persons. As was noted, this group (even though it contains four persons who claim some college training) was the least literate of all. In violation with the directions on the questionnaire the officer in charge told the men to place their names on the cover of the questionnaire and being prisoners they did as they were told. When it was found that all but about a dozen were useless be -

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cause of a failure to follow directions, or in most cases to even finish the form, it was possible to return and ask them to complete the job or correct the error(s). After doing this twice, the project was left and those questionnaires not completed were destroyed. Had the author suspected the possibility that the VC group would be so *DIFFERENT*, he would have returned and obtained the complete data. As the subjects were easily available and very willing to cooperate this could have been done. However, the VC group had been added at the end of the study simply because it was "there", and it is unfortunate that the possibilities involved were not fully realized until it was too late.

Table 11 reveals no obvious or consistent pattern either in support of or in contradiction to Hypothesis 1. The small but statistically significant positive correlations between attitudes and Efficacy for various groups on levels 2, 3, and 4, plus others scattered randomly are in direct support of the hypothesis, however, and it is concluded that the hypothesis is supported for some levels, though not strongly.

H - 2 Omit.

Relating Attitudes and Contact

H - 3 The more frequent the contact with the war-disabled the *HIGHER* will be the Intensity scores on the ABS-WD-VN regardless of the direction (i.e., positive - ness or negativeness) of attitude.

Table 12 (variable 35) indicates that this hypothesis is supported only for a limited number of groups, or in special cases. There are 14 significant correlations between intensity of attitude and contact in Table 12. Two of these are negative, which indicates a positive consideration

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TABLE 1. - SUMMARY OF THE DATA ON THE NUMBER OF PERSONS EMPLOYED IN THE MANUFACTURING INDUSTRY, BY SEX AND AGE, 1960-1969									
Year	Total	Male	Female	Total	Male	Female	Total	Male	Female
1960	1,000,000	600,000	400,000	1,000,000	600,000	400,000	1,000,000	600,000	400,000
1961	1,000,000	600,000	400,000	1,000,000	600,000	400,000	1,000,000	600,000	400,000
1962	1,000,000	600,000	400,000	1,000,000	600,000	400,000	1,000,000	600,000	400,000
1963	1,000,000	600,000	400,000	1,000,000	600,000	400,000	1,000,000	600,000	400,000
1964	1,000,000	600,000	400,000	1,000,000	600,000	400,000	1,000,000	600,000	400,000
1965	1,000,000	600,000	400,000	1,000,000	600,000	400,000	1,000,000	600,000	400,000
1966	1,000,000	600,000	400,000	1,000,000	600,000	400,000	1,000,000	600,000	400,000
1967	1,000,000	600,000	400,000	1,000,000	600,000	400,000	1,000,000	600,000	400,000
1968	1,000,000	600,000	400,000	1,000,000	600,000	400,000	1,000,000	600,000	400,000
1969	1,000,000	600,000	400,000	1,000,000	600,000	400,000	1,000,000	600,000	400,000

TABLE 12. -- H-3. Correlations and significance levels of AMOUNT OF EXPOSURE (Variable 35) with Content and Intensity levels of the ABS (Variables 1 - 12) and Positive Attitudes to the War-disabled.

Groups ^a												
	1	2	3	4	e	f	g	h	i	j	k	l
1	-.018 .724	.134 .482	-.039 .624	-.056 .565	.067 .500	-.089 .430	-.124 .350	-.005 .986	.256 .046	-.550 .022	.356 .020	.233 .021
2	-.002 .982	-.105 .582	.127 .106	.066 .554	-.007 .943	.415 .0005	-.204 .128	-.433 .139	-.034 .795	.154 .455	.395 .051	.627 .795
3	.108 .309	.112 .555	.109 .165	.094 .409	-.038 .702	.177 .118	-.115 .393	-.382 .198	.229 .076	-.072 .755	.599 .002	.044 .675
4	.281 .007	.227 .228	.001 .987	.174 .125	-.044 .659	.154 .176	-.035 .796	-.120 .697	.140 .283	.109 .678	.304 .139	-.044 .677
5	-.018 .866	.010 .956	-.112 .152	.228 .044	.081 .415	.093 .416	.174 .197	-.017 .956	-.188 .147	-.151 .563	.237 .254	.139 .185
6	.395 .0005	.132 .483	-.066 .399	.494 .0005	.374 .0005	.623 .0005	.586 .0005	.675 .011	.019 .885	.344 .176	.140 .505	.330 .001
7	.086 .415	.039 .840	-.039 .820	.333 .003	-.019 .847	-.115 .312	.210 .113	.369 .215	.241 .061	.043 .870	-.297 .150	.057 .526
8	.052 .623	.164 .386	.206 .008	.261 .020	-.020 .759	.010 .928	.093 .491	.007 .903	.173 .163	.065 .804	.180 .015	.076 .420
9	.085 .405	.129 .498	-.053 .499	.342 .002	-.015 .884	.003 .376	.263 .048	-.209 .492	.051 .699	.020 .940	-.063 .765	.142 .156
10	.145 .170	.293 .117	-.084 .287	.350 .002	.018 .853	-.038 .742	.215 .109	.376 .205	.021 .873	.218 .400	-.113 .590	-.036 .721
11	.181 .085	.203 .283	-.172 .028	.200 .033	.011 .912	-.063 .581	.050 .712	.534 .060	.040 .759	.066 .800	-.201 .355	-.057 .591
12	.136 .198	.277 .138	-.134 .087	.352 .001	.215 .028	.454 .0005	.427 .001	.284 .346	.061 .644	.019 .941	.248 .232	.220 .034

^aSee Table 11 for groups.

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in this hypothesis. Of the four basic sample groups, the teachers had significant correlations on the 2nd and 6th levels, and the employers had significant correlations on all 6 levels. It is obvious that these two groups were different. Of the remaining 8 groups four only had significant correlations on the 6th level.

Generally it can be said that Hypothesis 3 is supported to a limited degree. An explanation for the significant difference for employers could be useful. Again, it should be noted that it is the Viet-Cong prisoners that differ from the majority; along with students and teachers in this case. These three groups accounted for a total of 13 of 19 negative correlations out of the total possible 72.

H - 4: Omit.

H - 5: High *frequency* of contact with the war-disabled will be associated with *FAVORABLE* attitudes toward these disabled if *high frequency* is concurrent with (a) ease of *AVOIDANCE* of the contact, (b) *MATERIAL GAIN* from the contact, and (c) *ALTERNATE* rewarding opportunities.

This hypothesis was strongly supported as every multiple correlation was significant at the .01 level.

However, it is in cases such as this that one must consider the discussion found on page 100 between a statistic, especially when found from a large sample, that is statistically significant and one that has meaningful significance.

Nevertheless, Hypothesis 5 clearly indicates a positive relationship between positive feelings toward the war-disabled and a situation where it is easy to avoid contact with the disabled; where there was material gain

TABLE 13. -- H - 5. Multiple and Partial Correlations Between ABS-WD and Contact with War-disabled.

Independent Variables	Societal Stereotypic		Societal Norm		Personal Moral Evaluation (3)		Personal Hypothetical Behavior (4)		Personal Feeling		Personal Action	
	r	sig.	r	sig.	r	sig.	r	sig.	r	sig.	r	sig.
Amount (35)	-.015	.672	.125	.0005	.155	.0005	.171	.0005	-.025	.482	.350	.0005
Chance for Avoidance (36)	-.055	.062	.033	.345	.086	.014	.103	.004	-.007	.826	-.073	.036
Monetary Gain (37)	.115	.001	-.163	.0005	-.236	.0005	-.200	.0005	.227	.0005	.276	.0005
Choice of Work (39)	-.0002	.944	.054	.124	.058	.099	.020	.581	-.047	.178	.098	.005
Multiple R N = 805	.15	.01	.22	.01	.31	.01	.30	.01	.24	.01	.45	.01
<hr/>												
	(7)		(8)		(9)		(10)		(11)		(12)	
Amount (35)	.042	.240	.135	.0005	.083	.012	.085	.015	.040	.252	.251	.0005
Chance for Avoidance (36)	-.071	.043	.033	.359	-.006	.847	.017	.541	-.005	.866	-.008	.798
Monetary Gain (37)	-.048	.174	-.199	.0005	-.099	.005	-.140	.0005	-.099	.005	.130	.0005
Choice of Work (39)	.021	.566	.049	.166	.005	.862	.052	.139	-.004	.868	.111	.002
Multiple R ^a	.09	.01	.26	.01	.14	.01	.17	.01	.12	.01	.36	.01

^aSignificance tables provided values only at the .05 and .01 levels. Some of the larger multiple R's in the above table are more significant than the .01 level as given.

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(i.e., payment, favors) from the contact; and where there were other contact possibilities available (i.e., the contact was not forced).

Relating Attitudes and Religiosity

H - 6: Persons who score *high* on stated importance of religion will score *low* on positive attitudes toward the war-disabled.

Table 14 (variable 20) contains 7 significant correlations with five of them falling in the four basic groups. Of these five, four of them are in Group 3 (teachers) and level 1 and 6 are negative. Of the 65 non-significant scores, 26 are negative correlations. However, of the 26 negative correlations on all levels, seven are on level 6 alone. Or, stated differently, of the 12 possible level 6 scores, seven are negative, and one of these reaches the .01 level of significance.

Under such circumstances, while it can not be said that Hypothesis 6 is clearly supported, it is not totally rejected. Table 14 indicates that Hypothesis 6 is supported significantly on levels 1, 3, 4, and 6 for the teachers group.

H - 7: Persons who score *high* on stated adherence to religion, will score *low* on positive attitudes toward the war-disabled.

One could postulate a relationship between the independent variables of H - 6(variable 20) and H - 7(variable 30): i.e., one who considers his religion "very important" might be expected to observe these religious duties and have a positive outlook toward all people, at least as his feelings, understandings, and actions are concerned toward the war-disabled.

TABLE 14. -- H - 6. Correlations and Significance Levels for IMPORTANCE OF RELIGION (Variable 20) with the 6 Content Levels of the ABS (Variables 1 - 6) for Positive Attitudes Toward the War-disabled.

Groups ^a											
1	2	3	4	e	f	g	h	i	j	k	l
1	.035 .737	-.182 .019	-.018 .871	.103 .296	.254 .024	.094 .474	-.185 .544	.079 .540	.066 .803	-.074 .733	-.077 .464
2	.153 .141	.142 .461	.099 .378	-.034 .733	.019 .896	.116 .377	.214 .482	.006 .965	.000 1.000	-.076 .724	-.139 .183
3	.116 .265	-.126 .514	.118 .292	.087 .378	.088 .442	.163 .212	.083 .786	.104 .422	-.085 .745	.066 .759	.152 .146
4	.005 .977	.351 .062	.223 .004	.059 .601	-.184 .105	.051 .699	.561 .046	-.016 .905	-.085 .746	-.194 .363	.143 .173
5	.236 .022	-.351 .062	.146 .061	.153 .172	.031 .751	.077 .558	-.001 .997	-.136 .291	.103 .695	-.208 .330	-.114 .276
6	-.088 .397	.130 .501	-.187 .016	-.022 .824	.185 .103	-.162 .218	.045 .883	-.185 .151	-.179 .496	.171 .423	.005 .977
a1-Disabled and family 2-Rehabilitation Workers 3-Teachers			4-Employers e-Students f-Military		g-Government Officials h-Civil servants i-USAID-VN employees		j-VN Graduate Students k-Viet-Cong prisoners l-General Population				

Level 1 2 3 4
 Groups^a

TABLE 15. -- H - 7. Correlations and Significance Levels for RELIGIOUS OBSERVANCE (Variable 30) for Attitudes Toward the War-disabled with the 6 Content Levels of the ABS (Var. 1-6)

Level	Groups ^a											
	1	2	3	4	e	f	g	h	i	j	k	l
1	.050 .633	.105 .580	.003 .966	.043 .704	-.011 .910	.310 .006	.138 .297	.212 .486	-.219 .089	-.172 .509	.340 .096	-.387 .0005
2	-.048 .647	.205 .276	.121 .121	.258 .021	.044 .651	.002 .984	.191 .146	.336 .261	.065 .617	.036 .892	.046 .827	-.298 .004
3	.079 .451	.084 .661	.146 .062	.176 .118	.030 .763	.099 .390	.163 .218	.474 .102	.072 .581	-.111 .671	.233 .263	.048 .645
4	.068 .519	.172 .364	.176 .024	.169 .133	.036 .714	-.172 .133	.208 .115	.604 .029	-.276 .031	-.062 .813	-.145 .489	.056 .596
5	.056 .593	-.397 .030	-.065 .404	.157 .164	-.027 .786	.256 .024	-.036 .789	.361 .226	-.029 .823	.198 .446	.583 .002	-.160 .124
6	.049 .643	-.233 .216	-.043 .582	-.127 .260	-.189 .055	.222 .051	-.124 .548	-.269 .377	-.149 .251	-.013 .961	.331 .106	-.045 .671

^a 1 - Disabled and family
 2 - Rehabilitation workers
 3 - Teachers
 4 - Employers
 e - Students
 f - Military
 g - Government Officials
 h - Civil servants
 i - USAID-VN employees
 j - VN Graduate Students
 k - Viet-Cong prisoners
 l - General population

To an extent this appears to be true. Table 15 indicates that of the 72 possible correlations, 12 are significant at the .05 level, and of these 12, five are negative. Of the 60 remaining, 21 are also negative.

In comparison to H - 6, the patterning appears random with one exception, and this is probably the most definitive portion of this set of results: of the 12 correlations on level 6, nine are negative, though only one is at the .05 level of significance. Because of this fact, coupled with the lack of significance and the preponderance of positive correlations throughout Table 15, Hypothesis 7 is not considered supported.

Relating Attitudes and Demographic Variables

H - 8: The amount of education a person has will be *positively* related to *favorable* attitudes toward the war-disabled.

Table 16 (variable 21) indicates that teachers had significant correlations between education and attitude on every level, but levels 1, 4, and 5 were negative. Of the level 6 correlations, six were significant and four of these were also negative. Of the 16 significant correlations in Table 16, nine were negative, and of the 52 remaining non-significant correlations, 30 were negative.

Hypothesis 8 is basically unsupported. Harrelson (1970) noted that "...it would appear that the sharpest differentiation on the scale occurs between levels 2 and 3 where the 'referent' shifts from 'others' to 'self'". It would be convenient if such a neat statement could be made here, but the only "neat" finding is the significance of the teacher's correlations and even this is confused by the apparently random patterning of the negative vs. positive correlations.

TABLE 16. -- H - 8. Correlations and Significance Levels for AMOUNT OF EDUCATION (Variable 21) for Attitudes Toward the War-disabled with the 6 Content Levels of the ABS (Var. 1-6).

Level	Groups ^a										
	1	2	3	4	e	f	g	h	i	j	k
1	.201 .055	-.144 .456	-.408 .0005	-.317 .004	.133 .175	-.141 .212	-.389 .002	-.386 .195	.029 .833	-.395 .116	.153 .475
2	-.019 .860	-.357 .057	.461 .0005	.037 .741	-.023 .814	.033 .772	-.025 .847	.051 .869	-.153 .260	.211 .416	.189 .376
3	.068 .519	-.333 .077	.514 .0005	-.021 .855	.157 .109	-.065 .566	.001 .996	-.173 .573	.109 .423	.507 .038	.029 .895
4	-.061 .566	.005 .981	.511 .0005	-.065 .566	.020 .836	.195 .083	-.033 .804	-.206 .498	-.018 .892	.181 .487	-.009 .968
5	-.079 .453	-.197 .307	-.387 .0005	.032 .778	-.050 .610	-.053 .640	-.073 .581	-.215 .481	-.165 .224	.042 .873	-.054 .801
6	-.291 .005	-.334 .077	-.491 .0005	.223 .045	.096 .329	.001 .995	.292 .023	-.028 .929	-.436 .001	.403 .108	-.138 .520
a1-Disabled and family 2-Rehabilitation workers 3-Teachers				4-Employers E-Students F-Military		G-Government Officials H-Civil servants I-USAID-VN employees		J-VN Graduate Students K-Viet-Cong prisoners L-General population			

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H - 9: Age will be *positively* related to *favorable* attitudes toward the war-disabled.

Hypothesis 9 (variable 16) was not supported. Table 17 shows that again group 3 (teachers) had the most significant correlations, and again, half of these were negative correlations, only this time on levels 2 and 3.

Overall there were 17 significant correlations of which five were negative. Of the 51 non-significant scores, 19 were negative. Only four of the 12 level 6 correlations were significant and half of these were negative. There was no apparent overall patterning to either the significant correlations or the negative correlations other than those for the teachers group.

H - 10: Women will score *higher* on *positive* attitudes toward the war-disabled than will men.

Hypothesis 10 was rejected. In the total group (see Table 18, which gives mean scores for this Hypothesis) only at level 2 (variable 2) did the females score higher than the males and then by a mere .53. Level 1, Content, and levels 5 and 6 of Intensity (variables 1, 11, and 12) were the only levels that were *NOT* significant (other than level 2 Content above) to the .05 level, with the *MEN ALWAYS SCORING HIGHER* than the women.

There were a number of groups that had 'none' to only a few women in them. However, groups 2 and 3 of the original basic four, and L¹ of the additional groups did have enough female subjects that it seemed interesting to examine comparisons between these three groups. Again, note that

¹Because of difficulties caused by the type system of the particular typewriter used which uses the same symbol for a one (1) as it does for an ell (1), when there is chance of confusion, the ell will be capitalized "L".

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TABLE 17. -- H - 9. Correlations and Significance Levels for AGE (Variable 16) for Attitudes Toward the War-disabled with the 6 Content Levels of the ABS (Variables 1 - 6).

Level	Groups ^a											
	1	2	3	4	e	f	g	h	i	j	k	l
1	-.177 .286	.004 .986	.057 .486	.106 .343	<u>-.415</u> .0005	.182 .115	<u>.253</u> .052	-.525 .065	.062 .634	.086 .743	-.007 .976	-.041 .705
2	.077 .481	<u>.455</u> .015	<u>-.163</u> .036	<u>.242</u> .028	.059 .551	-.041 .727	<u>.337</u> .008	.018 .953	.070 .590	.034 .897	<u>.462</u> .030	-.111 .302
3	.097 .372	<u>.403</u> .033	<u>-.196</u> .012	.076 .498	-.029 .768	.028 .812	.057 .666	.065 .833	.218 .092	-.008 .974	.185 .411	<u>.303</u> .004
4	.131 .229	.088 .657	-.100 .201	.048 .670	.022 .823	-.055 .634	-.053 .686	.245 .421	-.141 .277	.180 .488	.194 .386	.179 .093
5	.065 .553	.102 .605	<u>.178</u> .023	.095 .396	-.015 .876	-.157 .174	.040 .764	-.498 .084	<u>.251</u> .051	-.047 .857	-.145 .519	<u>-.260</u> .014
6	.156 .152	-.011 .955	<u>.227</u> .004	<u>-.247</u> .025	.101 .302	.149 .199	<u>-.334</u> .009	.212 .488	-.083 .524	.127 .626	.279 .209	<u>.286</u> .007
a1-Disabled and family 2-Rehabilitation workers 3-Teachers				4-Employers e-Students f-Military		g-Government Officials h-Civil servants I-USAID-VN employees		j-VN Graduate Students k-Viet-Cong prisoners l-General population				

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TABLE 18. -- H-10. Means and Significance of Difference between *MALES* and *FEMALES*, Variables 1 - 12.

Var - iable	Total		N = 722		Group 2 N=27		Group 3 N=156		Group 1 N=86					
	Male	Fem.	M	F ^a	Sig.	Male	Fem.	Sig.	Male	Fem.	Sig.			
1 Stereo	39.72	39.47	6.07	6.07	.591	40.50	39.00	.539	37.52	38.43	.328	40.48	39.45	.427
2 Norm	42.51	41.98	5.93	5.93	.203	45.83	39.13	.001	41.96	42.57	.488	43.50	43.82	.780
3 Mora1	49.27	48.22	5.43	5.43	.011	51.00	47.73	.061	50.00	47.95	.011	50.24	48.45	.072
4 Hypo	51.33	50.27	6.68	6.68	.033	52.75	53.47	.603	50.07	51.22	.246	51.71	50.52	.371
5 Feel	41.48	41.62	6.62	6.62	.768	42.83	40.33	.155	40.29	40.99	.470	40.83	42.50	.277
6 Action	39.17	36.64	8.40	8.40	.0005	47.42	43.07	.099	37.54	36.57	.391	38.86	35.82	.080
7 Stereo	48.51	46.31	7.85	7.85	.0005	46.83	46.53	.932	46.43	45.84	.574	49.21	45.77	.040
8 Norm	47.46	46.00	8.83	8.83	.026	48.42	45.40	.423	46.27	46.29	.429	48.02	45.30	.137
9 Mora1	50.28	48.83	7.88	7.88	.014	49.33	48.80	.887	48.88	47.53	.231	49.93	48.02	.221
10 Hypo	51.17	49.08	8.41	8.41	.001	48.58	52.73	.200	49.42	48.20	.310	49.31	47.39	.303
11 Feel	50.63	49.61	8.74	8.74	.117	46.67	50.20	.214	48.88	48.10	.586	50.57	48.70	.297
12 Act	46.95	44.92	14.90	14.90	.066	58.50	52.47	.226	44.18	43.54	.782	46.43	41.07	.068

^aFor the total.

it is the groups, rather than levels, that show the most patterned differences. Group 2 (rehabilitation center employees and workers), as previously noted, scored higher in attitudes toward the disabled, than did the average. Table 18 also emphasizes the point previously noted, that the smaller the sample group the larger the difference must be before the level of significance is reached. Since Group 2 was small, only level 2 attained the .05 level of significance. Yet, the actual differences between average means for this group was generally larger in numerical value than the differences between average means for the total sample. Levels 4 and 5 (variables 10 and 11) of Intensity were reversed with the females scoring higher than the males, but all others were in direct reversal to the given hypothesis.

Group 3 (Table 18) has one special distinction. While there is one level 3 that is statistically significant to the .05 level, basically it is interesting to note the homogeneity between female and male teachers or teacher-trainees. Not only is there no statistically significant differences between the men and women, but there is no "meaningful" significance, either.

Generally, the men scored highest, but for all practical purposes, in the case of teachers, men and women are the same.

H - 11: Persons who score *high* on change orientation will score *high* on positive attitudes toward the war - disabled.

This hypothesis was supported; but even more so than for H - 5, one must question the essence between *STATISTICAL* difference and *MEANINGFUL* difference. The .01 level of difference or higher was met in *every* case

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TABLE 19. -- H-11. Multiple and Partial Correlations Between ABS-WD and Feeling Toward Change (Var. 23-5

Independent Variables	(1)		(2)		Personal Moral Evaluation (3)		Personal Hypothetical Behavior (4)		Personal Feeling (5)		Personal Action (6)	
	r	sig.	r	sig.	r	sig.	r	sig.	r	sig.	r	sig.
Child Rearing (23)	-.064	.068	.053	.126	.112	.002	.090	.010	-.132	.0005	-.109	.002
Birth Control (24)	.006	.846	.013	.706	-.040	.260	-.009	.792	.106	.003	.049	.164
Mech - anization (25)	-.041	.241	.072	.037	.170	.0005	.078	.025	.008	.809	-.023	.527

Multiple R N = 805	.09	.01	.11	.01	.23	.01	.14	.01	.16	.01	.13	.01

(7) (8) (9) (10) (11) (12)												
Child Rearing (23)	.002	.906	.074	.034	.025	.488	.052	.136	.059	.090	-.098	.005
Birth Control (24)	-.112	.002	-.062	.075	-.009	.793	.010	.772	-.036	.303	.018	.621
Mech anization (25)	.102	.004	.121	.001	.135	.0005	.079	.024	.111	.002	.021	.562

Multiple R ^a	.15	.01	.18	.01	.15	.01	.11	.01	.15	.01	.10	.01

^aSignificance tables provided values only at the .05 and .01 levels. Some of the larger multiple R's in the above table are more significant than the .01 level as given.

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but the correlations are often very small. Support for this hypothesis should be considered positive, but weak (Table 19).

Since the *FEELING TOWARD CHANGE* section of the ABS is constructed of attitudes toward *CHILD REARING*, *BIRTH CONTROL*, and *MECHANIZATION*, some of the correlations between these individual questions (see Table 19) and attitudes toward the disabled may be more *meaningful* than the hypothesis supported above. It is clear there is little similarity between beliefs in these three areas and attitudes toward the disabled. It can probably be assumed that people's belief in these three areas are not unified.

Relating Attitudes to Opinions of Educational Planning and Aid

H - 12: *Agreement* with government aid to education will be *positively* related to *favorable* attitudes toward the war-disabled.

There is a pattern emerging as the hypotheses are supported (even though mildly) or rejected (equally mildly). While Chapter VI is the proper place to discuss this fully, nevertheless it should be noted that the pattern emerging stresses the agreement or disagreement with various hypotheses as a function of group differences rather than an *across-board* difference between ABS levels.

Again, in Tables 20 (variable 27) and 21 (variable 28), it is the teachers who are *different* even if there does appear to be a conglomeration of negative and positive correlations (albeit, it is true that in both Tables it is the 1st, 5th, and 6th levels that are negative).

Table 16 does include two other groups with significant values, and it is interesting to note that the family (group 1) produce negative correla -

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TABLE 20. -- H-12. Correlations and Significance Levels for *EDUCATIONAL TAXES-LOCAL* (Variable 27) for Attitudes Toward the War-disabled with the 6 Content Levels of the ABS (Var. 1-6).

Variable	Groups ^a											
	1	2	3	4	e	f	g	h	i	j	k	l
1	.055 .597	.210 .274	<u>-.180</u> .021	.024 .831	-.108 .270	.178 .115	.000 .999	-.486 .092	.006 .966	-.184 .479	.154 .472	.005 .965
2	<u>-.223</u> .031	.261 .171	<u>.219</u> .005	.132 .239	-.004 .965	.146 .195	.050 .703	.220 .471	.157 .223	.354 .164	.263 .215	<u>-.296</u> .004
3	<u>-.245</u> .017	.122 .529	<u>.282</u> .0005	.117 .298	-.022 .827	<u>.240</u> .032	.032 .807	-.188 .540	.065 .615	.181 .487	.321 .126	.121 .246
4	<u>-.218</u> .035	.224 .242	<u>.244</u> .002	.103 .360	.058 .557	.012 .916	-.055 .679	.407 .167	-.069 .595	.176 .500	.160 .455	.083 .429
5	-.181 .081	-.271 .156	<u>-.116</u> .138	<u>.235</u> .035	.079 .424	<u>.307</u> .006	.178 .173	-.299 .322	.234 .068	.219 .398	-.197 .357	-.163 .119
6	-.108 .302	-.067 .730	<u>-.192</u> .013	.020 .862	-.014 .891	<u>.391</u> .0005	-.122 .353	.111 .719	.004 .977	.332 .193	.002 .992	-.057 .584
a1-Disabled and family 2-Rehabilitation workers 3-Teachers				4-Employers e-Students f-Military		g-Government Officials h-Civil servants I-USAID-VN employees				j-VN Graduate Students k-Viet-Cong prisoners g-General population		

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TABLE 21. -- H-12. Correlations and Significance Levels for *EDUCATIONAL TAXES* - *CENTRAL* (Variable 28)
for Attitudes Toward the War-disabled with the 6 Content Levels of the ABS
(Variables 1 - 6)

Variable	Groups ^a											
	1	2	3	4	e	f	g	h	i	j	k	l
1	.049 .641	.225 .241	-.071 .364	.248 .026	.002 .987	-.038 .734	.250 .054	-.453 .120	-.012 .924	.145 .580	.079 .709	-.079 .453
2	-.108 .302	.092 .637	.189 .015	.062 .585	-.107 .274	.112 .324	-.041 .753	.258 .395	.185 .150	.308 .229	-.006 .977	-.183 .079
3	-.128 .217	.031 .874	.120 .125	-.030 .792	-.348 .626	.023 .837	-.103 .433	-.264 .383	-.025 .848	.179 .491	.088 .674	.045 .668
4	-.142 .171	.308 .104	.265 .001	.195 .083	.029 .768	-.050 .662	.167 .201	.403 .172	-.005 .968	.120 .648	-.168 .422	-.070 .503
5	-.061 .561	-.195 .310	-.096 .218	.179 .112	.106 .280	.101 .370	.136 .300	-.118 .702	.255 .045	.328 .199	-.076 .719	-.079 .450
6	-.106 .308	.050 .795	-.233 .003	-.112 .324	.056 .565	.161 .153	-.168 .200	-.033 .914	.042 .744	.516 .034	.052 .806	-.226 .029
a1-Disabled and family 2-Rehabilitation workers 3-Teachers				4-Employers e-Students f-Military		g-Government Officials h-Civil servants I-USAID-VN employees				j-VN Graduate Students k-Viet-Cong prisoners l-General population		

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tions while the military (group f) produce positive correlations. In fact, with the family members it must be observed that all but level 1 correlations for both high belief in local *AND* national tax support for education, bring forth negative correlations. Of 58 negative correlations in *BOTH* tables, ten are accounted for by only one group (family).

There are 21 significant correlations in Tables 20 and 21 and of this number, eight are from the teachers (group 3) column. Of the three groups with significant correlations, it can be said that the hypothesis does not tend to support the military group; the hypothesis (due to the actual levels involved; not the true number) is not supported for the teacher's group and the hypothesis is not supported for the disabled and their families; although not on a significant level.

There are other groups to note in this case. The U.S. based Vietnamese graduate students accounted for but one (level 1) negative correlation, while all the rest on all levels were positive, and level 6 of Table 17 was significant. Half of the level 6 correlations, for both Tables 20 and 21 were negative and of the five significant correlations at level 6, three were negative. Hypothesis 12 was not supported.

H - 13: *Agreement with centralized governmental planning of education (a fact now in Viet-Nam) will be positively related to favorable attitudes toward the war-disabled.*

Again, it is the teachers who account for the majority (86%) of the significant correlations in the basic four group, and a large percentage (40%) of the significant correlations found in all 12 groups. And, as in Tables 20 and 21, Table 22 (variable 29) indicates levels 1, 5, and 6 are negative for the teacher group.

TABLE 22. -- H-13. Correlations and Significance Levels for *EDUCATIONAL PLANNING* (Variable 29) for Attitudes Toward the War-disabled with the 6 Content Levels of the ABS (Var. 1 - 6).

Variable	Groups ^a											
	1	2	3	4	e	f	g	h	i	j	k	l
1	.068 .512	-.091 .638	-.219 .005	-.224 .045	-.114 .245	.051 .653	-.332 .010	-.153 .618	.278 .029	-.298 .246	-.033 .877	-.194 .064
2	-.027 .795	-.060 .756	.243 .002	-.018 .875	-.055 .572	-.053 .645	-.135 .304	.254 .402	-.066 .609	.448 .071	-.235 .270	.041 .699
3	-.039 .707	.145 .454	.362 .0005	-.170 .128	-.033 .978	.071 .577	-.201 .124	.156 .611	.022 .866	-.139 .594	-.045 .835	.176 .094
4	.106 .308	-.171 .575	.396 .0005	-.185 .098	-.034 .727	.040 .729	-.268 .039	.466 .108	-.128 .323	.116 .656	-.437 .033	.033 .753
5	-.010 .920	.058 .764	-.193 .013	.100 .375	-.273 .005	-.103 .366	.067 .610	-.488 .091	.079 .543	-.386 .126	.054 .803	.008 .939
6	.148 .153	.008 .977	-.299 .0005	.120 .287	-.032 .747	-.257 .022	.184 .159	.672 .012	-.039 .761	-.128 .623	.386 .077	-.225 .031
a1-Disabled and family 2-Rehabilitation workers 3-Teachers				4-Employers e-Students f-Military		g-Government officials h-Civil servants i-USAID-VN employees		j-VN Graduate students k-Viet-Cong prisoners l-General population				

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Among the 72 possible correlations, 15 are significant. Of this 15 ten are negative. Of the balance of 57, 31 are also negative. Group e (students) exhibit all negative correlations, and group 4 (employers), group k (Viet-Cong) and group g (government officials)¹ exhibit negative correlations for all of the four lower levels.

Hypothesis 13 is rejected. The patterning is not systematic among levels, although definite patterns do emerge in specific groups. Again, note as one checks, that the group of teachers so often has significant correlations whereas other groups do not; it *MUST* be remembered that this sample has an "N" of 162, the largest of the 12 groups, and that the problem of statistical significance vs. meaningful significance is a factor.

Relating Attitudes and Group Membership

H - 14: Grouping will assume the following order with respect to *favorable attitudes* toward the war-disabled: Group 1 > Group 2 > Group 3 > Group 4.

This hypothesis is of less importance to the Viet-Nam study than it is to the cross-cultural series aspect of the ABS. Here it is also especially important to note the fundamental differences between a *SIGNIFICANT* difference and a *MEANINGFUL* difference, again.

It is one thing to find, as in level 5 of the Intensity scores (variable 11), that group 4 > group 1 > group 3 > group 2, (Table 23), but when one notes that the average mean scores are as follows; 49.93 > 48.91 > 48.50 > 48.04, one can immediately surmise there is no statistical signif -

¹It must be recalled that in group 4 (employers), of 80 persons, 58 are members of the entire group called 'g', government officials. These are not included in the totals twice.

TABLE 23. -- H - 14. Comparison of Means of the Four Basic Study Groups and the Viet-Cong group.

Variable	Projected Tank Order						
	2	>	1	>	3	>	4
	Workers (28) ¹		Family (91)		Teachers (163)		Employers (80) VC (23)
1	3 43.45	>	1 39.99	>	2 39.86	>	4 39.54 41.37
2	4 43.52	>	2 42.39	>	1 41.57	>	3 37.34 44.53
3	4 49.16	>	2 49.11	>	1 47.18	>	3 42.32 49.50
4	2 53.07	>	4 51.04	>	1 50.13	>	3 42.32 50.76
5	3 47.32	>	1 42.04	>	2 41.63	>	4 41.47 45.19
6	2 45.38	>	3 45.15	>	1 41.29	>	4 35.46 44.19
7	3 48.24	>	4 47.50	>	2 46.70	>	1 45.85 55.73
8	4 47.57	>	2 46.83	>	1 44.63	>	3 37.29 54.97
9	4 50.60	>	2 49.08	>	1 47.15	>	3 46.28 57.54
10	2 50.85	>	4 50.61	>	1 48.51	>	3 46.44 56.07
11	4 49.93	>	1 48.91	>	3 48.50	>	2 48.04 57.27
12	2 55.29	>	1 53.04	>	3 46.19	>	4 41.08 64.08

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icance to these differences. It is another situation however to note level 6 of the Intensity score (variable 12) and see the following pattern - ing: $55.29 > 53.04 > 46.19 > 41.08$ where one can project that on the Intensity scores for the *ACTION* level, the hypothesis is verified. Obviously the workers *ARE* more positive than the family members who *ARE* more positive than the teachers who are also *MORE* positive than the employer-managers....at least as far as Intensity is concerned.

In the attitude Content Section, on the action level (variable 6) the hypothesis was nearly verified. The workers do score highest, although almost the same as the teachers. The teachers are higher than the family, all of whom are significantly higher than the employer-managers. Perhaps the most noteworthy item here (Table 23) is the tendency for the teachers to score close to the family and workers who would be presumed to be the most positive in their attitudes toward the war-disabled.

Just for interest and contrast a fifth group was added to Table 23, the one that is most distinctive in many tables of this study; i.e., the Viet-Cong.

Relating Attitudes and Multidimensionality

H - 15: The ABS-WD-VN scale levels or attitude sub-universes will form a Guttman simplex for each of the 12 Vietnamese groups.

Hypothesis 15 was tested by plotting the scale level intercorrelation matrices for each sample and subjecting these matrices to Kaiser's (1962) simplex approximation test described in Chapter IV. This test gives a single score termed the Q^2 for matrices actually obtained from the data and then rearranges these matrices in a *best* simplex order for which a second

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TABLE 24. -- H-15. Kaiser's Q^2 for Obtained and Empirically Ordered Matrices on 6 Level ABS-WD-VN Scores for Vietnamese Samples.

Group 1 - Disabled and Family						
Original Simplex Matrix	1	---				
	2	0.4104	---			
	3	0.2741	0.4386	---		
	4	0.1024	0.2295	0.4241	---	
	5	0.2659	0.5049	0.3054	0.2887	---
	6	0.1179	0.1644	0.3595	0.4834	0.3472
						$Q^2 = .8838$
Best Simplex Matrix	1	---				
	2	0.4104	---			
	3	0.2659	0.5049	---		
	4	0.2741	0.4386	0.3054	---	
	5	0.1024	0.2295	0.2887	0.4241	---
	6	0.1179	0.1644	0.3472	0.3595	0.4834
						$Q^2 = .9530$
Group 2 - Rehabilitation Workers						
Original Simplex Matrix	1	---				
	2	0.3632	---			
	3	0.3274	0.5788	---		
	4	0.4008	0.1875	0.2322	---	
	5	0.1122	0.0466	0.2820	0.2802	---
	6	0.3512	0.1440	0.2799	0.2790	0.2660
						$Q^2 = .8172$
Best Simplex Matrix	1	---				
	2	0.5788	---			
	3	0.3632	0.3274	---		
	4	0.1875	0.2322	0.4008	---	
	5	0.1440	0.2799	0.3512	0.2790	---
	6	0.0466	0.2820	0.1122	0.2802	0.2660
						$Q^2 = .9170$
Group 3 - Teachers						
Original Simplex Matrix	1	---				
	2	0.0594	---			
	3	0.2809	0.3450	---		
	4	0.2189	0.3437	0.5911	---	
	5	0.3600	0.2655	0.2822	0.1642	---
	6	0.4152	0.3408	0.2553	0.2488	0.5933
						$Q^2 = .6607$
Best Simplex Matrix	1	---				
	2	0.2189	---			
	3	0.2809	0.5911	---		
	4	0.4152	0.2488	0.2553	---	
	5	0.3600	0.1642	0.2822	0.5933	---
	6	0.0594	0.3437	0.3450	0.3408	0.2655
						$Q^2 = .8293$

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	1	2	3	4	5	6	
Original Simplex Matrix	1	---					Group 4 - Employers N = 80 $Q^2 = .7817$
	2	0.3626	---				
	3	0.1432	0.5044	---			
	4	0.3356	0.3235	0.4876	---		
	5	0.0695	0.3931	0.2610	0.2751	---	
	6	0.2556	0.3030	0.0267	0.1085	0.1819	
Best Simplex Matrix	1	---					$Q^2 = .8395$
	2	0.4876	---				
	3	0.1432	0.3356	---			
	4	0.5044	0.3235	0.3626	---		
	5	0.2610	0.2751	0.0695	0.3931	---	
	6	0.0267	0.1085	0.2556	0.3030	0.1819	
Original Simplex Matrix	1	---					Group e - Students N = 104 $Q^2 = .8587$
	2	0.1150	---				
	3	0.0966	0.4951	---			
	4	0.1968	0.4282	0.4315	---		
	5	0.2725	0.1553	0.1477	0.5692	---	
	6	0.0058	0.2687	0.1875	0.4217	0.3157	
Best Simplex Matrix	1	---					$Q^2 = .8606$
	2	0.0966	---				
	3	0.1150	0.4951	---			
	4	0.1968	0.4315	0.4282	---		
	5	0.2725	0.1477	0.1553	0.5692	---	
	6	0.0058	0.1875	0.2687	0.4217	0.3157	
Original Simplex Matrix	1	---					Group f - Military N = 78 $Q^2 = .6743$
	2	0.0583	---				
	3	0.0241	0.5332	---			
	4	0.0101	0.3912	0.4824	---		
	5	0.1271	0.0432	0.0281	0.1026	---	
	6	0.0746	0.5553	0.2603	0.0962	0.0231	
Best Simplex Matrix	1	---					$Q^2 = .8581$
	2	0.0746	---				
	3	0.0583	0.5553	---			
	4	0.0241	0.2603	0.5332	---		
	5	0.0101	0.0962	0.3912	0.4824	---	
	6	0.1271	0.0231	0.0432	0.0281	0.1026	

	1	---							
Original Simplex Matrix	2	0.3626	---						
	3	0.1432	0.5044	---					
	4	0.3356	0.3235	0.4876	---				
	5	0.0695	0.3931	0.2610	0.2751	---			
	6	0.2556	0.3030	0.0267	0.1085	0.1819	---		
									$Q^2 = .7817$
	1	---							
Best Simplex Matrix	2	0.4876	---						
	3	0.1432	0.3356	---					
	4	0.5044	0.3235	0.3626	---				
	5	0.2610	0.2751	0.0695	0.3931	---			
	6	0.0267	0.1085	0.2556	0.3030	0.1819	---		
									$Q^2 = .8395$
<hr/>									
	1	---							
Original Simplex Matrix	2	0.1150	---						
	3	0.0966	0.4951	---					
	4	0.1968	0.4282	0.4315	---				
	5	0.2725	0.1553	0.1477	0.5692	---			
	6	0.0058	0.2687	0.1875	0.4217	0.3157	---		
									$Q^2 = .8587$
	1	---							
Best Simplex Matrix	2	0.0966	---						
	3	0.1150	0.4951	---					
	4	0.1968	0.4315	0.4282	---				
	5	0.2725	0.1477	0.1553	0.5692	---			
	6	0.0058	0.1875	0.2687	0.4217	0.3157	---		
									$Q^2 = .8606$
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	1	---							
Original Simplex Matrix	2	0.0583	---						
	3	0.0241	0.5332	---					
	4	0.0101	0.3912	0.4824	---				
	5	0.1271	0.0432	0.0281	0.1026	---			
	6	0.0746	0.5553	0.2603	0.0962	0.0231	---		
									$Q^2 = .6743$
	1	---							
Best Simplex Matrix	2	0.0746	---						
	3	0.0583	0.5553	---					
	4	0.0241	0.2603	0.5332	---				
	5	0.0101	0.0962	0.3912	0.4824	---			
	6	0.1271	0.0231	0.0432	0.0281	0.1026	---		
									$Q^2 = .8581$

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TABLE 24. --Continued.

Group g - Government Officials							
Original Simplex Matrix	1	---					
	2	0.3603	---			N = 58	
	3	0.0741	0.4239	---			
	4	0.4262	0.1962	0.2548	---		$Q^2 = .6708$
	5	0.1466	0.1610	0.0675	0.0467	---	
	6	0.3388	0.4440	0.0859	0.0326	0.2127	---
Best Simplex Matrix	1	---					
	2	0.2548	---				
	3	0.1962	0.3239	---			
	4	0.4262	0.0741	0.3603	---		$Q^2 = .9077$
	5	0.0326	0.0859	0.4440	0.3388	---	
	6	0.0467	0.0675	0.1610	0.1466	0.2127	---
Group h - Civil Servants							
Original Simplex Matrix	1	---					
	2	0.1711	---			N = 11	
	3	0.3553	0.0188	---			
	4	0.2030	0.4317	0.4783	---		$Q^2 = .6722$
	5	0.4832	0.2237	0.2528	0.1088	---	
	6	0.0923	0.0872	0.0993	0.3896	0.2000	---
Best Simplex Matrix	1	---					
	2	0.4317	---				
	3	0.1711	0.2023	---			
	4	0.2237	0.1088	0.4832	---		$Q^2 = .7805$
	5	0.0188	0.4783	0.3553	0.2528	---	
	6	0.0872	0.3896	0.0923	0.2000	0.0993	---
Group i - US - VN Employees							
Original Simplex Matrix	1	---					
	2	0.1090	---			N = 61	
	3	0.0615	0.4788	---			
	4	0.2187	0.3484	0.3477	---		
	5	0.0983	0.4055	0.3196	0.2703	---	$Q^2 = .8224$
	6	0.2187	0.2188	0.1211	0.3011	0.4520	---
Best Simplex Matrix	1	---					
	2	0.2187	---				
	3	0.0615	0.3477	---			
	4	0.1090	0.3484	0.4788	---		$Q^2 = .8499$
	5	0.0983	0.2703	0.3196	0.4055	---	
	6	0.2187	0.3011	0.1211	0.2188	0.4520	---

TABLE 24. -- Continued.

Group j - VN Graduate Students							
Original Simplex Matrix	1	---					
	2	0.3401	---				
	3	0.1136	0.1365	---		N = 15	
	4	0.0705	0.1226	0.5565	---		
	5	0.1992	0.1443	0.5813	0.1856	---	$Q^2 = .7579$
	6	0.2206	0.1720	0.1734	0.0785	0.0570	---
Best Simplex Matrix	1	---					
	2	0.3401	---				
	3	0.1992	0.1443	---			
	4	0.1136	0.1365	0.5813	---		
	5	0.0775	0.1226	0.1856	0.5565	---	$Q^2 = .8092$
	6	0.2206	0.1720	0.0570	0.1734	0.0785	---
Group k - Viet-Cong Prisoners							
Original Simplex Matrix	1	---					
	2	0.6576	---			N = 23	
	3	0.3829	0.5772	---			
	4	0.4538	0.7180	0.5632	---		
	5	0.5898	0.1622	0.1919	0.1054	---	$Q^2 = .8813$
	6	0.0662	0.0071	0.0760	0.1350	0.2693	---
Best Simplex Matrix	1	---					
	2	0.7180	---				
	3	0.5772	0.5632	---			
	4	0.6576	0.4538	0.3829	---		
	5	0.1622	0.1054	0.1919	0.5898	---	$Q^2 = .9151$
	6	0.0071	0.1350	0.0760	0.0662	0.2693	---
Group l - General Population							
Original Simplex Matrix	1	---					
	2	0.3396	---			N = 91	
	3	0.0417	0.1005	---			
	4	0.2324	0.2085	0.2892	---		
	5	0.1062	0.2014	0.0379	0.0251	---	$Q^2 = .7273$
	6	0.0857	0.0432	0.0069	0.2395	0.0353	---
Best Simplex Matrix	1	---					
	2	0.2892	---				
	3	0.1005	0.2085	---			
	4	0.0417	0.2324	0.3396	---		
	5	0.0379	0.0251	0.2014	0.1062	---	$Q^2 = .8723$
	6	0.0069	0.2395	0.0432	0.0857	0.0353	---

Q^2 value is also given. The actual and "best" Q^2 scores are given in Table 24 for all 12 of the Vietnamese groups.

It must be noted that the Kaiser simplex test has two limitations: (a) Q^2 is a descriptive statistic with no further test of significance presently available to evaluate how well the simplex is achieved, and (b) re-ordering of the matrices according to Kaiser's method does not always produce the "absolute best" simplex obtainable using the given data. To these limitations may be added a third which is not a factor in this work, but has been one in previous studies; neither Kaiser's test nor the simplex model itself, which is based on Guttman's (1959) Contiguity Hypothesis, allows for non-positive correlations. Harrelson (1970) discusses the role of negative correlations in the Q^2 score at great length since his study produced several such numbers. No negative numbers were encountered in the present study in the Kaiser test.

Hammersma's (1969) criterion of the Q^2 value needing to equal .70 or better before it is considered to approximate an acceptable simplex (on the *ORIGINAL SIMPLEX* matrix) is the criterion used herein. Of the four basic cross-cultural-series groups, three exceeded this figure easily and the one that did not was but .04 under .70. The Q^2 test when used on the *BEST SIMPLEX MATRIX* produced a score in excess of .83 in all four cases. For the remaining eight groups, using the Original Simplex Matrix, three did not exceed the .70 minimum, again missing at most by a mere .03, while ranging upward in excess of the .70 minimum, to a score of .88. Of the remaining eight population groups, all exceeded the .70 score for the Best Simplex Matrix, ranging from a low of .78 to a high of .92.

Hypothesis 15 was strongly supported.

SPECIAL HYPOTHESES RESULTS

General Comments

In order to increase understanding of this special section, pages 102 through 107 may need to be reread.

There are several other comments and questions that should be kept in mind as well while reading the Special Hypothesis section. While one extreme is merely an extension of a less extreme position, the point is that there are several degrees of strength involved in the rejection or the acceptance of a hypothesis. If there is generally a preponderance of significant differences for the groups and total, and if these differences are negative they support the null hypothesis. However, once one loses this preponderance of support for the null hypothesis by crossing the arbitrary line set by the .05 significance level, as long as the direction of the differences continues to support the null hypothesis (i.e., the direction is negative as far as the statement is concerned) the null hypothesis is still supported, though to a smaller and smaller degree.

Once one passes the point where the preponderance in direction changes from negative to positive, then the null hypothesis ceases to be supported and actually in these Special Hypotheses, there was really no case where this change in direction became critical. In all cases the preponderance was always clear and easy to locate. The next step in the extension of this explanation is the point when there is a preponderance of *positive significant* correlations. Once this point is reached, it is considered that the hypothesis is strongly supported.

One point needs further clarification. No final decision has been reached as to the reason for the several sets of loading factors that resulted in negative values. As can be seen in Table 25, Appendix G, the factors of the negative sets are not excessively large or small; they appear to be consonant with the positive factors in size. This means that a large negative number actually represents more positive attitudes even though it is technically negative. Thus, when the total-average-mean score for the disabled is larger than the total-average-mean score for the non-disabled, this reflects a more positive attitude, even though the contrary would appear to be logical.

With these points in mind the results of the Special Hypotheses are examined below:

H - 16: The war-disabled will *NOT* harbor stronger feelings of *SHAME* over a war-disability than would the non-disabled.

In this hypothesis a low score would indicate that the disabled would tend to hide and keep to themselves as a result of various reasons, centering on shame in the Vietnamese culture. If the mean scores of the disabled groups are lower than the mean scores for the non-disabled, this would mean that the disabled would be more negative toward themselves than would the non-disabled. In other words, the disabled would see themselves as more likely than would the non-disabled, to hide for shame of the disability.

Table 45 indicates the following: for the two groups with a significant difference (2 and Total) the hypothesis is supported. (From this point on, the *MAJOR* consideration for rejection or support of a hypothesis will rest on the support given by the Total score. If the Total score supports,

TABLE 45. -- Hypothesis 16. War-disabled People Will NOT Harbor More Feelings of SHAME Over The Affliction Than the Non-disabled. Score Distribution by Group^a and Total.

ITEM	GROUPS													
	1	2	3	4	e	f	g	h	i	j	k	l	T	
Total N	75	20	120	62	87	57	45	9	41	15	14	72	572	
Disabled N	41	8	10	1	4	5	1	1	28	-	9	9	116	
Nondis N	34	12	110	61	83	52	44	8	13	15	5	63	456	
Min. Mean	15.71	23.57	18.45	18.40	17.40	17.43	22.23	24.40	22.34	23.58	22.43	18.11	15.71	
Max. Mean	32.80	32.75	32.19	33.64	31.82	33.64	33.64	32.42	33.64	32.63	33.07	33.64	33.64	
M Total	25.18	28.06	25.99	27.77	25.57	26.73	28.15	28.61	28.95	27.78	28.61	26.75	26.62	
Std. Dev.	4.00	2.85	3.02	3.90	3.24	3.25	3.01	2.68	3.30	2.80	3.91	3.57	3.59	
M Disab	25.97	30.15	27.03	31.74	26.57	28.97	31.74	31.65	29.12	-	28.78	25.10	27.51	
Std. Dev.	3.91	2.23	2.75	-	3.89	6.32	-	-	3.29	-	3.62	4.30	3.97	
M Nondis	24.23	26.66	25.89	27.71	25.52	25.52	28.07	28.23	28.56	27.78	28.31	26.98	26.39	
Std. Dev	3.96	2.34	3.04	3.90	3.23	2.93	2.99	2.59	3.42	2.80	4.82	3.43	3.45	
Sig. Level Comparison Score: T	.061	.004	.256	.310	.531	.117	.232	.252	.622	-	.842	.142	.003	
" Disab	2.29	2.55	2.36	2.53	2.32	2.43	2.56	2.60	2.63	2.53	2.60	2.43	2.42	
" Disab	2.30	2.74	2.45	2.89	2.42	2.63	2.89	2.88	2.65	-	2.62	2.28	2.50	
" Nondis	2.20	2.42	2.35	2.52	2.32	2.41	2.55	2.57	2.60	2.53	2.57	2.45	2.40	

^aGroups:

1. Disabled and Families
2. Rehabilitation workers
3. Teachers
4. Employers
- e. Students
- f. Military
- g. Government officials
- h. Civil servants
- i. USAID-VN employees
- j. VN Graduate St.
- k. Viet-Cong
- l. General Pop.

then it will be considered that the hypothesis is supported (though perhaps only weakly). If the total score rejects, then it will be considered that the hypothesis is rejected. Further support (or lack of it) will "tip the scales" further into a range of *STRONG* support or rejection.

Table 45 further indicates that groups l, k, and L are reversed in direction of difference and, therefore, the hypothesis is rejected (but weakly since none of these differences are significant). All other groups weakly support the hypothesis, indicating that while the hypothesis is supported, it is supported but mildly. In other words, generally it was found that the disabled foresee less indications of hiding for *SHAME* over their affliction than the non-disabled would.

There is one more set of data that may hold some interest, found in Tables 45 through 61. There are groups that have higher than average total-mean scores, and those that are lower. Since by definition in the ABS higher scores are more positive and lower less positive, these scores appear to point to groups that have a higher self-image in regards to the hypothesis at hand, and also appear to pin-point those groups with lower self-images. Also, as can be seen in Table 31, since these groups tend clearly to pattern (and there must be some reason for such patterning), for each hypothesis the two or three groups with the highest and lowest total-average-mean scores are noted in the last sentence.

For Hypothesis 16 the groups with the highest scores are j^a, k, and h; those with the lowest are l and e^a.

^aThe score that is highest, and the score that is lowest, are both underlined for convenience.

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H - 17: War-disabled will not feel more willing to accept governmental aid for such as *vocational training, housing, pensions*, than would the non-disabled.

In as much as the hypothesis is not supported by the Total score, it is rejected. There are two groups with significant differences; 1 and L. L supports the hypothesis and 1 rejects it. Non-significant groups that support the hypothesis are 2, 4, e, g, and i. Non-significant groups that reject the hypothesis are 3, f, h, and k. There is no difference between the disabled and non-disabled for the Total score. Since the predominance of scores are either equal, non-significant, or in actual rejection of the hypothesis, the hypothesis is said to be mildly rejected, i.e., the non-disabled do not see the disabled as being more willing than the non-disabled to accept special privileges outlined above. Basically, there is very little difference other than in the group of patients in the rehabilitation centers and their families, and the general disabled population living among the general non-disabled population. These two groups do differ in their opinion.

The highest mean scores are for i and g groups; the lowest for group 1.

H - 18: Disabled people will not feel more *heroic* over the situation than would the non-disabled.

Groups h and L only, support the hypothesis and neither have significant differences between the disabled and the non-disabled.

Groups 1,2,3,4,e,f,g,i,k, and Total all reject the hypothesis and groups 2, e, and the Total have significant differences. The hypothesis is clearly rejected. This means that on scores indicating a feeling of being heroic over their disability, the disabled *DID* score higher and more positive than did the non-disabled.

GROUPS

ITEM 1 2 3 4 e f g h i j k l T

TABLE 46. -- Hypothesis 17. War-disabled people will *NOT* Feel More Willing to Accept Such as GOVERNMENTAL AID IN VOCATIONAL TRAINING, HOUSING, PENSIONS, etc., Than Will the Non-disabled. Score Distribution by Group^a and Total.

ITEM	GROUPS												
	1	2	3	4	e	f	g	h	i	j	k	l	T
Total N	77	20	117	66	89	56	49	9	46	15	18	78	591
Disabled N	42	9	11	1	4	5	1	1	31	-	13	9	126
Nondisab N	35	11	106	65	85	51	48	8	15	15	5	69	465
Min. Mean	-11.92	-11.63	-12.21	-12.21	-12.21	-11.63	-12.21	-11.09	-12.21	-11.12	-11.63	-12.21	-12.21
Max. Mean	-3.73	-5.99	-5.12	-6.88	-6.53	-6.48	-7.62	-8.83	-5.61	-8.20	-7.29	-5.86	-3.73
M Total	-9.35	-9.82	-10.25	-10.14	-10.22	-9.89	-10.35	-9.86	-10.53	-9.94	-10.19	-9.99	-10.04
Std. Dev.	1.93	1.30	1.30	1.27	1.25	1.06	1.12	.88	1.16	.82	1.03	1.25	1.36
M Disab	-9.97	-9.72	-10.25	-9.91	-9.52	-10.33	-9.92	-11.09	-10.50	-	-10.31	-8.51	-10.04
Std. Dev.	1.56	1.81	1.75	-	1.23	.63	-	-	1.18	-	1.08	2.02	1.46
M Nondis	-8.61	-1-.02	-10.24	-10.15	-10.26	-9.85	-10.36	-9.70	-10.59	-9.94	-9.88	-10.18	-10.04
Std. Dev.	2.08	.75	1.32	1.28	1.24	1.09	1.13	.80	1.14	.82	.88	.98	1.33
Sig. Level	.002	.625	.988	.860	.247	.338	.704	.146	.799	-	.450	.0005	.927
Comparison Score T	1.87	1.96	2.05	2.03	2.04	1.98	2.07	1.97	2.11	1.98	2.03	2.00	2.01
" Disab	1.99	1.94	2.05	1.98	1.90	2.07	1.98	2.22	2.10	-	2.06	1.70	2.01
" Nondis	1.72	2.00	2.05	2.03	2.05	1.97	2.07	1.94	2.12	1.98	1.98	2.03	2.01

aGroups: 1. Disabled and Families 4. Employers g. Government officials j. VN Graduate Students
2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
3. Teachers f. Military i. USAID-VN employees l. General population

TABLE 47. -- Hypothesis 18. Disabled People Will *NOT* Feel More *HEROIC* Over the Situation Than Will the Non-disabled. Score Distribution by Group^a and Total.

Item	1	2	3	4	e	f	g	h	i	j	k	l	T
GROUP													
Total N	78	21	121	66	91	61	49	9	49	15	19	78	608
Disabled N	43	9	11	2	5	7	2	1	32	-	14	8	132
Nondisab N	35	12	110	64	86	54	47	8	17	15	5	70	476
Min. Mean	4.87	5.60	4.21	4.91	5.00	5.15	4.91	8.84	5.79	4.81	5.81	4.12	4.12
Max. Mean	9.81	11.04	9.81	9.81	9.81	9.81	9.72	9.72	9.81	9.72	9.81	9.81	11.04
M Total	7.86	8.62	8.22	8.75	8.23	8.27	8.83	9.46	8.82	8.61	8.58	8.26	8.34
Std.Dev.	1.31	1.50	1.21	1.44	1.24	1.12	1.12	.36	1.07	1.38	1.13	1.36	1.26
M Disabled	8.04	9.40	8.51	9.23	9.24	8.68	9.23	9.44	8.88	-	8.75	7.72	8.54
Std.Dev.	1.34	1.24	1.17	.56	.74	.75	.56	-	1.03	-	1.13	1.59	1.25
M Nondisab	7.63	8.03	8.19	8.74	8.16	8.22	8.81	9.47	8.72	8.61	8.13	8.32	8.29
Std.Dev.	1.24	1.45	1.21	1.16	1.24	1.15	1.14	.38	1.18	1.38	1.70	1.33	1.26
Sig. Level	.163	.035	.413	.553	.058	.312	.606	.951	.628	-	.368	.240	.043
Comparison													
Score T	2.62	2.87	2.74	2.92	2.74	2.76	2.94	3.15	2.94	2.87	2.86	2.76	2.78
" Disabled	2.68	3.13	2.84	3.08	3.08	2.89	3.08	3.15	2.96	-	2.92	2.57	2.85
" Nonsidab	2.54	2.68	2.73	2.91	2.72	2.74	2.94	3.15	2.91	2.87	2.91	2.77	2.76

^aGroup: 1. Disabled and families 4. Employers g. Government officials j. VN Graduate Students
2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
3. Teachers f. Military i. USAID-VN employees l. General Population

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Also, the most positive groups are g, i, and h while the least positive is group l.

H - 19: Non-disabled people will not feel less *embarrassed* in the presence of the war-disabled than will the disabled.

Groups i and L support the hypothesis with group L containing significant difference. All other groups reject the hypothesis and groups l, 2, 3, f, and Total have significant difference. The hypothesis is strongly rejected. This means that the disabled are much more positive in the presence of other disabled than are the non-disabled; in other words the disability embarrasses the disabled less than it does the non-disabled.

The most positive groups are i and k while the least positive groups are l and e.

H - 20: Non-disabled people will not expect the war-disabled to demand *special privileges* more than will disabled people.

No group in this hypothesis had a significant difference between the disabled and non-disabled. Therefore, the hypothesis is clearly though not strongly rejected. The groups with the most positive total-mean-scores were g, i, and k, while groups h, and j were those with the least positive.

H - 21: Disabled people will not tend to accept disability as a function of *karma* more than would the non-disabled.

No group in this hypothesis had a significant difference between the disabled and non-disabled; therefore, this hypothesis is clearly though not strongly rejected. The most positive group was k while the least positive groups were l and 3.

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Item	GROUP												
	1	2	3	4	e	f	g	h	i	j	k	l	T
TABLE 1a. The mean scores of the 120 subjects with the different second best choice from the groups and total													

TABLE 49. -- Hypothesis 20. Non-disabled People Will *not* Expect the War-disabled to Demand SPECIAL PRIVILEGES More Than Will the Disabled. Score Distribution by Group^a and Total.

Item	GROUP											T
	1	2	3	4	e	f	g	h	i	j	k	l
Total N	70	19	116	65	85	54	48	9	37	15	18	70
Disabled N	37	8	10	2	4	6	2	1	26	-	13	8
Nondisab N	33	11	106	63	81	48	46	8	11	15	5	62
Min. Mean	6.49	6.52	7.04	6.70	6.81	7.89	6.93	8.60	8.77	7.21	8.82	5.79
Max. Mean	13.52	13.38	13.83	13.84	12.98	13.09	13.84	12.57	13.49	12.01	13.01	14.68
M Total	10.09	10.63	10.52	11.25	10.44	10.73	11.54	9.88	11.49	9.66	11.44	10.46
Std. Dev.	1.81	1.82	1.55	1.74	1.33	1.15	1.45	1.30	1.28	1.38	1.34	1.79
M Disabled	10.23	10.55	10.59	9.86	10.80	10.46	9.86	9.38	11.73	-	11.44	9.40
Std. Dev.	1.74	1.97	2.44	.91	1.62	1.23	.91	-	1.24	-	1.38	1.88
M Nondisab	9.94	10.70	10.51	11.30	10.42	10.80	11.61	9.94	10.90	9.56	11.45	10.60
Std. Dev.	1.86	1.80	1.46	1.74	1.33	1.15	1.43	1.38	1.24	1.38	1.40	1.75
Sig. Level	.509	.863	.864	.252	.585	.495	.095	.714	.069	-	.992	.073
Comparison T	.67	.71	.71	.75	.70	.71	.77	.66	.77	.64	.77	.70
" Disabled	.68	.70	.71	.66	.72	.70	.66	.63	.78	-	.77	.63
" Nondisab	.66	.71	.70	.75	.70	.72	.77	.66	.73	.64	.77	.71

^aGroup: 1. Disabled and families 4. Employers g. Government officials j. VN Graduate Students
2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
3. Teachers f. Military i. USAID-VN employees l. General population

TABLE 50. -- Hypothesis 21. Disabled People Will *NOT* Tend to Accept a Disability as a Function of *KARMA* More Than Would the Non-disabled. Distribution by Group^a and Total.

Item	GROUP										
	1	2	3	4	e	f	g	h	i	j	k
Total N	73	21	120	65	88	55	49	8	40	15	19
Disabled N	39	9	11	2	4	6	2	1	27	-	14
Nondisab N	34	12	109	63	84	49	47	7	13	15	5
Min. Mean	-20.38	-19.24	-19.94	-20.69	-20.55	-20.15	-20.69	-18.28	-20.55	-18.77	-20.75
Max. Mean	-9.30	-11.91	-10.71	-12.51	-11.12	-11.78	-12.51	-15.50	-11.45	-13.95	-14.55
\bar{M} Total	-15.70	-16.60	-15.96	-16.85	-16.79	-16.13	-16.75	-16.56	-16.89	-16.29	-18.18
Std. Dev.	2.32	1.92	1.85	1.62	1.87	2.02	1.65	.90	2.03	1.71	1.82
\bar{M} Disabled	-15.73	-16.45	-15.91	-17.34	-15.39	-17.19	-17.35	-15.40	-17.03	-	-18.01
Std. Dev.	2.75	1.57	2.11	.45	1.71	3.28	.45	-	1.82	-	1.61
\bar{M} Nondisab	-15.67	-16.70	-15.97	-16.84	-16.86	-16.00	-16.72	-16.71	-16.59	-16.29	-18.64
Std. Dev.	1.74	1.57	1.83	1.65	1.86	1.83	1.68	.85	2.45	1.71	2.47
Sig. Level	.919	.772	.921	.666	.124	.178	.605	.234	.531	-	.519
Comparison											
Score T	1.31	1.38	1.33	1.32	1.40	1.34	1.40	1.38	1.41	1.36	1.52
" Disabled	1.31	1.37	1.33	1.45	1.28	1.43	1.45	1.28	1.42	-	1.50
" Nondisab	1.31	1.39	1.33	1.40	1.40	1.33	1.39	1.39	1.38	1.36	1.55

^aGroup: 1. Disabled and families 4. Employers g. Government officials j. VN Graduate Students
2. Rehabilitation workers e. Students h. Civil Servants k. Viet-Cong
3. Teachers f. Military i. USAID-VN employees l. General population

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H - 22: Disabled people will not see the war-disabled as being *sexually inadequate* more than will the non-disabled.

The Total group is significantly different between the disabled and non-disabled and supports the hypothesis. Also supporting the hypothesis, though not significantly, are groups 1, 3, 4, f, g, h, and i. Groups 2, e, k, and L reject the hypothesis although not with significance. The hypothesis is therefore supported, though not strongly. This means that the war-disabled do have a more positive attitude toward their sexual powers than the non-disabled have of them.

Groups i and k have the most positive score-clusters and groups 2, f, and j are the lowest.

H - 23: Disabled people will not see the war-disabled as being more inclined than non-disabled to become *adulterers*.

Groups 1, 3, f, k, and Total have significant difference between the disabled and non-disabled and the direction of this difference supports the hypothesis. Groups 4, e, g, h, and i also support the hypothesis but without significance. Groups 2 and L reject the hypothesis but without significant difference. The hypothesis is strongly supported indicating that the disabled do see themselves more positively from a social standpoint than the non-disabled (i.e., the disabled see themselves as less likely to become adulterers).

Groups 2, i, and k are the most positive and group e is much lower in value than any other of the low groups; low enough to be considered alone.

TABLE 1. *Estimated Percentages of Population Properties with Significant and Nonsignificant Mean Differences Between the Two Study Groups*

TABLE 51. -- Hypothesis 22. Disabled People Will NOT See the War-disabled as Being SEX -
UALLY INADEQUATE More Than the Non-disabled. Score Distribution by Group^a and Total.

Item	GROUP											T
	1	2	3	4	e	f	g	h	i	j	k	l
Total N	70	19	113	64	90	57	47	9	42	14	15	73
Disabled N	39	8	10	1	4	5	1	1	27	-	10	7
Nondisab N	31	11	103	63	86	52	46	8	15	14	5	66
Min. Mean	16.76	17.01	19.87	17.95	19.61	18.76	17.95	23.68	23.04	19.45	25.60	19.37
Max. Mean	35.14	30.72	33.86	43.36	34.94	33.69	31.75	31.79	34.92	33.55	35.19	34.77
M Total	27.09	26.95	27.42	27.85	27.95	26.84	27.29	28.00	29.60	26.82	30.49	27.29
Std. Dev.	4.42	3.23	3.03	3.72	3.75	3.22	3.20	2.49	3.52	4.49	3.18	3.44
M Disabled	27.79	26.52	29.21	30.43	26.29	28.07	30.43	28.46	29.62	-	30.11	25.89
Std. Dev.	4.55	4.47	2.34	-	1.94	5.61	-	-	3.60	-	3.45	2.90
M Nondisab	26.21	27.25	27.25	27.81	28.03	26.72	27.22	27.94	29.56	26.82	31.24	27.43
Std. Dev.	4.16	2.14	3.04	3.74	3.80	2.96	3.20	2.66	3.49	4.49	2.75	3.48
Sig. Level	.138	.643	.050	.488	.367	.373	.327	.861	.958	-	.537	.260
Comparison												
Score T	1.94	1.93	1.96	1.99	2.00	1.92	1.95	2.00	2.11	1.92	2.18	1.95
" Disabled	1.99	1.89	2.09	2.17	1.88	2.01	2.17	2.03	2.11	-	2.15	1.85
" Nondisab	1.87	1.95	1.95	1.99	1.87	1.91	1.94	2.00	2.11	1.92	2.23	1.96

^aGroup: 1. Disabled and families 4. Employers g. Government officials j. VN Graduate Students
2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
3. Teachers f. Military i. USAID-VN employees l. General public

TABLE 52. -- Hypothesis 23. Disabled People Will NOT See the War-disabled as Being More Inclined Than Normal People to Become ADULTERERS Than Will the Non-disabled. Distribution by Group^a and Total

Item	GROUP										
	1	2	3	4	e	f	g	h	i	j	k
Total N	74	19	118	64	88	55	48	8	41	15	18
Disabled N	40	9	8	2	3	5	2	1	27	-	13
Nondisab N	34	10	110	62	85	50	46	7	14	15	5
Min. Mean	-10.03	-8.72	-9.60	-8.22	-7.54	-7.55	-8.22	-9.35	-8.73	-7.23	-9.62
Max. Mean	-1.37	-4.45	-2.13	-1.38	.07	-2.06	-3.57	-2.14	-3.20	-2.65	-2.95
											-2.36
M Total	-5.72	-6.47	-5.71	-5.48	-5.02	-5.36	-5.51	-5.60	-6.03	-5.61	-6.35
Std. Dev.	1.64	1.12	1.50	1.57	1.39	1.45	1.39	2.42	1.41	1.18	1.67
											1.46
M Disabled	-6.08	-6.39	-6.90	-6.15	-5.58	-6.52	-6.15	-8.32	-6.16	-	6.85
Std. Dev.	1.62	1.21	1.34	.26	1.50	.86	.27	-	1.18	-	1.55
											1.42
M Nondisab	-5.29	-6.56	-5.62	-5.45	-5.00	-5.24	-5.49	-5.21	-5.77	-5.61	-5.04
Std. Dev.	1.49	1.09	1.48	1.59	1.39	1.45	1.33	2.33	1.79	1.18	1.27
											1.47
Sig. Level	.037	.747	.019	.539	.480	.058	.485	.260	.402	-	.034
											.330
Comparison											
Score T	.64	.72	.64	.61	.56	.60	.61	.62	.68	.62	.71
" Disabled	.68	.71	.77	.68	.62	.73	.68	.92	.68	-	.76
" Nondisab	.59	.73	.62	.61	.56	.58	.61	.58	.64	.62	.56
											.65
											.61

^aGroup: 1. Disabled and families 4. Employers g. Government officials j. VN Graduate Students
2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
3. Teachers f. Military i. USAID-VN employees 1. General population

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H - 24: Disabled people will not see the war-disabled as being more *INEPT* and *UNABLE* workers than the non-disabled will expect.

Groups 1, 3, f, and Total have significant differences that support the hypothesis. Group i also is nearly significant (.071) in the same direction and the balance of the groups other than L support the hypothesis but with non-significant difference. Only group L rejects the hypothesis (as it often does) and with a non-significant difference. This means that Hypothesis 24 is strongly supported and that the disabled have a much stronger feeling toward their ability to be productive workers than do the non-disabled. Groups i, h and k are most positive while groups 1, 3 and e are the least positive on mean scores.

H - 25: Disabled people will not see the war-disabled as more *subject to WORRYING excessively*, or as worrying more than the non-disabled, than will the non-disabled.

The Total score has strong *SIGNIFICANT* difference in the positive direction. Scores for groups 1, 2, f, and L are likewise significant, though to lower levels. Groups 3, 4, g, h, i, and k have positive direction al - though not with a significant difference. Only group e has a negative direction and only at the .896 level which is virtually immaterial. Hypothesis 25 is strongly supported; which means that the disabled do not see themselves as more likely to be upset by worry than the non-disabled see them.

Groups i and k are the most positive and there is no group outstandingly low although group 3 is the lowest of these.

TABLE 53. -- Hypothesis 24. Disabled People Will NOT See the War-disabled as Being More INEPT and UNABLE Workers Than the Non-disabled. Score Distribution by Group^a and Total.

Item	GROUPS												
	1	2	3	4	e	f	g	h	i	j	k	l	T
Total N	66	19	118	62	86	56	46	9	37	15	16	68	552
Disabled N	37	7	9	1	3	4	1	1	22	-	11	6	101
Nondisab N	29	12	109	61	83	52	45	8	15	16	5	62	451
Min. Mean	14.15	16.10	14.77	16.52	13.50	14.48	17.19	20.70	17.59	18.14	16.83	15.37	13.50
Max. Mean	26.42	26.26	26.31	24.91	26.49	26.60	24.65	25.86	26.47	23.66	27.38	26.85	27.38
M Total	20.39	21.98	20.12	21.83	20.15	21.18	22.01	23.42	23.47	20.49	23.23	21.20	21.03
Std. Dev.	3.10	2.15	2.37	2.42	2.44	2.54	2.06	1.35	2.22	1.74	2.89	2.50	2.68
M Disabled	21.33	22.49	21.72	23.33	20.26	24.59	23.33	23.28	24.01	-	23.13	20.06	22.29
Std. Dev.	2.92	3.16	2.62	-	.84	2.70	-	-	2.02	-	2.82	3.21	2.89
M Nondisab	19.17	21.68	19.99	21.80	20.14	20.92	21.98	23.44	22.67	20.49	23.45	21.31	20.75
Std. Dev.	2.93	1.35	2.31	2.43	2.49	2.36	2.07	1.44	2.33	1.74	3.38	2.42	2.55
Sig. Level	.004	.443	.035	.536	.936	.004	.521	.920	.071	-	.846	.243	.0005
Comparison													
Score T	1.27	1.37	1.26	1.36	1.26	1.32	1.38	1.46	1.47	1.28	1.45	1.27	1.31
" Disabled	1.33	1.41	1.36	1.46	1.27	1.54	1.46	1.46	1.50	-	1.44	1.25	1.39
" Nondisab	1.20	1.36	1.25	1.36	1.26	1.31	1.37	1.46	1.42	1.28	1.46	1.33	1.30

aGroup: 1. Disabled and families 4. Employers g. Government officers j. VN Graduate Students
2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
3. Teachers f. Military i. USAID-VN employees l. General population

1999 and 2000 are the only two consecutive years that the Non-Placed group has scored higher than the Average person. When will the Non-Placed group be able to match the Placed group's total?

TABLE 54. -- Hypothesis 25. Disabled People Will NOT See the War-disabled as More Subject to EXCESSIVE WORRYING, or as WORRYING MORE THAN the Average Person, Than Will the Non-disabled. Score Dis - tribution by Group^a and Total.

Item	1	2	3	4	e	f	GROUP							T
							g	h	i	j	k	l		
Total N	77	20	122	64	92	58	47	9	41	15	19	77	594	
Disabled N	41	8	11	2	5	6	2	1	27	-	14	9	124	
Nondisab N	36	12	111	62	87	52	45	8	14	15	5	68	470	
Min. Mean	5.72	7.91	6.67	5.40	6.06	6.08	6.61	8.20	6.49	6.23	9.16	5.68	5.40	
Max. Mean	14.87	14.20	14.11	14.11	13.35	14.11	13.35	13.08	14.11	12.01	14.11	14.49	14.87	
M Total	9.94	10.20	9.45	9.80	9.51	9.65	9.73	10.30	11.01	9.92	11.98	9.57	9.83	
Std. Dev.	2.06	1.94	1.55	1.99	1.69	1.83	1.70	1.63	1.88	1.49	1.54	1.96	1.88	
M Disabled	10.55	11.36	9.70	11.24	9.42	11.69	11.24	12.25	11.33	-	12.14	10.80	10.93	
Std. Dev.	2.17	2.36	1.87	-	1.82	2.84	-	-	1.61	-	1.47	2.29	2.05	
M Nondisab	9.23	9.42	9.42	9.75	9.52	9.41	9.72	10.05	10.38	9.92	11.52	9.41	9.54	
Std. Dev.	1.70	1.15	1.52	2.00	1.69	1.56	1.71	1.56	2.25	1.49	1.83	1.87	1.72	
Sig. Level	.004	.024	.576	.301	.896	.003	.218	.227	.129	-	.458	.045	.0005	
Comparison Score T	1.66	1.70	1.58	1.63	1.59	1.60	1.62	1.72	1.84	1.66	2.00	1.60	1.64	
" Disabled	1.76	1.89	1.62	1.87	1.57	1.95	1.87	2.04	1.89	-	2.02	1.80	1.82	
" Nondisab	1.54	1.57	1.57	1.61	1.59	1.57	1.61	1.68	1.73	1.66	1.92	1.57	1.59	

^aGroup: 1. Disabled and families 4. Employers g. Government officials j. VN Graduate Students
2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
3. Teachers f. Military i. USAID-VN employees l. General population



H - 26: Disabled people will not see the war-disabled as being persons who will eventually become troubled sufficiently over the disability that they will *withdraw* from life and living, more than will the non-disabled.

The Total score was significantly different in the positive direction, as were groups 1, 2, and f. Groups 3, 4, e, g, and h have positive though non-significant difference. Groups i, k, and L show negative direction with non-significant scores. Hypothesis 26 is supported, which means that the disabled see themselves as less likely to withdraw from life over their affliction than do the non-disabled.

Groups i and k have the most positive mean scores while groups 1, 3, and e have the lowest mean scores.

H - 27: Disabled people will not feel more *disgust or repulsion* by the physical manifestations of the war-disabled, than the non-disabled will toward them.

This hypothesis is similar to Hypothesis 19, but in this case the vocabulary is much stronger than in 19. Where uncomfortable embarrassment was the tone of 19, disgust and horror were the tones of Hypothesis 27, making it a much stronger situation.

The Total score has significance between the disabled and non-disabled and the score is in the positive direction. Groups 2, 3, and f also have significant difference in the positive direction. Groups 1, 4, e, g, i, and k are also positive but without significance. Only group L has scores that are negative toward the hypothesis and while the difference is not significant it is to the .122 level. This indicates fairly strong support for the hypothesis which means that the feelings exhibited or felt toward the

TABLE 55. -- Hypothesis 26. Disabled People Will *NOT* See the War-disabled as Being a Person Who Will Eventually Become Troubled Enough Over His Disability That he Will *WITHDRAW FROM LIFE* and Living, More Than the Non-disabled. Score Distribution by Group^a and Total.

Item	Group												
	1	2	3	4	e	f	g	h	i	j	k	l	T
Total N	76	20	112	63	86	55	46	9	41	15	14	73	564
Disabled N	42	8	10	1	3	4	1	1	27	-	9	9	114
Nondisab N	34	12	102	62	83	51	45	8	14	15	5	64	450
Min. Mean	20.71	24.66	20.65	22.69	20.07	23.28	25.17	25.10	22.55	25.36	27.69	24.06	20.07
Max. Mean	40.93	40.53	38.99	41.83	39.84	41.95	41.44	38.48	42.03	39.90	41.97	41.52	42.03
\bar{M} Total	30.35	32.26	30.75	33.18	30.79	31.19	33.21	32.25	33.99	32.27	34.96	32.24	31.67
Std. Dev.	4.72	5.20	3.80	4.74	3.69	4.58	4.02	4.14	5.32	3.78	4.65	4.36	4.51
\bar{M} Disabled	31.15	35.86	32.39	37.61	32.32	38.13	37.61	36.01	33.78	-	34.70	31.42	32.89
Std. Dev.	4.63	4.53	3.94	-	2.13	5.03	-	-	5.50	-	4.36	4.74	4.96
\bar{M} Nondisab	29.35	29.86	30.59	33.11	30.73	30.65	33.11	31.78	34.38	32.27	35.43	32.35	31.36
Std.Dev.	4.71	4.24	3.77	4.74	3.73	4.12	4.01	4.16	5.12	3.78	5.64	4.33	4.34
Sig. Level	.100	.007	.154	.350	.467	.001	.272	.370	.739	-	.791	.554	.001
Comparison													
Score T	2.02	2.15	2.05	2.21	2.05	2.08	2.21	2.15	2.27	2.15	2.33	2.15	2.11
" Disabled	2.08	2.39	2.16	2.50	2.15	2.54	2.51	2.40	2.25	-	2.31	2.09	2.19
" Nondisab	1.97	1.99	2.03	2.20	2.05	2.04	2.21	2.12	2.29	2.15	2.36	2.16	2.09

^aGroup: 1. Disabled and families 4. Employers g. Government officials j. VN Graduate students
2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
3. Teachers f. Military i. USAID-VN employees l. General population

Percentages are presented separately for each group of respondents with scores ranging from 0 to 100, and are based on the total number of respondents in each group. Percentages are presented for the total sample, for the Non-disabled, Score Distribution, and for the Disabled, Score Distribution. Percentages are also presented for the total sample, for the Non-disabled, and for the Disabled, by group and total.

TABLE 56. -- Hypothesis 27. Disabled People Will NOT Feel More DISGUST or REPULSION by the Physical Forms of the Disabilities Manifested by the War-disabled, Than the Non-disabled. Score Distribution by Group^a and Total.

Item	1	2	3	4	e	f	GROUP							T
							g	h	i	j	k	l		
Total N	67	18	112	59	79	51	43	8	36	14	13	62	519	
Disabled N	38	7	10	1	3	6	1	-	25	-	8	6	104	
Nondisab N	29	11	102	58	76	45	42	8	11	14	5	56	415	
Min. Mean	39.67	55.24	49.49	46.15	46.70	44.15	53.75	62.20	54.96	54.81	53.89	52.58	39.67	
Max. Mean	80.71	79.57	76.96	80.95	80.48	81.44	80.59	78.76	82.16	79.16	81.76	80.01	82.16	
M Total	62.55	67.33	64.15	67.73	63.56	65.57	68.10	69.04	70.31	66.78	70.14	66.12	65.50	
Std. Dev.	8.97	6.91	6.52	8.61	7.19	8.22	6.40	4.97	7.84	7.64	9.11	7.35	7.94	
M Disabled	64.13	71.71	68.43	77.37	66.27	71.86	77.37	-	71.02	-	70.34	61.69	67.68	
Std. Dev.	8.29	5.97	6.46	-	6.65	14.05	-	-	7.61	-	9.41	9.93	8.85	
M Nondisab	60.48	64.54	63.73	67.56	63.45	64.73	67.88	69.04	68.69	66.78	69.82	66.59	64.91	
Std. Dev.	9.55	6.14	6.40	8.59	7.23	6.95	6.31	4.97	8.49	7.64	9.67	6.97	7.60	
Sig. Level	.099	.027	.029	.262	.509	.045	.145	-	.420	-	.926	.122	.002	
Comparison														
Score T	1.95	2.10	2.00	2.12	1.99	2.05	2.13	2.16	2.20	2.09	2.19	2.07	2.05	
" Disabled	2.00	2.24	2.14	2.42	2.07	2.25	2.42	-	2.20	-	2.20	1.93	2.12	
" Nondisab	1.89	2.02	1.99	2.11	1.98	2.02	2.12	2.16	2.15	2.09	2.18	2.08	2.03	
aGroup:	1. Disabled and families	2. Rehabilitation workers	3. Teachers	4. Employers	5. Government officials	6. j. VN Graduate students	7. k. Viet-Cong	8. l. General public	9. i. USAID-VN employees	10. j. VN Graduate students	11. k. Viet-Cong	12. l. General public	13. m. General public	

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physical disability is less strong among the disabled themselves than it is among the non-disabled. Groups i and k have the most positive attitudes and group l is lowest and an isolate in this position.

H - 28: Disabled people will not expect the war-disabled to accept *special aids in money, training, etc.*, or other advantages not afforded the non-disabled, more than the nondisabled will expect.

For Hypothesis 28 it should be noted, a high score indicates that these benefits should be available to the disabled. Only group l had a significant difference and this was positive. The Total score and scores for groups 2, 4, g, i, k, and L were not significant but were positive. Groups 3, e, f, and h had non-significant negative direction. The hypothesis is mildly supported which means that the disabled do see such benefits as being the right of the disabled more than do the non-disabled.

Groups g, i, and k were most positive and groups l, 2, and j were the lowest.

H - 29: Disabled people will not see the war-disabled as being more *helpless and unable* generally than the non-disabled will see them.

The Total score contains significant difference between the disabled and non-disabled in the positive direction, as do groups l, and f. Groups 2, 3, 4, e, g, h, i, and k are positive, but non-significant. Only group L has the rejecting reversal in direction and only at the .749 level. Hypothesis 29 is clearly supported which means that the disabled have a much more positive attitude toward their general ability to achieve than the non-disabled have of them. Groups i, h, and k have the most positive attitude in this regard, and groups l and e have the lowest.

group, the dependent variable, disabled people will not expect the war-related to accept a more significant treatment, even if the same advantages not afforded to the non-disabled, more than the non-disabled. Score Distribution by Group and Total.

TABLE 57. -- Hypothesis 28. Disabled People Will NOT Expect the War-disabled to Accept SPECIAL AIDS in MONEY, TRAINING, etc., or OTHER ADVANTAGES Not Afforded to the Non-disabled, More Than the Non-disabled. Score Distribution by Group^a and Total.

Item	GROUP										
	1	2	3	4	e	f	g	h	i	j	k
Total N	75	20	119	67	90	57	50	9	44	15	19
Disabled N	42	8	11	2	4	6	2	1	29	-	14
Nondisab N	33	12	108	65	86	51	48	8	15	15	5
Min. Mean	10.77	13.99	12.79	12.00	12.22	12.81	12.00	14.46	15.23	13.66	12.25
Max. Mean	20.99	20.89	20.99	20.99	20.89	20.99	20.99	20.42	20.99	20.63	20.89
M Total	17.76	17.81	18.25	18.82	18.89	18.36	19.00	18.04	19.41	17.92	19.49
Std. Dev.	2.62	2.12	1.98	2.37	1.88	2.02	2.14	2.36	1.40	2.09	2.13
M Disabled	18.31	18.40	17.88	20.58	17.53	17.99	20.58	17.08	19.41	-	19.73
Std. Dev.	2.35	2.50	2.34	.44	4.03	2.98	.44	-	1.36	-	1.34
M Nondisab	17.06	17.42	18.28	18.77	18.96	18.40	18.94	18.15	19.41	17.92	18.82
Std. Dev.	2.80	1.83	1.95	2.39	1.74	1.92	2.16	2.49	1.54	2.09	3.73
Sig. Level	.039	.324	.519	.289	.140	.642	.292	.696	.990	-	.430
Comparison											
Score T	2.22	2.23	2.28	2.35	2.36	2.30	2.38	2.26	2.43	2.24	2.44
" Disabled	2.29	2.30	2.24	2.57	2.19	2.25	2.57	2.14	2.43	-	2.47
" Nondisab	2.13	2.18	2.29	2.35	2.37	2.30	2.37	2.27	2.43	2.24	2.35

^aGroup: 1. Disabled and families 4. Employers g. Government officers j. VN Graduate students
 2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
 3. Teachers f. Military i. USAID-VN employees l. General population

TABLE 58. -- Hypothesis 29. Disabled People Will NOT See the War-disabled as Being More HELPLESS and UNABLE Generally Than the Non-disabled. Score Distribution by Group^a and Total.

Item	GROUP										
	1	2	3	4	e	f	g	h	i	j	k
Total N	67	21	118	60	86	54	44	9	38	15	16
Disabled N	38	9	9	1	3	5	1	1	25	-	11
Nondisab N	29	12	109	59	83	49	43	8	13	15	5
Min. Mean	22.09	26.84	24.16	26.63	26.12	24.35	29.43	34.75	32.71	29.78	29.46
Max. Mean	41.74	41.42	41.70	42.19	41.95	43.18	42.02	41.15	43.16	41.03	42.51
M Total	33.79	36.82	34.18	36.43	33.86	35.41	36.71	38.54	38.02	35.69	38.49
Std. Dev.	4.81	3.41	3.79	4.10	4.02	4.24	3.20	1.96	3.29	3.64	3.93
M Disabled	35.03	37.31	35.67	39.15	34.24	41.24	39.15	39.13	38.02	-	39.22
Std. Dev.	4.35	4.35	3.74	-	1.86	3.73	-	-	3.35	-	3.70
M Nondisab	32.16	36.45	34.05	36.39	33.84	34.81	36.65	38.47	38.01	35.69	36.87
Std. Dev.	4.97	2.66	3.78	4.12	4.09	3.85	3.22	2.08	3.30	3.64	4.35
Sig. Level	.015	.583	.220	.509	.868	.001	.448	.774	.991	-	.281
Comparison Score T	1.61	1.75	1.63	1.73	1.61	1.69	1.75	1.84	1.81	1.70	1.83
"Disabled	1.67	1.78	1.70	1.86	1.63	1.96	1.86	1.86	1.81	-	1.87
"Nondisab	1.53	1.74	1.62	1.73	1.61	1.66	1.75	1.83	1.81	1.70	1.76

aGroup: 1. Disabled and families 4. Employers g. Government officials j. VN Graduate students
 2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
 3. Teachers f. Military i. USAID - VN employees l. General population

H - 30: Disabled people will not expect the war-disabled to *malingering* because of their affliction more than the non-disabled will expect of them.

Scores on Hypothesis 30 are almost evenly divided between support and rejection. The Total and group 3 scores significantly support the hypothesis, whereas in groups 4, f, g, and i the support is non-significant. Group 1 rejects it significantly and groups 2, e, h, k, and L reject it non-significantly. Groups i and k have the highest scores and groups 1, 2 and f have the lowest.

H - 31: Disabled people will not expect the war-disabled to be *bitter* about the disability more than the non-disabled.

The Total score is significant and negative. Group L is significant and negative also. Groups 2, 4, e, f, g, i, and k are negative though not showing significant difference between the disabled and non-disabled. The only positive direction scores are from groups 1, 3, and h and none of these show significance. The hypothesis is clearly rejected. The disabled people had means that were lower than the means of the non-disabled and thereby exhibited *MORE* bitterness than the non-disabled expected they would.

H - 32: Disabled people will not see the war-disability as apt to eventually cause *mental deterioration* or *mental illness* more than the non-disabled.

The Total score for all groups exhibits significant difference between the disabled and non-disabled in a positive direction. Groups 1, 2, 3, 4, f, g, and i likewise show a positive direction but without significance. Groups e, h, k, and L have negative direction though not with significant difference. Hypothesis 32 is supported. This indicates that the disabled exhibit a more positive attitude and hope toward the *AVOIDANCE*

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TABLE 59. -- Hypothesis 30. Disabled People Will NOT Expect the War-disabled to MALINGER Because of Their Affliction More Than the Non-disabled. Distribution by Group^a and Total.

Item	1	2	3	4	e	f	g	GROUP					l	T
								h	i	j	k			
Total N	72	19	118	65	92	59	49	9	45	15	18	75	587	
Disabled N	39	7	9	1	4	6	1	1	30	-	13	9	119	
Nondisab N	33	12	108	64	88	53	48	8	15	15	5	66	468	
Min. Mean	-18.53	-17.21	-18.48	-18.37	-18.53	-18.54	-18.22	-16.93	-18.53	-18.01	-18.43	-18.50	-18.54	
Max. Mean	-7.09	-9.33	-9.86	-9.85	-9.94	-9.16	-9.85	-12.20	-11.22	-11.85	-11.96	-10.02	-7.09	
\bar{M} Total	-14.49	-14.41	-14.99	-15.14	-15.29	-14.59	-14.80	-15.10	-16.20	-14.89	-16.33	-15.10	-15.08	
Std. Dev.	2.79	1.99	1.98	2.05	2.05	2.15	1.96	1.47	1.83	1.95	1.96	2.01	2.16	
\bar{M} Disabled	-15.11	-13.89	-16.35	-15.46	-14.08	-15.00	-15.46	-14.24	-16.29	-	-15.98	-14.67	-15.45	
Std. Dev.	2.83	2.85	.90	-	1.73	3.11	-	-	1.76	-	2.06	2.40	2.39	
\bar{M} Nondisab	-13.75	-14.71	-14.89	-15.14	-15.35	-14.54	-14.78	-15.12	-16.02	-14.89	-17.22	-15.15	-14.99	
Std. Dev.	2.60	1.34	2.01	2.07	2.05	2.05	1.98	1.54	2.02	1.95	1.48	1.96	2.08	
Sig. Level	.038	.406	.032	.878	.230	.625	.738	.610	.643	-	.240	.505	.035	
Comparison														
Score T	1.61	1.60	1.67	1.68	1.70	1.62	1.64	1.68	1.80	1.65	1.81	1.68	1.68	
" Disabled	1.69	1.54	1.82	1.72	1.56	1.67	1.72	1.58	1.81	-	1.78	1.63	1.72	
" Nondisab	1.53	1.63	1.65	1.68	1.71	1.62	1.64	1.68	1.78	1.65	1.91	1.68	1.67	

^aGroup: 1. Disabled and families
2. Rehabilitation workers
3. Teachers
4. Employers
e. Students
f. Military
g. Government officials
h. Civil servants
i. USAID-VN employees
j. VN Graduate students
k. Viet-Cong
1. General population

TABLE 60. -- Hypothesis 31. Disabled People Will NOT Expect the War-disabled to be BITTER About Disability More Than the Non-Disabled. Distribution by Group^a and Total.

Item	GROUP										
	1	2	3	4	e	f	g	h	i	j	k
Total N	72	19	120	68	90	55	51	9	44	15	15
Disabled N	39	7	10	2	4	6	2	1	29	-	10
Nondisab N	33	12	110	66	86	49	49	8	15	15	5
Min. Mean	5.49	4.19	5.66	6.38	6.91	5.20	7.14	8.42	6.63	8.08	8.19
Max. Mean	12.49	12.16	13.22	12.67	12.71	12.67	12.67	12.43	12.45	11.17	12.40
M Total	9.21	10.06	10.17	10.50	10.10	10.11	10.47	10.49	10.12	9.70	10.88
Std. Dev.	1.73	1.88	1.53	1.50	1.27	1.65	1.44	1.25	1.57	1.09	1.16
M Disabled	9.26	9.86	10.61	9.64	9.67	9.83	9.64	11.90	10.10	-	10.62
Std. Dev.	1.95	2.93	1.35	.83	.73	2.52	.83	-	1.51	-	1.27
M Nondisab	9.13	10.17	10.13	10.52	10.12	10.15	10.50	10.31	10.15	9.70	11.40
Std. Dev.	1.45	1.03	1.54	1.51	1.29	1.55	1.46	1.21	1.74	1.09	.74
Sig. Level	.736	.742	.344	.417	.487	.662	.412	.257	.922	-	.231
Comparison Score T	1.32	1.43	1.45	1.50	1.44	1.44	1.50	1.50	1.44	1.39	1.55
" Disabled	1.32	1.41	1.52	1.38	1.39	1.41	1.38	1.70	1.44	-	1.52
" Nondisab	1.30	1.45	1.44	1.50	1.45	1.45	1.50	1.47	1.45	1.39	1.63

^aGroup: 1. Disabled and families 2. Rehabilitation workers 3. Teachers 4. Employers 5. Students 6. Military 7. Government officials 8. Civil servants 9. USAID-VN employees 10. VN Graduate students 11. Viet-Cong 12. General population

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TABLE 61. -- Hypothesis 32. Disabled People Will NOT See the War-disability as Apt to Eventually Cause Mental Deterioration or Mental Illness More Than For the Non-disabled. Score Distribution by Group^a and Total.

Item	Group										
	1	2	3	4	e	f	g	h	i	j	k
Total N	72	21	119	65	90	56	48	9	40	14	18
Disabled N	38	9	11	2	4	6	2	1	29	-	13
Nondisab N	34	12	108	63	86	50	46	8	11	14	5
Min. Mean	11.98	12.53	14.05	15.66	13.08	13.28	15.66	17.48	15.91	14.80	16.51
Max. Mean	23.32	22.30	22.82	23.22	23.78	23.22	22.35	20.72	23.63	23.20	23.70
M Total	18.70	18.99	19.16	19.55	19.24	18.74	19.33	19.41	20.33	19.44	20.85
Std. Dev.	2.84	2.27	2.18	2.09	2.27	2.12	1.89	1.10	1.97	2.55	1.79
M Disabled	19.18	19.12	19.61	21.35	18.88	19.08	21.35	18.84	20.55	-	20.52
Std. Dev.	2.86	2.99	2.07	1.41	1.17	3.34	1.41	-	1.89	-	1.88
M Nondisab	18.15	18.89	19.11	19.49	19.26	18.70	19.24	19.48	19.74	19.44	21.69
Std. Dev.	2.75	1.70	2.20	2.09	2.31	1.97	1.87	1.15	2.15	2.55	1.35
Sig. Level	.124	.826	.474	.219	.747	.682	.125	.615	.249	-	.225
Comparison Score T	1.70	1.73	1.74	1.78	1.75	1.70	1.75	1.76	1.85	1.77	1.90
" Disabled	1.74	1.74	1.78	1.94	1.72	1.73	1.94	1.71	1.87	-	1.87
" Nondisab	1.65	1.72	1.74	1.77	1.75	1.70	1.75	1.77	1.79	1.77	1.97
											.356
											.022

^aGroup: 1. Disabled and families 4. Employers g. Government officials j. VN Graduate students
 2. Rehabilitation workers e. Students h. Civil servants k. Viet-Cong
 3. Teachers f. Military i. USAID-VN employees l. General population

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of eventual mental illness as a result of the war-damage, than do the non-disabled. Groups i and k exhibit the highest mean scores while groups l and e have the lowest.

TABLE 27. --(From the 16 Special Hypotheses) The Groups With the Highest and Lowest Scores on the Total-Average-Mean, Contrasted With the Percent of Disabled Per Group (Figured From Hypothesis 18 Which Has the Lowest Number of Question-Pairs Used to Form a Hypothesis).

Number Highest	Group	Number Lowest	Percent of Disabled
0	1	8	55.0
1	2	1	42.9
0	3	1	9.1
0	4	0	3.0
0	e	2	5.5
0	f	0	11.5
2	g	0	4.1
0	h	0	11.1
5	i	0	65.3
-	j	-	-
8	k	0	73.7
0	l	2	10.3
	Total		21.7

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SPECIAL STUDY TABLES AND INFORMATION

As previously noted, this section is not a major portion of this dissertation. Tables 29 - 41 were assembled to stimulate further research from this data. These tables may add some depth to portions of the major and minor hypotheses sections, but are intended solely to be a basis for additional research.

Further explanation of the ABS will help understand the data of Tables 29 - 41. There were the six subscales of the ABS, one for each of the 6 levels. In addition to these scales were several other sections, each pregnant with possible useful data. First was the *DEMOGRAPHIC* section (which should have included a question designed to elicit home area data; i.e., rural, city, urban, or some similar classification). Next was the section designed to elicit a person's attitude toward social and personal *CHANGE*; an important question in rapidly changing Viet-Nam as it tries to retain much of its traditional culture. Third was a section regarding *ACTUAL EXPERIENCE* with the war-disabled. Last was a section entitled *LIFE SITUATIONS* in which personal views on control of the physical and social environment was probed. For sheer interest and study the *LIFE SITUATIONS* section is undoubtedly the most useful. These four special data sections have each spawned sets of Tables which are included here and are briefly outlined.

Table 28 . Attitudes of the Disabled vs. the Non-disabled

Level 1 shows a significant difference of less than .05. The higher the mean score, the more positive the attitude toward the war-disabled.

TABLE 28. -- Comparison of Means and Levels of Significance of Total Scores by *DISABLED* vs. *NON-DISABLED* on the 6 ABS Content Levels of Attitude.

		Means		Significance Level
		Disabled	Non-disabled	
Attitude Content	ABS Level (Variable)			
	1	44.72	43.89	.133
	2	38.93	37.02	.001
	3	44.23	42.58	.007
	4	47.03	43.90	.0005
	5	47.43	48.55	.055
	6	51.45	46.29	.0005

Table 29: Rank Order of Research Groups

Table 29 is constructed from the large tables (Appendix B) of correlations between the 32 variables. In Table 29 each set of means showing a level of significance better than .05 is listed, in each case indicating which mean was larger, thus giving the direction of difference. This was done with both Content and Intensity scores for all 6 levels (variables 1 - 12) and differences are easily discernable throughout Table 29.

In the first column of Table 29 for example, there are differences at the .05 level for groups 1 and 2, on levels 4 and 6 of Content only. For group 1 and 3, every level of Content contains differences at the .05 level of significance or better, and levels 1, 2, 4, and 6 of Intensity, as well. As one peruses these columns, patterns emerge and it can easily be seen which

TABLE 29. -- Continued.

Variable		Groups ^a and Direction									
1	Stereotypic		e<i		f<i		f<j	f<k	f<l	g<i	g>j
2	Normative		e<i	e<j	e<k	e<l					
3	Moral Evaluation		e<g								
4	Hypothetical		e<h	e<i	e<j		f<h	f<i	f<j	f<l	g<h
5	Feeling		e<f	e<g	e<h	e<i	e<j	e<k	e<l		
6	Action			e<k						g<i	g<k
			e<i	e<k	e<l		f<i	f<k	f<l	g<i	g<k
											h<i
7	Stereotypic			e>j	e<k		f<i	f>j	f<k		g>j
8	Normative		e>f	e>j	e<k	e>l	f<i	f<k	f<l	g>j	g<k
9	Moral Evaluation		e>f	e>j	e<k	e>l	f<i	f<k	f<l	g>j	g<k
10	Hypothetical			e<k	e>l	f<g	f<i	f<k	f<l	g<k	g>l
11	Feeling		e>f	e<k	e>l		f<i	f<k	f<l	g<k	g<k
12	Action			e<i	e<k		f<i	f<k	f<l	g<i	g<k
											h<i
----- Continued -----											
1	Stereotypic	h>j		i>j	i>l	j<k	j<l				
2	Normative										
3	Moral Evaluation		h>l	i>k	i>l	j<k	j<l				
4	Hypothetical										
5	Feeling		h<k		j<k	k>l					
6	Action		h<k	i>j	i>l	j<k	k>l				
7	Stereotypic			i>j	i<k	i>l	j<k	j<l	k>l		
8	Normative			i>j	i<k		j<k	j<l	k>l		
9	Moral Evaluation			i<k			j<k	k>l			
10	Hypothetical				i>l	j<k	k>l				
11	Feeling			i<k		j<k	k>l				
12	Action		h<k	i>j	i<k	i>l	j<k	k>l			
a1	Disabled and Family									j-VN Graduate Students	
2	Rehabilitation workers									k-Viet-Cong Prisoners	
3	Teachers									1-General Population	

TABLE 30.-- Groups Significantly Different, with Direction of Difference, Compared with Group k, the Viet-Cong Prisoners on both the Content and Intensity Variables.

Variable		Groups ^a and Direction									
Content	1 Stereotypic	...	...	...	...	...	...	...	...	j<k	...
	2 Normative	1<k	3<k	e<k	f<k						
	3 Moral Evaluation		3<k								
	4 Hypothetical		3<k	e<k						i>k	
	5 Feeling	1<k	2<k	4<k	f<k	g<k	h<k		j<k	1<k	
	6 Action			4<k	e<k	f<k	g<k	h<k	j<k	1<k	
----- Continued -----											
Intensity	1 Stereotypic	1<k	2<k	3<k	4<k	e<k	f<k	g<k	h<k	i<k	j<k
	2 Normative	1<k	2<k	3<k	4<k	e<k	f<k	g<k	h<k	i<k	j<k
	3 Moral Evaluation	1<k	2<k	3<k	4<k	e<k	f<k	g<k	h<k	i<k	j<k
	4 Hypothetical	1<k	2<k	3<k	4<k	e<k	f<k	g<k			j<k
	5 Feeling	1<k	2<k	3<k	4<k	e<k	f<k	g<k		i<k	j<k
	6 Action	1<k	2<k	3<k	4<k	e<k	f<k	g<k	h<k	i<k	j<k

a1-Disabled and family	4-Employers	g-Government officials				j-VN Graduate students					
2-Rehabilitation workers	e-Students	h-Civil servants				k-Viet-Cong prisoners					
3-Teachers	f-Military	i-USAID - VN employees				g-General population					

group is significantly lower or higher in attitudes toward the war-disabled. Probably no other table in the thesis contains more information possibilities for *ATTITUDE-CHANGE* programs regarding the war-disabled than Table 29. Those groups scoring lowest are easily spotted. Those groups that should be "able to help" (i.e., the high scoring groups) are just as visible.

Simply because the differences do stand out so prominently, Table 30 was constructed using the material of Table 29 to clearly compare group k (Viet-Cong prisoners) with all the other 11 groups. Group k accounted for 87 of 339 significant correlations. If group 3 (teachers) were removed there would be only 161 of the original 339 remaining. Obviously, these two groups were outstanding, deviant, and special by comparison in their outlook; the Viet-Cong doubly so because these significant variances were recorded in spite of the small sample size of this group. Also note that the teachers were not unified in their levels of attitudes as were the Viet-Cong and also, that the Viet-Cong were always (but once) the *HIGHEST* of the pair while the teachers were generally the lowest.

Table 31: Rural - Urban

Table 31 contains the means of all persons divided into the two categories, *URBAN* and *RURAL*. These subjects may not be perfectly classified since there was no demographic question planned to elicit these data. Those known to be living in hamlets (i.e., group number "so and so" which had respondents living in a hamlet or in Sai-Gon) were contrasted with those actually living in Sai-Gon. Of course, under such circumstances, not only was it possible that a person in Sai-Gon visiting from a hamlet took the ABS, but it was more than likely that a person from Sai-Gon was recently from a hamlet. The com -

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TABLE 31. -- Rural-Urban Comparison of Means and Levels of Significant Differences Between the First 12 Variables From Those Groups Known to Live in Rural or Urban Areas.

Variable		Urban Means N = 130	Rural Means N = 53	Significance Level
Content	1 Stereotype	39.39	41.06	.066
	2 Norm	43.75	42.53	.202
	3 Moral	50.13	48.44	.037
	4 Hypo. Behavior	52.04	50.49	.094
	5 Feelings	42.20	43.15	.354
	6 Behavior	35.54	40.47	.0005
Intensity	7 Stereotype	45.80	48.15	.049
	8 Norm	46.18	47.71	.238
	9 Moral	49.63	49.42	.861
	10 Hypo. Behavior	49.48	49.77	.824
	11 Feelings	49.07	51.00	.146
	12 Behavior	42.26	48.35	.003

puter was programmed to eliminate all groups not clearly from hamlets or Sai-Gon and in so doing all but 183 respondents were removed; 130 of these being urban and 53 being rural.

In the Content area (variables 1 - 6), levels 1, 3, and 6 clearly show significance. In the Intensity area (variables 7 - 12), levels 1 and 6 show significant difference. In both cases, levels 1 and 6 indicate that the

TABLE 32. -- Group L (only) General Population; Rural - Urban Comparison of Means and Level of Significant Difference of Means Between the First 12 Variables.

Variable	Urban Means N = 46	Rural Means N = 45	Significance Level
1 Stereotype	38.67	41.73	.016
2 Norm	43.63	43.31	.785
3 Moral	49.35	49.44	.920
4 Hypo. Behavior	51.85	50.60	.330
5 Feelings	40.85	42.47	.264
6 Behavior	34.57	40.62	.0005
7 Stereotype	45.78	49.53	.021
8 Norm	45.33	48.02	.132
9 Moral	48.96	49.36	.795
10 Hypo. Behavior	48.72	48.04	.716
11 Feelings	47.98	51.69	.037
12 Behavior	40.96	46.71	.042

rural person was more positive toward the war-disabled than was the urban person.

Also, since group L was designed to include persons from the large city as well as from the country-side, data for this one group were tabulated (Table 32 above). There were 91 subjects in this run, which had been purposefully made to include about half from the country and half

from the city, with 46 being urban and 45 being rural.

Originally, it was planned to check each of the 12 groups in this manner but in too many cases there was no known rural grouping.

Group L (Table 32; also see Table 44, Appendix A) Content scores, levels 1 and 6 clearly show a significant difference. For the Intensity scores, level 1, 5, and 6 showed differences significant to at least the .03 level. In every one of the differences the rural indicated a more positive attitude toward the war-disabled than did the urban dweller.

Table 33: Disabilities

Table 33 is one of the more significant tables since it contains important and unexpected information.

Originally group 1 was constructed of two separate types of subjects: (a) family members of the disabled, and (b) the disabled themselves who were living in rehabilitation centers. Nearly all of the family members in (a) were teen-age males. Of this group of 91 persons, 55 were actually disabled and living in a rehabilitation center while the remaining 36 were teen-age boys and young men living at home with a disabled person.

It was originally intended to make several checks on the attitudes of these few disabled vs. other non-disabled regarding various situations, and the plan was simply to use these three rehabilitation-center samples that comprise the 55 war-disabled of group 1. However, an actual question, (No. 61) in the 6th level of the ABS-WD-VN identified anyone who was disabled:

61. I am like this, myself 62. Has this experience been
mostly pleasant or not?

- | | |
|--------------|-----------------------|
| 1. No | 1. No such experience |
| 2. Uncertain | 2. Unpleasant |
| 3. YES | 3. In between |
| | 4. Pleasant |

It occurred to the researcher that there *might* be a few individuals among the approximately 675 who were likewise disabled. In addition to question 61 another question (No. 99) asked the subject to indicate if he had a *FAIRLY SERIOUS* disability (variable 34).

In order to check this, a run was devised for the computer which isolated those indicating they were war-disabled (variable 43), and a frequency count was made of those who claimed a "fairly serious" disability, with the assumption being, if a person indicated he was war-disabled, and then also indicated that he had a fairly serious disability, the disability was probably the result of the war-wounds. Of course, this assumption isn't necessarily true, but it was considered reasonable enough to be made.

One cannot generalize to all of Viet-Nam from this set of 750 respondents since the study was not made from a random sample of the entire country. However, among the groups chosen without reference to possible disability, it is still amazing that 127 or 17.6% were found to have a war-disability and of these 56.7% (or 10.0% of the total) claimed the disability to be serious!

TABLE 33. -- Of 721 Subjects, the Number of Respondents Indicating a War-disability, With the Number also Indicating a *FAIRLY SERIOUS* Disability.

<u>Persons with war-disability</u>		<u>Fairly serious disability</u>		
N	% of 721	N	% of 721	% of 127
127	17.61	72	10.00	56.59

Even if one choses to eliminate the 55 selected *because* of their established disability and thereby reduce the total sample to 666, 71/666ths or 10.8% of the total population of Viet-Nam could be considered to be war-disabled; an astounding figure.

In 1969 Dr. Alfred B. Swanson, President of the Dissemination of Knowledge Foundation estimated there were 60,000 war-disabled persons in Viet-Nam. If the figures in the above graph can be extrapolated, from the 16,000,000 persons of Viet-Nam we would expect to find 1,600,000 war-disabled. Cut this in half just to be conservative and the amount is stupendous. Cut it in half again and it is still beyond human conception. Halve it *AGAIN* and we still have a figure three times that of Dr. Swanson, and these data were gathered in 1970 and 1971 before the last of the hardest fighting. And again, the persons in the rehabilitation centers have been eliminated from these computations. Nor were any exclusively veterans (with probably a high percentage of disabled) groups included. And in the military group there would be NO disabled. Truly, there must be a huge number of persons in Viet-Nam with disabilities from this war!

Tab 34:

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Tab 34.

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Table 34: Disability and Feelings Toward It

Table 34 was done to check against the discussion regarding Table 33. Before the analysis of Table 34 was done, again to check the possibility that the answers to question 61 (variable 43) were inaccurate and representative only of casual bits of indifference hastily answered, the original 55 patients in the rehabilitation centers were checked to see if in fact they did actually indicate they were war-disabled. Only one did not! It appears then, that the subjects were being accurate in their reports, especially as the one who did not could easily have been the victim of a non-war accident or a congenital defect.

TABLE 34. -- Correlations and Significance Between Being War-disabled (No. 61) and Feelings Toward the Experience (No. 62).

Variable 43, "I am a War-disabled person" vs. Feeling toward the experience

Answer	Correlation	Significance	N
1. No experience	- .5164	.0005	721
2. Unpleasant	.842	.024	721
3. In between	.336	.0005	721
4. Pleasant	.312	.0005	721

Those who reported they were war-disabled were correlated with the four answers to question 62 expecting that most people would not have found the experience "pleasant". A frequency count would have done a better job of indicating the actual results but the correlation and the level of signif-

icance does indicate that most who answered "YES" to the disability are probably *TRULY* disabled.

Table 35: Frequency Data

Table 35 (Appendix C) will not be examined in detail. These 13 pages are interesting and deserve a lot of "digging". While each page of the questionnaire in English (Appendix D) is followed by a frequency count for the total group for each question, Table 35 takes the most 'interesting questions' from the last portion of the ABS (Demographic, Efficacy, and Life Situations) and gives a "frequency count" for each section by individual groups and by total sample. More information regarding beliefs about life and life's problems of these beleaguered peoples, where a person must be over 30 before he can remember a time of peace, is packed into these charts than will be found in most articles and books.

Tables 36 and 37: Religion

Tables 36 and 37 represent the type of data that can be used to ferret out interesting sociological concepts. Variable 19, Religious Preference, is illustrative. Also, it is unfortunate that when the questions were written regarding religion, that the author did not fully understand the capacity of the computer. It would have been much more meaningful if the Christians had been divided into "Catholics" and "Protestants" and if both the "Hoa-Hao", "Cao-Dai" and the "Other-None" columns had been separated, as could easily have been done. Such changes would have allowed this portion to be much more effective.

Nevertheless, with these data, a Frequency Column Count was made for each religious heading to show how actual numbers and percentages were assem-

TABLE 36. -- Frequency Count by Religious Preference (Variable 19) and Variables 20 and 24.

Variable 19 RELIGIOUS PREFERENCE	Ancestor Worship		Christian		Buddhist		Cao - Dai Hoa - Hao		Other or None		No Answer	
	N	%	N	%	N	%	N	%	N	%	N	%
Variable 20 IMPORTANCE OF RELIGION												
() No Reply	2	.7	0	0.0	2	.7	0	0.0	1	4.9	0	0.0
(1) I Prefer Not to Answer	49	16.8	13	15.1	64	23.1	9	23.7	3	14.3	15	53.6
(2) I Have No Religion	45	15.4	1	1.2	6	2.2	2	5.3	12	57.1	2	7.1
(3) Not Very Important	62	21.2	6	7.0	52	18.8	4	10.5	2	9.5	3	10.7
(4) Fairly Important	81	27.7	22	25.6	84	30.3	10	26.3	1	4.8	5	17.9
(5) Very Important	53	18.2	44	51.2	69	24.9	13	34.2	2	9.5	3	10.7
Variable 24 PROPRIETY OF BIRTH CONTROL												
() No Reply	4	1.4	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0
(1) Always Wrong	63	21.6	14	16.3	46	16.6	8	21.1	3	14.3	5	17.9
(2) Usually Wrong	87	29.8	36	41.9	98	35.4	20	52.6	1	4.8	6	21.4
(3) Probably OK	96	32.9	29	33.7	88	31.8	6	15.8	13	61.9	12	42.9
(4) Always All Right	42	14.4	6	7.0	45	16.2	4	10.5	4	19.0	5	17.9
Totals	292	100.00	86	100.00	277	100.0	38	100.0	21	100.0	28	100.0

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TABLE 37. -- Frequency Count by Religious Preference (Variable 19) and Variables 30 and 32.

Variable 19 RELIGIOUS PREFERENCE		Ancestor Worship		Christian		Buddhist		Cao-Dai Hoa-Hao		Other or None		No Answer	
		N	%	N	%	N	%	N	%	N	%	N	%
Variable 30 FAITHFULNESS TO RULES OF RELIGION													
()	No Reply	6	2.1	0	0.0	4	1.4	0	0.0	0	0.0	0	0.0
(1)	I Prefer Not to Answer	46	15.8	13	15.1	54	19.5	5	13.2	3	14.3	15	53.6
(2)	I Have No Religion	63	21.6	0	0.0	11	4.0	1	2.6	13	61.9	2	7.1
(3)	I Follow Them Sometimes	88	30.1	11	12.8	106	38.3	11	28.9	4	19.0	5	17.9
(4)	I Usually Follow Them	74	25.3	35	40.7	77	37.8	11	28.9	1	4.8	3	10.7
(5)	Almost Always Follow Them	15	5.1	27	31.4	25	9.0	10	26.3	0	0.0	3	10.7
Variable 32: When a person goes to the church or temple to pray, shortly after the death of a relative or friend, for which of the following reasons is he <i>most</i> likely to pray?													
()	No Reply	23	7.9	9	10.5	27	9.7	1	2.6	2	9.5	1	3.6
(1)	The Deceased Wishes It	16	5.5	11	12.8	25	9.0	7	18.4	0	0.0	2	7.1
(2)	The Person Wishes People To Do The Same For Him	6	2.1	0	0.0	5	1.8	0	0.0	1	4.8	1	3.6
(3)	Relatives of Deceased Would Be Annoyed Otherwise	22	7.5	15	17.4	13	4.7	2	5.3	2	9.5	4	14.3
(4)	His Religion Requires It	36	12.3	14	16.3	55	19.9	5	13.2	3	14.3	3	10.7
(5)	To Say, "Farewell, Friend"	117	40.1	27	31.4	90	32.5	14	36.8	13	61.9	9	32.1
(6)	To Pray For The Living; Not For The Dead.	72	24.7	10	11.6	62	22.4	9	23.7	0	0.0	8	28.6
Totals		292	100.0	86	100.0	277	100.0	38	100.0	21	100.0	28	100.0

led regarding the *IMPORTANCE OF RELIGION* (Variable 20), *PROPRIETY OF BIRTH CONTROL* (Variable 24), *FAITHFULNESS TO RELIGIOUS OBSERVANCES* (Variable 30), and the *BASIS OF RELIGIOUS ACTION* (Variable 32). This last variable was one added to the ABS-WD-VN that does not appear on other ABS forms. The idea was to design a question that would test the basis for one's attention to religion. In it answers "a" and "b" account for a *RELIGIOUS BASIS*; answers "c" and "d" account for a *SOCIETAL BASIS*; and the remaining two are a combination of societal and religious based answers.

It would also have been useful to include a fifth question to assess the differences, by religious affiliation, in regards to the wish for church-planning of education programs.

Table 38: Summary of Means

Table 38 is another example of unexploited data. It is also a good check on the "validity" of the ABS-WD-VN. One can check to see if the respondents did appear to answer logically. As an example of checking for "validity", take Variable 39. An answer of "1" indicates no such experience. An Answer of "1" is given a weight of "1", also. An answer of "2" indicates that no other job was available: it is weighted 2. Answers 3 to 5 indicate there were other jobs, and that in varying degrees these other possible jobs were acceptable.

Differences in the answers of various groups point up not only that the differing groups have had differing experiences with the war-disabled, and that the groups one would expect to have had the most experience, and to also have had *alternate* experiences available, were actually so. Or, one can note that although a few of the managers and executives have had

TABLE 38. -- Survey of Means for the Twelve Groups, By Variables 1 - 39.

Group Statistical Method	Variable	Item	1 - DISABLED			2 - WORKERS			3 - TEACHERS			4 - MANAGERS		
			N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev
1	STEREOTYPIC		93	39.99	6.03	28	39.86	6.11	163	43.45	6.39	80	39.55	6.03
2	NORMATIVE		93	41.57	6.64	28	42.39	5.61	163	37.32	5.91	80	43.49	6.03
3	MORAL EVALUATION		93	47.18	6.26	28	49.11	4.48	163	42.34	7.03	80	49.19	5.69
4	HYPOTHETICAL		93	50.13	7.38	28	53.07	3.42	163	45.42	6.29	80	51.05	6.02
5	FEELING		93	42.04	6.74	28	41.61	4.30	163	47.37	5.94	80	41.55	6.34
6	ACTION		93	41.29	8.83	28	45.18	6.74	163	45.69	8.45	80	36.29	7.29
7	STEREOTYPIC		93	45.85	8.14	28	46.64	8.71	163	48.40	8.31	80	47.75	7.30
8	NORMATIVE		93	44.63	9.56	28	46.86	9.34	163	37.23	8.00	80	47.48	8.63
9	MORAL EVALUATION		93	47.15	8.45	28	49.07	9.24	163	46.30	6.69	80	50.64	7.64
10	HYPOTHETICAL		93	48.51	9.37	28	50.82	8.11	163	46.53	7.44	80	50.75	8.29
11	FEELING		93	48.91	9.52	28	48.04	9.16	163	48.52	7.50	80	49.95	8.96
12	ACTION		93	53.04	16.21	28	55.18	12.45	163	46.49	9.63	80	41.54	11.79
13	EFFICACY 'C'		93	24.99	4.87	28	25.18	3.42	163	21.96	4.43	80	25.61	3.50
14	EFFICACY 'I'		93	28.09	4.89	28	28.31	4.10	163	19.10	6.86	80	28.73	4.76
15	SEX		84	1.50	.50	27	1.44	.51	162	2.06	.70	80	1.73	.50
16	AGE		84	1.74	.86	26	2.39	.70	162	2.27	.63	80	3.05	1.00
17	KNOWLEDGE-EDU		91	2.78	.92	27	2.78	.92	161	2.12	.90	80	2.76	1.08
18	MARITAL		86	2.00	.81	26	1.81	.80	162	2.22	.59	80	1.51	.98
19	RELIGION		91	2.69	1.45	27	2.22	1.34	163	2.49	.86	80	1.99	1.18
20	IMPORTANCE OF REL.		92	3.00	1.50	27	2.78	1.74	163	2.71	.94	79	3.47	1.37
21	YRS of EDUCATION		90	2.92	1.15	27	2.85	1.41	163	2.83	.97	79	3.51	1.05
22	RIGIDITY		92	2.02	1.06	27	2.37	.93	160	2.33	.74	79	2.38	1.03
23	CHILD REARING		92	2.84	1.05	27	2.96	.85	163	2.74	.63	79	3.13	.72
24	BIRTH CONTROL		93	2.32	.90	27	2.78	.97	163	2.55	.65	79	2.49	1.00
25	MECHANIZATION		92	3.01	1.07	27	2.70	1.10	163	2.75	.62	79	3.10	.91
26	POLITICAL ENTRENCH		93	2.12	1.00	27	2.37	1.15	163	2.44	.75	79	2.06	.98
27	EDU. TAX-LOCAL		92	2.40	1.11	27	2.89	1.01	163	2.31	.81	79	2.99	.93
28	EDU. TAX-CENTRAL		92	2.55	1.08	27	2.70	1.24	163	2.57	.74	78	3.03	.81
29	EDU. PLANNING		93	2.76	1.24	27	3.37	1.01	163	2.14	.92	79	2.99	1.03
30	RELIGIOUS OBSERV.		91	2.71	1.35	28	2.96	1.20	163	2.47	.73	78	3.06	1.20
31	FOLLOW RELIG RULES		90	2.17	1.05	27	1.89	1.05	162	2.59	.68	78	2.47	.99
32	RELIGIOUS BASIS		74	4.08	1.58	27	4.59	1.65	162	3.26	1.35	76	4.40	1.56
33	TYPE of DISABILITY		91	2.92	.90	28	2.75	.70	162	2.44	1.01	77	2.69	1.14
34	EXPERIENCE PLACE		91	2.79	1.18	28	2.89	.83	162	2.22	.71	77	2.00	.80
35	" AMOUNT		89	3.07	1.68	28	3.64	1.70	162	1.50	.76	77	2.48	1.32
36	AVOIDANCE EASE		90	3.29	1.74	28	2.89	1.75	162	2.76	1.14	77	3.94	1.49
37	PERSONAL GAIN		92	1.32	.80	28	1.75	.84	163	1.84	.83	79	1.03	.16
38	PERCENT INCOME		92	1.28	.87	27	1.85	1.10	163	2.03	.83	79	1.00	0.00
39	CHOICE OF JOBS		91	1.42	1.02	28	3.11	1.45	163	1.62	.75	79	1.20	.77

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TABLE 38. -- Continued.

GROUP Stat. Method	e - STUDENTS			f - MILITARY			g - GOV'T OFFICIALS			h - CIVIL SERVANTS		
	N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev
Variable ^a												
1	104	39.06	6.08	78	39.10	6.21	58	39.98	6.33	11	42.27	5.73
2	104	40.36	5.48	78	41.19	6.73	58	43.15	5.60	11	42.55	6.36
3	104	47.97	4.73	78	47.67	6.92	58	49.12	5.17	11	53.46	2.73
4	104	47.66	7.74	78	50.54	7.12	58	51.90	4.87	11	54.09	3.33
5	104	41.25	7.40	78	41.51	6.23	58	39.97	5.07	11	40.82	4.64
6	104	34.57	6.95	78	35.35	8.75	58	36.78	7.89	11	36.46	6.36
7	104	48.26	8.34	78	47.67	7.67	58	48.67	6.23	11	46.18	6.16
8	104	49.09	8.23	78	45.73	9.50	58	47.74	7.62	11	44.82	9.86
9	104	52.57	6.63	78	48.12	8.99	58	51.41	6.65	11	52.36	4.82
10	104	51.63	8.40	78	50.56	9.40	58	52.26	6.62	11	52.18	7.01
11	104	52.85	7.70	78	48.94	8.81	58	50.79	7.73	11	53.54	7.57
12	104	43.11	14.19	78	41.85	16.22	58	41.21	12.45	11	37.64	8.69
13	103	25.07	3.75	78	24.05	4.26	58	25.14	2.87	11	27.55	5.89
14	103	30.22	4.98	77	28.00	5.65	58	28.67	3.74	11	26.82	4.60
15	103	1.38	.49	76	1.95	.23	58	1.81	.40	11	1.91	.30
16	104	1.37	.56	74	2.34	.71	58	3.09	.98	11	2.64	1.03
17	104	3.12	.53	78	2.67	.91	58	2.67	1.00	11	2.91	.54
18	103	1.95	.22	74	1.72	.79	58	1.50	1.06	11	1.55	.52
19	104	2.23	1.26	78	2.60	1.22	58	1.88	1.14	11	2.73	1.35
20	103	3.45	1.38	77	3.16	1.57	58	3.36	1.42	11	3.46	1.64
21	103	3.77	.91	78	3.17	1.09	58	3.40	1.06	11	2.64	.67
22	104	1.98	.97	78	2.15	.82	58	2.31	.96	10	2.20	1.03
23	100	3.15	.89	78	2.92	.77	58	3.22	.62	11	3.27	.47
24	103	2.30	.91	76	2.45	.87	58	2.36	.97	11	2.82	.75
25	104	3.07	.92	78	2.87	.95	58	3.12	.86	11	3.46	.52
26	104	1.84	.94	77	2.04	1.04	58	1.95	.96	11	2.27	1.10
27	104	2.66	1.05	78	2.83	1.06	58	3.07	.90	11	2.73	.91
28	104	2.84	1.01	78	3.00	.88	58	3.05	.87	11	2.82	.98
29	104	2.83	1.14	77	2.75	1.10	58	2.90	1.07	11	3.09	.83
30	104	2.92	1.23	77	3.13	1.48	57	2.91	1.21	11	3.45	1.37
31	103	2.43	1.03	77	2.22	.94	57	2.39	1.03	11	2.73	1.01
32	83	4.77	1.30	74	4.39	.99	55	4.46	1.46	11	4.27	1.27
33	103	2.95	1.21	73	2.82	1.10	55	2.73	1.03	11	2.73	.79
34	104	1.91	.85	73	1.82	.82	55	1.89	.79	11	1.55	.69
35	102	1.73	1.15	77	1.96	1.32	55	2.55	1.33	11	2.46	1.37
36	102	3.27	1.62	76	3.78	1.58	55	4.02	1.41	11	4.46	1.21
37	103	1.15	.60	77	1.36	.87	57	1.02	.13	11	1.00	0.00
38	103	1.20	.72	77	1.21	.64	58	1.00	0.00	11	1.00	0.00
39	103	1.26	.90	78	1.28	.82	57	1.26	.90	11	1.00	0.00

^aSee first page of TABLE 38 for terminology.

TABLE 38. -- Continued.

GROUP Stat. Method	i - VN-US AGENCY			j - US-VN GRADS			k - VIET-CONG			l - GENERAL		
	N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev
Variable ^a												
1	61	43.18	5.82	15	36.47	3.87	23	41.39	8.20	91	40.19	6.11
2	61	42.77	6.61	15	44.73	4.89	23	44.49	8.04	91	43.47	5.54
3	61	50.02	5.76	15	53.07	4.95	23	49.57	7.18	91	49.40	4.57
4	61	53.87	5.91	15	54.60	3.98	23	50.78	9.45	91	51.23	6.07
5	61	42.36	7.37	15	39.00	6.58	23	45.35	8.86	91	41.65	6.88
6	61	44.57	8.23	15	36.33	5.72	23	45.78	12.40	91	37.56	8.13
7	61	50.56	8.94	15	40.07	8.08	23	56.22	4.69	91	47.64	7.79
8	61	48.61	10.38	15	42.00	7.19	23	54.78	6.45	91	46.66	8.51
9	61	51.18	8.78	15	48.20	8.27	23	57.61	4.16	91	49.15	7.26
10	61	53.15	8.79	15	49.20	8.79	23	56.35	5.23	91	48.39	8.76
11	61	52.33	9.03	15	49.20	9.49	23	57.30	4.12	91	49.81	8.51
12	60	55.70	10.89	15	40.87	9.45	23	64.96	13.15	91	43.80	13.54
13	61	26.57	3.41	15	24.47	3.54	23	27.87	6.28	91	23.59	3.99
14	61	30.43	4.18	15	27.67	4.37	23	33.22	4.83	91	28.29	5.81
15	61	1.79	.41	15	1.60	.51	22	1.96	.23	87	1.49	.50
16	59	3.32	1.11	15	2.27	.46	20	2.65	.99	87	2.35	1.07
17	58	2.45	1.06	15	3.53	.83	21	2.95	1.36	91	2.70	.85
18	61	1.39	1.01	15	1.80	.41	22	2.77	1.88	86	1.77	.57
19	61	2.36	1.17	13	1.85	.90	23	2.87	1.86	91	2.54	1.29
20	60	2.73	1.67	15	4.00	.85	22	3.50	1.57	91	3.19	1.54
21	54	2.35	1.20	15	4.73	1.03	22	2.73	1.55	90	3.21	1.31
22	59	2.02	1.03	15	2.93	.59	20	2.05	1.05	91	2.02	.98
23	60	3.12	.80	15	3.20	.78	22	2.68	1.00	91	2.91	.96
24	61	2.46	1.09	15	2.93	.88	23	2.57	1.16	91	2.43	1.00
25	60	3.40	.81	15	3.00	.66	22	2.91	1.07	91	3.00	1.01
26	59	2.80	.98	15	2.20	.94	22	2.46	1.06	90	1.93	.98
27	60	2.87	.89	15	3.20	.94	22	2.59	1.14	91	2.55	1.05
28	60	2.87	.85	15	3.07	.96	23	2.57	1.12	91	2.60	.93
29	60	2.85	1.09	15	3.20	1.27	22	3.18	.91	90	2.86	.99
30	59	2.90	1.49	15	3.60	.99	23	3.52	1.50	91	3.07	1.24
31	59	2.02	.92	15	2.20	.68	23	2.57	1.20	90	1.98	1.01
32	57	4.18	1.65	15	3.80	1.74	21	3.62	2.27	84	4.49	1.30
33	59	3.07	.98	14	3.07	1.39	21	2.67	1.43	90	3.04	1.20
34	59	2.70	1.09	15	2.07	.88	20	2.60	1.19	89	1.91	.81
35	59	2.31	1.22	15	2.07	1.22	23	3.39	1.47	91	2.15	1.35
36	59	3.15	1.75	14	4.36	1.15	23	3.00	1.65	91	3.65	1.64
37	60	1.15	.55	15	1.00	0.00	23	2.13	1.42	91	1.17	.54
38	57	1.11	.49	14	1.00	0.00	23	1.70	1.15	91	1.17	.56
39	60	1.67	1.28	14	1.07	.27	23	2.35	1.70	90	1.43	1.08

^aSee first page of Table 38 for terminology.

experience working with the war-disabled, there are also those who, because they are wealthier than most, have worked as volunteers or without pay. Such items as this add "validity" to this ABS-WD-VN.

Table 39: Differences Between Pairs-of-Groups

Table 39 (see Appendix F) is another form of Tables 30 and 31. The actual means have been eliminated and only the significance of the differences between "pairs-of-groups" are indicated between the many combinations of all 12 groups. The significant differences have been circled, as is the custom herein, and one can but speculate as to why one group is significantly variant from any other group, or why various patterns emerge on either the Content or Intensity level, or both.

Again, here are indications of validity and reliability for the ABS-WD-VN. Patterns of significant differences do emerge; both by group and on levels. The Action level (6) on both Content and Intensity has the largest percentages of significant differences, and as noted before, the 'k' group (Viet-Cong) is the most variant.

Table 40: Change Orientation

This set of questions centers around one's *WILLINGNESS* to *change*, to try new things. Variables 23, 24, and 25 are titled Change Orientation. Patterns stand out on both significant differences and negative scores. These patterns are visible both on levels and by groups, with the group patterning predominating. While one might expect to find a correlation between these three variables, in fact, each seems to pattern more or less independently. Variable 23 (child rearing) patterns, when it does, on significant differences in groups 3 and 4. When it patterns by level, it pat-

TABLE 40. -- Correlations and Significance Levels for *NEW METHODS OF CHILD REARING* (Variable 23) for Attitudes Toward the War-disabled with the 6 Content Levels of the ABS (Variables 1 - 6).

Variables	Groups ^a										
	1	2	3	4	e	f	g	h	i	j	k
1	.113 .277	.100 .605	<u>-.182</u> .019	.200 .073	-.152 .127	-.161 .153	.166 .205	-.068 .825	.098 .447	-.224 .388	-.231 .227
2	-.131 .207	.018 .928	<u>.271</u> .000	<u>.328</u> .003	-.054 .592	<u>.236</u> .035	.211 .105	.214 .482	.253 .047	-.400 .112	<u>-.443</u> .030
3	.010 .925	-.068 .727	<u>.319</u> .000	<u>.268</u> .016	.054 .589	.156 .167	.095 .470	.128 .677	.213 .097	.257 .319	-.197 .357
4	-.043 .684	<u>.366</u> .051	<u>.318</u> .000	<u>.258</u> .020	.018 .856	.112 .322	.014 .918	.111 .718	.155 .228	.097 .710	-.084 .695
5	-.184 .075	<u>-.378</u> .043	<u>-.191</u> .014	.101 .368	-.078 .438	-.095 .404	-.003 .981	-.482 .095	.072 .580	.378 .134	.016 .942
6	-.094 .368	-.272 .154	<u>-.196</u> .011	<u>-.257</u> .021	.168 .092	.102 .366	<u>-.361</u> .005	.156 .611	.003 .979	-.032 .902	.258 .223
a1-Disabled and family 2-Rehabilitation workers 3-Teachers				4-Employers e-Students f-Military		g-Government officials h-Civil servants i-USAID-VN employees			j-VN Graduate students k-Viet-Cong prisoners		

TABLE 40a. -- Correlations and Significance Levels for NEW METHODS FOR BIRTH CONTROL (Variable 24)
for Attitudes Toward the War-disabled with the 6 Content Levels of the ABS (Var.1-6).

Variables	Groups ^a											
	1	2	3	4	e	f	g	h	i	j	k	l
1	.033 .753	-.289 .128	.080 .309	.015 .891	-.087 .376	-.002 .987	.021 .873	.315 .295	.037 .775	.386 .126	-.268 .196	-.039 .713
2	.127 .219	-.161 .404	-.107 .172	.239 .032	.010 .919	-.020 .859	.045 .736	-.187 .542	.267 .034	-.368 .146	-.210 .313	.167 .109
3	.064 .535	-.034 .861	-.070 .369	.148 .187	-.015 .879	-.084 .467	.005 .969	-.004 .989	.004 .975	.066 .800	-.089 .672	-.110 .292
4	.079 .448	-.355 .059	.052 .508	-.043 .706	.052 .596	-.055 .631	-.208 .111	-.753 .003	.118 .356	.093 .721	-.158 .450	.037 .728
5	-.022 .832	-.033 .867	.218 .005	.325 .003	.069 .482	-.043 .707	.106 .419	.104 .735	.070 .583	.098 .707	.024 .909	.082 .436
6	.100 .333	-.192 .319	.266 .001	.040 .724	.091 .358	-.129 .262	.029 .825	-.211 .488	.048 .707	.160 .539	-.165 .431	-.101 .337
^a 1-Disabled and family 2-Rehabilitation workers 3-Teachers				4-Employers e-Students f-Military		g-Government officials h-Civil servants i-USAID-VN employees		j-VN Graduate students k-Viet-Cong prisoners l-General population				

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TABLE 40b. -- Correlations and Significance Levels for NEW METHODS OF MECHANIZATION (Var. 24) for Attitudes Toward the War-disabled with the 6 Content Levels of the ABS (Var. 1 - 6).

Variables	Groups ^a											
	1	2	3	4	e	f	g	h	i	j	k	l
1	-.013 .897	.047 .808	(-.181 .020)	(-.276 .013)	.067 .493	-.069 .546	(-.261 .044)	-.012 .969	.066 .610	.169 .516	.386 .062	-.160 .125
2	-.160 .123	.065 .737	.124 .111	.154 .170	.086 .381	(.319 .004)	.094 .473	(.791 .001)	(.290 .022)	-.223 .389	.293 .165	(-.260 .012)
3	.097 .353	-.027 .889	(.181 .02-)	(.318 .004)	.166 .089	(.335 .002)	(.269 .038)	.051 .869	.159 .219	-.265 .305	-.085 .694	(.209 .044)
4	-.123 .238	.062 .748	.127 .104	.174 .120	.058 .612	(.285 .010)	.045 .733	.434 .139	.154 .231	(-.686 .002)	.271 .200	.013 .901
5	(-.273 .008)	-.267 .161	-.100 .200	.167 .136	(.245 .011)	.157 .165	.005 .970	.326 .277	(.310 .017)	.166 .525	.031 .887	(-.238 .022)
6	-.081 .435	-.231 .228	-.123 .115	.077 .495	-.014 .889	.148 .189	.056 .672	.022 .943	.099 .445	.248 .337	-.026 .903	-.092 .381

^a1-Disabled and family
2-Rehabilitation workers
3-Teachers
4-Employers
e-Students
f-Military
g-Government officials
h-Civil servants
i-USAID-VN employees
j-VN Graduate students
k-Viet-Cong prisoners
l-General population

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terns by negative correlation on levels 1, 5, and 6. Group 'k' patterns as a group.

Variable 24 (birth control), on the other hand, scarcely patterns at all by difference between groups. It patterns strongly by negative correlations by group; groups 2, f, h, and k each having from four to six negative correlations.

Table 41: Contact with the Disabled

Table 41 is another of the tables one would expect to correlate as sets, and actually these figures are the ones used in Hypothesis 5 to prove the multiple correlation that tests the hypothesis.

Variables 36 and 37 do pattern similarly for significant differences, and it becomes obvious there is a great deal of difference between groups on these variables; differences that cannot be explained away by mere experience with the disabled.

There is also a great amount of patterning by negative correlations for variables 36 and 37. For variable 36 groups e, f, g, h, i, j, k, and l are all basically negative, while in the "basic" groups, these are positive with the teachers (group 3) being the most deviant *AS USUAL*.

Variable 37 shows grouping by significant differences, with groups 2, 3, f, and l accounting for 21 of 26 such scores, and for group l both action scores are significant. Patterning for negative correlations are also clear. Group 2 is 100 percent negative on the Intensity scale; groups 3, 4, f, g, i, and k are basically negative on both the Content and Intensity scores. In this case groups h and j had to be eliminated because they both came out with a correlation of .000 for every score which indi -

TABLE 41a. -- Correlations and Significance Levels for AVOIDANCE EASE (Var.36) for Attitudes Toward the War-disabled with the 6 Content and Intensity Levels of the ABS (Variables 1 - 12).

Variable	Groups ^a										
	1	2	3	4	e	f	g	h	i	j	k
1	.059 .575	-.043 .821	-.318 .000	.133 .241	.033 .978	-.131 .253	.072 .597	.441 .152	.215 .096	.308 .245	-.161 .442
2	.085 .421	.532 .075	.179 .022	.133 .245	.214 .029	-.205 .072	-.118 .345	-.346 .147	-.172 .186	.096 .723	.034 .871
3	.127 .226	.571 .043	.280 .000	.109 .342	.147 .136	-.131 .254	-.050 .711	-.008 .979	-.045 .753	-.003 .991	.031 .884
4	.207 .048	.026 .891	.323 .000	.292 .009	.004 .967	-.090 .432	.310 .019	-.209 .493	.068 .601	-.280 .294	-.084 .688
5	.320 .002	.492 .006	.193 .013	-.006 .956	-.046 .641	.039 .735	-.156 .248	.407 .168	-.244 .058	.183 .498	.009 .965
6	.118 .263	-.008 .968	.337 .000	.154 .176	-.015 .877	-.074 .521	.223 .096	-.250 .411	-.068 .613	.238 .375	.464 .019
7	.244 .019	-.070 .692	-.115 .142	.073 .523	-.100 .314	-.084 .463	-.069 .608	-.026 .934	.017 .894	-.370 .171	-.129 .538
8	.212 .012	.242 .198	.525 .000	.063 .579	.190 .053	-.045 .696	.185 .172	-.344 .251	-.033 .981	-.358 .175	-.188 .569
9	.206 .049	.248 .187	.177 .023	.085 .455	-.151 .125	-.079 .492	-.040 .770	-.202 .508	-.051 .702	-.060 .826	-.258 .213
10	.275 .008	.142 .454	.233 .003	.084 .460	-.180 .068	-.019 .869	-.006 .965	-.328 .274	.087 .505	-.181 .502	-.463 .020
11	.345 .001	.289 .121	.171 .025	.004 .976	.188 .055	.099 .389	-.115 .394	-.345 .248	-.049 .710	-.251 .348	-.074 .727
12	.284 .006	.343 .064	-.014 .856	.108 .343	-.092 .353	-.146 .206	.187 .163	-.533 .061	-.010 .938	-.223 .407	.452 .023

^aSee first page Table 40 for groups.

TABLE 41b. -- Correlations and Significance Levels for GAIN FROM WORKING WITH THE DISABLED (Var. 37) for attitudes Toward the War-disabled with the 6 Content and Intensity Levels of ABS (Var. 1 - 12).

Variable	Groups ^a										
	1	2	3	4	e	f	g	h	i	j	k
1	.394 .197	.172 .363	.165 .034	-.107 .343	.109 .266	.067 .557	-.061 .646	.000 1.000	-.344 .006	.000 1.000	-.001 .997
2		.112 .281	.170 .369	-.132 .240	.084 .396	-.226 .045	-.043 .712		-.039 .765		.082 .698
3			.100 .356	-.175 .118	-.004 .968	-.263 .019	-.054 .684		-.148 .251		.179 .591
4				-.202 .071	-.042 .672	-.263 .018	-.217 .099		-.077 .552		-.042 .843
5				-.103 .358	.040 .686	-.084 .463	.001 .994		-.167 .195		.051 .811
6				-.055 .625	.069 .366	.053 .644	-.122 .359		-.199 .120		.305 .141
7				-.148 .186	-.032 .745	-.112 .327	-.165 .211		-.124 .336		-.229 .271
8				-.110 .328	.011 .939	-.098 .389	-.135 .339		-.129 .318		-.190 .364
9				-.192 .086	.053 .593	-.025 .825	-.168 .203		-.081 .532		-.121 .563
10				-.218 .050	.081 .410	-.208 .066	-.084 .526		-.059 .647		-.226 .277
11				-.368 .001	.018 .858	-.296 .008	-.186 .158		-.202 .116		-.201 .336
12				-.045 .687	.176 .072	.088 .442	-.126 .341		-.178 .170		.153 .464

^a See first page Table 40 for groups.

TABLE 41c. -- Correlations and Significance Levels for CHOICE OF JOBS (Variable 39) for Attitudes Toward the War-disabled with the 6 Content and Intensity Levels of ABS (Var. 1 - 12)

Variable	Groups ^a										
	1	2	3	4	e	f	g	h	i	j	k
1	.174 .095	-.023 .903	-.054 .487	-.036 .752	.084 .394	.038 .741	-.061 .648	.000 1.000	-.155 .229	.250 .338	.016 .940
2	.177 .089	.154 .416	-.046 .399	-.008 .945	-.061 .533	.054 .637	.009 .949	....	.133 .381	-.449 .081	.164 .435
3	.250 .013	.050 .794	.015 .846	-.028 .501	-.146 .137	-.066 .563	-.032 .810	....	-.031 .810	.329 .214	.065 .757
4	-.055 .603	.148 .435	-.069 .376	.117 .297	-.184 .060	-.164 .145	.121 .362	....	-.210 .102	.253 .345	-.137 .514
5	-.035 .737	.001 .996	.082 .296	-.031 .785	-.154 .117	-.011 .924	.053 .689	....	.140 .277	-.048 .859	.013 .952
6	.220 .034	.191 .311	.237 .002	.306 .006	.144 .142	.203 .070	.318 .014	....	-.026 .840	-.299 .261	.354 .082
7	-.130 .213	-.114 .548	-.010 .896	.164 .144	-.080 .417	-.043 .737	.185 .162	....	.047 .715	-.577 .019	-.130 .536
8	.117 .265	-.169 .373	-.046 .534	.105 .350	-.090 .296	-.605 .364	.131 .322	....	.076 .350	-.513 .040	-.201 .536
9	-.173 .098	-.360 .047	.059 .453	.081 .472	.024 .810	.059 .693	.077 .564	....	.162 .209	.360 .171	-.140 .228
10	-.285 .006	-.329 .076	.137 .080	.148 .186	.039 .682	-.095 .402	.153 .249	....	.121 .348	.309 .244	-.240 .248
11	-.069 .513	-.539 .002	.021 .790	.103 .359	.057 .565	-.168 .136	.111 .404	....	.065 .616	.309 .244	-.094 .655
12	.159 .128	-.044 .817	.205 .008	.219 .049	.186 .057	.129 .253	.258 .048	....	-.026 .844	-.032 .908	.237 .253

^aSee first page Table 40 for groups.

cates an error in programming. Variable 37 did not pattern as 36 did in all cases, but basically they are similar.

Variable 39 was very different, however, there were patterns by negative correlations with groups 1, 2 (Intensity only), 4 (Content), e, f, k, and l (Intensity only) being those with this pattern. Within the patterning by significant difference, the above is not evident by groups, but by levels, with the Action levels carrying 9 of 15 significant scores.

CHAPTER VI

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This chapter summarizes the purpose and methodology, interprets the results stated in Chapter V, and suggests implications and recommendations for further research, both in Viet-Nam and in other studies of this cross-cultural series.

Summary of the Study

Purpose

Attitude assessment has been a problem because of the inexact and subjective methodology commonly used in the past. Jordan expanded and revised Guttman's facet theory and used it to construct an instrument that would use the procedure to methodically examine a population's attitude toward disability. Eventually this Jordan development was expanded into an instrument for research of attitudes toward mental retardation named the *ATTITUDE BEHAVIOR SCALE - MENTAL RETARDATION (ABS-MR)*. The Attitude Behavior Scale (ABS) approach is now expanded to include attitudes in many areas of disability, from the disability of being crippled, blind, or deaf to the area of caste, ethnicity, race, tribalism (Jordan, 1973), or the use of drugs.

The present study had two basic purposes. First was a concern with gathering data on attitudes toward a disability in Viet-Nam. Secondly, was the interest in continuing work on cross-cultural research (although it should be noted that this study *per se*, is not cross-cultural in itself).

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The disability to be examined was that caused by war-damage among the population of South Viet-Nam. This examination was accomplished by investigating selected sample's attitudes toward civilian and military war-disabled across the six levels or sub-scales of the adaption of the ABS-MR named the *ATTITUDE BEHAVIOR SCALE-WAR DISABLED-VIET-NAM (ABS-WD-VN)*.

Later, after the initial planning, but before commencement of the actual study, a third aspect was introduced when a specific set of hypotheses was added in conjunction with a new application of standard statistical processes in combination with the ABS-WD-VN. This third aspect was specifically designed to ascertain special information from the ABS regarding the disabled in Viet-Nam, but it is hoped the process will be useful in future research especially since it is designed to elicit data useful to the immediate locality being studied.

Related Research

A review of the literature was attempted for attitudes toward the war-disabled. It is possible there are extant studies, especially some small research papers done independently here and there at various rehabilitation centers on this subject, but none were discovered, nor did any rehabilitation or veterans organizations in the United States, the United Nations, or at any international headquarters in Paris contacted have knowledge of such a study anywhere. The literature indices and abstract journals listed nothing. Incredible as it appears, there seem to have been no documented studies, large or small, important or otherwise, of attitudes toward the war-disabled.

Once this lack of specific war-related studies was established, a

review of the literature of attitudes toward the physically handicapped was effected, on the assumption that the attitudes manifested would be similar to any that might exist toward the physical disabilities of the war-disabled. Harrelson (1970) found a great variety of quality and divergence of studies and results in his own research on attitudes toward the mentally retarded. In the examination of attitudes toward the physically disabled it should be noted that just the opposite was the case. Studies were congruent and appeared, even when not consciously so planned, to be built upon previous research and methodology.

There is one factor not present in all previous studies toward the physically disabled that *is* present in the current study and casts constant misgivings about using the results of these previous studies as any type of basis for the present study. This is the unusual fact (as far as a study of disability is concerned) that while previous studies were always conducted on groups and persons that were a societal "exception", the present study was made in a place where a *war-disability is so common as to be considered an "every-day affair"* -- it is almost the "norm" of the society! In one situation we are studying something so uncommon that it is exceptional: another time it is so common that differing psychological reactions to the problem are undoubtedly in operation. The effect of a physical disability actually becoming a "mass phenomenon" -- a societal norm -- is an interesting and important consideration that is not properly dealt with in any of the literature.

Also, it must be noted that few of the studies on physical disabilities involved cross-cultural comparisons or were a part of a cross-cultural

tural series, although several were made independently in foreign areas and cross-cultural possibilities were referred to on several occasions (Jordan and Chigier, 1972).

Instrumentation

It is in the realm of the instrumentation that the present attitude research (and the entire series as well) ceases to be another mundane doctoral research project. All attitude studies have problems inherent in the "subjectivity" of their nature. Through the use of Jordan's ABS, constructed according to Guttman's facet procedures, attitudes can be classified and sub-structured into components or levels, which have a systematic relationship according to the number of identical conceptual elements they hold in common. Facet design also has the advantage of being based on the construction of a scale containing logical, semantic, *a priori* semantic structure which includes a prediction system verifiable from empirical data. To date, no other attitude study instrument has these advantages.

Since this is the 20th study in the international cross-cultural series, there is a growing fund of data indicating that validity is present in the instrument. One of the early users of the simplex aspects of the ABS-type instrument, was Kaiser who developed the Q^2 procedure as a test for validity. This method of verification for validity has indicated that the ABS has construct validity and the present study has enhanced this considerably for reasons that are explained later.

Regarding reliability, previous studies were checked with Kuder-Richardson-type procedures with reliability estimates on all 6 levels ranging from .60 to .89. Because the previous ABS studies were successfully

tested for reliability, it was assumed the present study would show comparable reliability.

The point that must be emphasized in this study is that the continual production of reasonable and logical answers from the respondents, and especially from "sets" of answers, indicates strongly that there is both reliability and validity present in ABS-type research.

Design and Analysis

A major problem of gathering cross-cultural data is the assuring of instrument and sampling equivalency in order to achieve comparable data. The solution to this problem involves specialized local knowledge of the culture and language for sample selection and translation of the instrument. Translation is not limited to a word-by-word rendition of the original instrument, but includes the translation of certain events and/or situations into equivalent situations and/or events in the comparison culture. What the researcher lacks in these areas must be compensated for through the use of competent assistants.

In the case of this study, due to a previous two-year association with a number of educated Vietnamese who were willing to help directly or at least propose persons who could, coupled with several paid consultants who had impeccable credentials (translator in the Premier's Office; four years experience translating Viet-Cong documents into English; area specialists; CORDS translators and secretaries, for examples), it is felt, without reservation, that meaningful and sociologically equivalent translation of the ABS was obtained in the ABS-WD-VN!

Since previous ABS studies all had four specific samples, these were

replicated. The major deviation was the inclusion of some disabled themselves who were undergoing treatment in three rehabilitation centers into the "family" group, something rather impractical in studies of the mentally retarded.

In addition to these four "basic" groups (always identified by number; 1, 2, 3, or 4), eight other groups were added (always identified by the letters 'e' through 'L'), because of the concern for making the study *USEFUL* to the Vietnamese as well as for the general research series.

Although there were exceptions, and a major attempt was made, without success, to secure a number of respondent groups from the city of Rach Gia on the Gulf of Siam, the majority of the sample populations came from either the Sai-Gon area or from Vinh-Long Province, about 100 miles south of the Capital City. None, other than a few rehabilitation workers and patients, were from areas north of Sai-Gon unless by chance they had recently moved into Sai-Gon from such areas and by further chance were included in one of the Sai-Gon groups. Considering the war which was still very real in 1970 - 1971, it is considered that the groups and individuals within them were generally representative and adequate for this study.

Fifteen research hypotheses were adapted from previous studies to be used for the war-disabled, although of these (2 and 4) were subsequently dropped; one due to an error in data gathering and the other due to a variable deleted through a misunderstanding.

Also, 17 new hypotheses were developed to test special Vietnamese and/or war-disability situations, and a new process for testing and scoring was organized. These additional hypotheses are carefully indicated because the system developed for their statistical analysis does not respect the Guttman-

Jordan concept of the "sanctity" of the 6 levels. Nevertheless, the results strongly suggest that this section has validity and it is hoped that others will take this apparent "success" and make further experimentation with it.

In addition, due to the volume of unexploited data generated, a third section beyond the major and minor hypotheses sections, was added. It is hoped that this section will promote further study on the sociology and psychology of Viet-Nam.

Results

Generally, results are informative and in keeping with the previous studies. Nothing appeared that was so unusual as to make one doubt the reliability of the instrument or procedures. In fact, the results have quite the opposite effect, indicating that the data herein can be studied and used with confidence. This is true also, of the 17 special or minor hypotheses.

Due to the interest still present at this date (April, 1974), it is hoped that some agency or agencies of both the United States and/or Viet-Nam will see fit to further subsidize research and investigations from this included data.

Discussion of the Results

There are numerous comparisons possible from the data of this research. There is the possibility of making comparisons and speculations regarding self-image and other-image as made by Harrelson (1970) regarding the Germanic people of his study. There is the possibility of making comparisons cross-culturally with data from some or all the other 19 completed studies. There are the completed hypotheses themselves plus the

17 Special Hypotheses to speculate upon. There is the data included for future studies but rejected for this one. Discussion could be productive as to technical procedures, but other than the small section on the new procedures introduced herein, there will be none of this as previous researchers and especially Jordan (1970) cover this.

The first type of speculation suggested, covering the Vietnamese character could be interesting and productive, but this very fact makes it impossible for one would need an entire chapter for this alone and this thesis is large already.

The cross-cultural comparisons is a laudatory suggestion but, in fact, should be a dissertation for someone else, and this may be considered a recommendation of this thesis.

Therefore, the discussion of results in most instances, will be confined to the two sets of hypotheses; (a) those from the previous studies, the Major Hypotheses, and (b) the Special Hypotheses developed for Vietnam and the war-disabled. In addition, as noted, there is the third section with collected data which will receive minor speculation.

Major Research Hypotheses

Relating Attitudes and Efficacy: (variable 13, Hypothesis 1)

This hypothesis has importance in the light of previous cross-cultural investigations. Harrelson (1970) stated:

The efficacy scale....was not a strong predictor of attitude toward the mentally retarded in Germany....It may be that man's degree of control over his environment [i.e., Efficacy] is not the relevant issue in the highly industrialized and technological German culture that it may be in some of the more underdeveloped nations. This interpretation if correct, should emerge more clearly in the subsequent cross-cultural collection of data (p. 195).

While the present study is not cross-cultural and few comparisons with previous studies are being made herein, the above point of Harrelson is too apropos to the situation to bypass. As can be seen in Chapter 1, the Vietnamese society is a traditional type society in the process of social and governmental upheaval; plagued by the continuation of the debilitating war; and one in which the average man has had too little power over his life. Also, it has been long postulated by many of the West that the Buddhist dominated societies of the East have developed a social milieu in which feelings of helplessness, or at least, general acquiescence in the face of the unknown powers that seem to guide or force one's life. A recent study (Down, 1973) reveals there is some truth to this understanding although the truth is not a case of helpless resignation as is often believed.

Therefore, it is too basic to this study to pass this cultural possibility by, and an attempt will be made to see if, indeed, those who are high on the Efficacy score do exhibit positive feelings that are at variance with those who score low, both in regard to the disabled and some general sociological values.

First, as in the German study of Harrelson (1970), the Efficacy scale was not a strong predictor of attitudes toward the war-disabled and the hypothesis was only mildly supported.

Secondly, it is with this first hypothesis that one must begin to consider the divergent scores of the Viet-Cong (while remembering previous statements regarding the problem of relying too heavily upon the scores from this very small and perhaps unrepresentative group). In this hypothesis the Viet-Cong had high significant differences on the Action level

(6) along with the students (and also GVN soldiers whose scores were high but not to a level of significance). Time after time it will be seen that selective other-groups and the Viet-Cong are the groups with scores indicating significant difference. The point soon becomes obvious: *THE VIET-CONG ARE NOT TYPICAL VIETNAMESE!* This point is re-emphasized frequently, and the real question behind this interesting side-light to this research is, "In what way are the Viet-Cong divergent and unusual?", and if this small sample can be trusted to be at all representative, it can be said that for Hypothesis I, these Viet-Cong who do feel, or wish to feel in command of their environment (a project they certainly are actively working toward), are also more favorable in attitude toward the (their?) disabled. The same is apparently true for the students and to a slightly lesser degree, the GVN soldier.

This finding indicating the divergency between Vietnamese groups focuses on another major finding of this study that will receive attention in other major and minor hypotheses. In writing to the author regarding the previously mentioned study on fatalism (Down, 1973), Professor Nguyendang-Thuc, of Sai-Gon University emphasized the monolithic nature of his people. He felt that the fatalism study would not reveal sociological differences in fatalistic belief between Buddhists and Christians. In other words, he held the logical opinion that the Buddhistic culture would overwhelm all other influences, creating a society that even in war was more united in belief and ideology, than divided. However, the fatalism study had as its most revealing finding, a clear delineation between various religious groups in this respect of belief.

In the present ABS study, variation in belief between groups of Viet-

name is strongly confirmed. Groups of Vietnamese do appear to vary strongly from each other. One cannot generalize for "monolithic" Vietnamese beliefs any more than one can generalize for "American" beliefs.

In Hypothesis I it is the students and GVN soldiers who agree with the Viet-Cong and are divergent from other groups. This particular combination is not necessarily repeated in other hypotheses, but the condition wherein there is a strong difference between various groups of Vietnamese respondents is repeated. In the case of the Minor Hypotheses, for example, these differences pattern strongly regarding attitudes toward the war-disability and self-concept. To paraphrase a trite Western saying regarding Chinese, "They may all look alike, but all Vietnamese certainly do not think alike!"

Relating Attitudes and Contact: (Variable 35; Hypothesis 3, and Variables 36, 37, & 39; Hypothesis 5)

In the minor hypotheses it is almost always found that the disabled have a more positive attitude toward themselves than the non-disabled have of them. Certainly then, it would be the case that those most intimately associated with the disabled (the disabled themselves) are the most positive in feelings.

However, while it could be assumed here (and has been true in previous studies) that those most *EXPERIENCED* with the disabled are most apt to be positive in attitude toward them, such was not the case in Hypothesis 3 as the data only mildly supported the hypothesis.

One can speculate as to the reasons behind this. As has been previously mentioned, this study deals with a mass phenomenon of disability; a very unusual world situation. Not only this, but at the time of the study there had been a great deal of political activity among disabled

veterans. A short time before arrival in Sai-Gon, a large group of disabled, demanding veteran's benefits had usurped land here and there in the city, building shacks upon it to create pressure for their claims for aid and to emphasize the fact they were not receiving what they considered adequate financial help. While this action may have been ultimately directed at the U.S. pocketbook, it was a direct affront upon the GVN, and soldiers were finally used to dislodge the veterans and destroy the shacks.

As can be imagined this created ill-feelings and guilt and it is quite possible that some of this is reflected in this study although the incident was done long before the questionnaire was distributed.

It is noteworthy too, that the Minor Hypotheses showed a significant difference between the mean scores of the disabled themselves in group 1 and their family members, also in group 1. One would expect these two sub-groups would be similar enough to be "lumped" together. There must be reasons involved here that keep associations with the disability from being equated with a positive attitudes toward the disabled, that are not clear. Again, there are specific groups that appear to diverge from the norm; students and Viet-Cong in this case agree with the *TEACHERS*.

Hypothesis 5 was a different form of the general question regarding "frequency of contact"; and one that contains evidence of interest for both the countries of Viet-Nam and the United States.

It was found that *IF* the frequency of contact was positively correlated with (a) ease of avoiding this activity (i.e., there was always an easy method available to avoid the situation), (b) there was material gain involved *BECAUSE* of the contact, and (c) if there was an alternate way to obtain financial reward for working which the respondent *HIMSELF* rejected

in favor of having contact with the disabled ---- *ONLY THEN* would high frequency of contact be congruent with a positive attitude toward the disabled. What such data clearly indicate is that *FORCED CONTACT*, such as is basic to the forced integration of busing in the U.S.; is now commonplace in Michigan prisons; is a reality with the war-disabled in Viet-Nam where the tremendous number of war-disabled must make it difficult to avoid such contact; such *FORCED CONTACT DOES NOT* necessarily mean the growth of *POSITIVE ATTITUDES* toward the minority or group with the "disability" in question.

Also, present data *DOES* indicate that intensity of feeling becomes *STRONGER* with increasing contact, but there is only small reason to believe that increasing the contact will produce positive feelings! Forced (or even merely encouraged) contact will then not necessarily produce positive attitudes toward a disability. This should not be a surprising statement but, nevertheless, it is basic to the U.S. forced busing programs which give little attention to the other necessary conditions (or substitute factors) needed before contact will produce positive reactions. Such concepts are important in formulating rehabilitation programs.

Relating Attitudes to Religiosity: (Variable 20 - Hypothesis 6; Variable 30 - Hypothesis 7)

The religious variables, i.e., religious importance and religious adherence, are not strong predictors of attitudes toward the disabled: i.e., scoring high on the religious variable does not necessarily mean that one will have a more positive attitude toward the war-disabled, although there is a slight tendency for this to be true.

One of the major teachings of the Christian religion has centered on man's relationship with man. It has been assumed that those of high

religiosity would be high in attitudes toward *ALL FELLOWMEN* and that any such attitude would "spill over" into the realm of the attitudes toward the disabled, yet previous ABS studies have not shown this to be true. As one might expect, there is a positive relationship, but it is small and unstable.

Rokeach (1968), in his book in reference to Kirkpatrick (1949), notes this unexpected phenomenon and adds interesting comments:

In 1949 Clifford Kirkpatrick, professor of sociology at Indiana University, published some findings in relationship between religious sentiments and humanitarian attitudes....His conclusions were surprising - at least to followers of organized religion. In group after group - Catholic, Jewish, and the Protestant denominations - he found little correlation at all; but what there was was negative. That is, the devout tended to be *slightly less* humanitarian and had more punitive attitudes toward criminals, delinquents, prostitutes, homosexuals, and those who might seem in need of psychological counseling or psychiatric treatment. In my own research I have found that, on the average, those who identify themselves as belonging to a religious organization express more intolerance toward racial and ethnic groups (other than their own) than do non-believers - or even communists....Gordon Allport in his book, *The Nature of Prejudice*, describes many of the studies that have come up with similar findings [but] actually [his conclusions are] not quite accurate. While nonbelievers are in fact generally less prejudiced than believers toward racial and ethnic groups, it does not follow that they are more tolerant in every respect. Non-believers often betray an intellectual arrogance of another kind - intolerance toward those who disagree with them. Allport's conclusion is only valid if by 'prejudice' we mean ethnic and religious prejudice (p. 190).

With such speculations it becomes intriguing to wonder if a Sino-Buddhistic¹ culture would do better in teaching man's love of all living creatures including his disabled and damaged brother, than Christianity

¹742 persons were tabulated for religion. Of these, 607 or approximately 80% indicated adherence to Ancestor Worship and/or Buddhism; 86 or 12% to being Christian and 49 or 8% gave no answer, indicated they had no religion, or indicated membership in one of the minor sects of religions.

does. Tables 14, 15, 36, and 37 indicate that the more religious person does, indeed, have higher mean scores on attitudes toward the disabled, but only rarely to a significant degree. As in previous cases of other Christian cultures, there is a positive outlook from the more religious, but it is only a mild situation indicating that man is basically similar in various ways including a propensity to minimize his religious teachings regarding actions and feelings toward his fellow-man whether he is Buddhist or Christian. Perhaps this *PSYCHIC UNITY OF MANKIND* (Inkles, 1969) can be construed to be positive by those who really wish to believe in man's basic oneness but one must wonder if the religious teachings of man can not insure more than a mild increase in positive attitudes toward any unfortunate group, then who or what institution can do it.

Additionally, there is a possible explanation for this in a 30 year war, and it would be interesting to know how Vietnamese would have scored on this 35 years ago. Perhaps a partial answer could be found through the scores of current groups from such places as Thailand or Malaysia.

Relating Attitudes and Demographic Variables: (Variable 21 - Hypothesis 8; Variable 16 - Hypothesis 8; Variable 2 - Hypothesis 10)

Amount of education was not generally related to positive attitudes toward the disabled. Only within the teacher's group was there a significant relationship. Amount of education was not a negative factor, but it certainly would indicate that the Vietnamese, as other societies, have not yet found a method to convince those with education to have compassion. It is recommended that such a program be designed and initiated in the state schools on a "low-key" level.

Perhaps if religion has not been successful, one should not expect the government to be successful through education. Yet, certainly the recent emphasis in American schools on social problems which includes compassion for the "underdog", has had positive results. In contrast to some studies, increasing age also did not bring more compassion or concern.

Vietnamese people frequently lead a difficult life and the war has increased examples where older persons are looking after widows and orphaned children, and are frequently attending to the needs of relatives disrupted by the war through death or military service, rather than being attended to themselves in their old age by the younger family members as is the custom. There is no way to tell from these data if this has influenced the thinking of the more aged, but for some reason the older population is not more positive in outlook than the young and when support is needed for new or continuing programs, the GVN should look to the young, not the old. (It could be, too, that the younger, feeling close identification with the disabled because so many of the disabled are likewise young, have significantly higher scores than normally would be expected, making it difficult for there to be a difference large enough for differences to reach statistical significance).

It is considered the woman's place to be the attending helpmate in most societies; whether the person who needs help be a child, an adult family member or an older parent. It is considered especially noteworthy when it is the male of the family who exhibits the greater willingness to attend to the physical or psychic needs of the infirm, more than the woman of the family. If this is a truism in the West, then it is doubly true in the East. Yet, the scores indicate in this study that it is the men who

are more positive. This may be because men identify more readily with the disabled because most disabled are men, but such findings are not in keeping with Jordan's (1968) study on physical disability. They do support Harrelson (1970), however, who wondered in his study if Germany was the only place in the world where this might be true, although it must be noted that in the present study the difference between the sexes was small.

Again, one could speculate as to the effect on man of a civilization process which allows a less "hard" man to develop in the Vietnamese society, than is allowed in his Western counterpart. Maybe this is the Buddhist influence that was not found previously. In spite of the war and in spite of the differing dichotomy expected between women and men in Viet-Nam than in the West, it is undoubtedly correct to believe that the Vietnamese socialization process does allow a more compassionate side of the man to appear, than is allowed, at least until recently, in the West. This could be an explanation for the scores in the present hypothesis.

Relating Attitudes and Change Orientation: (Variables 27 & 28 - Hypothesis 11)

Although this was one hypothesis, there were three parts: (a) attitudes toward new methods of child-rearing; (b) attitudes toward the use of modern methods of birth-control, and (c) mechanization of work.

Hypothesis 11 strongly contains the notion that those who score high will be modern, innovative, forward-looking, and especially for those from a traditional society, one of those who is not bound tightly and blindly to the restricting ways of the past. Since these ways of the past in Viet-Nam seem to include a certain alienation from the total society, i.e., one's society tended to end at the edge of one's known friends and relatives, it

could easily be construed that those who are rejecting the traditional outlook would also reject this provincial and narrow approach to human concern and responsibility.

Harrelson (1970) makes a point that is major to this set of variables, however, when he says (of his own study):

The result was a rather confusing and inconsistent mixture....Since a similar confusing array....appeared in Jordan's (1968) research in which different attitude scales were employed, it would appear that the problem lies primarily in the change orientation items themselves rather than in the criterion instruments (pp. 200-201).

On page 128 of this dissertation, in the discussion of the support for each of the three sections of this hypothesis, it was noted:

It is obvious there is little similarity between beliefs in these three areas and attitudes toward the disabled. It can probably be assumed that people's belief in these areas are not unified, in any way or on any level.

Yet, statistically, in the multiple correlations the hypothesis was strongly supported indicating that those who are forward looking do indeed exhibit more positive feelings toward their fellow - disabled - men, even extending it beyond the boundaries of concern for the traditional villager.

Another point made on page 126 of this dissertation which needs to be repeated generally and specifically for this hypothesis, is the difference between statistical significance and meaningful significance, for here it appears that at least partially, the statistical significance is enhanced by the fact of sample size; almost 750 respondents.

Of the three variables, only child-rearing was a positive predictor of attitudes toward the war-disabled, while mechanization became increasingly worse in predicting as the realm of personal action was approached. Birth-control appeared particularly inconclusive. The scores, even with

the high multiple correlations, are a jumbled conglomeration suggesting Harrelson's previous judgment, and indicating that it would be unsafe to extrapolate overly in the area of attitudes toward change and the disabled.

Relating Attitude to Opinions on Educational Aid and Planning: (Variables 27, and 28 - Hypothesis 12; Variable 29 - Hypothesis 13)

As with previous hypotheses these variables differentiate better between groups than between attitude levels. The teachers and teacher - trainees were the only group with significant differences to any degree and these rejected the hypothesis as the levels approach the personal level. Other groups exhibited a "hodge-podge" of negative and positive (but not significant) correlations indicating a complete lack of homogeneity.

It appears that attitudes toward educational planning does not have a relationship to attitudes toward the disabled in Viet-Nam.

Relating Attitudes and Group Membership: (Hypothesis 14)

Hypothesis 14 was developed mainly for cross-cultural research and there appears to be little in a direct or immediately useful application for this hypothesis in Viet-Nam, although it *is* of interest to those who wish to understand the cultural structure of various areas. However, it is also useful to know which group in Viet-Nam is most negative or most positive toward the disabled.

The notion is that various groups will exhibit differing degrees of concern for the disabled, based more or less on factors considered in the previous hypotheses, such as contact, education, religion, etc. Since this hypothesis is related directly to the preceding studies only the four basic groups are discussed and the remaining eight groups are not analyzed.

There is another issue involved in this particular study that is not a consideration in studies on mental retardation. The original hypothesis was postulated in a situation where the actual persons being studied were not respondents, and under this condition it was assumed that rehabilitation workers would be more positive in attitudes toward the disabled than would the actual family members with their ambivalent psychological ties to the particular disabled person. In a study wherein the disabled themselves are able to participate, it *COULD* be proposed that the order would be different because the "family" group would be more positive than would the rehabilitation-worker group.

However, as has been previously noted, the *LEAST POSITIVE GROUP* of all twelve in the results for the Minor Hypotheses, was group 1, the disabled themselves still under-going treatment and family members of the disabled living in Sai-Gon. This is a situation that will receive some speculation later, but it is sufficient to note that on the Content level, while there were no significant or even truly meaningful differences between mean scores, the hypothesis must be considered supported since *BOTH* Content and Intensity scores pattern as postulated in 100% of the cases. In other words, there were no reversals in direction for this hypothesis.

Harrelson (1970) speculated on the probability that this hypothesis would pattern according to expectancy in ensuing ABS research and it is interesting to note that at least in the exotic culture of Viet-Nam this has been the case. Harrelson also found in his research that the most favorable attitudes expressed toward the disabled are with regard to how people *SHOULD* behave, while the least favorable scores are expressed with regard to how both others and the self *ACTUALLY* feel about and behave to -

ward any disabled group. In this study, as can be seen in Table 23, the means increase from the lowest to level four and then reverse as one continues to the action level (6), with scores for level 6 being almost congruent with scores of level 2.

The most noteworthy difference here are the differences, probably often approaching significance¹ to the .005 level, between the groups for Intensity scores. Strength of feeling is very pronounced among the four basic groups and actually increases as the action level is approached!

The original notion was that the employment and management group (4) would be much less positive than the other groups. In an action program it is the action level (6) that really matters when policy for rehabilitation programs or employment of the disabled becomes the crucial factor. It is important to note that on both the Content and Intensity scores it is group 4 respondents that show an extreme drop in mean scores. The rehabilitation and veterans organizations have ample proof here, if the sample is truly as representative as believed, that a strong educational program or strong legislation will be necessary to convince this employment and management group that the disabled must receive more consideration.

These groups should also note that a strong educational program must be initiated among the disabled themselves, for the employers with the intensity of their feelings may well be overly ready to criticize and reject the disabled if the disabled tend to be the *LEAST BIT* inept and unable as they come to employment, or if they tend to be at all sorry for themselves,

¹Due to the nature of the charts, levels of significance were not tabulated and these data can only be surmised.

irresponsible, or if they malingering in the least. *BOTH* groups will need understanding if these scores have the ability to indicate possible problems with any accuracy.

There may be another factor involved as well. Since such a high percentage of the population having a disability caused by a war is so commonplace in comparison to disabilities in most areas of the world, there is not the normal problem of employers *NOT* being acquainted with those who are disabled. The problem *MAY* be, in fact, one of over-exposure. The previously mentioned demonstrations by the veterans were undoubtedly extremely unsettling for the affluent, influential, and conservative¹ members of group 4. Perhaps the entire educational program suggested here must be aimed at the large group of disabled, indicating to them the actions necessary to be considered as acceptable employees to the employers. Of course such a suggestion or program may be greeted with jeers and "brickbats" by liberals and left-wing leaders, but nevertheless it appears a reasonable suggestion. The TV network of Viet-Nam could be used for this.

Relating Attitudes and Simplex Structure: (Hypothesis 15)

While Hypothesis 15 is of strong concern for cross-cultural comparisons, it is also of importance to the study itself for it contains indications of a number of considerations that are of prime importance.

The Q^2 score is a measure of Construct validity, not only for the

¹It is interesting however, to examine the means for child-rearing and mechanization (ignoring birth-control because a high percentage of the executives and managers can be expected to be Catholic) as a function of conservatism. The members of group 4 score well above the average and on this variable cannot be considered conservative, at least when compared to other Vietnamese.

instrument but for the methodology involved in securing respondents and questionnaire response as well. If there is a major breakdown in operations or a major faux pas in any of several steps, the simplex is unlikely to be met. Groups that are not truly homogeneous; questionnaires that are poorly translated either in vocabulary or in the sociological context; groups that do not care; people who can not or will not cooperate or read carefully; people who will not take time to finish; transcribers who are not careful; any of these and more can individually or in combination negate all good and proper workmanship in the balance of the study; causing a failure to achieve the simplex.

Because of the importance of Q^2 procedures to this study, it is proper to again review several salient points of Kaiser's procedure:

1. It is a theoretical model to check the possibility that people have followed the Guttman-Jordan theories of levels of involvement in attitudes, *assuming* all else is attended to properly;
2. Hammersma's (1969) criterion of the Q^2 score needing to be .70 or better before the simplex is considered approximated is a condition of this hypothesis;
3. The "achieved" simplex, not the "theoretically best", is the criterion in all cases for rejection or acceptance of the hypothesis;
4. In this study, in contrast to other ABS studies, there were 12 groups rather than the basic four, allowing a much greater chance for rejection of several simplexes and therefore a rejection of the total hypothesis.

As stated on page 140, the hypothesis was strongly supported. Even when scores did fail to reach the .70 level, the lack was minimal; never more than .04. Most of the successful simplexes exceeded the .70 value by .08 to .12.

Minor Hypotheses

Again, before accepting this section one should reread the section found on pages 102 through 106. This is a new approach to the ABS and is of uncertain validity, even though proper statistically.

However, before anyone discounts the section, one should also examine Table 62 which gives all the total-group scores for these special hypotheses; for it is here that the reinforcing logic of the sets of data become apparent. As one reads one will find a *REASONABLE* patterning to the hypotheses and sets of hypotheses and it becomes more certain that some type of reasonable and logical process was in operation.

Actually, the most damaging question that can be asked concerning the meaning of the results from these special hypotheses would center on the relationship between the hypotheses and the questions gleaned from the ABS (such as the hypothesis on Karma) to answer the particular hypothesis in question. These were chosen with care but there was often little more than past experience and intuition used to assess the consistency and wisdom of the choice (other than the factor-analysis type check run later).

Personal Feelings Regarding the Affliction: Hypotheses 16, 19, and 27

The very first set of responses totals into a pattern that continues throughout the entire set of Minor Hypotheses; that of a higher mean score by the disabled themselves toward their affliction and possible resulting problems, than is held by the non-disabled. There is but one exception to this that will be discussed later in Hypothesis 31.

Since this was the first attempt to create such a score, there is no possibility of knowing what a "good" or "bad" score should or would be. One can only note whether there is a difference between the scores for the disabled and the non-disabled, check the direction of the score, check for significance, and then comment upon problems centering on the relationship between disability and the question at hand (see Table 62).

It is possible that both scores, i.e., scores for both the disabled and the non-disabled, could be considered good or positive, or both could be considered bad or negative. It is for this reason that the *COMPARISON SCORE* was originated and this score, ranging from .00 to a theoretical 3.166 is divided into "low", "average" and "high" as an attempt to classify and compare the results from these various hypotheses.

For Hypothesis 16 it is clear that the war-disabled do not feel as much *SHAME* over their affliction as the non-disabled might expect they would; that their own self-esteem is higher than the non-disabled expect them to manifest. This is the pattern that emerges here and continues for almost all the study. It is assumed that this is "good" and that it should be supported in any programs that evolve for the disabled in Viet-Nam.

Hypothesis 19 is closely related to 16 regarding shame, for shame and embarrassment are only locations on a long range of feelings toward one's self or others. In design, Hypothesis 19 contained similar but stronger statements than did 16.

In Hypothesis 19 it appears that those who have serious disability feel more comfortable in the presence of other disabled than do the non-disabled. This is perfectly logical from a Western point of view. There is one point to make from this, however. It has been shown that in Viet-

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TABLE 62. -- Total-Mean Scores and "Comparison Scores"; Direction of Difference Between Disabled and Non-disabled; Number of "Question-pairs" from each Level, and; Value of the "loading" or "Weighting" Factor for Each of the "Special" or Minor Hypotheses.

Hypo	Disabled			Non-disabled			Total			Q-P Level	+ < - >	
	N	\bar{M}	CS ¹	N	\bar{M}	CS	N	\bar{M}	CS			
16	116	27.51	2.50	456	26.39	2.40	572	26.62	2.42	1-1 4-3 2-4 5-0 3-3 6-0 1-2 4-1	+ >	
17	126	-10.04	2.01	465	-10.04	2.01	591	-10.04	2.01	2-0 5-1 3-1 6-0 1-0 4-1	- >	
18	132	8.54	2.85	476	8.29	2.76	608	8.34	2.78	2-0 5-1 3-1 6-0 1-0 4-4	+ >	
19	111	52.78	2.29	429	50.45	2.19	540	50.93	2.21	2-7 5-2 3-8 6-2 1-3 4-1	+ >	
20	115	10.72	.71	443	10.59	.71	558	10.62	.71	2-3 5-0 3-8 6-0 1-4 4-0	+ >	
21	122	-16.41	1.37	457	-16.36	1.36	579	-16.37	1.36	2-1 5-0 3-7 6-0 1-1 4-1	- >	
22	112	28.35	2.03	454	27.49	1.96	566	27.66	1.98	2-2 5-8 3-1 6-1 1-2 4-2	+ >	
23	114	-6.25	.69	460	-5.46	.61	574	-5.62	.62	2-3 5-0 3-1 6-1 1-3 4-3	- >	
24	101	22.29	1.39	451	20.75	1.30	552	21.03	1.31	2-5 5-2 3-2 6-1 1-0 4-2	+ >	
25	124	10.93	1.82	470	9.54	1.59	594	9.83	1.64	2-1 5-0 3-3 6-0 1-2 4-0	+ >	
26	114	32.89	2.19	450	31.36	2.09	564	31.67	2.11	2-8 5-0 3-4 6-1 1-0 4-8	+ >	
27	104	67.68	2.12	415	64.91	2.03	519	65.50	2.05	2-9 5-5 3-8 6-2	+ >	

¹Key: N = Number; \bar{M} = Total Mean score for that group; CS = Comparison Score; Q-P indicates the number of Question-Pairs used from each of the 6 levels to make up that particular hypothesis; > indicates that the mean of the disabled was greater than the mean of the non-disabled (averaged).

TABLE 62. -- Continued.

Hypo	Disabled			Non-disabled			Total			Q-P Level	+	>
	N	\bar{M}	CS	N	\bar{M}	CS	N	\bar{M}	CS		-	<
28	126	18.67	2.33	465	18.37	2.30	591	18.43	2.30	1-1 4-0 2-1 5-0 3-6 6-0	+	>
29	108	36.70	1.75	437	34.76	1.66	545	35.14	1.67	1-2 4-6 2-5 5-1 3-6 6-1	+	>
30	119	-15.08	1.72	468	-14.99	1.67	587	-15.08	1.68	1-3 4-0 2-2 5-4 3-0 6-1	-	>
31	113	9.77	1.40	463	10.13	1.45	576	10.06	1.44	1-1 4-0 2-2 5-1 3-2 6-1	+	<
32	119	19.67	1.79	457	19.14	1.74	576	19.25	1.75	1-1 4-3 2-1 5-5 3-1 6-0	+	>

¹Key: N = Number in sample; \bar{M} = Total Mean score for that group; CS = Comparison Score; Q-P indicates the number of Question-Pairs used from each of the 6 levels to make up that particular hypothesis; < indicates that in Hypothesis 31 the average mean for the disabled was less than that of the non-disabled.

Nam the fact of disability is almost "universal". Since this is true, one can expect there will be a constant case of unnecessary discomfort and useless silence as the non-disabled mix with the disabled, and everything must be done to minimize this possible and serious source of division and alienation between people who will be having close social and business intercourse for a long time to come. It should be noted that this recommendation is based on Western values. The openness of the society in accepting disability such as harelip has been noted and it may be that embarrassment or not, war-disabilities will be passed over without much problem. However, scores indicate that there is a potential

problem and "forewarned is forearmed".

If the fact that the "Comparison Score" is high in comparison to the other Comparison Scores means there are positive and/or strong plus feelings involved here, then Hypothesis 19 can be claimed as one that not only shows a clear difference between the two groups, but is especially positive as well.

Hypothesis 27 is the third in the continuum of expressions of feeling where shame dominated the statements used to construct Hypothesis 16 and feelings of embarrassment dominated the feelings used for Hypothesis 19. In Hypothesis 27 the vocabulary that composed the feelings was especially strong, abrasive, and negative.

There were several scores with a significant difference between the disabled and non-disabled. It is presumed that in a case such as this the ideal situation would include NO difference, either positive or negative, but the results here do indicate the rather unfortunate situation wherein a large portion of the non-disabled population do see the disability as "horrible, disgusting, and/or repulsive" to a degree. This, of course, may be natural, but it is not good in a land where there is so much of it, and it also reinforces the admonition of the top paragraph.

However, the Comparison Score for the total is quite high and also is in the "high" range (above 2.00) for the non-disabled indicating a fairly high scoring for both groups; indicating that a low percentage of persons did actually find these terms descriptive of the disabled.

Expectency for Special Aid and Services: Hypotheses 17, 20 and 28

In Hypothesis 17 the non-disabled do not see the disabled as being

more willing or demanding for special aids or grants than the non-disabled see them. In other words, there is little difference between the two groups' perceptions of the situation.

There is no way from these scores to assess the probability that the disabled will militantly demand the GVN help (the 1970 demonstrations by the veterans probably answered this) but when and if there is such a demand, if this hypothesis is correct in design and interpretation, few people should be too surprised or disturbed. Actually, if low Comparison Scores are a measure of possible surprise, then the most surprised would be the families of disabled with those in rehabilitation centers (both in group 1) being next. The least surprised would be those who were from the group employed by USAID and CORDS. Maybe these people had been near Uncle Sam's pocketbook too long, and were beginning to believe in miracles. Anyway, it is interesting that the lowest group was made up of over half disabled and the highest group as well. This does back up current Western research on the immediate and long term effects of a serious disability with the initial reaction being one of shock and "mourning" which eventually evolves into more positive reactions with proper support and rehabilitation.

Hypothesis 20 is closely related to Hypothesis 17 which refers to certain privileges expected. This hypothesis was constructed from "question-pairs" which were more general in tone than those used in either 17 or 28. The three hypotheses should correlate and the "comparison score" is of interest as Hypothesis 17 was in the "mid-range" (2.01); Hypothesis 20 was in the "low-range"(.71); and, Hypothesis 28 was in the "high-range" (2.30) indicating that *GENERALLY* the expectation is low but as *SPECIFIC*

demands are listed, the expectation rises that such services will be demanded by the disabled.

As in Hypothesis 17, Hypothesis 20 was rejected though not strongly, indicating an expectation that the disabled will tend to see benefits as a right and also that the general population will not be strongly opposed, or at least will not be surprised by the demand. Under such circumstances it would be expeditious for the disabled ~~not~~ to alienate the general population through destructive methods or unreasonable demands, and also to attempt to secure popular support for demands if it is found necessary to use unity and pressure to secure what are considered reasonable needs.

Hypothesis 28 continues 17 and 20 only with a slightly differing terminology and view-point. The results were in support of the other two hypotheses and only mildly supported the hypothesis in question, again indicating the validity of this section as well as the entire ABS research.

Various Self-Concepts: Hypotheses 18, 30 and 31

While these three hypotheses are not as directly related as some of the other groupings from the Minor Hypotheses, they are reflections of an attitude of expectancy; another check on the "self" and "other" image of the disabled and non-disabled.

In Hypothesis 18 evidence is presented that the disabled do feel heroic as a result of their injury or at least higher in this emotion than the non-disabled would expect. Whether or not this feeling is unreasonable, fanatical, or even dangerous can not be completely assessed, but in view of the statements in the next paragraph it is very interesting to note that the "Comparison Score" for Hypothesis 18 is by far the highest of all the "Comparison Scores" indicating, with a lack of shame, embarrassment, or

.horror, a real feeling of pride over the situation. Perhaps, of course, when one surveys his own shattered physical self, this is all one can have left. Or, maybe, surviving after "looking death in the face", gives one a feeling of pleased self-assurance and confidence.

This last sentence points toward an interesting psychological sidelight. War is a terrible institution but as Dr. Theodore I. Rubin indicates in a recent article, "What Women Don't Understand About Men"(which also infers that men do not often understand men, either), one of the childhood fantasies that men carry over with them into adulthood is the viewing of war-experiences as a highlight of life. There are data available to support this contention and various Woman's Lib groups and sociologist-apologists for Western Society, strongly believe that such satisfaction with war-exploits is merely a societal value forced upon reluctant boys. Erich Fromm's 1973 article, "Man Would As Soon Flee as Fight", likewise is based on this premise.

It is interesting to note then, that among those of a far different culture, one saturated with war for a generation, if the theoretical basis for this hypothesis is valid, that those who have been injured by the war do score higher on heroic-type questions than those who have not been so injured, and the "Comparison Score" for this is highest of the set.

Perhaps there is more than an imposed cultural value in operation. Fromm differentiates between "benign or defensive aggression" and "destructive or malignant aggression", claiming the former is instinctual and the second is institutionalized or culturalized. But the possible questions are interesting. After all, where does "culture" obtain its values which it "imposes"? Can "culture" impose values over long periods of time

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that run counter to the majority of human needs and feelings? Why, in a Buddhist land should a war-disability invoke this strong positive feeling?

Perhaps this is attempting to read too much into a few scores of uncertain validity, but if this process is accepted and further cross-cultural research is attempted, this very question would be worth pursuing if ever a similar mass-societal dysfunction is studied.

In Hypothesis 30, the expectation toward malinger (which perhaps should have been included in the section on work expectancy, but was not because an attitude more than an ability was the subject here) indicates results having significant scores evenly divided between those that support the hypothesis and those that reject it. There appears to be strongly divided opinion here between groups as to the possibility of malingering and it may be that the major point of this hypothesis is centered on the fact that the group 1 disabled do reject the hypothesis and do see themselves in a better light than the non-disabled who (as always) are their family-member counterparts. In the other groups with a high disability rate (i and k) the hypothesis is likewise rejected, with the "Comparison Score" being the highest rather than the lowest as for group 1.

Hypothesis 31 is unique since it was the only one that was supported in the null form. It may represent some realistic and deep-felt honesty.

There were only 7 "question-pairs" used to assemble Hypothesis 31, but these reflected a possible bitterness that apparently the disabled felt while answering the questionnaire, quite in contrast to their usual positive self-image. It is clearly a surprise that after projecting a self-image that is more positive than expected by the non-disabled, that

this set of "question-pairs" would elicit a strong, negative feeling indicating a deep resentment and bitterness for what has happened. It could be, of course, that the lack of such an affliction causes the non-disabled to be unable to feel deeply enough to equal the low scores of the disabled on these seven question-pairs, but the data at least infers that for some reason, in spite of the hope and positive reactions elicited in most of the other Special Hypotheses, on this occasion and through these question-pairs, a strong, negative resentment was presented.

In relation to the latter hypothesis on karma, it would also appear that whether or not people see the disability as a function of karma (and its particular brand of "punishment"), there is resentment present.

Truly, such resentment must be only "natural", and these hypotheses might be suspect were it not for this one reminder of the universality of human feelings and reactions.

Karma: Hypothesis 21

Karma is a complex concept as found in the Buddhist religion. Simplified, it refers to the belief that one's present life is strongly influenced by one's past life or lives, for good or evil. In no way does the ABS *DIRECTLY* include questions concerned with such a concept, so of the Minor Hypotheses, this one is definitely the most nebulous and doubtful.

However, whatever was being tested, the groups were in agreement. There is no certain way of assessing, in this case, if there is a real belief or disbelief in the concept that Karma is involved. The Comparative Score is in the average range (1.36) indicating middle mean scores, and the factor loadings were negative, a fact currently unexplained other than

by considering the question-pairs as poorly chosen. Interpretation from this hypothesis is *EXTREMELY* risky.

Sexual Adequacy: Hypotheses 22 and 23

Being these two hypotheses represent differing aspects of sex, they are considered as a unit. This grouping has importance for it indicates again that the respondents were answering with care since carelessness would likely interfere with the correlations. It is also important for it is unlikely that persons answer questions regarding sex with indifference.

The results of these two hypotheses indicate the positive attitudes held by the disabled toward themselves (in Hypothesis 22 regarding their likelihood to remain sexually normal), and likewise indicates that they feel *LESS* likely to become adulterers than the non-disabled would expect. This carry-through of logic not only helps vindicate and validate this special section, but again the entire ABS-WD-VN study as well.

Working Ability: Hypotheses 24 and 29

The ability of a person to continue to work and achieve in spite of a serious injury is considered in Western Society, due to the Puritan work-ethic, almost basic to a high self-regard. In a land such as Viet-Nam where the ability to work is so closely tied to the ability to survive, it can be assumed that the concept will also be important, if not basic, to personality and self-respect. The fact that this feeling exists and that it is important even to those who are not economically jeopardized by the disability is less certain in Viet-Nam, but it probably can be assumed. Therefore, this set of hypotheses should have importance in any attempt to assess the feelings of all people toward those who are disabled, in spite of average (1.31 and 1.67) Comparison Scores.

In Hypothesis 24 there is a clear picture of difference in belief between the disabled and non-disabled; with the disabled being much more positive than the non-disabled. Other than through the Comparison Score referred to above, there is no way to assess the level of these scores, i.e., assess whether the non-disabled view is negative or just lower than the disabled score with both being reasonably high. Nonetheless, it does appear that the non-disabled have less faith in the ability of the disabled to perform on the job, than the disabled have of themselves. Again, this is an important area for public information programs, and a knowledge of these points could be of use in designing such a program.

Hypothesis 29 used question-pairs that referred less to vocational positions and more to the general ability to be able to "do things". The results should be expected to corroborate the findings of Hypothesis 24, and they did, almost to the same degree. Also, the Comparison Score for the two, as mentioned, was near the mid-point of the average range. This is another confirmation of the ability of this section to test a concept with trustworthiness.

Expectancy of Burdensome Worry or Mental Anguish: Hypotheses 25, 26, and 32

This set of hypotheses attempts to examine the mental-health "self" and "other" concept toward those with a war-disability.

In keeping with the previous hypotheses which indicate a more positive self-image by the disabled than is expected by the non-disabled, the disabled see themselves as being less troubled or perhaps less incapacitated by worry or mental problems than the non-disabled see them. The strength of rejection for the hypothesis indicates a clear feeling and difference of feeling that is profound as far as worry is concerned.

Hypothesis 26 is an extension of Hypothesis 25. It would be assumed that if the disabled would not be expected to worry excessively, then they would not be expected to withdraw excessively from life because of their affliction. This concept too, was supported, though not as strongly as Hypothesis 25, and as before it is the disabled who are most positive.

Hypothesis 32 asks the ultimate question concerning mental illness. The results nearly duplicate those for hypotheses 25 and 26. Again, it is significant that a logical pattern emerges.

The Comparison Scores are of interest also, with Hypothesis 26 being the highest (2.11), Hypothesis 32 being second (1.75), and Hypothesis 25, the mildest of the three, being third (1.64); all quite logically placed.

Additional General Remarks and Recommendations Not Directly
Associated with the Major or Minor Hypotheses

Typicality of the Four "Basic" Groups

One of the striking features easily noted while glancing through the various tables, centers on the number of instances that the basic four groups contain four or more significant differences vs. the other eight groups. Table 63 summarizes this:

TABLE 63. -- Number of Significant Differences Found Per Group in Tables 11 through 30.

	Groups ¹								i	j	k	l
	1	2	3	4	e	f	g	h				
Number Found	1	2	9	3	0	0	1	0	0	0	0	1

¹See other Tables for group identification.

Table 63 indicates that there are 17 cases where there are *FOUR* or *MORE* significant differences per group. Of these 17, 15 are from the four basic groups. There are two possible reasons for such significant differences: (a) they are especially large samples (see p. 126), or (b) they are in fact deviant.

It appears that although group 3 is the single largest group which may thereby explain some of the nine significant differences in Table 63, there are other groups that approach group 1 in size and a number that surpass group 2, yet, do not exhibit four or more significant differences in one table. For this reason it is postulated that the four "basic" groups do *NOT* represent the country of Viet-Nam.

These four basic groups were originally chosen, however, only as the "interest groups" affecting the welfare of the disabled. They were not regarded as being nationally representative! *IF* studies desire to generalize to the nation at least one additional group is recommended for future studies; one comprised of a "general" population sampling, perhaps similar to group 'L' of this study (see page 235)

Group '1'

Table 27, Appendix G, indicates that from the special hypotheses, group '1' had the lowest mean scores of all 12 groups eight times of a possible 16, and that ten times of the 16, group '1' fell in the lowest grouping of two or three, for the mean scores.

There are other groups with a high percentage of disabled. Group i has been noted a number of times with speculations as to why it falls within the high group five of 15 times. Just having a large percentage of disabled is not the answer since groups 2 and k also have a high percentage

of disabled and k is the *HIGHEST* eight of 16 times. There is no way with the existing data to assess recency of disability (see recommendations for future ABS demographic item additions), but it can be assumed that rehabilitation workers who are disabled, and CORDS employees who were disabled at time of employment, have been disabled longer and have obviously made some start toward a satisfactory adjustment. But this provides no explanation for the Viet-Cong who are discussed later.

For some reason the disabled in rehabilitation centers have the lowest degree of self-esteem. This observation is not based on one single hypothesis, but is the result of data from each and every special hypothesis of the Minor Hypothesis section.

One of the studies referred to in Chapter II, Siller, et al (1967) contained a quote that may be salient:

A person with a handicap reflects prevalent social attitudes of self-depreciation and self-hate. In the newly disabled, on the other hand, negative attitudes previously focused on members of a devalued outgroup, may refocus on the self with devastating results (p. 1).

The special hypotheses indicate that the attitude of the general population toward the handicapped is less positive than the attitude of the disabled themselves. Table 29 indicates this. It has been assumed previously herein that those in the rehabilitation centers are more recently disabled than those who are employed at the time of the survey, and it can be assumed that the newly disabled now in centers have held such negative views toward "other" disability as referred to by Siller, until their recent injury. In fact they may have gone through a long period of agonizing ambivalence, subconsciously acknowledging such feelings, yet knowing that such an injury was quite possible for them. Such a situation could

allow these negative feelings to be suddenly unleashed upon one's self, leading to the low self-esteem scores as found in this study.

Also, during the period of rehabilitation there must be another agonizing period of self-pity, self-doubt, and anger as one attempts to adjust and learn to use the various mechanical necessities which will later enable him to re-enter into society.

Group 'L'

Table 6 provides evidence that the group entitled "General Population" does not appear "general". This could indicate that none of the 11 other groups are typical of the country, but such would have to include the unwarranted speculation that group L is representative.

The scoring pattern of this group is a puzzle; one currently without explanation. However, it does again reinforce one general finding of this dissertation; that Vietnamese are individualistic and not monolithic in culture; that Vietnamese are not homogenous in feelings, beliefs, and/or actions.

Mass Phenomenon Aspect of Disability

This phenomenon has been referred to in several places, but could constitute a major psychological aspect of this study. It was one that was not considered before or during the study. While the fact of war-disability is definitely common in Viet-Nam if the statistics of this study are correct, never during the 8 months that this study was being conducted did any person even slightly reflect the possibility that such an astounding percentage of the general population might be found to have a war-disability, i.e., in the range of 10 to 20 percent.

TABLE 64. -- Agreement (+) or Disagreement (-) With the Minor Hypotheses by Group and Total.

H	Group ¹												Total
	1	2	3	4	e	f	g	h	i	j	k	l	
16	-	+	+	+	+	+	+	+	+	*	-	+	+
17	-	+	-	+	+	-	+	-	+		-	+	-
18	-	-	-	-	-	-	-	+	-		-	+	-
19	-	-	-	-	-	-	-	-	+		-	+	-
20	-	+	-	+	-	+	+	+	-		+	+	-
21	-	+	+	-	+	-	-	+	-		+	+	-
22	+	-	+	+	-	+	+	+	+		-	-	+
23	+	-	+	+	+	+	+	+	+		+	-	+
24	+	+	+	+	+	+	+	+	+		+	-	+
25	+	+	+	+	-	+	+	+	+		+	+	+
26	+	+	+	+	+	+	+	+	-		-	-	+
27	+	+	+	+	+	+	+		+		+	-	+
28	+	+	-	+	-	-	+	-	+		+	+	+
29	+	+	+	+	+	+	+	+	+		+	-	+
30	-	-	+	+	-	+	+	-	+		-	-	+
31	+	-	+	-	-	-	-	+	-		-	-	-
32	+	+	+	+	-	+	+	-			-	-	+

¹See other tables for group identification.

*No disabled in group j (U.S. Based Viet-Nam Graduate Students).

In the U.S., Germany, and many Latin American countries where the ABS has been used in some form, there is almost no disability that would approach the magnitude that the war-disabled has in Viet-Nam. The point is that when such a large portion of the population is suffering from a similar disability, differing psychological forces must be in play than are in the usual disability situation. There is no hint in this study as to these forces or the differences they might make. A comparison with other ABS studies might provide some answers. A new study might be productive and would appear worthwhile.

Class Structure¹

Tables 45 - 62 for the Special Hypotheses indicate the number of disabled in any particular group. Naturally the first group contains a large percentage as it was consciously designed that way. The Viet-Cong contain a large number and this is not surprising due to the nature of their situation and occupation (perhaps they were even captured because their disability made it more difficult to escape). But of the remaining groups, upon the observation that one group is totally free from war-disability while another has even a higher percentage of disabled than group 1, with others inbetween, an interesting result of social class structure appears.

Why, for example, does the group of graduate students contain no disabled persons? Who goes on to graduate school in Viet-Nam? Who is or was able to keep out of the army? Why, among the U.S. employed Vietnamese are there so many disabled? Why are there so few among the teachers? What is

¹This section was generated by colleague Zbigniew Tyszkiewicz as he questioned some raw data on the disabled vs. non-disabled.

the significance of the fact that so many rehabilitation workers are also disabled? Such questions and others beg for investigation and study.

Rehabilitation Workers, Disability, and Attitude

On page 189 Harrelson (1970) hypothesizes:

Experienced special education teachers....will have more positive attitudes toward [the disabled] than will inexperienced....teachers....

His results were negative and the hypothesis was rejected.

The question here is, would there be any hypothesis that could be adapted or designed from Harrelson's study that would allow one to gather data from the study at hand or any other easily gathered data that would be of immediate aid to newly initiated programs? Teachers were very homogeneous as far as attitudes were concerned toward the disabled, both by sex and by "disabled vs. non-disabled", although there were times when significant differences were present in the special hypotheses. Should there be special classes for the disabled taught by disabled teachers? Is it good to have disabled working in the rehabilitation centers? Should more be recruited....or less? Are disabled workers likely to be more empathic toward other disabled....or less?

Frequency Column Count - I

There are three points to be made from the FCC-I that are too salient to the present study to be left unmentioned. Tables 66a-u (Appendix D) carry the FCC-I data and level 6 is the source of this discussion.

Buddhism has rejected the soldier from its beginning (see p. 26). Currently the GVN soldier can represent many things in Viet-Nam and it can be suspected, as referred to elsewhere, that the average person responding to

the ABS-WD-VN had a disabled GVN soldier in his mind when answering questions that did not specifically exclude him (i.e., such as a reference to disabled children or women). It is very possible that to many respondents the GVN soldier represents a government frequently accused of "belonging to the United States." He does represent a government strongly opposed to the present unification of the two Viet-Nams. He represents anti-communism. He is the agent still directly fighting and killing the "liberating" Northern troops and occasional Viet-Cong. In short, he represents what could be and often is construed as a power oppressing the common people, and if this concept is accurate then it could be assumed that a lot of average people would be quite willing to "let the GVN soldier hang"!

Such is not the case!

In question after question, it is apparent that a large majority of respondents felt it proper to reward the disabled ex-soldier. Rehabilitation programs, aid programs, retraining programs for these people were welcomed with sometimes as much as 75 to 80 percent of those answering in the most positive manner. It would appear that generally the respondents of the present study did not exhibit strong negative feelings toward the disabled soldier in 1971.

For disabled children, the people felt most warm and were willing to pay all education and medical costs all the way through high school. It is true the Vietnamese people do hold their children as especially dear, but it is a poor land, peopled by "non-family" others, and still the feeling of care for the disabled children is strong. It would appear that proper organization and active fund-raising programs might be able to serve the unfortunate children of the orphanages currently in the U.S. news, with their in-

ability to provide sufficient food and services for the children in their charge¹. It would appear that the feeling is there, just waiting for direction.

The last point from FCC-I is the apparent fact that much of the negative feelings exhibited toward disability must be an emotional manifestation; not the result of experience.

While a tremendous number indicate that their friends, relatives, bosses, co-workers, and/or best friends are disabled, still few of these report the actual experiences surrounding these relationships as being negative. It is usually less than 5 percent that indicate a negative reaction. Yet, basically, on level 5 there were a number of people who did admit to feelings of "loathing, disgust, hate, etc.," toward those with disability. Just as with racial prejudice, there appears to be a large residue of feeling involved that is not the result of experience, but is based on the seeds of prejudice, fear, dread, the need to feel superior, the need to justify past deeds, etc.

The Viet-Cong

Why do the Viet-Cong fight. How do they keep going? What do they want? How do they see the desired world? Do they represent the people?

Such, and other questions would be very useful, even yet when peace comes. Perhaps there are now volumes of classified studies completed on this very subject, but if not, this study clearly indicates that the Viet-Cong are *NOT* typical Vietnamese. More study and a larger sample is indicated.

¹A March 1974 letter from Nguyen-thi-Tuyet referred to the large scale program organized with success to aid the victims of a devastating flood.

RECOMMENDATIONS

For Future ABS Studies: Form Changes

1. Continue work to reduce the number of question-pairs so as to reduce the total length of the instrument;
2. As previously suggested in the body of the text, there should be a variable present that will locate the respondent's main home area;
3. It is suggested that to further define the questions on religious adherence, question 97a become a permanent portion of the ABS. This question contains two purely religious, two purely social, and two combined reasons for attending to a particular religious function. This trichotomy is believed to be valid and does differentiate religiosity and define it more finely.
4. Groups should be kept as similar in size as possible within field circumstances and the nature of the problem at hand, to attempt to avoid the significance variation caused by group-size variation as was the apparent case with group 3 of this study. As more than four groups were involved, this becomes more important. The fact that group 3 did have the preponderance of tables with four or more significant differences (Table 64) is certainly in part caused by the fact that group 3 is twice as large as any other group. Such a condition is again apparent through the fact that often the total sample had significant differences when no single group of the total did.
5. Due to the number of times there was a significant difference between the disabled of group 1 and the non-disabled family members, it would appear it is an error to place them together as a single group. Yet, it appears good to include the disabled themselves when this is possible. Perhaps two separate groups is the answer.
6. It is recommended that in the demographic section the following variable, or one similar, be included:

If I have the disability being studied, I received it during my lifetime as follows:

- (a) I was born with it.
- (b) Before my memory.
- (c) Before school age but within my memory.
- (d) During school years (i.e., between 5 and 17).
- (e) Between ages 18 to 35.
- (f) Between ages 35 to 50.
- (g) After 50.

7. There are questions which assess the disability of wives, husbands, friends, neighbors, fellow-employees, yet there is no such regarding family relatives, parents, or children. It is recommended that these three classifications be added.
8. Level 6 questions provide fine examples of the point herein, as to many others. The respondent is often asked to rate an experience with a certain person, especially when this refers to just one individual such as a "best friend", and then rate the experience. The assumption is that the *disability* this certain person has is being rated, when in actuality it *MAY* be the person himself that is being rated, quite independently from the disability.

Some method should be devised to delineate the difference between an unpleasant person or personality and the disability being examined.

9. In examining the frequency column count, it can be noted that the intensity answers especially, fluctuate greatly for a few questions before they "settle down" to a pattern. It is recommended that the first four or five questions be "dummy" questions, and be eliminated in the actual study. They should, of course, appear to be on the subject.

Future ABS Studies: New Proposals

1. The findings of the present study indicate a great deal regarding the nature of Vietnamese society. One of the most revealing centers on the individualism present, which is in sharp contrast to the conceptions of many people. From appearances, one would judge that the Chinese and especially the Japanese each have a society that seems to be even more monolithic; even more homogeneous than the supposed homologous Vietnamese society. The Japanese have within their society two groups that are the recipients of strong prejudice or bias; the Ainu and the Buraku-min. It is proposed that an ABS study in Japan regarding the subject of prejudice toward these two groups would be exceedingly informative, both to the prejudice at hand and in regards to the structure of the Japanese society itself, through the continuation of some of the societal points indicated in the present study.
2. In Hong Kong likewise, there are groups that are the recipients of prejudice and/or bias: the Hakka (the name means "guest" and refers to peoples who came from the north generations ago); the Chiu Ch'ow (who are the major Chinese narcotic agent families) and; the Shanghainese, are three, for example. An ABS study in Hong Kong as noted in Japan would continue the societal study as well as indicate attitudes toward the outgroups.

3. Often the Vietnamese teachers and soldiers were close to agreement with the Viet-Cong. Further study of general attitudes of the Vietnamese people might be of use to the GVN, especially if there was worry that the teachers might be too radical.
4. An ABS cross-cultural comparison of attitudes toward the Chinese in any South East Asian country would expose a number of feelings toward the minority who are really the majority of Asia, and expose the societal structure as well.

For Future ABS Studies: New Methodology

Basically each Minor Hypothesis, the new addition to ABS research presented in this study, consists of a "mini" ABS, except for the fact that there is no attempt to equalize or balance the number of Question-Intensity pairs from all six levels.

The fact that the apparent complete logicity of results from this new section of the ABS study indicates the strong probability of validity through the answering of specific and single hypotheses with the development of new "mini" ABS instruments.

The present results indicate that it would be possible to take items from existing ABS models and use them without reference to levels, using the statistical system developed for the present study. However, it would appear to be even better when desired to develop a miniature instrument, to design "mini" ABS's with all six levels through the writing of very selective Question - Intensity pairs, using the standard Jordan-Guttman statistical methods.

It is recommended that this be attempted by some future researcher. It would be justified if it only succeeded in reducing the length of the present ABS.

We live by human links, and it matters more to us that others share our beliefs than that they be true. (The Identity of Man, p.106)

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September 28, 1973

Center for Vietnamese Studies
Trung-tâm Việt-học

Mr. Jack Down
2510 Haslett Road
East Lansing, Michigan 48823

Dear Mr. Down:

I have your letter of September 11, 1973, in which you request certain bibliographical information for your dissertation and book on fatalism, viz:

- 1) you have referred to a book by the founder of Hoà-Hảo which goes by the name of Oracles and prayers.
- 2) you cite an edict issued by Emperor Minh Mạng on the extermination of the Roman Catholic religion in Vietnam.

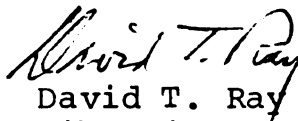
The Morris Library has the following book:

Huỳnh-phú-Sổ, 1919-1947. SẤM GIẢNG THỈ VĂN TOÀN BỘ. Saigon, 1966. This title, which might perhaps be translated as "Complete text of poetic and prose oracular preachments", is a chronological arrangement of the writings of the founder of Hoà Hảo, who is here styled Đức Huỳnh Giáo-chủ. The greater part of this text is in verse. It is perhaps the book referred to in the U.S. Navy publication THE RELIGIONS OF SOUTH VIETNAM IN FAITH AND FACT, (NAVPERS 15991), p. 53, which says, "With convincing zeal and eloquence, [Huỳnh phú] Sổ proclaimed his doctrines, and later wrote them in his book SAM GIAN (translated 'Oracles and prayers')." From reference to the original it appears that the U.S. Navy publication is incorrect on several counts: the author's surname is Huỳnh, rather than Huyền or Huyên, the abbreviated title would be Sấm giảng instead of "Sam gian", and the translation "oracles and prayers" is a dubious rendition.

The reign title (niên hiệu) of Emperor Minh Mạng covers the years 1820-1841. According to Nguyễn-phút-Tân, A HISTORY OF VIETNAM (1802-1954), Minh Mạng died on January 20, 1841. On p. 168 of his history, Nguyễn gives a partial English translation of an anti-Christian edict of Minh Mạng dated January 6, 1833. On p. 261, of the same source, Nguyễn says

"From 1851 to 1858 Tự-Đức issued four [anti-Christian] edicts: March 1851, September 1855, June 7, 1857, and July 1858." All five of the edicts referred to (together with a number of others) may be found in French translation on pages 446 to 474 of the following book: Adrien Launay, LES TRENTÉ-CINQ VÉNÉRABLES SERVITEURS DE DIEU: FRANÇAIS, ANNAMITES, CHINOIS, MIS À MORT POUR LA FOI EN EXTRÊME-ORIENT DE 1815 A 1862 DONT LA CAUSE DE BÉATIFICATION A ÉTÉ INTRODUITE EN 1879 ET EN 1889; BIOGRAPHIES AVEC UNE ÉTUDE SUR LES LÉGISLATIONS PERSECUTRICES EN ANNAM ET EN CHINE. Paris, P. Lethiellieux, 1907. It seems quite probable that a search through the 257 quyển of the Đại-Nam hội điển sự lệ, which is a compilation of Nguyễn Dynasty official edicts, would produce the original Chinese-language texts of these five anti-Christian edicts issued by Minh Mạng and Tự Đức. At the moment the Morris Library's edition of the Đại-Nam hội điển sự lệ is at the bindery.

Very truly yours,


David T. Ray
Librarian

PERSONAL CITATIONS

In the course of the chapters several individuals were cited for references who were not authors of definitive information on the subject. It was suggested that it would be proper to give brief qualifications of these people in order to better justify quoting from them. There were nine of them, listed alphabetically by family name:

1. DIEP-THI-LIEU: Former USAID secretary in Vinh Long who writes with some regularity, incidentally keeping the author posted on living conditions and problems in Viet-Nam. Now working for a U.S. company still in Viet-Nam as a secretary-interpreter.

2. DENNIS LISHKA: Recommended by Dr. Minrou Kiyota, Professor of Buddhism, University of Wisconsin, as being a person who could and would make intelligent comment on the subject of Buddhism. Also cited in the preface as an assistant in the publishing of the book *THE BUDDHIST RELIGION: A HISTORICAL INTRODUCTION*, by the late Dr. Richard H. Robinson. Mr. Lishka read the entire manuscript from the author's Fatalism study, from which some of the data for the first chapter was taken, page by page and commented via tape recorder. Many of the original footnotes were his.

3. Professor NGUYEN-DANG-THUC: From the University of Sai-Gon, recommended by Dr. Nguyen-huy-Giao, graduate of Berkeley and now Head of Department of Psychology, University of Sai-Gon, as being one of the best sources of information in Viet-Nam regarding Vietnamese Buddhism. Professor Thuc read the Fatalism study and made comment, page by page through notes thereon. Some portions of Chapter one reflect his thinking.

4. NGUYEN-THI-TUYET: Vietnamese female about 30 years old. Brought up in the rural environs of Rach Gia on the gulf of Siam without formal education. She accompanied the author when he was dealing with rural officials and civil servants where her simple dignity and openness allowed her to meet with such individuals on a mutually friendly basis which encouraged cooperation and reduced suspicion.

5. Dr. NGUYEN-VAN-THUY: Graduate of Michigan State University's doctoral program, official in the GVN Department of Education. Materials in the short education section partially came from his dissertation.

6. Dr. ALFRED B. SWANSON: Doctor of surgery of the hands and joints, developer of neoprene joint replacement for arthritic joints (with numerous presidential citations and the subject of several short articles or references in the Reader's Digest because of this) who worked for years in Viet-Nam to upgrade the medical services of the disabled. He has made several dozen trips to Viet-Nam. Director of the Foundation for the Dissemination of Knowledge which partially funded this research.

7. ROBERT SWEETLAND: Recommended by Dr. Herbert C. Jackson of the Michigan State University Department of Religion, as being one of the more astute recent students of religion, and especially Buddhism. Mr. Sweetland went over the manuscript on Fatalism and Buddhism, page by page with the author and when in doubt consulted with Dr. Jackson on points therein. Credit should be given Dr. Jackson, too, for early developing a course for the author to give him a background in Buddhism, that was the basis for the beginnings of the Fatalism study.

8. Bhikku THICH-MINH-CHAU: No introduction is needed for this man to students of Vietnamese Buddhism. President of the Buddhist Van Hanh University in Sai-Gon; this well known Buddhist was interviewed by the author and occasionally writes regarding facets of Buddhism.

9. TRAN-KIM-PHUONG: Recommended by the USAID Employment Office, this Vietnamese female, about 26 years old now, is a high school graduate who spent four years with the U.S. Intelligence translating Viet-Cong documents into English. Her translative abilities were phenomenal and she acted as the final translator for both the ABS and the author's Fatalism study, as well as secretary and personal interpreter in the field. She also made frequent comment upon sociological aspects of the study. Brought up in the city, her aplomb and sophistication allowed her to meet with the male officials in the city and province with ease and suavity.

APPENDIX A

Group Information

TABLE 43.-Structure of Each of the 12 Population-study Groups.

Group of 12	Original Group #	Number	Sample name and/or location	Total N
1	12	6	Can-Tho Rehabilitation Center-Patients	<u>91</u>
	33	25	World Rehab. Fund Center - Patients	
	24	44	Sons of Veterans-SGN	
	36	16	Da-Nang Rehab. Center - Patients	
2	13	13	Can-Tho Rehab. Center - workers	<u>28</u>
	34	2	World Rehab. Fund Center - Staff	
	35	13	Da-Nang Rehab Center - Staff	
3	4	158	Vinh-Long Teacher Training School(Su Pham)	<u>162</u>
	5	2	Teachers from above school	
	11	2	V-L High School Teachers (Tong-Phuoc-Hiep)	
4 ^a	7	58	V-L Governmental Administrators	<u>80</u>
	16	6	Private Employers of Vinh-Long	
	20	7	SGN Chamber of Commerce Personnel	
	22	1	SGN Rotary (Jose Alejo)	
	23	8	SGN Rotary (Huynh Hong Giao)	
e	1	20	Students Buddhist U-SGN (Van Hanh)	<u>104</u>
	8	21	Students Tech. Sch. V-L. (Ky Thuat)	
	10	43	Students H.S. V-L (Tong Phuoc Hiep)	
	14	20	Students Semi-Public H.S. (Ng-Thong)	
f	3	18	Vinh Long Navy Base	<u>78</u>
	6	42	Vinh Long Based ARVN ^b	
	17	18	Vinh Long Area Popular Forces ^c	
g	7	58	Vinh Long Gov't Administration	<u>58</u>
h	19	11	Employees GVN Labor Office-SGN	<u>19</u>

^aBasic study group for ABS cross-cultural disability studies.

^bArmy of the Republic of Viet-Nam.

^cLocal villagers armed by the GVN to protect their villages.

TABLE 43. -- Continued.

Group	Original Group #	N	Sample name and/or location	Total N
i	2 21 26	52 6 3	CORDS ^a employees - Vinh Long USAID Personnel Office - SGN U of Florida Project employees	<u>61</u>
j	40 37	10 5	US based VN Grad Students Mich. State U-VN students	<u>15</u>
k	18	23	Chieu Hoi (Viet-Cong)- Vinh Long	<u>23</u>
l	27 32 38	45 41 5	Hamlets surrounding Vinh Long SGN Catholic marriage group Families living near Ng-Kim-Phuong (SGN)	<u>91</u>

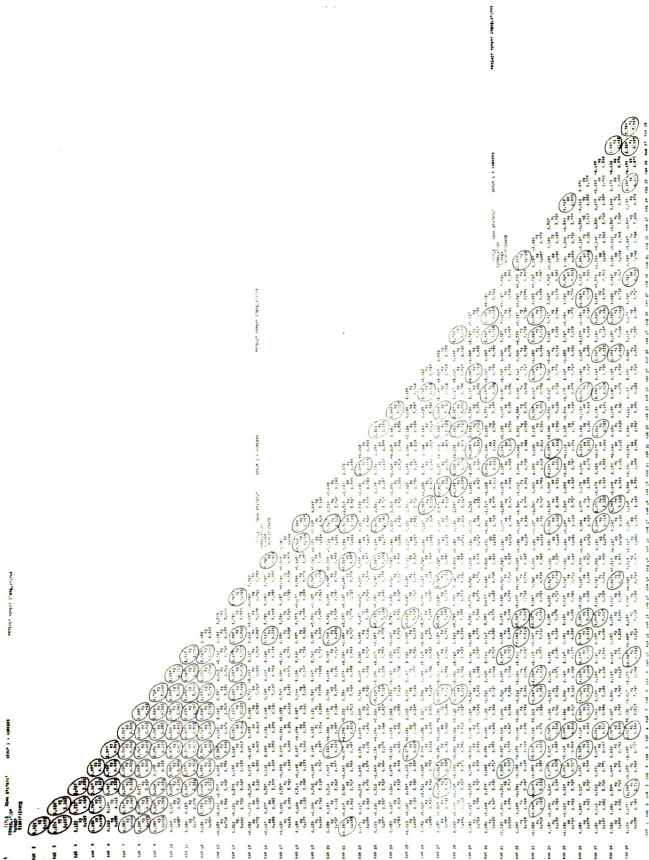
^aCORDS. See footnote, p 124.

TABLE 44. -- Group Structure for Urban-Rural Comparisons.

URBAN			RURAL		
Group	Description	N	Group	Description	N
34	World Rehab Staff	3	27	V-L Hamlets	45
19	SGN Labor Office	11	16	V-L Employers	6
20	C of C Office	7	11	V-L Teachers	<u>2</u>
21	USAID Employees	6			
22	Rotary	1		Total	53
23	Rotary	8			
24	SGN Sons of Vets	45			
38	Phuong's Friends	5			
32	SGN Church	41			
26	Florida U	<u>3</u>			
	Total	183			

APPENDIX B

Correlations Between Variables Tables With Those Having A
Significant Difference to the .05 Level Circled



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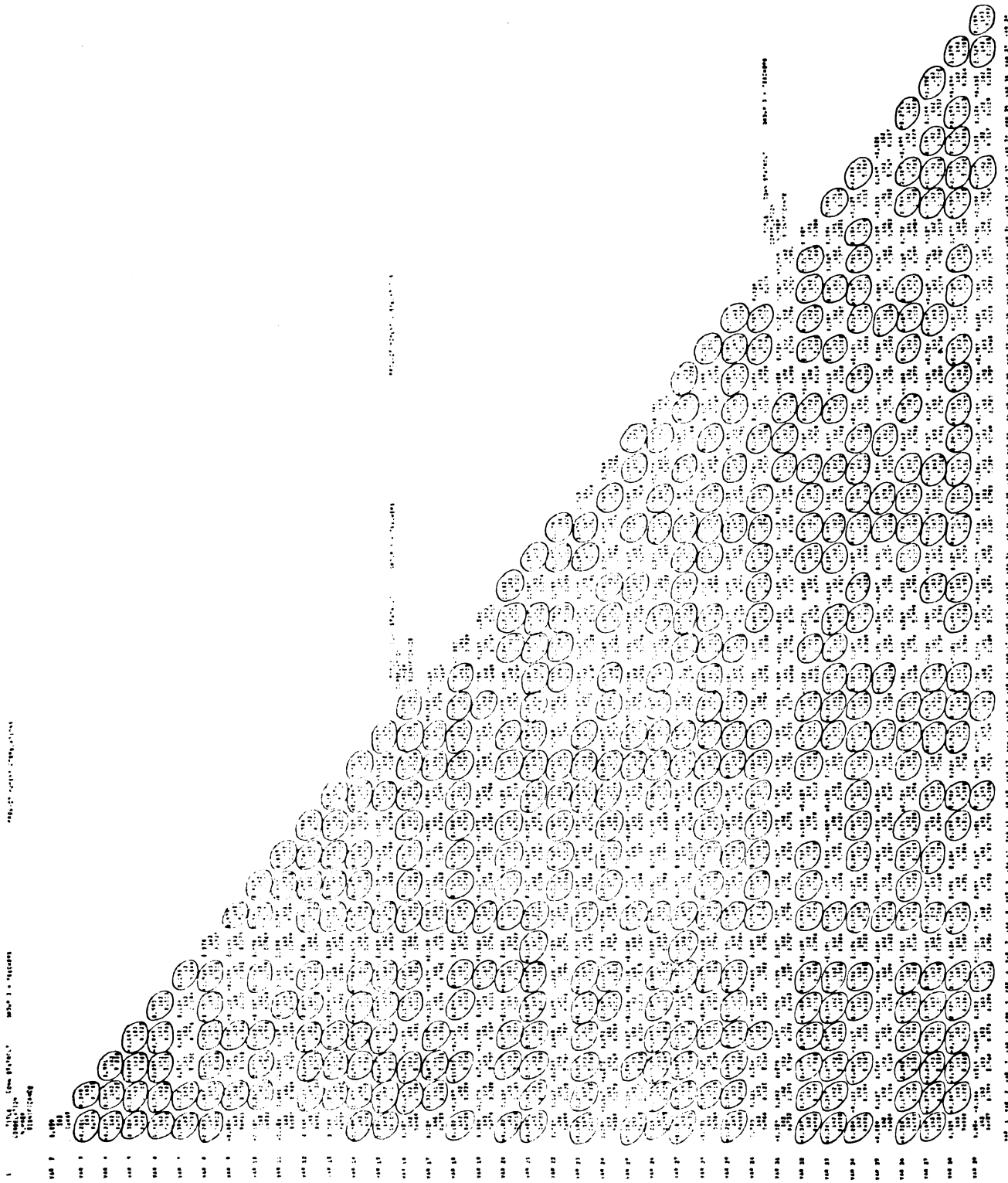
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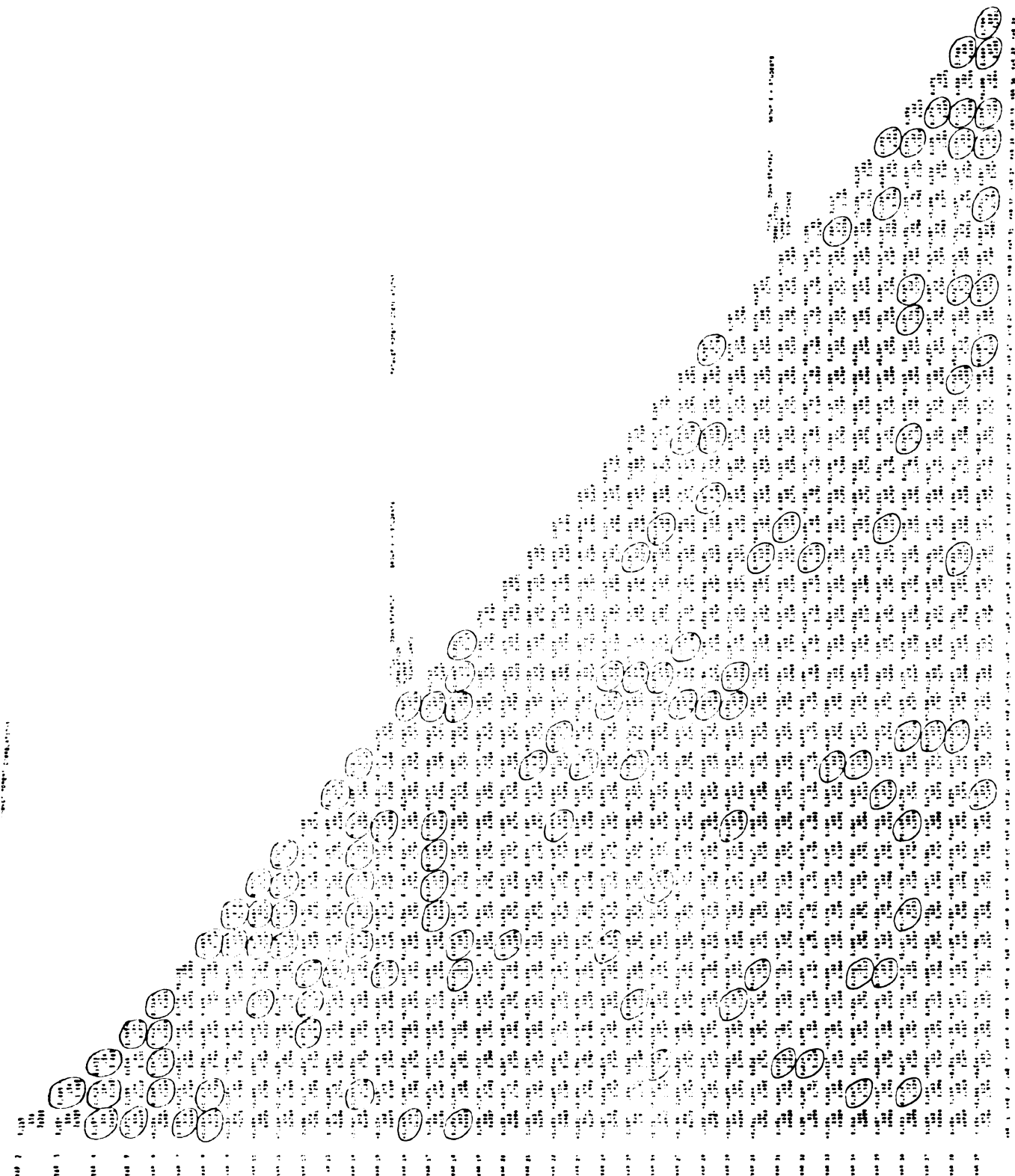
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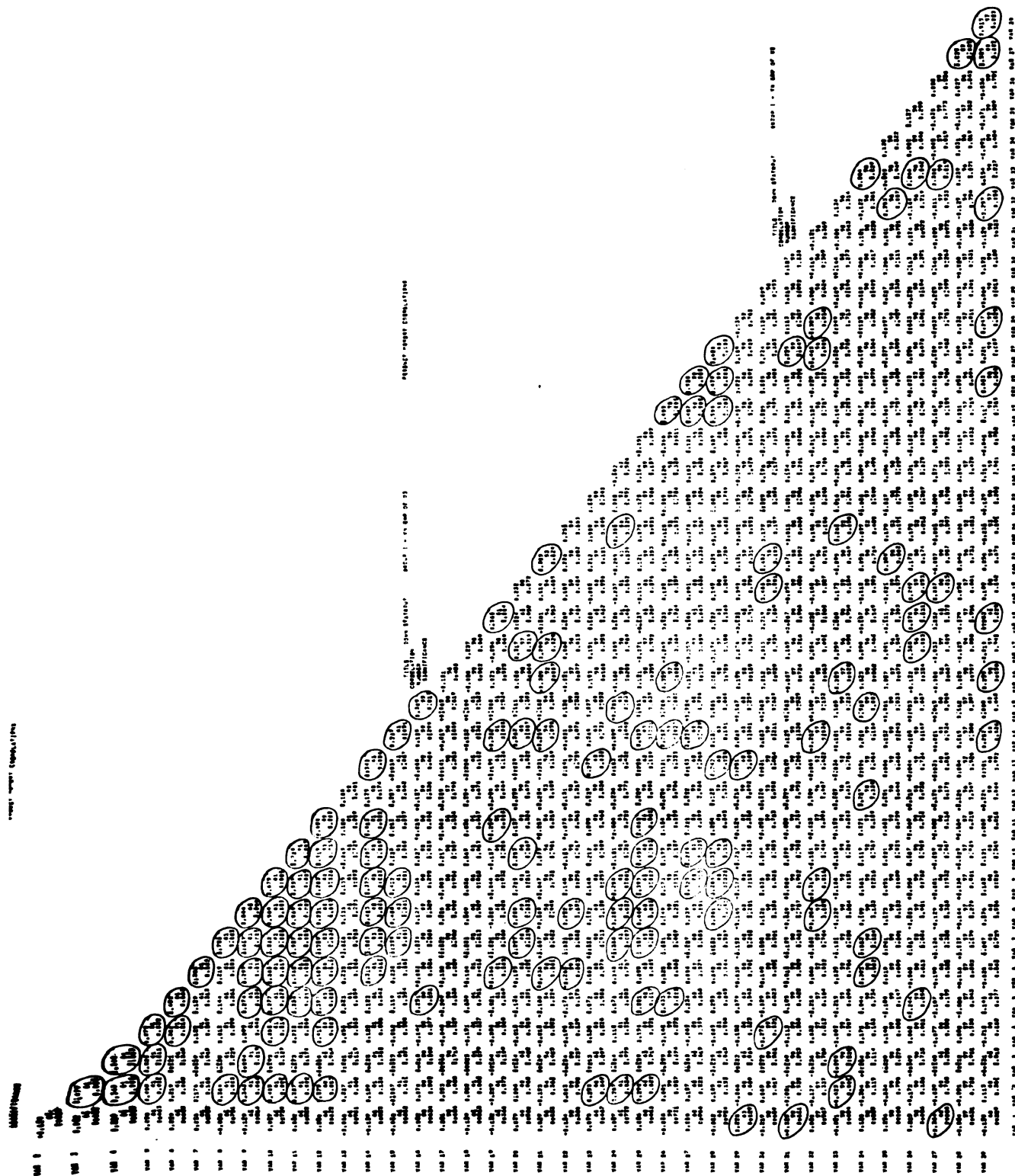
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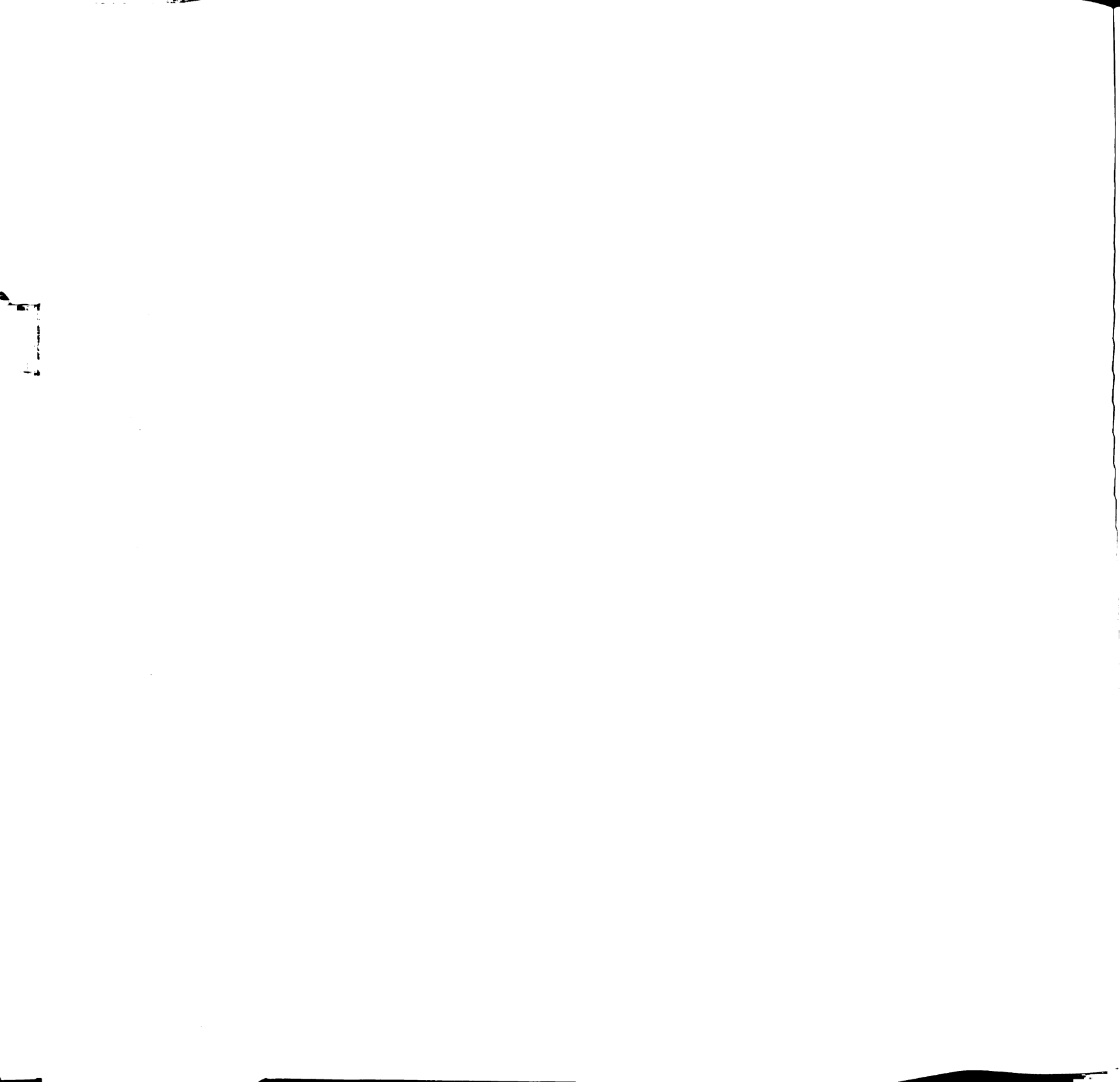


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This image shows a highly repetitive and dense document, possibly a form or ledger, with many rows of text and numerous circular stamps or markings. The text is mostly illegible due to the high density and repetition. The circular stamps are scattered throughout the document, often appearing in the right-hand column. The overall layout suggests a structured data entry or reporting system.

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APPENDIX C

Frequency Count for Demographic, Efficacy, and Life
Situations

TABLE 35. -- Frequency Count for Demographic, Efficacy, and Life Situations: By Group and Total.

Group ^a	SEX (Quest 81)		AGE (Question 32)				EDUCATION EXPERIENCE/KNOWLEDGE (CS)								
	NAB	Fem	Male	NA	Under 21	30-39	40-49	50-59	Over	NA	None	Elem	H.S.	Col	Other
1	N	9	42	42	9	37	37	7	1	2	2	7	25	45	5
	%	9.68	45.16	45.16	9.68	39.78	39.78	7.55	1.03	2.15	2.15	7.55	26.38	48.39	5.58
2	N	1	15	12	2	0	19	4	3	0	1	2	7	14	3
	%	3.57	53.57	42.36	7.14	0.00	67.86	14.29	10.71	0.00	3.57	7.14	25.00	50.00	10.71
3	N	7	100	56	7	11	141	4	0	0	1	3	98	45	7
	%	4.29	61.35	34.36	4.29	6.78	86.50	2.45	0.00	0.00	.61	1.81	60.12	27.11	4.29
4	N	0	22	58	0	2	25	27	19	7	0	15	9	10	12
	%	0.00	27.50	70.50	0.00	2.50	31.25	33.75	23.75	8.75	0.00	18.75	11.25	50.00	15.00
e	N	1	64	39	0	70	30	4	0	0	0	2	1	85	13
	%	.96	61.54	37.50	0.00	57.31	28.85	3.85	0.00	0.00	0.00	1.92	.96	82.69	12.50
f	N	2	4	72	4	4	47	17	6	0	0	13	9	48	7
	%	2.56	5.13	92.31	5.13	5.13	60.26	21.79	7.69	0.00	0.00	15.67	11.54	61.54	8.97
g	N	0	11	47	0	0	19	21	12	6	0	10	2	34	3
	%	0.00	18.97	81.03	0.00	0.00	32.76	36.21	20.69	10.34	0.00	17.24	13.79	58.62	5.17
h	N	0	1	10	0	1	4	5	0	1	0	0	2	8	1
	%	0.00	9.09	90.91	0.00	9.09	36.36	45.45	0.00	9.09	0.00	0.00	13.72	72.73	9.09
i	N	0	13	48	2	2	12	21	13	11	3	11	20	21	2
	%	0.00	21.31	78.69	3.28	3.28	19.67	34.43	21.31	18.03	4.92	13.03	32.79	34.43	3.28
j	N	0	6	9	0	0	11	4	0	0	0	1	0	4	0
	%	0.00	40.00	60.00	0.00	0.00	73.33	26.67	0.00	0.00	0.00	6.67	0.00	26.67	66.67
k	N	1	1	21	3	2	7	8	2	1	2	4	3	8	2
	%	4.35	4.35	91.30	13.04	8.70	30.43	34.78	8.70	4.35	8.70	17.39	13.04	34.78	8.70
l	N	4	44	43	4	13	51	9	8	6	0	10	20	48	13
	%	4.40	48.35	47.25	4.40	14.29	56.04	9.89	8.79	6.59	0.00	10.99	21.98	52.75	14.29
TOTAL	N	25	312	410	31	142	384	110	52	28	9	68	194	367	79
	%	3.35	41.77	54.89	4.15	19.01	51.41	14.73	6.96	3.75	1.20	9.10	25.97	49.13	10.58

^aSee Table 11, for groups.

^bNA means No Answer.

TABLE 35b. -- Frequency Count for Demographic, Efficacy, and Life Situations: By Group and Total.

Group ^a		Marital Status (Question 84)										Religion (Question 85)										Other		Prefer	
		NA ^b	Married	Singl	Div	Widow	Separ	NA	Ancesto	Christ	Bdhist	CaoDai	HoiHao												
1	N	7	1b	63	1	3	3	3	3	3	2	26	10	39	5	4	7								
%	%	7.53	17.20	67.74	1.08	3.23	3.23	3.23	3.23	3.23	2.15	27.96	10.75	41.94	5.38	4.30	7.53								
2	N	2	8	17	0	0	1	1	12	2	11	0	1	1	0	1	1								
%	%	7.14	23.57	60.71	0.00	0.00	3.57	3.57	42.86	7.14	39.29	0.00	3.57	3.57	0.00	5.57	3.57								
3	N	0	13	149	1	0	0	0	91	6	52	8	1	5	1	5	5								
%	%	0.00	7.93	91.41	.61	0.00	0.00	0.00	55.83	3.68	31.90	4.91	.61	3.07											
4	N	0	55	18	1	3	3	3	39	12	25	1	1	2	1	2	2								
%	%	0.00	68.75	22.50	1.25	3.75	3.75	3.75	48.75	15.00	31.25	1.25	1.25	2.50											
e	N	1	5	98	0	0	0	0	44	9	42	4	2	3	2	3	3								
%	%	.96	4.81	94.23	0.00	0.00	0.00	0.00	42.31	8.65	40.38	3.85	1.92	2.88											
f	N	4	29	42	0	1	2	2	19	13	34	5	6	1	1	1	1								
%	%	5.13	37.18	53.85	0.00	1.28	2.56	2.56	24.36	16.67	43.59	6.41	7.69	1.28											
g	N	0	43	9	1	2	3	3	31	9	15	1	1	1	1	1	1								
%	%	0.00	74.14	15.52	1.72	3.45	5.17	5.17	53.45	15.52	25.86	1.72	1.72	1.72											
h	N	0	5	6	0	0	0	0	2	3	4	0	2	0	0	0	0								
%	%	0.00	45.45	54.55	0.00	0.00	0.00	0.00	18.18	27.27	36.36	0.00	18.18	0.00	18.18	0.00	0.00								
i	N	0	50	5	2	1	3	3	22	3	31	3	1	1	1	1	1								
%	%	0.00	81.97	8.20	3.28	1.64	4.92	4.92	36.07	4.92	50.82	4.92	1.64	1.64											
j	N	0	3	12	0	0	0	0	6	3	4	0	0	0	0	0	0								
%	%	0.00	20.00	80.00	0.00	0.00	0.00	0.00	13.33	40.00	26.67	0.00	0.00	0.00	0.00	0.00	0.00								
k	N	1	10	2	1	1	8	8	9	1	5	4	0	4	0	4	4								
%	%	4.35	43.48	8.70	4.35	4.35	34.78	34.78	39.13	4.35	21.74	17.39	0.00	17.39	0.00	17.39	17.39								
l	N	5	23	62	0	0	1	1	22	24	30	8	3	4	3	4	4								
%	%	5.49	25.27	68.13	0.00	0.00	1.10	1.10	24.18	26.37	32.97	8.79	3.30	4.40	3.30	4.40	4.40								
TOTAL	%	20	217	474	6	9	21	21	5	86	277	38	21	28	21	28	28								
	%	2.68	29.05	63.45	.80	1.20	2.81	2.81	.67	39.09	11.51	37.08	5.09	2.81	2.81	3.75	3.75								

^aSee Table 11 for groups.

b_{NA} means No Answer.

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TABLE 35c. -- Frequency Count for Demographic, Efficacy, and Life Situations: By Group and Total.

Group ^a	Importance of Religion (Question 86)				Amount of Education (Question 87)					
	NA ^b	Prefer	No	Very	NA	0-3	4-6	7-9	10-12	College
No Ans. Religi. Important										
No Not Very Fairly										
Religi. Important										
Very										
1	N	1	23	11	23	13	22	22	21	8
2	%	1.08	24.73	11.83	24.73	13.98	23.66	23.66	21.53	8.60
3	N	1	10	5	1	3	8	5	2	7
4	%	3.57	55.71	17.86	3.57	10.71	28.57	17.86	7.14	23.29
5	N	0	18	16	29	69	31	1	6	13
6	%	0.00	11.40	9.82	17.79	42.33	19.02	0.00	3.68	36.50
7	N	1	12	6	15	25	21	5	24	12
8	%	1.25	15.00	7.50	18.75	31.25	26.25	1.25	30.00	15.00
9	N	1	17	7	19	33	27	3	12	64
10	%	.96	16.35	6.73	18.27	31.73	25.96	.96	11.54	61.54
11	N	1	19	9	12	15	22	4	18	28
12	%	1.28	24.36	11.54	15.38	19.23	28.21	0.00	23.08	35.90
13	N	0	10	5	13	14	16	4	25	7
14	%	0.00	17.24	8.62	22.41	24.14	27.59	0.00	31.03	12.07
15	N	0	2	2	0	3	4	0	5	1
16	%	0.00	13.18	18.18	0.00	27.27	36.36	0.00	45.45	9.09
17	N	1	25	4	6	12	13	15	6	2
18	%	1.64	40.98	6.56	9.84	19.67	21.31	11.48	18.03	3.28
19	N	0	0	0	5	5	5	0	0	15
20	%	0.00	0.00	0.00	33.33	33.33	33.33	0.00	0.00	100.00
21	N	1	3	4	4	1	10	7	4	4
22	%	4.35	13.04	17.39	17.39	4.35	43.48	4.35	13.04	17.39
23	N	0	24	5	15	24	23	1	21	20
24	%	0.00	26.37	5.49	16.48	26.37	25.27	1.10	23.08	21.98
TOTAL	N	7	153	69	129	203	186	15	334	97
%		.94	20.48	9.24	17.27	27.18	24.90	2.01	44.71	12.99

^aSee Table 11 for groups.

^bNA means No Answer.

TABLE 35d. -- Frequency Count for Demographic, Efficacy, and Life Situations: By Group and Total.

Group ^a	How easy is Change Accepted? (Ques. 88)			New Child Rearing Methods (Ques. 89)		
	NA	Very Difficult	Slightly Fairly Easy	NA	Always Wrong	Usually Probably Always OK
1 N	1	40	20	22	10	31
%	1.08	43.01	21.51	23.66	10.75	33.33
2 N	1	6	7	12	2	11
%	3.57	21.43	23.00	42.86	7.14	39.29
3 N	0	30	61	62	10	90
%	0.00	18.40	37.42	38.04	6.13	55.21
4 N	1	20	21	26	12	7
%	1.25	25.00	26.25	32.50	15.00	8.75
e N	0	38	41	14	11	4
%	0.00	36.54	39.42	13.46	10.58	3.85
f N	0	18	33	24	3	0
%	0.00	23.08	42.31	30.77	3.85	0.00
g N	0	15	15	23	5	0
%	0.00	25.86	25.86	39.66	8.62	0.00
h N	1	3	3	3	1	0
%	9.09	27.27	27.27	27.27	9.09	0.00
i N	1	23	19	10	7	2
%	3.28	37.70	31.15	16.39	11.48	1.64
j N	0	0	3	10	2	0
%	0.00	0.00	20.00	66.67	13.33	0.00
k N	3	7	8	3	3	1
%	13.04	30.43	34.78	8.70	13.04	4.35
l N	0	36	23	26	6	0
%	0.00	39.56	25.27	28.57	6.59	0.00
TOTAL	9	221	230	211	67	10
%	1.20	29.59	31.99	28.25	8.97	1.34

^aSee Table 11 for groups.

TABLE 35e. --Frequency Count for Demographic, Efficacy, and Life Situations: By Group and Total.

Group ^a	N ^b	Opinion of Birth Control (Ques. 90)			Opinion of Mechanization (Ques. 91)		
		Always Wrong	Usually Probably Wrong	Always Right	NA Disagree	Slightly Disagree	Strongly Agree
1 N	0	16	42	11	1	12	23
%	17.20	45.16	25.81	11.83	1.08	12.90	24.73
2 N	1	4	13	6	1	5	8
%	5.57	14.29	14.29	21.43	3.57	17.86	28.57
3 N	1	31	55	15	2	9	68
%	.61	19.02	34.36	9.82	1.23	5.52	41.72
4 N	1	14	27	15	1	5	28
%	1.25	17.50	33.75	18.75	1.25	6.25	35.00
e N	1	23	35	9	0	8	41
%	.96	22.12	33.65	8.65	0.00	7.69	39.42
f N	2	13	22	6	0	9	35
%	2.56	16.67	28.21	7.69	0.00	11.54	44.87
g N	0	13	18	7	0	3	24
%	0.00	22.41	31.03	12.07	0.00	5.17	41.38
h N	0	0	4	5	0	0	6
%	0.00	0.00	36.36	45.45	0.00	0.00	54.55
i N	0	13	22	15	1	2	18
%	0.00	21.51	36.07	24.59	1.64	3.28	29.51
j N	0	1	3	4	0	0	3
%	0.00	6.67	20.00	26.67	0.00	0.00	60.00
k N	0	5	7	4	1	2	4
%	0.00	21.74	30.43	30.43	4.35	8.70	17.39
l N	0	19	29	15	0	10	29
%	0.00	20.88	31.87	16.48	0.00	10.99	31.87
TOTAL	6	139	251	106	7	62	269
%	.80	18.61	33.60	14.19	.94	8.30	36.01

^aSee Table 11 for groups.

^bNA means No Answer.

TABLE 35f. -- Frequency Count for Demographic, Efficacy, and Life Situations: By Group and Total.

Group ^a	Wish for Regular Political Change (92)				Use of Local Taxes for Education (93)			
	NA ^b Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree	NA Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree
1 N	0	31	29	25	7	1	27	19
%	0.00	33.33	31.18	26.98	7.53	1.03	29.03	20.43
2 N	1	7	10	3	7	1	2	9
%	5.87	25.00	35.71	10.71	25.00	3.57	7.14	31.43
3 N	5	51	66	33	10	2	14	35
%	1.84	31.29	40.49	20.25	6.15	1.23	8.59	21.47
4 N	1	27	28	16	8	1	7	13
%	1.25	33.75	35.00	20.00	10.00	1.25	8.75	16.25
e N	0	51	23	26	4	0	20	20
%	0.00	49.04	22.12	25.00	3.85	0.00	19.23	19.23
f N	1	31	21	16	9	0	13	12
%	1.23	39.74	26.92	20.51	11.54	0.00	16.67	15.53
g N	0	23	20	10	5	0	4	9
%	0.00	39.56	34.43	17.24	8.62	0.00	6.90	15.52
h N	0	4	1	5	1	0	0	6
%	0.00	36.36	9.09	45.45	9.09	0.00	0.00	34.55
i N	2	7	14	22	15	1	5	19
%	3.28	11.48	22.95	36.07	26.23	1.64	4.92	31.15
j N	0	3	8	2	2	0	1	2
%	0.00	20.00	53.33	13.33	13.33	0.00	6.67	13.33
k N	1	4	9	4	5	1	4	8
%	4.35	17.39	39.13	17.39	21.74	4.35	17.39	34.78
l N	1	37	31	13	9	0	16	31
%	1.10	40.66	34.07	14.29	9.89	0.00	17.58	34.07
TOTAL	10	253	240	165	78	7	107	174
%	1.34	33.87	32.13	22.09	10.44	.94	14.32	23.29

^aSee Table 11 for groups.

^bNA means No Answer.

TABLE 35g. --Frequency Count for Demographic, Efficacy, and Life Situations: By Group and Total.

Group ^a	Use SaiGon Taxes for Education (94)					Wish Educational Planning By: (95)				
	NA ^b Strongly Disagree	Slightly Disagree	Agree	Slightly Strongly Agree	NA	Church	Parents	Local	Nation	
1 N	1	21	20	30	21	0	21	21	10	41
%	1.08	22.53	21.51	32.26	22.58	0.00	22.58	22.58	10.75	44.03
2 N	1	7	4	6	10	1	2	4	3	18
%	3.57	25.00	14.29	21.43	35.71	3.57	7.14	14.29	10.71	64.29
3 N	1	9	39	54	50	1	11	60	31	59
%	.61	5.52	23.93	33.13	36.81	.61	6.75	36.81	19.02	56.20
4 N	2	5	9	43	21	1	5	27	11	36
%	2.50	6.25	11.25	53.75	26.25	1.25	6.25	53.75	13.75	45.00
e N	0	13	23	35	32	0	13	38	7	46
%	0.00	12.50	22.12	34.62	30.77	0.00	12.50	35.54	6.73	44.23
f N	0	5	15	33	25	1	10	28	10	29
%	0.00	6.41	19.23	42.31	32.05	1.28	12.82	35.90	12.82	57.18
g N	0	4	8	27	19	0	4	24	4	26
%	0.00	6.90	13.97	46.55	32.76	0.00	6.90	41.33	6.90	44.83
h N	0	0	6	1	4	0	0	3	4	4
%	0.00	0.00	54.55	9.09	36.36	0.00	0.00	27.27	35.36	35.36
i N	1	2	20	22	16	1	7	19	10	24
%	1.64	3.28	32.79	36.07	26.23	1.64	11.48	31.15	16.39	39.34
j N	0	1	3	5	6	0	3	1	1	10
%	0.00	6.57	20.00	33.33	40.00	0.00	20.00	6.67	6.67	66.67
k N	0	5	6	6	6	1	1	4	7	10
%	0.00	21.74	26.09	26.09	26.09	4.35	4.35	17.39	30.43	43.48
l N	0	9	37	26	19	1	7	30	22	31
%	0.00	9.89	40.66	28.57	20.88	1.10	7.69	32.97	24.18	34.07
TOTAL	6	77	182	262	220	7	80	235	116	308
%	.80	10.31	24.36	35.07	29.45	.94	10.71	31.46	15.53	41.23

^aSee Table 11 for groups.

^bNA means No Answer

TABLE 35h. -- Frequency Count for Demographic, Efficacy, and Life Situations: By Group and Total.

Group ^a	Do You Observe Rules of Your Religion?		Prefer Official to Own Thinking/Rules		Agree Disagree		Agree Slightly Strongly		Agree Disagree		Agree Slightly Strongly	
	N	%	No	Some	Usually	Always	NA	Strongly	Slightly	Strongly	Slightly	Strongly
1	N	2	24	15	27	13	12	3	51	25	22	12
	%	2.15	25.81	16.13	29.03	15.98	12.90	3.25	53.53	26.83	23.66	12.90
2	N	0	5	3	10	8	2	1	13	7	4	3
	%	0.00	17.86	10.71	35.71	28.57	7.14	3.57	46.43	25.00	14.29	10.71
3	N	2	17	26	57	49	3	5	23	43	54	33
	%	1.23	10.43	15.95	41.10	29.45	1.84	3.07	17.18	25.58	33.13	20.25
4	N	2	11	14	18	29	6	2	17	18	32	11
	%	2.50	13.75	17.50	22.50	36.25	7.50	2.50	21.25	22.50	40.00	13.75
e	N	0	22	12	26	40	4	1	20	37	30	15
	%	0.00	21.15	11.54	25.00	38.46	3.85	.96	19.23	35.58	28.35	14.42
f	N	2	18	6	18	16	18	1	18	33	17	9
	%	2.56	25.08	7.59	23.08	20.51	23.08	1.23	23.08	42.31	21.79	11.54
g	N	1	9	13	13	18	4	1	16	10	24	7
	%	1.72	15.52	22.41	22.41	31.03	6.90	1.72	27.59	17.24	41.58	12.07
h	N	0	1	2	2	3	3	0	1	4	3	3
	%	0.00	9.09	18.18	18.18	27.27	27.27	0.00	9.09	36.36	27.27	27.27
i	N	2	17	4	19	6	13	2	18	28	7	6
	%	5.23	27.87	6.65	31.15	9.84	21.31	3.23	29.51	45.90	11.48	9.84
j	N	0	0	2	5	5	3	0	2	8	5	0
	%	0.00	0.00	13.33	33.33	33.33	20.00	0.00	13.33	53.33	33.33	0.00
k	N	0	3	3	6	1	10	0	5	8	2	8
	%	0.00	13.04	13.04	26.09	4.35	43.48	0.00	21.74	34.78	8.70	34.78
l	N	0	18	5	28	33	7	1	37	27	17	9
	%	0.00	19.78	5.49	30.77	36.26	7.69	1.10	40.66	29.67	18.68	9.89
TOTAL	N	10	136	92	226	202	81	16	190	238	193	109
	%	1.34	18.21	12.32	30.25	27.04	10.84	2.14	25.44	31.86	25.84	14.59

^aSee Table 11 for groups.
bNA means No Answer.

TABLE 35i. --- Frequency Count for Demographic, Efficacy, and Life Situations. by ---

Group ^a	Reasons People Pray (Question 97a)										belief War-ending Possible (107)				
	NA Religious Basis 1		Relig Basis 2		Social Basis 1		Social Basis 2		Mixture 1		Mixture 2		Strong NA	Slight Disagree	Slight Agree
	N	%	N	%	N	%	N	%	N	%	N	%			
1	N 19	8.60	4.30	12.90	17.20	19.35	17.20	16	18	10.75	2.15	35	47		
2	N 1	3.57	10.71	3.57	14.29	14.29	4	8	10	0.00	3.57	39.29	57.14		
3	N 2	4.91	1.25	5.52	9.20	45.40	52.52	74	35	11	10	56	35		
4	N 4	12.50	0.00	6.25	16.25	58.75	21.25	31	17	2	10	29	37		
e	N 21	5	2	1	16	34	25	34	25	4	7	40	46		
f	N 4	1.28	2.56	10.25	34.62	37.18	9.37	29	7	13	11	19	29		
g	N 3	6	0	3	12	22	12	22	12	1	7	21	27		
h	N 0	1	0	1	2	7	0	7	0	1	1	1	8		
i	N 4	8	0	10	9	16	14	16	14	0	1	13	46		
j	N 0	3	1	1	2	7	1	7	1	0	4	7	4		
k	N 2	3	0	2	0	4	7	4	7	3	0	7	12		
l	N 7	6	1	8	13	43	13	43	13	6	14	32	39		
TOTAL	64	61	13	58	117	271	163	271	163	55	61	254	359		
	8.57	8.17	1.74	7.76	15.66	36.28	21.82	36.28	21.82	7.36	8.17	34.00	43.40		

^aSee Table 11 for groups.

^bNA means No Answer.

TABLE 35j. --Frequency Count for Demographic, Efficacy, and Life Situations:By Group and Total.

Group ^a	(Luck and Fate make Success (Quest. 109)				Science will Reveal Mysteries (Ques. 11)			
	NA ^b Strongly Slightly Agree		Disagree Strongly		NA Disagree		Slightly Strongly Agree	
1 N	2	24	25	31	11	2	8	15
%	2.15	25.81	26.88	33.33	11.83	2.15	8.63	16.13
2 N	0	6	13	6	3	0	3	11
%	0.00	21.43	45.43	21.43	10.71	0.00	10.71	32.14
3 N	1	24	62	60	16	1	14	53
%	.61	14.72	38.04	36.81	9.82	.61	8.59	32.52
4 N	1	12	37	21	9	0	0	20
%	1.25	15.00	46.25	26.25	11.25	0.00	0.00	25.00
e N	2	10	50	35	7	3	6	23
%	1.92	9.62	48.08	33.65	6.73	2.83	5.77	22.12
f N	2	9	2	24	10	1	9	28
%	2.56	11.54	42.31	30.77	12.82	1.28	11.54	35.90
g N	1	10	30	10	7	0	0	14
%	1.72	17.24	51.72	17.24	12.07	0.00	0.00	24.14
h N	0	2	0	5	4	0	3	3
%	0.00	18.18	0.00	45.45	36.36	0.00	27.27	27.27
i N	0	24	17	14	6	1	4	9
%	0.00	39.34	27.27	22.95	9.84	1.64	6.46	14.75
j N	0	0	5	9	1	0	1	7
%	0.00	0.00	33.33	60.00	6.67	0.00	6.67	46.67
k N	1	5	3	6	8	1	1	2
%	4.35	21.74	13.04	26.09	34.78	4.35	4.35	8.70
l N	0	18	43	21	9	0	14	38
%	0.00	19.78	47.25	23.08	9.89	0.00	15.38	41.76
TOTAL	9	134	288	232	84	9	53	209
%	1.20	17.94	38.55	31.06	11.24	1.20	8.43	27.93

^aSee Table 11 for Groups.

^bNA means No Answer.

1

TABLE 35k. -- Frequency Count for Demographic, Efficacy, and Life Situations: By Group and Total.

Group ^a	Poverty Can Be Ended (Question 113)				Man Can Live 100 Years (Question 115)			
	NA ^b Strongly Disagree	Slightly Disagree	Agree	Strongly Agree	NA Strongly Disagree	Slightly Disagree	Agree	Strongly Agree
1 N	2	3	10	48	50	13	50	23
2	2.15	3.25	10.75	51.61	52.26	2.25	15.98	30.11
2 N	0	2	1	14	11	0	9	19
3	0.00	7.14	3.57	50.90	39.29	0.00	32.14	55.71
3 N	1	6	17	77	62	1	55	76
3	.61	3.68	10.43	47.42	33.04	.61	35.74	46.63
4 N	1	3	5	31	40	1	17	47
5	1.25	3.75	6.25	38.75	50.00	1.25	21.25	58.75
e N	1	7	7	56	33	1	8	51
6	.96	6.73	6.73	53.85	31.73	.96	23.08	49.04
f N	0	5	12	44	17	1	4	39
7	0.00	6.41	15.38	56.41	21.79	1.28	25.64	50.00
g N	1	2	4	25	26	0	13	54
8	1.72	3.45	6.90	43.10	44.83	0.00	22.41	58.62
h N	0	0	0	3	8	0	0	6
9	0.00	0.00	0.00	27.27	72.73	0.00	0.00	54.55
i N	0	7	7	18	29	2	4	23
10	0.00	11.43	11.43	29.51	47.54	3.28	21.31	37.70
j N	0	0	2	10	3	0	0	6
11	0.00	0.00	13.33	66.67	20.00	0.00	46.67	40.00
k N	0	1	1	10	11	0	2	9
12	0.00	4.35	4.35	43.48	47.83	0.00	8.70	39.13
l N	0	9	7	44	31	2	13	38
13	0.00	9.89	7.69	48.35	34.07	2.20	30.77	41.76
TOTAL	5	43	69	355	275	11	58	353
%	.97	5.76	9.24	47.52	36.81	1.47	7.76	44.58

^aSee Table 11 for Groups.^bNA means No Answer.

Table 1. -- Frequency Count for Demographic, Efficacy, and Life Situations: By Group and Total.

Group^a

		Science Can Make Desert Bloom (117)				Education Can't Change People Basically NA Strongly Slightly Strongly Agree Disagree Disagree			
		Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
1	N	2	8	17	47	50.54	20.43	2.15	18.28
	%	2.15	8.60	18.28	50.54	20.43	2.15	18.28	50.54
2	N	0	2	8	12	42.86	21.43	0.00	21.43
	%	0.00	7.14	23.57	42.86	21.43	0.00	21.43	42.86
3	N	1	10	44	83	59.92	15.34	1	33
	%	.61	6.13	26.99	59.92	15.34	.61	20.25	41.10
4	N	0	4	9	48	60.00	23.75	0	13
	%	0.00	5.00	11.25	60.00	23.75	0.00	16.25	51.25
e	N	2	7	17	58	55.77	19.23	2	29
	%	1.92	6.73	16.35	55.77	19.23	1.92	27.88	39.42
f	N	0	12	14	37	47.44	19.23	2	9
	%	0.00	15.38	17.95	47.44	19.23	2.56	11.54	46.15
g	N	0	3	8	41	70.69	10.34	0	10
	%	0.00	5.17	13.79	70.69	10.34	0.00	17.24	51.72
h	N	0	1	1	2	18.18	63.64	0	3
	%	0.00	9.09	9.09	18.18	63.64	0.00	27.27	27.27
i	N	0	5	10	28	45.90	29.51	0	18
	%	0.00	8.20	16.39	45.90	29.51	0.00	20.51	32.79
j	N	0	0	4	9	60.00	13.33	0	1
	%	0.00	0.00	22.67	60.00	13.33	0.00	6.67	40.00
k	N	0	1	0	9	39.13	56.52	0	1
	%	0.00	4.35	0.00	39.13	56.52	0.00	4.35	8.70
l	N	0	12	22	43	47.25	15.38	0	32
	%	0.00	13.19	24.18	47.25	15.38	0.00	35.16	34.07
TOTAL	N	5	62	146	376	50.33	21.15	8	163
	%	.67	8.30	19.54	50.33	21.15	1.07	21.82	40.16

^aSee Table 11 for groups.

^bNA means No Answer.

TABLE 35m. --Frequency Count for Demographic, Efficacy, and Life Situations: By Groups and Total.

Group ^a	Hard Work Insures Success (Ques. 121)				All Human Problems Can Be Solved (123)			
	NA ^b	Strongly Disagree	Slightly Disagree	Agree	Strongly Disagree	Slightly Disagree	Agree	Strongly Agree
1 N 93 %	3 3.23	5 5.33	8 3.60	45 43.59	32 34.41	7 7.53	16 17.20	41 44.09
2 N 28 %	0 0.00	3 10.71	1 3.57	10 67.86	3 17.86	1 3.57	3 10.71	7 25.00
3 N 163 %	1 .61	3 4.91	27 16.56	81 49.69	45 28.22	4 2.45	43 29.45	24 14.72
4 N 80 %	0 0.00	5 6.25	6 7.50	42 52.50	27 33.75	9 11.25	25 31.25	33 41.25
e N 104 %	3 2.98	7 6.73	16 15.38	51 49.04	27 25.96	1 .96	18 17.31	53 50.96
f N 78 %	1 1.28	3 6.41	10 12.82	46 53.97	16 20.51	1 1.28	20 25.64	41 52.56
g N 53 %	0 0.00	3 5.17	4 6.90	35 60.54	16 27.59	7 12.07	16 27.59	26 44.33
h N 11 %	0 0.00	1 9.09	1 9.09	7 63.64	2 18.18	1 9.09	2 18.18	5 45.45
i N 61 %	0 0.00	1 1.64	6 9.84	20 32.79	34 55.74	1 1.64	9 14.75	26 42.62
j N 15 %	0 0.00	0 0.00	4 26.67	11 73.33	0 0.00	2 13.33	6 40.00	7 46.67
k N 23 %	0 0.00	4 17.39	1 4.35	9 39.13	9 39.13	3 13.04	1 4.35	6 26.09
l N 91 %	0 0.00	11 12.09	12 13.19	43 47.25	25 27.47	10 10.99	25 27.47	33 36.26
TOTAL %	8 1.07	50 6.69	92 12.32	374 50.07	223 29.85	7 .94	173 23.16	348 46.59

^aSee Table 11 for groups.

APPENDIX D

Attitude-Behavior Scale:

ABS-WD-VN (English)

THE ABS TRANSLATION AND OTHER DATA

Appendix D has been especially redone for the present dissertation. There were three phases of the ABS to be presented: (a) the "original" ABS as developed for the mentally retarded which was the parent of this form, (b) the "translated" ABS as developed for Viet-Nam, and (c) the data secured through a Frequency Column Count of each question-pair. It would have been quite possible to present a page for each type of information, especially since the ABS-MR and the ABS-WD-VN were already available in final form. However, this procedure would have added 87 pages.

For this reason it was decided to include the complete "parent" ABS-MR, giving the ABS-WD-VN English version *ONLY* in such cases when the posture of the original question was changed, i.e., the minor change of re-wording a question to refer to the war-disabled rather than the mentally retarded will not be noted herein.

In addition, for each question the Frequency Column Count is given, thereby, making contemplation, question by question, as convenient and uncomplicated as possible.

To enable the reader to see the pages as they look in the English edition, with the Intensity question, along with directions, the first page of directions for each of the 6 levels is included in its proper location, but other than this, the Intensity questions are not repeated.

ATTITUDE BEHAVIOR SCALE--MR

DIRECTIONS

This booklet contains statments of how people feel about certain things. In this section you are asked to indicate for each of these statements how most other people believe that mentally retarded people compare to people who are not retarded. Here is a sample statment.

Sample 1.

1. Chance of being blue-eyed

- ① less chance
- 2. about the same
- 3. more chance

If other people believe that mentally retarded people have less chance than most people to have blue eyes, you should circle the number 1 as shown above.

If other people believe the mentally retarded have more chance to have blue eyes, you should circle the number 3 as shown below.

1. Chance of being blue-eyed

- 1. less chance
- 2. about the same
- ③ more chance

After each statement there will also be a question asking you to state how certain or sure you were of your answer. Suppose you answered the sample question about "blue eyes" by marking about the same.

Next you should then indicate how sure you were of this answer. If you felt sure of this answer, you should circle the number 3 as shown below in Sample 2.

Sample 2.

1. Chance of being blue-eyed

- 1. less chance
- ② about the same
- 3. more chance

2. How sure are you of this answer?

- 1. not sure
- 2. fairly sure
- ③ sure

by: John E. Jordan College of Education Michigan State University

ABS-I-MR

Directions: Section I

In the statements that follow you are to circle the number that indicates how other people compare mentally retarded persons to those who are not mentally retarded, and then to state how sure you felt about your answer. Usually people are sure of their answers to some questions, and not sure of their answers to other questions. It is important to answer all questions, even though you may have to guess at the answers to some of them.

Other people generally believe the following things about the mentally retarded as compared to those who are not retarded:

- | | | |
|--|---|--------------------------------------|
| 1. Energy and vitality | ↔ | 2. How sure are you of this answer? |
| 1. less energetic | | 1. not sure |
| 2. about the same | | 2. fairly sure |
| 3. more energetic | | 3. sure |
| 3. Ability to do school work | | 4. How sure are you of this answer? |
| 1. less ability | | 1. not sure |
| 2. about the same | | 2. fairly sure |
| 3. more ability | | 3. sure |
| 5. Memory | | 6. How sure are you of this answer? |
| 1. not as good | | 1. not sure |
| 2. same | | 2. fairly sure |
| 3. better | | 3. sure |
| 7. Interested in unusual sex practices | | 8. How sure are you of this answer? |
| 1. more interested | | 1. not sure |
| 2. about the same | | 2. fairly sure |
| 3. less interested | | 3. sure |
| 9. Can maintain a good marriage | | 10. How sure are you of this answer? |
| 1. less able | | 1. not sure |
| 2. about the same | | 2. fairly sure |
| 3. more able | | 3. sure |
| 11. Will have too many children | | 12. How sure are you of this answer? |
| 1. more than most | | 1. not sure |
| 2. about the same | | 2. fairly sure |
| 3. less than most | | 3. sure |

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TABLE 65. -- ABS-MR Version of the ABS with ABS-WD-VN Version, if changed,
With Frequency Column Count for each Question.

Answers from:	NA	1	2	3	4	5
LEVEL I						
1. Energy and Vitality (MR and WD)						
Content - N	2	627	72	46	0	0
- %	.27	83.94	9.64	6.16	0	0
Intensity - N	2	67	206	472	0	0
- %	.27	8.97	27.58	63.19	0	0
3. Ability to do school work (MR and WD)						
Content - N	5	342	262	138	0	0
- %	.67	45.79	35.07	18.47	0	0
Intensity - N	10	119	289	329	0	0
- %	1.34	15.93	38.69	44.04	0	0
5. Memory (MR and WD)						
Content - N	6	421	199	121	0	0
- %	.80	56.36	26.64	16.20	0	0
Intensity - N	8	111	256	372	0	0
- %	1.07	14.86	34.27	49.80	0	0
7. Interested in unusual sex practices (MR and WD)						
Content - N	10	188	165	384	0	0
- %	1.34	25.17	22.09	51.41	0	0
Intensity - N	16	180	249	302	0	0
- %	2.14	24.10	33.33	40.43	0	0
9. Can maintain a good marriage (MR and WD)						
Content - N	10	442	162	133	0	0
- %	1.34	59.17	21.69	17.80	0	0
Intensity - N	8	111	253	375	0	0
- %	1.07	14.86	33.87	50.20	0	0
11. Will have too many children (MR and WD)						
Content - N	7	85	282	373	0	0
- %	.94	11.38	37.75	49.93	0	0
Intensity - N	8	131	270	338	0	0
- %	1.07	17.54	36.14	45.25	0	0
13. Faithful to spouse (MR and WD)						
Content - N	6	168	177	396	0	0
- %	.80	22.49	23.69	53.01	0	0
Intensity - N	11	80	257	399	0	0
- %	1.47	10.71	34.40	53.41	0	0
15. Will take care of his children (MR and WD)						
Content - N	2	162	245	338	0	0
- %	.27	21.69	32.80	45.25	0	0
Intensity - N	9	63	289	386	0	0
- %	1.20	8.43	38.69	51.67	0	0

TABLE 65. -- Continued.

Answers from:	NA	1	2	3	4	5	6
17. Likely to obey the law (MR and WD)							
Content -N	5	308	257	177	0	0	0
-%	.67	41.23	34.40	23.69	0	0	0
Intensity -N	6	89	279	373	0	0	0
-%	.80	11.91	37.35	49.93	0	0	0
19. Does steady and dependable work (MR and WD)							
Content -N	4	204	240	299	0	0	0
-%	.54	27.31	32.13	40.03	0	0	0
Intensity -N	7	93	277	370	0	0	0
-%	.94	12.45	37.08	49.53	0	0	0
21. Works Hard (MR and WD)							
Content -N	4	348	168	225	*0	0	0
-%	.54	46.59	22.49	30.12	0	0	0
Intensity -N	3	65	283	396	0	0	0
-%	.40	8.70	37.88	53.01	0	0	0
23. Makes plans for the future (MR and WD)							
Content -N	2	230	226	289	0	0	0
-%	.27	30.97	30.25	38.69	0	0	0
Intensity -N	7	65	290	385	0	0	0
-%	.94	8.70	38.82	51.54	0	0	0
25. Prefers to have fun now rather than to work for the future (MR and WD)							
Content -N	6	300	124	317	0	0	0
-%	.80	40.16	16.60	42.44	0	0	0
Intensity -N	9	87	267	384	0	0	0
-%	1.20	11.65	35.65	35.74	0	0	0
27. Likely to be cruel to others (MR and WD)							
Content -N	7	185	95	460	0	0	0
-%	.94	24.77	12.72	61.58	0	0	0
Intensity -N	7	90	225	425	0	0	0
-%	.94	12.05	30.12	56.89	0	0	0
29. The (MR/WD) are sexually (more/less) loose (MR and WD)							
Content -N	10	239	168	330	0	0	0
-%	1.34	31.99	22.49	44.18	0	0	0
Intensity -N	12	148	273	314	0	0	0
-%	1.61	19.81	36.55	42.03	0	0	0
31. Amount of initiative (MR and WD)							
Content -N	6	288	275	178	0	0	0
-%	.80	38.55	36.81	23.83	0	0	0
Intensity -N	11	92	307	337	0	0	0
-%	1.47	12.32	41.10	45.11	0	0	0

* Computer dropped 2

ABS-II-MR

Directions: Section II

This section contains statements of ways in which other people sometimes act toward people. You are asked to indicate for each of these statements what other people generally believe about interacting with the mentally retarded in such ways. You should then indicate how sure you feel about your answer.

Other people generally believe that mentally retarded persons ought:

41. To play on the school playground with other children who are not mentally retarded 42. How sure are you of this answer?

1. usually not approved
2. undecided
3. usually approved

1. not sure
2. fairly sure
3. sure

43. To visit in the homes of other children who are not mentally retarded 44. How sure are you of this answer?

1. usually not approved
2. usually undecided
3. usually approved

1. not sure
2. fairly sure
3. sure

45. To go on camping trips with other children who are not mentally retarded 46. How sure are you of this answer?

1. usually not approved
2. undecided
3. usually approved

1. not sure
2. fairly sure
3. sure

47. To be provided with simple tasks since they can learn very little 48. How sure are you of this answer?

1. usually believed
2. undecided
3. not usually believed

1. not sure
2. fairly sure
3. sure

49. To stay overnight at the homes of children who are not mentally retarded 50. How sure are you of this answer?

1. usually not approved
2. undecided
3. usually approved

1. not sure
2. fairly sure
3. sure

TABLE 65c. -- Continued.

Answers from:	NA	1	2	3	4	5	6
33. Financial self-support probabilities (MR and WD)							
Content -N	7	462	156	122	0	0	0
-%	.94	61.85	20.88	16.33	0	0	0
Intensity -N	7	86	256	398	0	0	0
-%	.94	11.51	34.27	53.28	0	0	0
35. Mentally retarded prefer (social vs. antisocial) (MR and WD)							
Content -N	4	476	61	206	0	0	0
-%	.54	63.72	8.17	27.58	0	0	0
Intensity -N	5	77	214	451	0	0	0
-%	.67	10.31	28.65	60.36	0	0	0
37. Education is important for (MR and WD) compared to others							
Content -N	4	107	149	487	0	0	0
-%	.54	14.32	19.95	65.19	0	0	0
Intensity -N	7	67	223	449	1*	0	0
-%	.94	8.97	29.85	60.11		0	0
39. Strictness of rules for the (MR and WD) - strong/lax							
Content -N	7	55	13	552	0	0	0
-%	.94	7.36	17.80	73.90	0	0	0
Intensity -N	5	41	194	507	0	0	0
-%	.67	5.49	25.97	67.87	0	0	0
LEVEL II							
41. Children to play on school grounds (MR and WD) with normal children							
Content -N	2	240	202	303	0	0	0
-%	.27	32.13	27.04	40.56	0	0	0
Intensity -N	2	101	275	369	0	0	0
-%	.27	13.52	36.81	49.40	0	0	0
43. To visit in homes of normal children; (MR and WD) children							
Content -N	2	200	216	329	0	0	0
-%	.27	26.77	28.92	44.04	0	0	0
Intensity -N	2	115	271	359	0	0	0
-%	.27	15.39	36.28	48.06	0	0	0
45. To go on camping trips with other normal children (MR only)							
Allowing WD (only) children to go on (boy-girl) Scout trips with normal children (The Scout program is small but known in Viet-Nam)							
Content -N	10	231	227	279	0	0	0
-%	1.34	30.92	30.39	37.35	0	0	0
Intensity -N	10	126	254	257	0	0	0
-%	1.34	16.87	34.00	47.79	0	0	0

* Computer error

TABLE 65d. -- Continued.

Answers from:		NA	1	2	3	4	5	6
(Do you believe the MR) should be provided with simple tasks since they can learn very little (MR).								
To be provided with simple mechanical tasks since they have a difficult time using their disabled limbs (WD)?								
Content	-N	2	551	65	129	0	0	0
	-%	.27	73.76	8.70	17.27	0	0	0
Intensity	-N	5	51	181	510	0	0	0
	-%	.67	6.83	24.23	68.23	0	0	0
49. To stay overnight at the home of non-disabled children (MR and WD)								
Content	-N	1	163	226	357	0	0	0
	-%	.13	21.82	30.25	47.79	0	0	0
Intensity	-N	2	127	250	368	0	0	0
	-%	.27	17.00	33.47	49.26	0	0	0
51. To go to parties with children who are not mentally retarded (MR)								
To go to festivities with non-disabled children (WD)								
Content	-N	2	224	144	377	0	0	0
	-%	.27	29.99	19.28	50.47	0	0	0
Intensity	-N	5	102	248	392	0	0	0
	-%	.67	13.65	33.20	52.48	0	0	0
53. To be hired for a job <i>ONLY</i> if there were no qualified non-mentally retarded people seeking the job (MR and WD).								
Content	-N	7	286	137	317	0	0	0
	-%	.94	38.29	18.34	42.44	0	0	0
Intensity	-N	8	91	225	422	1*	0	0
	-%	1.07	12.18	30.12	56.49		0	0
55. To live in the same neighborhood with people who are not mentally retarded (MR and WD).								
Content	-N	1	132	168	446	0	0	0
	-%	.13	17.67	22.49	59.71	0	0	0
Intensity	-N	7	107	244	389	0	0	0
	-%	.94	14.32	32.66	52.07	0	0	0
57. To date a person who is not mentally retarded (MR).								
To start courting procedures with a non-wardisabled person (WD).								
Content	-N	1	186	319	241	0	0	0
	-%	.13	24.90	42.70	32.26	0	0	0
Intensity	-N	2	174	240	331	0	0	0
	-%	.27	23.29	32.13	44.31	0	0	0
59. To go to movies with someone who is not mentally retarded (MR and WD).								
Content	-N	2	163	212	370	0	0	0
	-%	.27	21.82	28.28	49.53	0	0	0
Intensity	-N	5	118	229	395	0	0	0
	-%	.67	15.80	30.66	52.88	0	0	0

TABLE 65e. --Continued.

Answer from:		NA	1	2	3	4	5	6
61. To marry a person who is not mentally retarded (MR and WD)								
Content	-N	6	202	236	212	0	0	0
	-%	.80	27.04	43.64	28.38	0	0	0
Intensity	-N	8	165	242	332	0	0	0
	-%	1.07	22.09	32.40	44.44	0	0	0
63. To be sterilized (males) (MR and WD)								
Content	-N	5	408	172	162	0	0	0
	-%	.67	54.62	23.03	21.69	0	0	0
Intensity	-N	7	122	216	402	0	0	0
	-%	.94	16.33	28.92	53.82	0	0	0
65. To be sterilized (females) (MR and WD).								
Content	-N	7	284	232	224	0	0	0
	-%	.94	38.02	31.06	29.99	0	0	0
Intensity	-N	5	139	223	380	0	0	0
	-%	.67	18.61	29.85	50.87	0	0	0
67. To be desirable as friends (MR and WD).								
Content	-N	11	63	222	451	0	0	0
	-%	1.47	8.43	29.72	60.37	0	0	0
Intensity	-N	10	111	223	403	0	0	0
	-%	1.34	14.86	29.85	53.95	0	0	0
69. To be regarded as having sex appeal (sexy) (MR and WD)								
Content	-N	8	248	372	119	0	0	0
	-%	1.07	33.20	49.80	15.93	0	0	0
Intensity	-N	10	182	240	315	0	0	0
	-%	1.34	24.36	32.13	42.17	0	0	0
71. To be regarded as dangerous (MR and WD)								
Content	-N	5	93	169	480	0	0	0
	-%	.67	12.45	22.62	64.26	0	0	0
Intensity	N	6	77	210	454	0	0	0
	-%	.80	10.31	28.11	60.78	0	0	0
73. To run machines that drill holes in objects (MR and WD)								
Content	-N	10	261	352	124	0	0	0
	-%	1.34	34.94	47.12	16.60	0	0	0
Intensity	-N	12	172	248	315	0	0	0
	-%	1.61	23.03	33.20	42.17	0	0	0
75. To be trusted with money for personal expenses (MR and WD)								
Content	-N	7	137	192	411	0	0	0
	-%	.94	18.34	25.70	55.02	0	0	0
Intensity	-N	11	109	239	388	0	0	0
	-%	1.47	14.59	31.99	51.94	0	0	0

11

ABS-III-MR

Directions: Section III

This section contains statements of the "right" or "moral" way of acting toward people. You are asked to indicate whether you yourself agree or disagree with each statement according to how you personally believe you ought to behave toward mentally retarded persons. You should then indicate how sure you feel about your answer.

In respect to people who are mentally retarded, do you believe that it is usually right or usually wrong:

- | | |
|--|--------------------------------------|
| 81. To take a mentally retarded child on a camping trips with normal children | 82. How sure are you of this answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 83. To permit a mentally retarded child to go to the movies with children who are not mentally retarded | 84. How sure are you of this answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 85. To allow a mentally retarded child to visit overnight with a child who is not mentally retarded | 86. How sure are you of this answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 87. To take a mentally retarded child to a party with children who are not mentally retarded | 88. How sure are you of this answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |
| 89. For the government to pay <u>part</u> of the cost of elementary education for mentally retarded children | 90. How sure are you of this answer? |
| 1. usually wrong | 1. not sure |
| 2. undecided | 2. fairly sure |
| 3. usually right | 3. sure |

10-11-12

TABLE 65f. --Continued.

Answer from:		NA	1	2	3	4	5	6
<hr/>								
77. To work at jobs he can do even if he has almost no speech (MR and WD)								
Content	-N	5	125	137	480	0	0	0
	-%	.67	16.73	18.34	64.26	0	0	0
Intensity	-N	10	69	246	422	0	0	0
	-%	1.34	9.24	32.93	56.49	0	0	0
79. To be FORCED to totally provide for themselves (MR and WD)								
Content	-N	6	152	180	409	0	0	0
	-%	.80	20.35	24.10	54.75	0	0	0
Intensity	-N	6	97	239	405	0	0	0
	-%	.80	12.99	31.99	54.22	0	0	0
LEVEL III								
In respect to people who are mentally retarded (War-disabled), do YOU BELIEVE that it is usually RIGHT or usually WRONG:								
81. To take a mentally retarded child on a camping trip with normal children. To take a war-disabled child on a trip with a group of normal children.								
Content	-N	3	239	187	318	0	0	0
	-%	.40	31.99	25.03	42.57	0	0	0
Intensity	-N	2	78	234	433	0	0	0
	-%	.27	10.44	31.33	57.97	0	0	0
83. To take a mentally retarded child to a movie with normal children (MR) To take a war-disabled child to the Chinese Theater with normal children.								
Content	-N	3	171	188	385	0	0	0
	-%	.40	22.89	25.17	51.54	0	0	0
Intensity	-N	4	88	257	397	1*	0	0
	-%	.54	11.78	34.40	53.15		0	0
85. To allow a mentally retarded child to visit overnight with a normal child. (MR and WD). Note: This one was questioned, and apparently while it is not as common in Viet-Nam as in the U.S., it is done just for the fun of it.								
Content	-N	7	127	248	365	0	0	0
	-%	.94	17.00	33.20	48.86	0	0	0
Intensity	-N	3	103	243	398	0	0	0
	-%	.40	13.79	32.53	53.28	0	0	0
87. To take a mentally retarded child to a party which has normal children(MR). To take a war-disabled child to a religious festival with normal children.								
Content	-N	5	59	126	557	0	0	0
	-%	.67	7.90	16.87	74.56	0	0	0
Intensity	-N	3	54	209	481	0	0	0
	-%	.40	7.23	27.98	64.39	0	0	0

* Computer error.

TABLE 65g. -- Continued.

Answer from:		NA	1	2	3	4	5	6
89. For the government to pay <i>PART</i> of the cost of <i>elementary education</i> for mentally retarded children (MR and WD).								
Content	-N	6	96	65	580	0	0	0
	-%	.80	12.85	8.70	77.64	0	0	0
Intensity	-N	2	23	117	605	0	0	0
	-%	.27	3.08	15.66	80.99	0	0	0
91. Same as above only for <i>FULL COST</i> (MR and WD).								
Content	-N	4	61	108	574	0	0	0
	-%	.54	8.17	14.46	76.84	0	0	0
Intensity	-N	2	40	146	559	0	0	0
	-%	.27	5.35	19.54	74.83	0	0	0
93. Same as above only for <i>FULL COST</i> of the <i>high school education</i> (MR and WD)								
Content	-N	7	44	133	563	0	0	0
	-%	.94	5.89	17.80	75.37	0	0	0
Intensity	-N	6	56	159	526	0	0	0
	-%	.80	7.50	21.29	70.41	0	0	0
95. For government to pay <i>PARTIAL</i> medical costs related to disability(Both)								
Content	-N	3	125	83	535	0	0	0
	-%	.40	16.73	11.11	71.62	0	0	0
Intensity	-N	5	43	147	552	0	0	0
	-%	.67	5.76	19.68	73.90	0	0	0
97. For government to pay <i>ALL</i> medical costs related to disability(MR and WD).								
Content	-N	3	51	142	551	0	0	0
	-%	.40	6.83	19.01	73.76	0	0	0
Intensity	-N	6	73	155	512	0	0	0
	-%	.80	9.77	20.75	68.54	0	0	0
99. To be given money to buy food and clothing by government (MR and WD).								
Content	-N	2	49	167	529	0	0	0
	-%	.27	6.56	22.36	70.82	0	0	0
Intensity	-N	5	75	185	482	0	0	0
	-%	.67	10.04	24.77	64.52	0	0	0
101.To mix freely with people who are not retarded at parties (MR) To mix freely with people who are not war-disabled at festivities(WD).								
Content	-N	4	121	205	417	0	0	0
	-%	.54	16.20	27.44	55.82	0	0	0
Intensity	-N	5	98	253	390	1*	0	0
	-%	.67	13.12	33.87	52.21		0	0

* Computer error.

TABLE 65h. -- Continued.

Answers from:	NA	1	2	3	4	5	6
<hr/>							
103. To go on dates with someone who is mentally retarded (MR)							
To commence courting formalities with a non-disabled person (WD)							
Content -N	5	160	423	159	0	0	0
-%	.67	21.42	56.63	21.29	0	0	0
Intensity -N	7	186	276	278	0	0	0
-%	.94	24.90	36.95	37.22	0	0	0
105. To go to the movies with someone who is not mentally retarded (MR)							
To go to the Chinese Theater with someone who is not disabled (WD)							
Content -N	3	108	270	365	1*	0	0
-%	.40	14.46	36.14	48.86		0	0
Intensity -N	5	120	252	369	1*	0	0
-%	.67	16.06	33.73	49.40		0	0
107. To marry someone who is not mentally retarded (MR and WD)							
Content -N	2	116	423	206	0	0	0
-%	.27	15.53	56.63	27.58	0	0	0
Intensity -N	5	164	262	316	0	0	0
-%	.67	21.95	35.07	42.30	0	0	0
109. To be a soldier in the army (MR and WD)							
Content -N	6	172	142	427	0	0	0
-%	.80	23.03	19.01	57.16	0	0	0
Intensity -N	8	65	216	458	0	0	0
-%	1.07	8.70	28.92	61.31	0	0	0
111. To provide special laws for their protection (MR and WD)							
Content -N	6	82	114	545	0	0	0
-%	.80	10.98	15.26	72.96	0	0	0
Intensity -N	6	53	207	481	0	0	0
-%	.80	7.10	27.71	64.39	0	0	0
113. To provide help for the MR to get around the city (MR and WD).							
Content -N	4	27	93	623	0	0	0
-%	.54	3.61	12.45	83.40	0	0	0
Intensity -N	7	45	181	513	0	0	0
-%	.94	6.02	24.23	68.67	0	0	0
115. To steralize the mentally retarded (MR).							
To have as many children as they wish (WD)							
Content -N	9	154	274	310	0	0	0
-%	1.20	20.62	36.68	41.50	0	0	0
Intensity -N	8	117	247	375	0	0	0
-%	1.07	15.66	33.07	50.20	0	0	0

* Computer error.

Directions: Section IV

This section contains statements of ways in which people sometimes act toward other people. You are asked to indicate for each of these statements whether you personally would act toward mentally retarded people according to the statement. You should then indicate how sure you feel about this answer.

In respect to a mentally retarded person, would you:

121. Share a seat on a train for a long trip

1. no
2. don't know
3. yes

122. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

123. Have such a person as a fellow worker

1. no
2. don't know
3. yes

124. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

125. Have such a person working for you

1. no
2. don't know
3. yes

126. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

127. Live in the next-door house or apartment

1. no
2. don't know
3. yes

128. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

129. Extend an invitation to a party at your house

1. no
2. don't know
3. yes

130. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

131. Accept a dinner invitation at his house

1. no
2. don't know
3. yes

132. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

TABLE 65i. -- Continued.

Answers from:		NA	1	2	3	4	5	6
117. To put all mentally retarded in separate classes (MR and WD)								
Content	-N	8	227	150	362	0	0	0
	-%	1.07	30.39	20.08	48.46	0	0	0
Intensity	-N	12	80	246	409	0	0	0
	-%	1.61	10.71	32.93	59.75	0	0	0
119. To reserve certain jobs for the mentally retarded (MR and WD)								
Content	-N	5	49	118	575	0	0	0
	-%	.67	6.56	15.80	76.97	0	0	0
Intensity	-N	4	75	170	498	0	0	0
	-%	.54	10.04	22.76	66.67	0	0	0
LEVEL IV								
In respect to a mentally retarded person, <i>WOULD YOU</i> :								
121. Share a seat on a train for a long trip(MR)								
Share a seat on a bus for a long trip(WD)								
Content	-N	1	38	96	611	1*	0	0
	-%	.13	5.09	12.85	81.79		0	0
Intensity	-N	1	54	121	570	0	0	0
	-%	.13	7.23	16.20	76.31	0	0	0
123. Have such a person as a fellow worker (MR and WD).								
Content	-N	6	31	111	598	1*	0	0
	-%	.80	4.15	14.86	80.05		0	0
Intensity	-N	9	72	146	520	0	0	0
	-%	1.20	9.64	19.54	69.61	0	0	0
125. Have such a person working for you (MR and WD).								
Content	-N	4	141	166	435	1*	0	0
	-%	.54	18.88	22.22	58.23		0	0
Intensity	-N	5	85	183	473	1	0	0
	-%	.67	11.38	24.50	63.32		0	0
127. Live in the next door house or apartment (MR and WD)								
Content	-N	7	39	112	588	1*	0	0
	-%	.94	5.22	14.99	78.71		0	0
Intensity	-N	8	61	172	506	0	0	0
	-%	1.07	8.17	32.03	67.74	0	0	0
129. Extend an invation to a party at your own house (MR and WD)								
Content	-N	5	42	121	579	0	0	0
	-%	.67	5.62	16.20	77.51	0	0	0
Intensity	-N	6	64	173	503	1	0	0
	-%	.80	8.57	23.16	67.34		0	0

* Computer error.

TABLE 65j. -- Continued.

Answer from:	NA	1	2	3	4	5	6
131. Accept a dinner invitation to his house (MR and WD).							
Content	-N	9	45	117	575	1*	0
	-%	1.20	6.02	15.66	76.97		0
Intensity	-N	8	69	136	534	0	0
	-%	1.07	9.24	18.21	71.49	0	0
133. Go to the movies together (MR). Go to the theater together (WD)							
Content	-N	5	68	131	543	0	0
	-%	.67	9.10	17.54	72.69	0	0
Intensity	-N	6	76	168	497	0	0
	-%	.80	10.17	22.49	66.53	0	0
135. Go together on a date (MR). Enjoy an evening together (WD).							
Content	-N	7	27	133	579	1*	0
	-%	.94	3.61	17.80	77.51		0
Intensity	-N	8	73	162	504	0	0
	-%	1.07	9.77	21.69	67.47	0	0
137. Permit your son or daughter to date this person (MR)							
Permit your son or daughter to consider marrying this person (WD)							
Content	-N	5	170	362	209	1*	0
	%	.67	22.76	48.46	27.98		0
Intensity	-N	9	186	227	325	0	0
139. Permit your son or daughter to marry this person (MR and WD).							
Content	-N	5	165	358	219	0	0
	-%	.67	22.09	47.93	29.32	0	0
Intensity	-N	7	203	203	334	0	0
	-%	.94	27.18	27.18	44.71	0	0
141. Feel sexually comfortable together (MR and WD). NOTE: Questions on sex were questioned for propriety. Assurance was given many times that these were delicately and properly worded. One good "double check" is probably the No Answer column. If one is annoyed, one is likely to skip it.							
Content	-N	3	74	139	530	1*	0
	-%	.40	9.91	18.61	70.95		0
Intensity	-N	4	68	193	482	0	0
	-%	.54	9.10	25.84	64.52	0	0
143. Enjoy working with the mentally retarded (MR and WD).							
Content	-N	10	56	256	425	0	0
	-%	1.32	7.50	34.27	56.89	0	0
Intensity	-N	12	103	230	402	0	0
	-%	1.61	13.79	30.97	53.82	0	0

* Computer error.

TABLE 65k. -- Continued.

Answer from:		NA	1	2	3	4	5	6
145. Enjoy working with mentally handicapped as much as other handicapped.								
Content	-N	5	58	154	530	0	0	0
	-%	.67	7.76	20.62	70.95	0	0	0
Intensity	-N	8	87	205	447	0	0	0
	-%	1.07	11.65	27.44	59.84	0	0	0
147. Enjoy working with retarded who also have emotional problems (MR & WD)								
Content	-N	3	418	193	133	0	0	0
	-%	.40	55.96	25.84	17.80	0	0	0
Intensity	-N	8	118	215	406	0	0	0
	-%	1.07	15.80	28.78	54.35	0	0	0
149. Hire the mentally retarded if you were an employer (MR and WD).								
Content	-N	7	84	197	459	0	0	0
	-%	.97	11.24	26.37	61.45	0	0	0
Intensity	-N	10	113	225	399	0	0	0
	-%	1.34	15.13	30.12	53.41	0	0	0
151. Wish the mentally retarded in class if you were a teacher (MR and WD).								
Content	-N	6	27	70	644	0	0	0
	-%	.80	3.61	9.37	86.21	0	0	0
Intensity	-N	6	47	124	570	0	0	0
	-%	.80	6.29	16.60	76.31	0	0	0
153. Require the retarded to be sterlized if you were in control (MR and WD).								
Content	-N	7	99	183	458	0	0	0
	-%	.94	13.25	24.50	61.31	0	0	0
Intensity	-N	9	90	189	459	0	0	0
	-%	1.20	12.05	25.30	61.45	0	0	0
155. Segregate the retarded from society if you were in control (MR and WD).								
Content	-N	4	41	76	625	0	0	0
	-%	.54	5.49	10.17	83.67	0	0	0
Intensity	-N	3	41	123	580	0	0	0
	-%	.40	5.49	16.47	77.64	0	0	0
157. Believe evidence of national social development shows in care of (MR).								
Content	-N	5	43	85	614	0	0	0
	-%	.67	5.76	11.38	82.20	0	0	0
Intensity	-N	5	45	156	541	0	0	0
	-%	.67	6.02	20.88	72.42	0	0	0
159. Provide special classes for them but in the regular school (MR and WD).								
Content	-N	6	46	82	613	0	0	0
	-%	.80	6.16	10.98	82.06	0	0	0
Intensity	-N	7	59	137	544	0	0	0
	-%	.94	7.90	18.34	72.82	0	0	0

ABS-V-MR

Directions: Section V

This section contains statements of actual feelings that people may hold toward the mentally retarded. You are asked to indicate how you feel toward people who are mentally retarded compared to people who are not mentally retarded. You should then indicate how sure you feel of your answer.

How do you actually feel toward persons who are mentally retarded compared to others who are not mentally retarded:

1. Disliking

1. more
2. about the same
3. less

2. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

3. Fearful

1. more
2. about the same
3. less

4. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

5. Horrified

1. more
2. about the same
3. less

6. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

7. Loathing

1. more
2. about the same
3. less

8. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

9. Dismay

1. more
2. about the same
3. less

10. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

11. Hating

1. more
2. about the same
3. less

12. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

13. Revulsion

1. more
2. about the same
3. less

14. How sure are you of this answer?

1. not sure
2. fairly sure
3. sure

TABLE 651. -- Continued.

Answers from:		NA	1	2	3	4	5	6
LEVEL V								
How do you <i>ACTUALLY FEEL</i> toward persons who are mentally retarded compared to others who are not mentally retarded:								
1. Disliking (MR and WD).								
Content	-N	7	80	475	185	0	0	0
	-%	.94	10.71	63.59	24.77	0	0	0
Intensity	-N	4	51	272	421	0	0	0
	-%	.54	6.83	36.28	56.36	0	0	0
3. Fearful (MR and WD). NOTE: Since the disabled are often from the military, and since too frequently they were irresponsible and negative as soldiers plus the recent (when this was given) veterans demonstrations, this score should be reflecting much more than the disability.								
Content	-N	2	72	426	247	0	0	0
	-%	.27	9.64	57.03	33.07	0	0	0
Intensity	-N	6	57	255	429	0	0	0
	-%	.80	7.63	34.14	57.43	0	0	0
5. Horrified (MR and WD).								
Content	-N	5	94	407	241	0	0	0
	-%	.67	12.58	54.48	32.26	0	0	0
Intensity	-N	7	69	256	415	0	0	0
	-%	.94	9.27	34.27	55.56	0	0	0
7. Loathing (MR and WD).								
Content	-N	2	64	408	273	0	0	0
	-%	.27	8.57	54.62	36.55	0	0	0
Intensity	-N	3	72	270	402	0	0	0
	-%	.40	9.64	36.14	53.82	0	0	0
9. Dismay (MR and WD).								
Content	-N	5	169	336	237	0	0	0
	-%	.67	22.62	44.98	31.73	0	0	0
Intensity	-N	7	60	264	416	0	0	0
	-%	.94	8.03	35.34	55.69	0	0	0
11. Hating (MR and WD). NOTE: This question contains the smallest totally negative score. It would appear to set the limit for negative answers, perhaps to establish the limit to irrational-answer percentages from those who have a pathological hate which manifests itself against the war-disabled (and people in general).								
Content	-N	3	27	317	400	0	0	0
	-%	.40	3.61	42.44	54.55	0	0	0
Intensity	-N	3	50	206	488	0	0	0
	-%	.40	6.69	27.58	65.35	0	0	0

TABLE 65m. -- Continued.

Answer from:	NA	1	2	3	4	5	6
13. Revulsion (MR and WD).							
Content -N	1	47	385	314	0	0	0
-%	.13	6.29	51.54	42.03	0	0	0
Intensity -N	7	61	252	427	0	0	0
-%	.94	8.17	33.73	57.16	0	0	0
15. Contemptful (MR and WD).							
Content -N	0	24	320	403	0	0	0
-%	0	3.21	42.84	53.95	0	0	0
Intensity -N	3	43	198	503	0	0	0
-%	.40	5.76	26.51	67.34	0	0	0
17. Distaste (MR and WD).							
Content -N	2	20	290	435	0	0	0
-%	.27	2.68	38.82	58.23	0	0	0
Intensity -N	1	49	189	508	0	0	0
-%	.13	6.56	25.30	68.01	0	0	0
19. Sickened (MR and WD).							
Content -N	4	135	353	255	0	0	0
-%	.54	18.07	47.26	34.14	0	0	0
Intensity -N	4	68	235	440	0	0	0
-%	.54	9.10	31.46	58.90	0	0	0
21. Confused (MR and WD).							
Content -N	4	220	303	220	0	0	0
-%	.54	29.45	40.56	29.45	0	0	0
Intensity -N	5	46	266	430	0	0	0
-%	.67	6.16	35.61	57.56	0	0	0
23. Negative (MR and WD).							
Content -N	5	36	313	393	0	0	0
-%	.67	4.82	41.90	52.61	0	0	0
Intensity -N	5	39	202	501	0	0	0
-%	.67	5.22	27.04	67.07	0	0	0
25. At ease (MR and WD).							
Content -N	7	111	451	178	0	0	0
-%	.94	14.86	60.37	23.83	0	0	0
Intensity -N	12	51	273	411	0	0	0
-%	1.61	6.83	36.55	55.02	0	0	0
27. Restless (MR and WD).							
Content -N	5	404	206	132	0	0	0
-%	.67	54.08	27.58	17.67	0	0	0
Intensity -N	6	64	235	422	0	0	0
-%	.80	8.57	31.46	59.17	0	0	0

TABLE 65n. -- Continued.

Answers from:		NA	1	2	3	4	5	6
29. Uncomfortable (MR and WD).								
Content	-N	5	164	327	251	0	0	0
	-%	.67	21.95	43.78	33.60	0	0	0
Intensity	-N	2	62	288	395	0	0	0
	-%	.27	8.30	38.55	52.88	0	0	0
31. Relaxed (MR and WD).								
Content	-N	3	230	394	120	0	0	0
	-%	.40	30.79	52.74	16.06	0	0	0
Intensity	-N	3	63	299	382	0	0	0
	-%	.40	8.43	40.03	51.14	0	0	0
33. Tense (MR and WD)								
Content	-N	2	204	355	186	0	0	0
	-%	.27	27.31	47.52	24.90	0	0	0
Intensity	-N	5	61	273	408	0	0	0
	-%	.67	8.17	36.55	54.62	0	0	0
35. Bad (MR and WD). NOTE: This was given a sad connotation; not naughty.								
Content	-N	2	604	90	51	0	0	0
	-%	.27	80.86	12.05	6.83	0	0	0
Intensity	-N	4	39	133	571	0	0	0
	-%	.54	5.22	17.80	76.44	0	0	0
37. Calm (MR and WD).								
Content	-N	3	362	219	163	0	0	0
	-%	.40	48.46	29.32	21.82	0	0	0
Intensity	-N	5	51	251	440	0	0	0
	-%	.67	6.83	33.60	58.90	0	0	0
39. Happy (MR and WD)								
Content	-N	4	404	255	84	0	0	0
	-%	.54	54.08	34.14	11.24	0	0	0
Intensity	-N	2	60	214	471	0	0	0
	-%	.27	8.03	28.65	63.05	0	0	0

LEVEL VI

Your *VERY OWN EXPERIENCE* with the mentally retarded.

41. [I have] shared a seat on a bus, train or plane (MR)								
[I have] shared a seat on a bus, taxi, cyclo, or plane (WD)								
Content	-N	2	220	60	465	0	0	0
	-%	.27	29.45	8.03	62.25	0	0	0
Intensity	-N	2	167	29	388	161	0	0
	-%	.27	22.36	3.88	51.94	21.55	0	0

Directions: Section VI

This section contains statements of different kinds of actual experiences you have had with mentally retarded persons. If the statement applies to you, circle yes. If not, you should circle no.

Experiences or contacts with the
mentally retarded:

- | | |
|--|--|
| 41. Shared a seat on a bus, train,
or plane
1. no
2. uncertain
3. yes | 42. Has this experience been mostly
pleasant or unpleasant?
1. no such experience
2. unpleasant
3. in between
4. pleasant |
| 43. Eaten at the same table together
in a restaurant
1. no
2. uncertain
3. yes | 44. Has this experience been mostly
pleasant or unpleasant?
1. no such experience
2. unpleasant
3. in between
4. pleasant |
| 45. Lived in the same neighborhood

1. no
2. uncertain
3. yes | 46. Has this experience been mostly
pleasant or unpleasant?
1. no such experience
2. unpleasant
3. in between
4. pleasant |
| 47. Worked in the same place

1. no
2. uncertain
3. yes | 48. Has this experience been mostly
pleasant or unpleasant?
1. no such experience
2. unpleasant
3. in between
4. pleasant |
| 49. Had such a person as my boss
or employer
1. no
2. uncertain
3. yes | 50. Has this experience been mostly
pleasant or unpleasant?
1. no such experience
2. unpleasant
3. in between
4. pleasant |
| 51. Worked to help such people
without being paid for it
1. no
2. uncertain
3. yes | 52. Has this experience been mostly
pleasant or unpleasant?
1. no such experience
2. unpleasant
3. in between
4. pleasant |
| 53. Have acquaintance like this

1. no
2. uncertain
3. yes | 54. Has this experience been mostly
pleasant or unpleasant?
1. no such experience
2. unpleasant
3. in between |

TABLE 65 o. -- Continued.

Answers from:		NA	1	2	3	4	5	6
43. Eaten at the same table together in a restaurant (MR and WD).								
Content	-N	2	372	51	322	0	0	0
	-%	.27	49.80	6.83	43.11	0	0	0
Intensity	-N	8	295	28	254	162	0	0
	-%	1.07	39.49	3.75	34.00	21.69	0	0
45. Lived in the same neighborhood (MR and WD).								
Content	-N	1	198	37	511	0	0	0
	-%	.13	26.51	4.95	68.41	0	0	0
Intensity	-N	5	157	18	354	213	0	0
	-%	.67	21.02	2.41	47.39	28.51	0	0
47. Worked in the same place (MR and WD).								
Content	-N	1	449	42	255	0	0	0
	-%	.13	60.11	5.62	34.14	0	0	0
Intensity	-N	5	351	14	224	153	0	0
	-%	.67	46.99	1.87	29.99	20.48	0	0
49. Had such a person as my boss or employer (MR and WD).								
Content	-N	1	619	37	90	0	0	0
	-%	.13	82.86	4.95	12.05	0	0	0
Intensity	-N	8	465	26	153	95	0	0
	-%	1.07	62.25	3.48	20.48	12.72	0	0
51. Worked to help such people without being paid for it (MR and WD).								
Content	-N	1	314	72	360	0	0	0
	-%	.13	42.03	9.64	48.19	0	0	0
Intensity	-N	6	262	18	143	318	0	0
	-%	.80	35.07	2.41	19.14	42.57	0	0
53. Have acquaintances like this (MR and WD).								
Content	-N	4	159	29	555	0	0	0
	-%	.54	21.29	3.88	74.30	0	0	0
Intensity	-N	6	124	20	279	318	0	0
	-%	.80	16.60	2.68	37.35	42.57	0	0
55. Have good friends like this (MR and WD).								
Content	-N	1	312	52	382	0	0	0
	-%	.13	41.77	6.95	51.14	0	0	0
Intensity	-N	8	266	33	225	215	0	0
	-%	1.07	35.61	4.42	30.12	28.78	0	0
57. Donated money, clothes, etc., for people like this (MR and WD).								
Content	-N	0	274	64	409	0	0	0
	-%	0	36.68	8.57	54.75	0	0	0
Intensity	-N	4	215	17	148	363	0	0
	-%	.54	28.78	2.28	19.81	48.59	0	0

TABLE 65p. -- Continued.

Answers from:		NA	1	2	3	4	5	6
59. I have a husband (or wife) like this (MR and WD).								
Content	-N	3	575	91	78	0	0	0
	-%	.40	76.97	12.18	10.44	0	0	0
Intensity	-N	10	491	31	133	82	0	0
	-%	1.34	65.73	4.15	17.80	10.98	0	0
61. I am like this myself (This is the one used so often) (MR and WD).								
Content	-N	3	485	124	135	0	0	0
	-%	.40	64.93	16.60	18.07	0	0	0
Intensity	-N	6						
	-%	.80						
63. My best friend is like this (MR and WD).								
Content	-N	8	404	155	179	1*	0	0
	-%	1.07	54.08	20.75	23.96		0	0
Intensity	-N	12	389	41	176	129	0	0
	-%	1.61	52.07	5.49	23.56	17.27	0	0
65. Received pay for working with people like this (MR and WD) NOTE: This was translated as working <i>among</i> such people; not <i>attending to</i> them.								
Content	-N	5	137	115	488	1*	0	0
	-%	.67	18.34	15.39	65.33		0	0
Intensity	-N	11	458	19	149	110	0	0
	-%	1.47	61.31	2.54	19.95	14.95	0	0
67. My children have played with children like this (MR and WD).								
Content	-N	2	469	84	192	0	0	0
	-%	.27	62.78	11.24	25.70	0	0	0
Intensity	-N	6	416	11	183	131	0	0
	-%	.80	55.69	1.47	24.50	17.54	0	0
69. My children have attended school with children like this (MR and WD).								
Content	-N	3	490	53	201	0	0	0
	-%	.40	65.60	7.10	26.91	0	0	0
Intensity	-N	8	415	11	173	140	0	0
	-%	1.07	55.56	1.47	23.16	18.74	0	0
71. Voted for extra taxes for their education (MR and WD).								
Content	-N	1	147	171	428	0	0	0
	-%	.13	19.68	22.89	57.30	0	0	0
Intensity	-N	8	149	39	202	349	0	0
	-%	1.07	19.95	5.22	27.04	46.72	0	0
73. Worked to get jobs for them (MR and WD).								
Content	-N	3	130	238	376	0	0	0
	-%	.40	17.40	31.86	50.33	0	0	0
Intensity	-N	8	223	18	157	341	0	0
	-%	1.07	29.85	2.41	21.02	45.65	0	0

* Computer error.

This part of the booklet deals with many things. For the purpose of this study, the answers of all persons are important.

Part of the questionnaire has to do with personal information about you. Since the questionnaire is completely anonymous or confidential, you may answer all of the questions freely without any concern about being identified. It is important to the study to obtain your answer to every question.

Please read each question carefully and do not omit any questions. Please answer by circling the answer you choose.

81. Please indicate your sex.

1. Female
2. Male

82. Please indicate your age as follows:

1. Under 20 years of age
2. 21-30
3. 31-40
4. 41-50
5. 50 - over

83. Below are listed several different kinds of schools or educational divisions. In respect to these various kinds or levels of education, which one have you had the most professional or work experience with, or do you have the most knowledge about? This does not refer to your own education, but to your professional work or related experiences with education.

1. I have had no such experience
2. Elementary school (Grade school)
3. Secondary school (High school)
4. College or University
5. Other types

TABLE 65q. -- Continued.

Answers from:		NA	1	2	3	4	5	6
75. Have you sexually enjoyed such people (MR)								
Have you had sexual relations with a war-disabled person (WD).								
Content	-N	4	467	103	173	0	0	0
	-%	.54	62.62	13.79	23.16	0	0	0
Intensity	-N	8	414	33	177	115	0	0
	-%	1.07	55.42	4.42	23.69	15.39	0	0
77. Studied about such people (MR and WD).								
Content	-N	1	479	79	188	0	0	0
	-%	.13	64.12	10.58	25.17	0	0	0
Intensity	-N	6	395	58	165	123	0	0
	-%	.80	52.88	7.76	22.09	16.47	0	0
79. Have worked with such people as a teacher (MR and WD).								
Content	-N	5	524	59	159	0	0	0
	-%	.67	70.15	7.90	21.29	0	0	0
Intensity	-N	5	431	21	128	162	0	0
	-%	.67	57.70	2.81	17.14	21.69	0	0
DEMOGRAPHIC DATA								
From this point on all ABS-MR pages are included. Table 65 will give only those questions that were rewritten in addition to the FCC-I data								
81. Sex								
	-N	25	312	410	(Female - Male for WD)			
	-%	3.35	41.77	54.89				
82. Age								
	-N	31	142	384	110	52	28	0
	-%	4.15	19.01	51.41	14.73	6.96	3.75	0
83. Educational or professional work experience with the war-disabled.								
	-N	9	68	194	367	79	30	0
	-%	1.20	9.10	25.97	49.13	10.58	4.02	0
84. Marital								
	-N	20	217	474	6	9	21	0
	-%	2.68	29.45	63.45	.80	1.20	2.81	0
85. What is your religion: (1) Ancestor Worship; (2) Catholic or Protesta								
(3) Buddhist; (4) Cao Dai or Hoa Hao; (5) Other; (6) I prefer no an								
	-N	5	292	86	277	38	21	28
	-%	.67	39.08	11.51	37.08	5.09	2.81	3.7
86. Importance								
	-N	7	153	69	129	203	186	0
	-%	.94	20.48	9.24	17.27	27.18	24.90	0

84. What is your marital status?

1. Married
2. Single
3. Divorced
4. Widowed
5. Separated

85. What is your religion?

1. I prefer not to answer
2. Catholic
3. Protestant
4. Jewish
5. Other or none

86. About how important is your religion to you in your daily life?

1. I prefer not to answer
2. I have no religion
3. Not very important
4. Fairly important
5. Very important

87. About how much education do you have?

1. 6 years of school or less
2. 9 years of school or less
3. 12 years of school or less
4. Some college or university
5. A college or university degree

88. Some people are more set in their ways than others. How would you rate yourself?

1. I find it very difficult to change
2. I find it slightly difficult to change
3. I find it somewhat easy to change
4. I find it very easy to change my ways

TABLE 65r. --Continued.

Answered from:	NA	1	2	3	4	5	6
87. About how much education do you have (check only one):							
1. 3 years of school or less							
2. 6 years of school or less							
3. 9 years of school or less							
4. 12 years of school or less							
5. College graduate or some college							
-N	15	61	122	118	334	97	0
-%	2.01	8.17	16.33	15.80	44.71	12.99	0
88. Change	-N	9	221	239	211	67	0
	-%	1.20	29.59	31.99	28.25	8.97	0
89. Children's upbringing	-N	10	53	113	348	223	0
	-%	1.34	7.10	15.13	46.59	29.85	0
90. Birth Control	-N	6	139	251	245	106	0
	-%	.80	18.61	33.60	32.80	14.19	0
91. Mechanization	-N	7	62	129	269	280	0
	-%	.94	8.30	17.27	36.01	37.48	0
92. Political change	-N	10	253	240	165	78	1*
	-%	1.34	33.87	32.13	22.09	10.44	0
93. Local tax	-N	7	107	174	242	217	0
	-%	.94	14.32	23.29	32.40	29.05	0
94. Central tax	-N	6	77	182	262	220	0
	-%	.80	10.31	24.36	35.07	29.45	0
95. Who makes educational plans	-N	7	80	235	116	308	1*
	-%	.94	10.71	31.46	15.53	41.23	0
96. Religious rules and observances	-N	10	136	92	226	202	81
	-%	1.34	18.21	12.32	30.25	27.04	10.84
97. Following vs making own rules	-N	16	190	238	193	109	0
	-%	2.14	25.44	31.86	25.84	14.59	0

* Computer error.

89. Some people feel that in bringing up children, new ways and methods should be tried ~~when~~^{ever} possible. Others feel that trying out new methods is dangerous. What is your feeling about the following statement?

"New methods of raising children should be tried out whenever possible."

1. Strongly disagree
2. Slightly disagree
3. Slightly agree
4. Strongly agree

90. Family planning on birth control has been discussed by many people. What is your feeling about a married couple practicing birth control? Do you think they are doing something good or bad? If you had to decide, would you say that are doing wrong, or that they are doing right?

1. It is always wrong
2. It is usually wrong
3. It is probably all right
4. It is always right

91. People have different ideas about what should be done concerning automation and other new ways of doing things. He do you feel about the following statement?

"Automation and similar new procedures should be encouraged (in government, business, and industry) since eventually they create new jobs and raise the standard of living."

1. Strongly disagree
2. Slightly disagree
3. Slightly agree
4. Strongly agree

92. Running a village, city, town, or any governmental organization is an important job. What is your feeling on the following statement?

"Political leaders should be changed regularly, even if they are doing a good job."

1. Strongly disagree
2. Slightly disagree
3. Slightly agree

93. Some people believe that more local government income should be used for education even if doing so means raising the amount you pay in taxes. What are your feelings on this?

1. Strongly disagree
2. Slightly disagree
3. Slightly agree
4. Strongly agree

94. Some people believe that more federal government income should be used for education even if doing so means raising the amount you pay in taxes. What are your feelings on this?

1. Strongly disagree
2. Slightly disagree
3. Slightly agree
4. Strongly agree

95. People have different ideas about planning for education in their nation. Which one of the following do you believe is the best way?

1. Educational planning should be primarily directed by the church
2. Planning for education should be left entirely to the parents
3. Educational planning should be primarily directed by the individual city or other local governmental unit
4. Educational planning should be primarily directed by the national government

96. In respect to your religion, about to what extent do you observe the rules and regulations of your religion?

1. I prefer not to answer
2. I have no religion
3. Sometimes
4. Usually
5. Almost always

97. I find it easier to follow rules than to do things on my own.

1. Agree strongly
2. Agree slightly
3. Disagree slightly
4. Disagree strongly

QUESTIONNAIRE: HP

This part of the questionnaire deals with your experiences or contacts with handicapped persons. Perhaps you have had much contact with handicapped persons, or you may have studied about them. On the other hand, you may have had little or no contact with handicapped persons, and may have never thought much about them at all.

98. Some handicapped conditions are listed below. In respect to these various handicaps, with which one have you had the most actual experience?

1. blind and partially blind
2. deaf, partially deaf, or speech impaired
3. crippled or spastic
4. mental retardation
5. social or emotional disorders

In the following questions, 99 through 103 you are to refer to the category of the handicapped persons you have just indicated.

99. The following questions have to do with the kinds of experiences you have had with the category of handicapped person you indicated in the previous question. If more than one category of experience applies, please choose the answer with the highest number.

1. I have read or studied about handicapped persons through reading, movies, lectures, or observations
2. A friend or relative is handicapped
3. I have personally work with handicapped persons as a teacher, counselor, volunteer, child care, etc.
4. I, myself, have a fairly serious handicap

TABLE 65s. --Continued.

Answers from:	NA	1	2	3	4	5	6
97a. (Not in original ABS. Developed for Down's Fatalism study). When a man goes to the church or temple to pray shortly after the death of a friend or relative, for which of the following reasons is he most likely to pray?							
1. The deceased would wish to be prayed for;							
2. The man wishes other people to do likewise for him when he dies;							
3. Friends and relatives of the deceased would be annoyed if he does not;							
4. Because his religion requires it;							
5. To say "farewell" to the deceased;							
6. To pray for the living relatives and friends, not for the dead.							
-N	64	61	13	58	117	271	163
-%	8.57	8.17	1.74	7.76	15.66	36.28	21.82
EXPERIENCE							
98. Actual experience with handicaps							
-N	21	79	119	354	51	123	0
-%	2.81	10.58	15.93	47.39	6.83	16.47	0
99. Kinds (types) of experience							
-N	19	236	243	176	72	1*	0
-%	2.54	31.59	32.53	23.56	9.64		0
100. Number of times of this actual experience							
-N	13	316	153	99	69	96	1*
-%	1.74	42.30	20.48	13.25	9.24	12.85	
101. Ease of avoiding the contacts							
-N	14	169	48	46	156	313	1*
-%	1.87	22.62	6.43	6.16	20.88	41.90	
102. During your contact with the war-disabled did you <i>gain materially</i> in any way through these contacts, such as being paid, or being given a gift, or some such gain?							
1. No, I have never received any money, or other material gain							
2. Yes, I have been paid for working with disabled persons							
3. Yes, I have received money or other material gain							
4. Yes, I have both been paid and received other benefits							
-N	6	654	43	16	21	1*	0
-%	.80	87.55	5.76	2.14	3.61		0
103. % of income							
-N	11	662	30	28	8	8	0
-%	1.47	88.62	4.02	3.75	1.07	1.07	0

* Computer error.

100. Considering all of the times you have talked, worked, or in some other way had personal contact with the category of handicapped persons indicated in question 98, about how many times has it been altogether?

1. Less than 10 occasions
2. Between 10 and 50 occasions
3. Between 50 and 100 occasions
4. Between 100 and 500 occasions
5. More than 500 occasions

101. When you have been in contact with this category of handicapped people how easy for you, in general, would it have been to have avoided being with these handicapped persons?

1. I could not avoid the contact
2. I could generally have avoided these personal contacts only at great cost of difficulty
3. I could generally have avoided these personal contacts only with considerable difficulty
4. I could generally have avoided these personal contacts but with some inconvenience
5. I could generally have avoided these personal contacts without any difficulty or inconvenience

102. During your contact with this category of handicapped persons, did you gain materially in any way through these contacts, such as being paid, or gaining academic credit, or some such gain?

1. No, I have never received money, credit, or any other material gain
2. Yes, I have been paid for working with handicapped persons
3. Yes, I have received academic credit or other material gain
4. Yes, I have both been paid and received academic credit

103. If you have been paid for working with handicapped persons, about what percent of your income was derived from contact with handicapped persons during the actual period when working with them?

1. No work experience
2. Less than 25%
3. Between 26 and 50%
4. Between 51 and 75%
5. More than 76%

104. If you have ever worked with any category of handicapped persons for personal gain (for example, for money or some other gain), what opportunities did you have (or do you have) to work at something else instead; that is, something else that was (or is) acceptable to you as a job?

1. No such experience
2. No other job was available
3. Other jobs available were not at all acceptable to me
4. Other jobs available were not quite acceptable to me
5. Other jobs available were fully acceptable to me

105. Have you had any experience with mentally retarded persons? Considering all of the times you have talked, worked, or in some other way had personal contact with mentally retarded persons, about how many times has it been altogether?

1. Less than 10 occasions
2. Between 10 and 50 occasions
3. Between 50 and 100 occasions
4. Between 100 and 500 occasions
5. More than 500 occasions

106. How have you generally felt about your experiences with mentally retarded persons?

1. No experience
2. I definitely disliked it
3. I did not like it very much
4. I liked it somewhat
5. I definitely enjoyed it

LIFE SITUATIONS

This section of the booklet deals with how people feel about several aspects of life or life situations. Please indicate how you feel about each situation by circling the answer you choose.

- | | |
|---|--|
| 107. It should be possible to eliminate war once and for all | 108. How sure do you feel about your answer? |
| 1. strongly disagree | 1. not sure at all |
| 2. disagree | 2. not very sure |
| 3. agree | 3. fairly sure |
| 4. strongly agree | 4. very sure |
| 109. Success depends to a large part on luck and fate. | 110. How sure do you feel about your answer? |
| 1. strongly agree | 1. not sure at all |
| 2. agree | 2. not very sure |
| 3. disagree | 3. fairly sure |
| 4. strongly disagree | 4. very sure |
| 111. Some day most of the mysteries of the world will be revealed by science. | 112. How sure do you feel about your answer? |
| 1. strongly disagree | 1. not sure at all |
| 2. disagree | 2. not very sure |
| 3. agree | 3. fairly sure |
| 4. strongly agree | 4. very sure |
| 113. By improving industrial and agricultural methods, poverty can be eliminated in the world. | 114. How sure do you feel about your answer? |
| 1. strongly disagree | 1. not sure at all |
| 2. disagree | 2. not very sure |
| 3. agree | 3. fairly sure |
| 4. strongly agree | 4. very sure |
| 115. With increased medical knowledge it should be possible to lengthen the average life span to 100 years or more. | 116. How sure do you feel about your answer? |
| 1. strongly disagree | 1. not sure at all |
| 2. disagree | 2. not very sure |
| 3. agree | 3. fairly sure |
| 4. strongly agree | 4. very sure |

1

TABLEt. -- Continued.

Answer from:		NA	1	2	3	4	5	6
104.	-N	8	599	40	24	40	36	0
	-%	1.07	80.19	5.35	3.21	5.35	4.82	0
105.	Dropped							
106.	Dropped							
LIFE SITUATIONS								
107.	Eliminate war							
	-N	8	55	61	254	369	0	0
	-%	1.07	7.36	8.17	34.00	49.40	0	0
	Intensity	-N	7	20	57	216	447	0
		-%	.94	2.68	7.63	28.92	59.84	0
109.	Success depends upon luck							
	-N	9	134	288	232	84	0	0
	-%	1.20	17.94	38.55	31.06	11.24	0	0
	Intensity	-N	12	18	88	331	297	1*
		-%	1.61	2.41	11.78	44.31	39.76	0
111.	Science will achieve and answer world's problems							
	-N	9	63	209	345	121	0	0
	-%	1.20	8.43	27.98	46.18	16.18	0	0
	Intensity	-N	14	29	111	321	272	0
		-%	1.87	3.88	14.86	42.97	36.41	0
113.	I believe poverty can be eliminated							
	-N	5	43	69	355	275	0	0
	-%	.67	5.76	9.24	47.52	36.81	0	0
	Intensity	-N	9	15	62	298	363	0
		-%	1.20	2.01	8.30	39.89	48.59	0
115.	Man can live 100 years							
	-N	11	58	205	333	140	0	0
	-%	1.47	7.76	27.44	44.58	18.74	0	0
	Intensity	-N	10	26	146	297	271	0
		-%	1.34	3.48	19.14	39.76	36.28	0
117.	Man and science will turn the deserts into farmland							
	-N	5	62	146	376	58	0	0
	-%	.67	8.30	19.54	50.33	21.15	0	0
	Intensity	-N	7	30	141	313	256	0
		-%	.94	4.02	18.88	41.90	34.27	0
119.	Education can NOT basically change people							
	-N	8	163	300	170	106	0	0
	-%	1.07	21.82	40.16	22.76	14.19	0	0
	Intensity	-N	10	20	74	321	322	0
		-%	1.34	2.68	9.91	42.97	43.11	0

* Computer error.

117. Someday the deserts will be converted into good farming land by the application of engineering and science.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

119. Education can only help people develop their natural abilities; it cannot change people in any fundamental way.

1. strongly agree
2. ~~disagree~~ disagree
3. disagree
4. strongly disagree

121. With hard work anyone can succeed.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

123. Almost every present human problem will be solved in the future.

1. strongly disagree
2. disagree
3. agree
4. strongly agree

118. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

120. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

122. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

124. How sure do you feel about your answer?

1. not sure at all
2. not very sure
3. fairly sure
4. very sure

TABLE 65u. --ABS-WD-VN Version of Each ABS-MR Question if Revised, With Frequency Column Count for Each Question.

Answer from:	NA	1	2	3	4	5	6
121.With hard work anyone can succeed							
-N	8	50	92	374	223	0	0
-%	1.07	6.69	12.32	50.07	29.85	0	0
Intensity -N	8	16	69	279	375	0	0
-%	1.07	2.14	9.23	37.34	50.20	0	0
123.Almost all human problems will be solved in the future							
-N	7	52	173	348	167	0	0
-%	.94	6.96	23.16	46.59	22.36	0	0
Intensity -N	9	27	129	304	278	0	0
-%	1.20	3.61	17.27	40.70	37.22	0	0

NOTE: The original ABS-MR also had 16 more statements which checked one's knowledge regarding the problem of mental retardation. Since the disability of the present study does not involve anything difficult to understand, anything mysterious, or even anything threatening as far as one's heredity is concerned, these questions were completely dropped for this study.

APPENDIX E

Attitude-Behavior Scale:

ABS-WD-VN (Vietnamese)

abs - w d

Tập sách nhỏ này được soạn-thảo với mục-đích tìm hiểu sâu rộng hơn cảm nghĩ của người ta nói chung. Nó gồm nhiều câu-hỏi về nhiều vấn đề khác nhau. Vì chúng tôi muốn có câu trả lời thành thật, chúng tôi xin Quý Bạn đừng ký tên vào bất cứ chỗ nào trong tập sách này.

Một vài câu hỏi có vẻ kỳ cục, một vài câu liên quan đến đời tư, một vài câu có thể làm bạn thắc mắc không biết hỏi để làm gì. Tuy nhiên, để giúp chúng tôi hiểu đầy đủ, chúng tôi xin các bạn trả lời thành - thực tất cả các câu hỏi, đừng bỏ câu nào. Các câu bỏ trống không trả lời sẽ làm hỏng kết-quả.

Tập câu hỏi này được soạn thảo qua sự hợp-tác giữa Trường Đại Học Tiểu Bang Michigan (MSU), Trường Đại Học Nam Illinois (SIU), và một vài tổ chức khác. Chúng tôi thành - thật hoan - nghênh sự hợp-tác của các bạn.

Jack Down
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East Lansing, Mi. 48823

NGHIÊN - CỨU VỀ THÁI - ĐỘ VÀ HÀNH - ĐỘNG

LỜI CHỈ DẪN : Tập tài - liệu này nghiên - cứu để biết rõ về cảm nghĩ của quần - chúng về một số vấn đề. Trong phần này, yêu cầu bạn cho biết đại đa số quần chúng nghĩ như thế nào về lớp người bị tàn phế tật-nguyên vì chiến-tranh (xin xem định-nghĩa bên dưới), so - sánh với lớp người không bị tàn - tật. Sau đây là một thí - dụ :

- THÍ DỤ 1 :**
1. Bị bệnh thần - kinh
 - (1.) ít khi bị hơn
 - 2 gần bằng nhau
 3. thường hay bị hơn

Nếu đại đa số quần chúng, theo bạn, cho rằng người bị tật - nguyên vì chiến - tranh ít khi bị bệnh thần-kinh hơn người không tật-nguyên, xin bạn đánh vòng câu trả lời số 1 như trên.

Nếu đại đa số quần chúng, theo bạn cho rằng người bị tật - nguyên vì chiến - tranh thường hay bệnh thần-kinh hơn, xin bạn đánh vòng câu trả lời số 3 như dưới đây :

1. Bị bệnh thần kinh
 1. ít khi bị hơn
 2. gần bằng nhau
 - (3.) thường hay bị hơn

Kể theo mỗi câu hỏi như trên lại có một câu hỏi khác yêu cầu bạn cho biết bạn chắc chắn tới mức nào về câu trả lời mà bạn đã lựa chọn. Thí-dụ trong câu hỏi về bệnh thần-kinh bạn đánh vòng số 2, gần bằng nhau.

Kể sau đó yêu cầu bạn cho biết mức độ chắc chắn.

Nếu bạn chắc chắn về câu trả lời đó, xin bạn đánh vòng câu trả lời số 3 trong câu hỏi ở cột tay mặt như dưới đây.

- THÍ DỤ 2 :**
- | | |
|---|--|
| 1. Bị bệnh thần kinh <ol style="list-style-type: none">1. ít khi bị hơn(2.) gần bằng nhau3. thường hay bị hơn | 2. Bạn chắc chắn tới mức độ nào ? <ol style="list-style-type: none">1. không chắc chắn2. khá chắc-chắn(3.) chắc-chắn |
|---|--|

XIN LƯU Ý : Xin bạn vui lòng trả lời tất cả các câu hỏi theo ý - kiến và cảm nghĩ thật của mình, đừng trả lời như muốn chiều theo ý người này hay người khác.

ĐỊNH-NGHĨA : Người tàn phế vì chiến tranh ở đây là người mang thương-tích do chiến - tranh tại Việt-Nam gây nên một cách trực-tiếp hoặc gián-tiếp. Người đó đã mất một cánh tay (hay cả hai cánh) mất một chân (hay cả hai chân) mất một mắt (hoặc cả hai) mất một bàn tay (hoặc cả hai bàn) mất một ngón chân hoặc ngón tay (hoặc mất nhiều ngón) hoặc những bộ phận thân thể trên không còn sử dụng được lẹ - lẹ hoặc hiệu quả như trước. Thương - tích có tính cách trầm-trọng tới mức khiến nạn nhân đàn ông, đàn bà hoặc trẻ con không thể làm được những việc như lúc bình thường.

John E. Jordan
Phân Khoa Giáo Dục
Đại Học Michigan State

Do Jack Down duyệt lại.

ABS — I — WD

LỜI CHỈ DẪN : Phần I

Sau đây yêu cầu bạn cho biết đại đa số, theo bạn nghĩ như thế nào về lớp người bị tàn - phế tật - nguyên vì chiến-tranh khi so-sánh với lớp người không bị tật - nguyên vì chiến-tranh; trả lời xong mỗi câu hỏi thì xin bạn cho biết thêm bạn chắc chắn đến mức nào. Điều quan - trọng là yêu cầu bạn vui lòng trả lời tất cả các câu hỏi, ngay cả khi bạn thấy cần phải đoán câu trả lời.

Phần đông những người xung quanh bạn thường nghĩ rằng người bị tàn - tật vì chiến tranh, khi so sánh với người không bị tàn-tật thường có những đặc điểm sau đây :

- | | |
|--|---|
| <p>1. Năng-lực và nhựa-sống</p> <p>1. ít hơn</p> <p>2. gần bằng nhau</p> <p>3. nhiều hơn</p> <p>3. Khả năng học hỏi</p> <p>1. ít hơn</p> <p>2. gần bằng nhau</p> <p>3. nhiều hơn</p> <p>5. Trí nhớ</p> <p>1. kém hơn</p> <p>2. gần bằng nhau</p> <p>3. tinh hơn</p> <p>7. Thỏa - mãn tình - dục bằng những đường lối không thông thường</p> <p>1. ưa thích hơn</p> <p>2. gần bằng nhau</p> <p>3. không ưa thích bằng</p> <p>9. Có thể giữ vợ chồng được hòa-thuận êm - ấm</p> <p>1. kém hơn</p> <p>2. gần bằng nhau</p> <p>3. khá hơn</p> <p>11. Con cái đông hay không</p> <p>1. đông hơn đa-số người khác</p> <p>2. gần bằng nhau</p> <p>3. ít hơn đa-số</p> <p>13. Tiết-nghĩa với vợ (hoặc chồng)</p> <p>1. kém tiết-nghĩa</p> <p>2. gần bằng nhau</p> <p>3. tiết-nghĩa hơn</p> <p>15. Biết lo cho con cái</p> <p>1. kém hơn đa số người khác</p> <p>2. gần bằng nhau</p> <p>3. khá hơn đa số</p> <p>17. Biết tôn-trọng pháp-luật</p> <p>1. kém hơn</p> <p>2. gần bằng nhau</p> <p>3. khá hơn</p> <p>19. Chuyên cần và đáng tin cậy trong công việc</p> <p>1. kém hơn</p> <p>2. gần bằng nhau</p> <p>3. khá hơn</p> | <p>2. Chắc chắn tới mức nào ?</p> <p>1. không chắc chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc chắn</p> <p>4. Chắc-chắn tới mức nào ?</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>6. Chắc-chắn tới mức nào ?</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>8. Chắc chắn tới mức nào ?</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>10. Chắc-chắn tới mức nào ?</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>12. Chắc-chắn tới mức nào ?</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>14. Chắc-chắn tới mức nào ?</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>16. Chắc-chắn tới mức nào ?</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>18. Chắc-chắn tới mức nào ?</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>20. Chắc-chắn tới mức nào ?</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> |
|--|---|

ABS — I — WD

Phần đông những người xung quanh bạn, nghĩ thế nào về các người bị tàn tật vì chiến -
anh khi so sánh họ với những người không bị tàn tật :

1. Làm việc siêng năng
 1. kém hơn
 2. gần bằng nhau
 3. khá hơn
3. Biết dự-liệu cho tương lai
 1. kém hơn
 2. gần bằng nhau
 3. khá hơn
5. Thích vui thú bây giờ hơn là cặm - cui xây -
dựng cho tương-lai
 1. có xu hướng này hơn đa-số người khác
 2. gần bằng nhau
 3. ít xu hướng này hơn đa số
7. Tàn-nhân đối với kẻ khác
 1. thường thấy hơn
 2. gần bằng nhau
 3. ít thấy hơn
9. Về tình-dục các người này
 1. buông thả hơn kẻ khác
 2. gần bằng nhau
 3. không hề bối như kẻ khác
11. Óc sáng kiến
 1. kém hơn kẻ khác
 2. gần bằng nhau
 3. khá hơn kẻ khác
13. Tự-túc tự-lập về mặt tài-chánh
 1. kém hơn kẻ khác
 2. gần bằng nhau
 3. khá hơn kẻ khác
15. Lớp người này thích
 1. sống riêng rẽ cùng những người đồng
cảnh ngộ như mình
 2. chung - đụng với người không tàn - tật
mà thôi
 3. chung-đụng với mọi hạng người
17. So với kẻ khác, việc giáo-dục cho lớp người
này :
 1. không quan hệ lắm
 2. không chắc - chắn là quan - hệ
 3. là một mục tiêu quan trọng trên đời
19. Kỹ-luật nghiêm khắc với người chiến thương :
 1. cần kỹ luật nghiêm-khắc hơn
 2. giữ như cũ
 3. cần kỹ-luật dễ-dãi hơn
22. Chắc-chắn tới mức nào ?
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
24. Chắc-chắn tới mức nào ?
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
26. Chắc-chắn tới mức nào ?
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
28. Chắc-chắn tới mức nào ?
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
30. Chắc-chắn tới mức nào ?
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
32. Chắc-chắn tới mức nào ?
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
34. Chắc-chắn tới mức nào ?
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
36. Chắc-chắn tới mức nào ?
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
38. Chắc-chắn tới mức nào ?
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
40. Chắc-chắn tới mức nào ?
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn

LỜI CHỈ DẪN : Phần II

Phần này nói về cách người này đối xử với người khác. Trong phần này, yêu cầu bạn cho biết đa số quần chúng, theo bạn, nghĩ thế nào trong việc xử thế với các người tàn phế vì chiến tranh. Sau đó xin bạn cho biết bạn chắc chắn tới mức nào với câu hỏi của mình. Đa số quần chúng theo bạn, nghĩ thế nào về những hành động sau đây :

41. Đề cho trẻ em bị tàn-tật vì chiến-tranh chơi trong cùng một sân chơi với trẻ em không tàn-tật ?
 1. thường thường chống
 2. thái độ không rõ
 3. thường thường cho
43. Đề cho trẻ em bị tàn - tật vì chiến - tranh lại thăm viếng và chơi chung tại nhà trẻ em không tàn tật ?
 1. thường thường chống
 2. thái độ không rõ
 3. thường thường cho
45. Đề cho trẻ em bị tàn - tật đi cắm trại hưởng đạo với trẻ em không tàn tật ?
 1. thường thường chống
 2. thái độ không rõ
 3. thường thường cho
47. Công việc cần đến tay chân thì chỉ nên đề cho trẻ em tàn-tật làm những việc giản-dị thôi vì tay chân đã bị tật-nguyên rồi
 1. cho là nên
 2. thái độ không rõ
 3. cho là không nên
49. Đề cho trẻ em bị tàn-tật ở lại chơi và ngủ đêm tại nhà bà con với trẻ em không tàn-tật
 1. thường thường chống
 2. thái độ không rõ
 3. thường thường cho
51. Đề cho trẻ em bị tàn-tật đi dự các cuộc hội hè các cuộc vui nhĩ đồng cùng với trẻ em không tàn-tật.
 1. Thường cho là không nên
 2. Thái độ không rõ
 3. thường cho là nên
53. Trong việc tuyển dụng người làm việc, chỉ nên mướn người bị tàn tật vì chiến tranh khi không có ai khác đủ điều kiện
 1. thường thường cho đúng
 2. thái độ không rõ
 3. không tán thành sự kỳ thị này
55. Người bị tàn tật vì chiến tranh nên sống chung cùng xóm, với người thường
 1. thường cho là không nên
 2. thái độ không rõ
 3. thường cho là nên
57. Nên khỏi sự tình duyên với người không tàn tật
 1. thường cho là không nên
 2. thái độ không rõ
 3. thường cho là nên

42. Chắc-chắn tới mức nào ?

1. không chắc chắn
2. khá chắc chắn
3. chắc-chắn

44. Chắc chắn tới mức nào ?

1. không chắc-chắn
2. khá chắc chắn
3. chắc-chắn

46. Chắc chắn tới mức nào ?

1. không chắc-chắn
2. khá chắc chắn
3. chắc-chắn

48. Chắc-chắn tới mức nào ?

1. không chắc-chắn
2. khá chắc chắn
3. chắc chắn

50. Chắc chắn tới mức nào ?

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

52. Chắc-chắn tới mức nào ?

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

54. Chắc-chắn tới mức nào ?

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

56. Chắc-chắn tới mức nào ?

1. không chắc-chắn
2. khá chắc chắn
3. chắc chắn

58. Chắc chắn tới mức nào ?

1. không chắc chắn
2. khá chắc-chắn
3. chắc-chắn

ABS - II - WD

Dại đa số quần chúng theo bạn nghĩ thế nào về những hành động sau đây :

59. Người tàn tật vì chiến tranh nên đi coi hát bóng cùng với người không tàn tật
 1. Thường cho là không nên
 2. thái độ không rõ
 3. thường cho là nên
61. Người tàn tật vì chiến tranh nên kết hôn với người không tàn tật
 1. thường cho là không nên
 2. thái độ không rõ
 3. thường cho là nên
63. Đàn ông tàn tật vì chiến tranh nên được giải phẫu bộ phận sinh dục để cho khỏi có con
 1. thường cho là không nên
 2. thái độ không rõ
 3. thường cho là nên
65. Đàn bà tàn tật vì chiến tranh nên được giải phẫu bộ phận sinh dục cho khỏi thụ thai
 1. thường thường cho là phải
 2. không biết chắc
 3. thường thường chống
67. Nên giao du với người bị tàn tật vì chiến tranh
 1. thường thường chống
 2. không biết chắc
 3. thường thường cho là nên
69. Người tàn tật nam hay nữ phái khác có sức hấp dẫn
 1. thường thường cho là không đúng
 2. không biết chắc
 3. thường thường cho là đúng
71. Người tàn tật vì chiến tranh là hạng người nguy hiểm phải coi chừng
 1. thường thường cho là đúng
 2. không biết chắc
 3. thường thường cho là không đúng
73. Để cho người tàn tật được phép dùng máy khoan
 1. thường thường chống
 2. không biết chắc
 3. thường thường cho
75. Nên để người tàn phế giữ tiền đề tiêu pha riêng
 1. thường thường cho là không nên
 2. không biết chắc
 3. thường thường cho là nên
77. Người tàn tật làm việc gì được thì cứ để người đó làm, dầu có bị tật không nói được hoặc nói không rõ ràng cũng không sao
 1. thường thường chống
 2. không biết chắc
 3. thường thường cho là nên
79. Người tàn tật cần phải hoàn toàn tự mưu sống lấy
 1. thường thường cho là nên
 2. không biết chắc
 3. thường thường chống
60. Chắc chắn tới mức nào ?
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn
62. Chắc chắn tới mức nào
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn
64. Chắc chắn tới mức nào ?
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn
66. Chắc chắn tới mức nào ?
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn
68. Chắc chắn tới mức nào ?
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn
70. Chắc chắn tới mức nào ?
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn
72. Chắc chắn tới mức nào ?
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn
74. Chắc chắn tới mức nào ?
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn
76. Chắc chắn tới mức nào ?
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn
78. Chắc chắn tới mức nào ?
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn
80. Chắc chắn tới mức nào ?
 1. không chắc chắn
 2. khá chắc chắn
 3. chắc chắn

ABS — III — WD

LỜI CHỈ DẪN : Phần III

Trong phần này yêu cầu bạn cho biết theo ý-kiến riêng của bạn thì phải hành động, cư-xử như thế nào với người bị tàn tật vì chiến-tranh mới đúng với luân-thường đạo lý.

Bạn nghĩ sao về những điểm sau đây; bạn cho điểm ấy là phải hay là sai ?

- | | |
|--|---|
| <p>81. Đề cho trẻ em bị tàn tật vì chiến-tranh đi chơi xa như đi trại hè... với trẻ em không tàn tật.</p> <ol style="list-style-type: none"> 1. thường thường tôi cho làm vậy là sai 2. tôi không có thái độ rõ-ràng 3. thường thường tôi cho làm vậy là đúng | <p>82. Chắc chắn tới mức nào ?</p> <ol style="list-style-type: none"> 1. không chắc chắn 2. khá chắc-chắn 3. chắc chắn |
| <p>83. Đề cho trẻ em bị tàn-tật vì chiến tranh đi xem hát tại các nơi tiêu khiển công-cộng như cải-lương, hát-bộ v.v.. cùng với trẻ em không tàn-tật</p> <ol style="list-style-type: none"> 1. thường thường cho làm vậy là sai 2. không có thái độ rõ 3. thường thường cho làm vậy là đúng | <p>84. Chắc chắn tới mức nào ?</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc chắn 3. chắc chắn |
| <p>85. Đề cho trẻ em bị tàn-tật ở lại chơi và ngủ lại tại nhà trẻ em (bà con) không bị tàn tật</p> <ol style="list-style-type: none"> 1. thường thường làm vậy là sai 2. không có thái độ rõ 3. thường thường làm vậy là đúng | <p>86. Chắc-chắn tới mức nào ?</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |
| <p>87. Đề cho trẻ em tàn tật đi dự các cuộc lễ có tính cách tôn-giáo cùng với trẻ em không tàn tật</p> <ol style="list-style-type: none"> 1. thường thường làm vậy là sai 2. không có thái độ rõ 3. thường thường làm vậy là đúng | <p>88. Chắc-chắn tới mức nào ?</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |
| <p>89. Chánh-phủ cần phải đài thọ <u>một phần</u> nào phí tổn trong việc giáo dục sơ cấp cho trẻ em bị tàn tật vì chiến tranh</p> <ol style="list-style-type: none"> 1. thường thường làm vậy là sai 2. không có thái độ rõ 3. thường thường làm vậy là đúng | <p>90. Chắc-chắn tới mức nào ?</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |
| <p>91. Chánh phủ cần phải đài thọ <u>hoàn toàn</u> phí tổn trong việc giáo dục sơ cấp cho trẻ em bị tàn tật vì chiến tranh</p> <ol style="list-style-type: none"> 1. thường thường làm vậy là sai 2. không có thái độ rõ 3. thường thường làm vậy là đúng | <p>92. Chắc-chắn tới mức nào ?</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |

ASS - III - WD

Bạn nghĩ sao về những điều sau đây : bạn cho điểm ấy là phải hay là sai ?

93. Chính phủ cần phải đài thọ hoàn toàn phí tổn trong việc giáo dục cho trẻ em bị tàn tật vì chiến tranh, cho tới hết bậc trung học
1. thường thường làm vậy là sai
2. không có thái độ rõ
3. thường thường làm vậy là đúng
94. Bạn chắc - chắn tới mức nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn
95. Chính phủ cần phải đài thọ một phần nào tiền chữa thương tích tật nguyên của người chiến nạn
1. thường thường làm vậy là sai
2. không có thái độ rõ
3. thường thường làm vậy là đúng
96. Bạn chắc - chắn tới mức nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn
97. Chính phủ cần phải đài thọ hoàn toàn tiền chữa thương tích, tật nguyên của người chiến nạn
1. thường thường làm vậy là sai
2. không có thái độ rõ
3. thường thường làm vậy là đúng
98. Bạn chắc - chắn tới mức nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn
99. Người tàn tật vì chiến tranh cần phải được chánh phủ cấp phát tiền để mua thực phẩm và quần áo
1. thường thường làm vậy là sai
2. không có thái độ rõ
3. thường thường làm vậy là đúng
100. Bạn chắc - chắn tới mức nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn
101. Những người tàn tật vì chiến tranh nên sinh hoạt tập thể với những người không tàn tật trong những dịp lễ lộc, liên hoan
1. thường thường làm vậy là sai
2. không có thái độ rõ
3. thường thường làm vậy là đúng
102. Bạn chắc - chắn tới mức nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn
103. Người tàn - tật vì chiến tranh khởi chuyện tình duyên với người không tàn-tật ?
1. thường thường làm vậy là sai
2. không có thái độ rõ
3. thường thường làm vậy là đúng
104. Bạn chắc - chắn tới mức nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn
105. Người tàn-tật đi xem hát cải-lương, hát bội v.v... cùng với người không tàn-tật
1. thường thường làm vậy là sai
2. không có thái độ rõ
3. thường thường làm vậy là đúng
106. Bạn chắc - chắn tới mức nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

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ABS — III — WD

Bạn nghĩ sao về những điều sau đây : ban cho điểm ấy là phải hay là sai ?

- | | |
|---|---|
| <p>107. Người tàn-tật vì chiến-tranh kết-hôn với người không tàn-tật</p> <ol style="list-style-type: none"> 1. thường thường làm vậy là sai 2. không có thái độ rõ 3. thường thường làm vậy là đúng | <p>108. Bạn chắc-chắn tới mức nào với câu trả lời trên</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |
| <p>109. Đề người tàn-tật vì chiến-tranh ở lại trong quân ngũ làm việc theo khả năng của mình</p> <ol style="list-style-type: none"> 1. thường thường làm vậy là sai 2. không có thái độ rõ 3. thường thường làm vậy là đúng | <p>110. Bạn chắc-chắn tới mức nào ?</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |
| <p>111. Người tàn-tật vì chiến-tranh cần được pháp luật che-chở bằng những luật đặc-biệt</p> <ol style="list-style-type: none"> 1. thường thường như vậy là sai 2. không có thái độ rõ 3. thường thường như vậy là đúng | <p>112. Bạn chắc-chắn tới mức nào với câu trả lời trên</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |
| <p>113. Họ cần được giúp-đỡ trong việc di chuyển trong thành thị</p> <ol style="list-style-type: none"> 1. thường thường làm vậy là sai 2. không có thái độ rõ 3. thường thường làm vậy là đúng | <p>114. Bạn chắc-chắn tới mức nào ?</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |
| <p>115. Đề người bị tàn-tật vì chiến-tranh sanh bao nhiêu con cũng được tùy thích</p> <ol style="list-style-type: none"> 1. thường thường như vậy là đúng 2. không có thái độ rõ 3. thường thường như vậy là sai | <p>116. Bạn chắc-chắn tới mức nào</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |
| <p>117. Tại trường học, cần phải để các em bị tàn-tật vì chiến-tranh học chung với nhau tại phòng riêng, xa các trẻ em khác</p> <ol style="list-style-type: none"> 1. thường thường làm vậy là đúng 2. không có thái độ rõ 3. thường thường làm vậy là sai | <p>118. Bạn chắc-chắn tới mức nào với câu trả lời trên</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |
| <p>119. Có nhiều loại việc ta nên để dành riêng cho người bị tàn-tật vì chiến-tranh</p> <ol style="list-style-type: none"> 1. thường thường làm vậy là sai 2. không có thái độ rõ 3. thường thường làm vậy là đúng | <p>120. Bạn chắc-chắn tới mức nào với câu trả lời trên</p> <ol style="list-style-type: none"> 1. không chắc-chắn 2. khá chắc-chắn 3. chắc-chắn |

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Chúng tôi biết rằng tập câu hỏi này dài và chúng tôi chân thành cảm ơn bạn đã phí thì giờ và bạn tâm đến. Chúng tôi còn hy vọng bạn có thể tìm thấy thú vị trong tập này. Xin bạn đừng bỏ qua câu hỏi hoặc câu trả lời nào mà không đọc kỹ.

ABS — IV — WD

LỜI CHỈ DẪN : Phần IV

Trong phần này xin bạn cho biết chính bạn sẽ hành động như thế nào đối với kẻ bị tàn - tật vì chiến tranh. Cũng xin bạn cho biết bạn chắc-chắn tới mức độ nào với câu trả lời của bạn.

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| <p>121. Trên xe buýt bạn chịu ngồi gần một người bị tàn tật vì chiến tranh hay không ?
1. không chịu
2. không biết
3. chịu</p> <p>123. Bạn chịu làm việc chung với một người bị tàn-tật vì chiến tranh hay không ?
1. không
2. không biết
3. chịu</p> <p>125. Bạn chịu cho một người như vậy làm việc dưới quyền bạn hay không ?
1. không
2. không biết
3. chịu</p> <p>127. Bạn chịu ở cạnh nhà hoặc cạnh phòng một người bị tàn-tật vì chiến tranh hay không ?
1. không
2. không biết
3. chịu</p> <p>129. Bạn có mời một người như vậy về nhà bạn ăn cơm hay không ?
1. không
2. không biết
3. chịu</p> <p>131. Bạn được một người như vậy mời lại nhà ăn cơm thì bạn lại hay không ?
1. không
2. không biết
3. chịu</p> <p>133. Bạn có đi coi hát với một người như vậy hay không ?
1. không
2. không biết
3. đi</p> <p>135. Bạn có sẵn sàng dành 1 buổi tối lui tới chuyện trò với 1 người như vậy không ?
1. không
2. không biết
3. có</p> <p>137. Bạn có để cho con cái khởi chuyện tình duyên với một người tàn-tật vì chiến-tranh không ?
1. không
2. không biết
3. để</p> <p>139. Bạn bằng lòng cho con mình lấy một người như vậy không ?
1. không
2. không biết
3. bằng lòng</p> | <p>122. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn</p> <p>124. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn</p> <p>126. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn</p> <p>128. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn</p> <p>130. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn</p> <p>132. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn</p> <p>134. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn</p> <p>136. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn</p> <p>138. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn</p> <p>140. Bạn chắc - chắc tới mức độ nào với câu trả lời trên
1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn</p> |
|--|---|

141. Bạn cảm thấy khó chịu hay không khi ở gần với một người khác phải bị tàn tật vì chiến tranh
 1. khó chịu
 2. không biết
 3. không thấy khó chịu
143. Bạn thích làm việc chung với người bị tàn tật vì chiến tranh hay không?
 1. không
 2. không biết
 3. thích
145. Bạn có vui lòng làm việc chung với người tàn-tật vì chiến tranh cũng như làm việc với những người bị tật nguyền khác hay không?
 1. không
 2. không biết
 3. có
147. Những người tàn tật vì chiến tranh mà tính nết không thẳng băng bạn thích làm việc chung với họ không?
 1. không
 2. không biết
 3. thích
149. Nếu bạn làm chủ một sở, bạn có muốn người tàn-tật vì chiến tranh hay không?
 1. không
 2. không biết
 3. muốn
151. Nếu bạn làm nghề dạy học bạn chịu có trẻ em tàn-tật vì chiến tranh trong lớp hay không?
 1. không
 2. không biết
 3. chịu
153. Người ta có thể đi Bác-Sĩ nhờ giải phẫu để khỏi có con đờn nữa. Nếu bạn có quyền thì bạn bắt buộc người tàn tật chiến tranh làm như vậy hay không?
 1. bắt buộc
 2. không biết
 3. không
155. Nếu bạn có quyền thì bạn sẽ tách rời người tàn-tật chiến tranh ra khỏi xã-hội để họ sống riêng biệt hay không?
 1. sẽ làm vậy
 2. không biết
 3. không
157. Nếu một quốc-gia lưu tâm nuôi dưỡng kẻ tàn-tật chiến tranh điều này chứng tỏ rằng quốc gia đó đã có phát-triển về mặt cứu tế xã-hội, bạn có tin điều này không?
 1. không
 2. không biết
 3. tin
159. Tại trường học, nếu có phương tiện, bạn sẽ mở lớp đặc biệt để dạy riêng cho các em tàn tật chiến tranh không?
 1. không
 2. không biết
 3. mở lớp dạy
142. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
144. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
146. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
148. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
150. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
152. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
154. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
156. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
158. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn
160. Bạn chắc - chắn tới mức độ nào với câu trả lời trên
 1. không chắc-chắn
 2. khá chắc-chắn
 3. chắc-chắn

ABS — V — WD

LỜI CHỈ DẪN : Phần V

Trong phần này yêu cầu bạn cho biết bạn cảm thấy như thế nào đối với người bị tàn-tật vì chiến tranh so với người không bị tàn-tật. Xin bạn cũng cho biết chắc-chắn với mức nào với câu trả lời của bạn

Đối với người bị tàn-tật vì chiến tranh bạn cảm thấy như thế nào và bạn cảm thấy như vậy nhiều hay ít khi so-sánh họ với người bình thường không có tật nguyền.

- | | |
|--|--|
| <p>1. Không ưa</p> <p>1. nhiều hơn đối với người tàn-tật chiến-tranh</p> <p>2. như nhau</p> <p>3. ít hơn đối với người tàn-tật chiến-tranh</p> <p>3. Cảm thấy sợ những người như vậy</p> <p>1. nhiều hơn</p> <p>2. như nhau</p> <p>3. ít hơn</p> <p>5. Cảm thấy kinh khiếp</p> <p>1. nhiều hơn</p> <p>2. như nhau</p> <p>3. ít hơn</p> <p>7. Cảm thấy ghê muốn tránh</p> <p>1. nhiều hơn</p> <p>2. như nhau</p> <p>3. ít hơn</p> <p>9. Khi thấy họ như vậy mà mình mất tinh-thần</p> <p>1. nhiều hơn</p> <p>2. như nhau</p> <p>3. ít hơn</p> <p>11. Cảm thấy ghét những người như vậy</p> <p>1. nhiều hơn</p> <p>2. như nhau</p> <p>3. ít hơn</p> <p>13. Cảm thấy ốm, làm mình khó chịu cực độ</p> <p>1. nhiều hơn</p> <p>2. như nhau</p> <p>3. ít hơn</p> <p>15. Khinh rẻ những người như vậy</p> <p>1. nhiều hơn</p> <p>2. như nhau</p> <p>3. ít hơn</p> <p>17. Ác cảm</p> <p>1. nhiều hơn</p> <p>2. như nhau</p> <p>3. ít hơn</p> | <p>2. Bạn chắc-chắn tới mức độ nào với câu trả lời trên</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>4. Bạn chắc-chắn tới mức độ nào với câu trả lời trên</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>6. Bạn chắc-chắn tới mức độ nào với câu trả lời trên</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>8. Bạn chắc-chắn tới mức độ nào với câu trả lời trên</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>10. Bạn chắc-chắn tới mức độ nào với câu trả lời trên</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>12. Bạn chắc-chắn tới mức độ nào với câu trả lời trên</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>14. Bạn chắc-chắn tới mức độ nào với câu trả lời trên</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>16. Bạn chắc-chắn tới mức độ nào với câu trả lời trên</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> <p>18. Bạn chắc-chắn tới mức độ nào với câu trả lời trên</p> <p>1. không chắc-chắn</p> <p>2. khá chắc-chắn</p> <p>3. chắc-chắn</p> |
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Đối với người bị tàn tật vì chiến tranh bạn cảm thấy như thế nào ? và bạn cảm thấy như vậy nhiều hay ít khi so-sánh họ với người bình thường không có tật nguyền.

19. Thấy buồn nôn

1. nhiều hơn
2. như nhau
3. ít hơn

21. Cảm thấy bối rối

1. nhiều hơn
2. như nhau
3. ít hơn

23. Có những ý-tưởng xấu về họ

1. nhiều hơn
2. như nhau
3. ít hơn

25. Không cảm thấy gì đặc biệt, không thấy khó chịu, thấy thường

1. nhiều hơn
2. như nhau
3. ít hơn

27. Cảm thấy phải làm cái gì^{để} giúp đỡ người không chịu không được nhưng không biết làm gì ?

1. nhiều hơn
2. như nhau
3. ít hơn

29. Cảm thấy khó chịu, làm mình kém phần tự-nhiên

1. nhiều hơn
2. như nhau
3. ít hơn

31. Cảm thấy thoải mái, tự nhiên

1. ít thoải mái hơn
2. như nhau
3. thoải mái hơn

33. Cảm thấy tâm hồn căng thẳng

1. nhiều hơn
2. như nhau
3. ít hơn

35. Cảm thấy thương hại người như vậy

1. nhiều hơn
2. như nhau
3. ít hơn

37. Cảm thấy bình tĩnh, tâm hồn không bị xúc động khi thấy người như vậy

1. ít bình tĩnh hơn
2. như nhau
3. bình tĩnh hơn

39. Cảm thấy sung sướng

1. ít sung sướng hơn
2. như nhau
3. sung sướng hơn

20. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

22. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

24. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

26. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

28. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

30. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

32. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

34. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

36. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

38. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

40. Bạn chắc-chắn tới mức độ nào với câu trả lời trên

1. không chắc-chắn
2. khá chắc-chắn
3. chắc-chắn

ABS — VI — WD

ỜI CHỈ DẪN : Phần VI

Trong phần này xin bạn cho biết bạn đã chung đụng, giao tiếp như sao với người tàn - tật chiến - ranh rồi, hoặc chưa bao giờ hết.

1. Ngồi bên cạnh, người như vậy, trên xe buýt, tắc-xi, xích-lô, hoặc máy bay.
 1. chưa
 2. không chắc
 3. rồi
13. Ngồi ăn cơm cùng bàn với người như vậy tại tiệm ăn
 1. chưa
 2. không chắc
 3. rồi
15. Ở cùng lối xóm với người như vậy
 1. chưa
 2. không chắc
 3. rồi
47. Làm việc cùng một sở với người như vậy
 1. chưa
 2. không chắc
 3. rồi
49. Làm việc dưới quyền một ông chủ người như vậy
 1. chưa
 2. không chắc
 3. rồi
51. Giúp đỡ không công
 1. chưa
 2. không chắc
 3. rồi
53. Quen biết một người như vậy
 1. chưa
 2. không biết
 3. rồi
55. Có bạn thân là chiến nạn
 1. không
 2. không chắc
 3. có
57. Gởi tiền, quần áo để tặng người như vậy
 1. chưa
 2. không chắc
 3. rồi
59. Có vợ hoặc chồng là người như vậy
 1. không
 2. không chắc
 3. có
42. Trong trường hợp đó, trong khi đó, bạn cảm thấy thế nào ?
 1. không có trường hợp như vậy
 2. khó chịu
 3. không vui, không buồn
 4. dễ chịu và vui
44. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào ?
 1. không có trường hợp như vậy
 2. khó chịu
 3. không vui, không buồn
 4. dễ chịu và vui
46. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào ?
 1. không có trường hợp như vậy
 2. khó chịu
 3. không vui, không buồn
 4. dễ chịu và vui
48. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào ?
 1. không có trường hợp như vậy
 2. khó chịu
 3. không vui, không buồn
 4. dễ chịu và vui
50. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào ?
 1. không có trường hợp như vậy
 2. không chịu
 3. không vui, không buồn
 4. dễ chịu và vui
52. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào ?
 1. không có trường hợp như vậy
 2. khó chịu
 3. không vui, không buồn
 4. dễ chịu và vui
54. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào ?
 1. không có trường hợp như vậy
 2. khó chịu
 3. không vui, không buồn
 4. dễ chịu và vui
56. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào ?
 1. không có trường hợp như vậy
 2. khó chịu
 3. không vui, không buồn
 4. dễ chịu và vui
58. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào ?
 1. không có trường hợp như vậy
 2. khó chịu
 3. không vui, không buồn
 4. dễ chịu và vui
60. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào ?
 1. không có trường hợp như vậy
 2. khó chịu
 3. không vui, không buồn
 4. dễ chịu và vui

Kinh nghiệm hoặc tiếp xúc của bạn với những người tàn phế vì chiến tranh

61. Chính bạn là một người tàn-tật vì chiến-tranh

1. không phải
2. không chắc
3. phải

63. Người bạn thân nhất của bạn là người như vậy

1. không phải
2. không chắc
3. phải

65. Có làm việc với người như vậy và được trả tiền công

1. có
2. không biết
3. không

67. Con cái của bạn đã có lần chơi chung với con nít bị tàn-tật vì chiến tranh

1. chưa
2. không chắc
3. rồi

69. Con cái của bạn đã có học cùng trường với con nít bị như vậy

1. chưa
2. không
3. rồi

71. Mong muốn chánh phủ tăng thuế để có ngân quỹ dùng vào việc giáo dục người bị tàn-tật vì chiến-tranh

1. không
2. không chắc
3. muốn

73. Bạn đã cố gắng kiếm công ăn việc làm cho họ?

1. không phải
2. không chắc
3. phải

75. Có quan hệ nam nữ với kẻ bị tàn-tật vì chiến tranh

1. chưa
2. không chắc
3. rồi

77. Có nghiên cứu, khảo cứu về các chiến nạn

1. chưa
2. không chắc
3. rồi

79. Có dạy người tàn tật chiến tranh

1. chưa
2. không chắc
3. rồi

62. Trong trường hợp đó, trong khi đó, bạn cảm thấy thế nào?

1. không có trường hợp như vậy
2. khó chịu
3. không vui, không buồn
4. dễ chịu và vui

64. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào?

1. không có trường hợp như vậy
2. khó chịu
3. không vui, không buồn
4. dễ chịu và vui

66. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào?

1. không có trường hợp như vậy
2. khó chịu
3. không vui, không buồn
4. dễ chịu và vui

68. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào?

1. không có trường hợp như vậy
2. khó chịu
3. không vui, không buồn
4. dễ chịu và vui

70. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào?

1. không có trường hợp như vậy
2. không chịu
3. không vui, không buồn
4. dễ chịu và vui

72. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào?

1. không có trường hợp như vậy
2. khó chịu
3. không vui, không buồn
4. dễ chịu và vui

74. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào?

1. không có trường hợp như vậy
2. khó chịu
3. không vui, không buồn
4. dễ chịu và vui

76. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào?

1. không có trường hợp như vậy
2. khó chịu
3. không vui không buồn
4. dễ chịu và vui

78. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào?

1. không có trường hợp như vậy
2. khó chịu
3. không vui không buồn
4. dễ chịu và vui

80. Trong trường hợp đó, trong khi đó bạn cảm thấy thế nào?

1. không có trường hợp như vậy
2. khó chịu
3. không vui, không buồn
4. dễ chịu và vui

Những câu hỏi sau đây liên hệ tới nhiều sự kiện khác nhau. Trong khuôn khổ tài liệu nghiên-cứu này, điều quan trọng là tất cả mọi người được hỏi đều cho câu trả lời.

Một số những câu sau đây hỏi về bối-cảnh, đời tư của bạn, nhưng vì tài-liệu này vô-danh và được giữ kín, bạn có thể trả lời thành thật và cởi-mở mà không sợ tên tuổi bị tiết-lộ. Xin yêu-cầu bạn trả lời tất cả các câu hỏi.

Xin bạn đọc kỹ-càng các câu hỏi, đừng bỏ sót một câu nào, và xin đánh vòng câu trả lời thích-hợp với bạn. Mỗi câu hỏi xin lựa một câu trả-lời thôi.

81. Xin bạn cho biết bạn là nam hay nữ

1. Nữ
2. Nam

82. Tuổi thuộc vào khoảng nào ?

- | | |
|------------|------------|
| 1. dưới 20 | 4. 41 — 50 |
| 2. 21 — 30 | 5. trên 50 |
| 3. 31 — 40 | |

83. Dưới đây là nhiều loại trường-học, cấp bậc khác nhau. Trong số đó, cấp nào có liên-hệ nhiều nhất tới công việc của bạn, hoặc tới nghề-nghiệp của bạn, hoặc bạn biết và am hiểu về cấp nào nhiều hơn hết ? Câu này không phải là hỏi về trình-độ học-thức của bạn, mà chỉ muốn biết công việc của bạn, nghề của bạn hoặc đời sống của bạn có liên-hệ tới giáo-dục hay không và nếu có thì liên-hệ tới mức nào. Xin đánh vòng một số mà thôi.

1. không có liên-hệ tới giáo-dục
2. cấp tiểu-học
3. cấp trung-học

4. cấp đại-học
5. cấp hoặc loại khác

84. Tình-trạng gia đình

1. có vợ hoặc chồng
2. độc-thân

3. ly-dị
4. góa vợ hoặc góa chồng
5. vợ chồng ở riêng nhưng chưa ly-dị

85. Tôn-giáo : bạn theo đạo nào ?

1. thờ cúng Tờ Tiên
2. đạo Thiên-Chúa, hoặc Tin-Lành (xin ghi rõ)
3. Phật-Giáo
4. Cao-Đài hoặc Phật Giáo Hòa-Hảo (xin ghi rõ)
5. đạo khác hoặc không theo đạo nào (xin ghi rõ)
6. tôi thấy không tiện trả lời.

86. Bạn cho rằng tôn-giáo của bạn quan trọng tới mức nào trong đời sống hằng ngày của bạn

- | | |
|-------------------------------|-------------------|
| 1. không tiện trả lời | 4. khá quan trọng |
| 2. tôi không theo đạo nào hết | 5. rất quan trọng |
| 3. tôi cho không quan trọng | |

87. Trình độ học vấn của bạn. Xin đánh vòng một số thôi

- | | |
|---|-----------------------|
| 1. 3 năm học vấn hoặc ít hơn | 3. 9 năm hoặc ít hơn |
| 2. 6 năm hoặc ít hơn | 4. 12 năm hoặc ít hơn |
| 5. học xong hết hoặc xong một phần Bậc đại-học. | |

88. Về vấn đề thói quen nhiều người khó thay đổi thời gian, nhiều người dễ thay đổi. Xin bạn cho biết bạn thuộc loại nào ?

- | | |
|------------------------------|----------------|
| 1. rất khó khăn khi muốn đổi | 3. khá dễ-dàng |
| 2. khá khó khăn | 4. rất dễ-dàng |

89. Có người nghĩ rằng, trong việc dạy dỗ con cái, ta cần phải thí nghiệm những phương-pháp mới nếu có thể được. Có người lại cho rằng thí-nghiệm như vậy rất là nguy-hại. Bạn nghĩ sao về câu dưới đây.

« Những phương pháp mới trong ngành dạy trẻ cần phải được đem ra áp-dụng thử, mỗi khi có thể được ».

- | | |
|---------------------------|---------------------|
| 1. hoàn-toàn không đồng-ý | 3. có phần đồng-ý |
| 2. có phần không đồng-ý | 4. hoàn toàn đồng-ý |

90. THÍ-DỰ có một cặp vợ chồng dùng phương pháp khoa-học để khỏi thu thai khỏi có con, thì bạn cho làm như vậy là đúng với đạo lý hay sai với đạo lý.

1. sai trong mọi hoàn cảnh, mọi trường-hợp
2. thường thường là sai
3. chắc có lẽ cũng được
4. đúng trong mọi hoàn cảnh, mọi trường-hợp

91. Người ta có nhiều ý-kiến khác nhau về vấn đề cơ giới hóa nghĩa là để máy móc làm việc thế người. Bạn nghĩ sao về câu sau đây :

« Cần phải khuyến-khích việc lấy máy-móc để làm những công việc tay người thường làm vì những phương pháp mới đó sẽ tạo ra công ăn việc làm cho nhiều người khác và sẽ nâng cao đời sống của người ta »

- | | |
|---------------------------|---------------------|
| 1. hoàn-toàn không đồng-ý | 3. có phần đồng-ý |
| 2. có phần không đồng-ý | 4. hoàn-toàn đồng-ý |

92. Việc quản-trị một thôn-xóm, một thành-thị, một cơ-quan chánh-phủ đều là những việc quan-hệ. Bạn nghĩ như thế nào về câu hỏi sau đây :

« Những nhà lãnh-đạo chánh-trị cần phải được thay-thế đều đều, ngay khi họ làm được việc »

- | | |
|---------------------------|---------------------|
| 1. hoàn-toàn không đồng-ý | 3. có phần đồng-ý |
| 2. có phần không đồng-ý | 4. hoàn-toàn đồng-ý |

93. Có người nghĩ rằng lợi-tức của chánh-quyền địa-phương cần phải được dùng nhiều hơn vào việc giáo-dục, dầu có tăng thuế cũng phải làm. Bạn nghĩ sao ?

- | | |
|---------------------------|---------------------|
| 1. hoàn-toàn không đồng-ý | 3. có phần đồng-ý |
| 2. có phần không đồng-ý | 4. hoàn-toàn đồng-ý |

94. Có người nghĩ rằng lợi-tức mà chánh-quyền trung-ương tại Saigon thu được cần phải được dùng nhiều hơn vào việc giáo-dục, dầu có phải tăng thuế cũng cứ làm. Bạn nghĩ sao ?

- | | |
|---------------------------|---------------------|
| 1. hoàn-toàn không đồng-ý | 3. có phần đồng-ý |
| 2. có phần không đồng-ý | 4. hoàn-toàn đồng-ý |

95. Người ta có nhiều ý-kiến khác nhau về việc dự-trù, hoạch định cho nền giáo-dục trong nước. Theo ý-kiến của bạn thì hay hơn hết là để việc này ai làm ?

1. các tôn-giáo và đoàn-thể
2. phụ-huynh học-sinh
3. thị-xã hoặc một đơn-vị hành-chánh địa-phương.
4. chánh-phủ trung-ương

96. Nói về tôn - giáo, bạn có triết - đề tuân theo các giáo - điều các lời dạy bảo của tôn giáo bạn hay không ?
1. tôi không tiện trả lời
 2. tôi không theo một tôn - giáo nào ?
 3. có khi tuân theo, có khi không
 4. thường thường thì tuân theo
 5. tuân theo hầu hết mọi khi
97. Bạn đồng - ý với câu sau đây không «tôi thấy làm theo thế lệ, qui tắc dễ hơn là tự mình làm một cái gì».
1. hoàn - toàn đồng - ý
 2. có phần đồng - ý
 3. có phần không đồng - ý
 4. hoàn - toàn không đồng - ý
- 97 a. Nếu một người đi chùa đốt nhang cầu nguyện hoặc đi nhà thờ đốt nến cầu nguyện khi một người trong thân quyến qua đời, bạn sẽ cho đâu là lý do chính yếu khiến người đó làm như vậy (xin chọn một câu trả lời thôi)
1. vì người đó cảm thấy người quá cố thích được người ta cầu nguyện cho mình
 2. vì bạn hữu và thân nhân của người đó sẽ bực bội nếu người đó không làm như thế
 3. vì người đó ước mong kẻ khác cũng làm cho mình như vậy khi người đó qua đời
 4. vì tôn giáo của người đó đòi buộc người đó làm như vậy
 5. vì người đó muốn chào bái biệt người thân nhân quá cố
 6. vì đề cầu khẩn cho thân nhân hiện còn sống trong gia đình được khang an.
- ## PHẦN KHẢO VẤN WD
- Trong phần này xin bạn cho biết đã bao giờ có dịp giao - tiếp, chung đụng với kẻ bị tàn - tật vì chiến - tranh hay chưa. Có thể rằng bạn đã có dịp tiếp xúc giao - thiệp với họ hoặc nghiên cứu về họ. Mặt khác cũng có thể rằng bạn ít khi hoặc chưa bao giờ gặp họ, hoặc nghĩ tới những người như vậy
98. Sau đây là một vài loại tật nguyên. Bạn đã thật sự chung đụng, giao - tiếp với người bị loại nào nhiều hơn hết ?
1. mù hoặc gần như mù
 2. điếc, hơi điếc, hoặc miệng nói một cách khó khăn
 3. què - quặt từ lúc sơ sinh hoặc do chiến tranh gây nên
 4. trí - tuệ trở nên ngu - độn vì chậm mở - mang
 5. tâm thần giao động tự ghét mình thù ghét xã hội
99. Về hạng người bị tàn - tật vì chiến - tranh, những câu hỏi dưới đây câu nào đúng với trường - hợp bạn hơn hết. Nếu có nhiều phần đúng thì xin lựa phần có số cao hơn hết mà thôi.
1. tôi đã có đọc sách, coi hát bóng, nghe thuyết - trình, hoặc quan sát về hạng người bị tàn - tật vì chiến tranh
 2. tôi có bạn và người bà con là người bị như vậy
 3. tôi đã có tham gia vào công - tác giúp - đỡ hạng người như vậy với tư cách thầy dạy, hoặc với tư - cách một người tình - nguyện làm việc cứu tế xã - hội, dưỡng nhi v.v...
 4. chính bản thân tôi cũng bị tàn - tật khá nặng.

100. Bạn đã có cơ-hội chuyện trò với người tàn tật vì chiến tranh, làm việc chung với người như vậy, hoặc tiếp xúc với họ về bất cứ việc gì, tính tất cả là bao nhiêu lần rồi ?
1. dưới 10 lần
 2. giữa 10 và 50 lần
 3. giữa 50 và 100 lần
 4. giữa 100 và 500 lần
 5. trên 500
101. Những lần gặp-gỡ, giao tiếp nói trên, nếu bạn có ý định muốn tránh họ thì có thể tránh được không, tránh có dễ-dàng không ?
1. có muốn tránh đi nữa thì tránh cũng không được
 2. có thể tránh được nhưng hết sức khó-khăn
 3. có thể tránh được nhưng cũng khá khó-khăn
 4. có thể tránh được nhưng cũng có chút ít trở-ngại
 5. có thể tránh được dễ-dàng, không một trở-ngại
102. Những lần giao tiếp, chung đụng với người tàn tật chiến tranh nói trên, bạn có được một tư-lợi gì không (được trả tiền công, tiền lương, hoặc quà tặng v.v... ?)
1. không, tôi không được tư-lợi dưới hình thức nào hết
 2. có, tôi đã được trả tiền công để làm công việc liên hệ với người như vậy
 3. có, tôi được tiền hoặc tư-lợi khác
 4. có, tôi được trả tiền công và cũng được tư-lợi khác nữa
103. Nếu bạn được trả tiền công để làm những công việc liên hệ tới người tàn-tật chiến-tranh, xin bạn cho biết trong thời gian đang làm, bao nhiêu phần trăm lợi tức của bạn từ công việc đó mà ra ?
1. chưa bao giờ làm công việc như vậy
 2. dưới 25%
 3. giữa 26% và 50%
 4. giữa 51% và 75%
 5. trên 76%
104. Nếu bạn có làm những công việc liên hệ tới những người tàn-tật bất cứ vì hi gì, nguyên-do gì và có được trả tiền công, thì xin bạn cho biết trong thời gian đang làm, bạn có nhiều dịp để đổi qua làm công việc khác mà bạn thích hay không ?
1. chưa bao giờ làm công việc nói trên
 2. không có việc gì khác hết
 3. có việc khác nhưng tôi thấy không thích chút nào
 4. có việc khác nhưng tôi thấy không thích cho lắm
 5. có việc khác mà tôi có thể hoàn-toàn bằng lòng làm

1

Ý KIẾN CHUNG VỀ NHÂN SINH

Phần này nói về quan niệm của từng người đối với cuộc sống, đối với hoàn cảnh hiện sinh yêu cầu bạn cho biết cảm tưởng của bạn đối với mỗi vấn đề trước mỗi hoàn cảnh bằng cách đánh vòng con số của câu trả lời bạn chọn.

107. Có thể định chiến bại bỏ chiến - tranh một cách vĩnh-viễn
 1. hoàn-toàn không đồng ý
 2. không đồng ý
 3. đồng ý
 4. hoàn-toàn đồng-ý
109. Người ta mà được công thành danh-toại ăm no đầy đủ số-dĩ là cũng nhờ được số-mạng tốt, được may mắn
 1. hoàn-toàn đồng ý
 2. đồng-ý
 3. không đồng-ý
 4. hoàn-toàn không đồng ý
111. Một ngày kia khoa học sẽ giải-thích được phần hết những điều huyền-bí trên thế giới
 1. hoàn toàn không đồng-ý
 2. không đồng ý
 3. đồng-ý
 4. hoàn-toàn đồng-ý
113. Nan nghèo khổ thiếu thốn của nhân loại có thể giải quyết được bằng cách cải tiến các phương pháp sản-xuất trong ngành kỹ-nghệ và canh nông
 1. hoàn-toàn không đồng ý
 2. không đồng ý
 3. đồng ý
 4. hoàn toàn đồng-ý
115. Kiến-thức trong ngành y-khoa càng mở rộng thì đời người có thể kéo dài thêm ra tới trung bình là 100 tuổi hay nhiều hơn
 1. hoàn toàn không đồng ý
 2. không đồng-ý
 3. đồng ý
 4. hoàn- toàn đồng-ý
117. Một ngày kia bằng cách áp-dụng kỹ-thuật và khoa - học, sa - mạc cát sẽ biến thành đồng ruộng phì nhiêu
 1. hoàn-toàn không đồng-ý
 2. không đồng-ý
 3. đồng-ý
 4. hoàn-toàn đồng-ý
119. Giáo-dục chỉ có thể giúp phát - triển những khả-năng sẵn có của con người mà thôi, chứ không thể thay đổi con người một cách sâu sa, căn bản được.
 1. hoàn-toàn đồng ý
 2. đồng-ý
 3. không đồng ý
 4. hoàn-toàn không đồng ý
121. Cần lao là mẹ thành - công ai cố công làm việc thì cũng được công thành danh - toại ăm no đầy đủ
 1. hoàn-toàn không đồng ý
 2. không đồng-ý
 3. đồng ý
 4. hoàn-toàn đồng ý
123. Hầu hết các vấn đề khó-khăn của nhân-loại ngày nay sẽ giải-quyết trong tương lai
 1. hoàn-toàn không đồng-ý
 2. không đồng-ý
 3. đồng-ý
 4. hoàn-toàn đồng-ý
108. Bạn chắc - chắn tới mức nào với câu trả lời trên
 1. không chắc chắn chút nào hết
 2. không chắc-chắn lắm
 3. khá chắc chắn
 4. rất chắc chắn
110. Bạn chắc - chắn tới mức nào với câu trả lời trên
 1. không chắc-chắn chút nào hết
 2. không chắc-chắn lắm
 3. khá chắc-chắn
 4. rất chắc-chắn
112. Bạn chắc - chắn tới mức nào với câu trả lời trên
 1. không chắc-chắn chút nào hết
 2. không chắc-chắn lắm
 3. khá chắc-chắn
 4. rất chắc-chắn
114. Bạn chắc - chắn tới mức nào với câu trả lời trên
 1. không chắc-chắn chút nào hết
 2. không chắc-chắn lắm
 3. khá chắc-chắn
 4. rất chắc-chắn
116. Bạn chắc - chắn tới mức nào với câu trả lời trên
 1. không chắc chắn chút nào hết
 2. không chắc-chắn lắm
 3. khá chắc-chắn
 4. rất chắc-chắn
118. Bạn chắc - chắn tới mức nào với câu trả lời trên
 1. không chắc chắn chút nào hết
 2. không chắc-chắn lắm
 3. khá chắc-chắn
 4. rất chắc-chắn
120. Bạn chắc - chắn tới mức nào với câu trả lời trên
 1. không chắc-chắn chút nào hết
 2. không chắc-chắn lắm
 3. khá chắc-chắn
 4. rất chắc-chắn
122. Bạn chắc - chắn tới mức nào với câu trả lời trên
 1. không chắc-chắn chút nào hết
 2. không chắc-chắn lắm
 3. khá chắc-chắn
 4. rất chắc-chắn
124. Bạn chắc - chắn tới mức nào với câu trả lời trên
 1. không chắc -chắn chút nào hết
 2. không chắc-chắn lắm
 3. khá chắc-chắn
 4. rất chắc-chắn

APPENDIX F

Means Tables for the 12 Groups

TABLE 39. -- Level of Significance Between Group Means, on the 6 ABS Levels for CONTENT and INTENSITY. Those at .05 or Better are Circled.

Group	1/2	1/3	1/4	1/e	1/f	1/g	1/h	1/i	1/j	1/k	1/L	2/3	2/4	
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Content	1	.885	.0005	.641	.296	.355	.932	.253	.002	.039	.346	.812	.005	.800
	2	.542	.0005	.036	.154	.733	.111	.606	.220	.058	.037	.032	.0005	.406
	3	.126	.0005	.028	.343	.655	.056	.001	.005	.0005	.092	.011	.0005	.925
	4	.035	.0005	.396	.008	.709	.109	.057	.001	.014	.685	.251	.0005	.154 .
	5	.760	.0005	.576	.427	.514	.045	.521	.823	.086	.038	.685	.0005	.879
	6	.017	.0005	.0005	.0005	.0005	.0005	.013	.091	.016	.121	.002	.860	.0005
Intensity	7	.622	.020	.170	.023	.284	.061	.915	.001	.007	.0005	.119	.347	.652
	8	.239	.0005	.026	.001	.350	.026	.865	.005	.285	.0005	.111	.0005	.700
	9	.233	.378	.003	.0005	.458	.001	.031	.002	.628	.0005	.068	.067	.364
	10	.186	.054	.095	.007	.168	.011	.195	.001	.775	.0005	.886	.009	.864
	11	.633	.707	.433	.001	.940	.186	.082	.014	.872	.0005	.472	.777	.306
	12	.433	.0005	.0005	.0005	.0005	.0005	.0005	.600	.001	.0005	.0005	.001	.0005
% ^a	.17	.84	.50	.67	.17	.59	.42	.67	.59	.67	.33	.67	.17	
# ^b	2/12	10/12	6/12	8/12	2/12	7/12	5/12	8/12	7/12	8/12	4/12	8/12	2/12	

^a Percentage of responses that are significant to the .05 level or better in this column.

^b Number of responses that are significant to the .05 level or better in this column.

TABLE 39. -- Continued. Level of Significance Between Group Means, on the 6 ABS Levels for CONTENT and INTENSITY. Those at .05 or Better are Circled.

Group ^a	2/e 14	2/f 15	2/g 16	2/h 17	2/i 18	2/j 19	2/k 20	2/l 21	3/4 22	3/e 23	3/f 24	3/g 25	3/h 26	3/i 27
Content														
1	.553	.582	.898	.230	.019	.083	.395	.794	.0005	.0005	.0005	.0005	.544	.757
2	.111	.408	.575	.886	.758	.224	.213	.415	.0005	.0005	.0005	.0005	.006	.0005
3	.375	.253	.927	.041	.534	.036	.803	.809	.0005	.0005	.0005	.0005	.0005	.0005
4	.0005	.076	.436	.674	.611	.474	.209	.188	.0005	.007	.0005	.0005	.0005	.0005
5	.789	.833	.241	.686	.675	.200	.052	.934	.0005	.0005	.0005	.0005	.001	.0005
6	.0005	.0005	.0005	.0005	.316	.0005	.609	.0005	.0005	.0005	.0005	.0005	.0005	.175
Intensity														
7	.316	.776	.379	.728	.049	.008	.0005	.588	.503	.849	.343	.898	.310	.088
8	.233	.646	.611	.563	.344	.082	.001	.887	.0005	.0005	.0005	.0005	.005	.0005
9	.028	.548	.188	.231	.234	.710	.0005	.916	.0005	.0005	.089	.0005	.010	.0005
10	.638	.757	.537	.717	.267	.526	.026	.165	.0005	.0005	.001	.0005	.033	.0005
11	.007	.650	.155	.064	.025	.670	.0005	.328	.208	.0005	.731	.074	.052	.003
12	.0005	.0005	.0005	.0005	.719	.001	.018	.0005	.005	.085	.005	.005	.021	.0005
% ^b	.42	.17	.17	.25	.25	.33	.59	.17	.84	.84	.75	.84	.84	.75
# ^c	5/12	2/12	2/12	3/12	3/12	4/12	7/12	2/12	10/12	10/12	9/12	10/12	10/12	9/12

^aSee Table 11 for groups.

^bPercentage of responses that are significant to the .05 level or better in this column.

^cNumber of responses that are significant to the .05 level or better in this column.

TABLE 39. -- Continued. Level of Significance Between Group Means, on the 6 ABS Levels for CONTENT and INTENSITY. Those at the .05 Level or Better are Circled.

Group ^a	3/j 28	3/k 29	3/l 30	4/e 31	4/f 32	4/g 33	4/h 34	4/i 35	4/j 36	4/k 37	4/l 38	e/f 39	e/g 40	e/h 41
Content	1	.0005	.130	.0005	.618	.649	.690	.170	.001	.074	.210	.505	.934	.588 .103
	2	.0005	.0005	.001	.019	.754	.644	.501	.480	.489	.916	.346	.005	.246
	3	.0005	.0005	.198	.097	.897	.025	.420	.018	.792	.781	.681	.272	.004
	4	.0005	.0005	.001	.622	.462	.145	.011	.050	.835	.827	.006	.0005	.002
	5	.0005	.143	.834	.880	.148	.705	.484	.169	.016	.836	.904	.186	.761
	6	.0005	.600	.709	.178	.868	.842	.0005	.808	.0005	.083	.317	.645	.932
Intensity	7	.0005	.576	.462	.790	.551	.493	.039	.001	.0005	.873	.330	.914	.292
	8	.041	.0005	.267	.234	.821	.361	.439	.023	.0005	.502	.022	.434	.143
	9	.351	.0005	.078	.032	.565	.491	.680	.253	.0005	.211	.0005	.336	.872
	10	.227	.0005	.391	.798	.310	.628	.091	.536	.006	.079	.280	.781	.892
	11	.754	.0005	.020	.447	.569	.179	.091	.748	.0005	.888	.003	.132	.793
	12	.114	.0005	.253	.910	.808	.313	.0005	.876	.0005	.174	.245	.205	.115
% ^b	.67	.84	.67	.25	.17	.00	.09	.42	.33	.67	.00	.33	.17	.17
# ^c	8/12	10/12	8/12	3/12	2/12	0/12	1/12	5/12	4/12	8/12	0/12	4/12	2/12	2/12

^aSee Table 11 for groups.
^bPercentage of responses that are significant to the .05 level or better in this column.
^cNumber of responses that are significant to the .05 level or better in this column.

TABLE 39. -- Continued. Level of Significance Between Group Means, on the 6 ABS Levels for CONTENT and INTENSITY. Those of the .05 Level or Better are Circled.

Group ^a	e/i	e/j	e/k	e/l	f/g	f/h	f/i	f/j	f/k	f/l	g/h	g/i	g/j	g/k	
	42	43	44	45	46	47	48	49	50	51	52	53	54	55	
Content	1	.0005	.125	.109	.204	.415	.108	.0005	.131	.115	.259	.261	.005	.048	.361
	2	.014	.009	.004	.0005	.062	.498	.131	.040	.022	.020	.759	.726	.384	.377
	3	.039	.002	.275	.094	.148	.003	.019	.001	.172	.053	.025	.412	.020	.763
	4	.0005	.0005	.042	.0005	.227	.087	.003	.026	.849	.496	.309	.095	.148	.493
	5	.372	.195	.011	.703	.182	.741	.426	.192	.013	.770	.704	.042	.643	.001
	6	.0005	.669	.0005	.025	.171	.645	.0005	.331	.0005	.003	.785	.0005	.859	.0005
Intensity	7	.152	.0005	.0005	.517	.409	.574	.023	.001	.0005	.713	.318	.184	.0005	.0005
	8	.817	.004	.004	.055	.192	.738	.056	.111	.0005	.602	.315	.599	.020	.001
	9	.241	.033	.005	.002	.011	.076	.016	.905	.0005	.357	.706	.843	.142	.001
	10	.356	.264	.024	.006	.216	.548	.057	.629	.004	.143	.913	.560	.222	.047
	11	.691	.109	.023	.011	.195	.083	.017	.870	.0005	.498	.319	.317	.523	.0005
	12	.0005	.466	.0005	.793	.841	.327	.0005	.895	.0005	.167	.386	.0005	.931	.0005
% ^b	.50	.50	.84	.59	.09	.09	.84	.33	.75	.25	.09	.33	.33	.67	
# ^c	6/12	6/12	10/12	7/12	1/12	1/12	10/12	4/12	9/12	3/12	1/12	4/12	4/12	8/12	

^aSee Table 11 for Groups.

^bPercentage of responses that are significant to the .05 level or better in each column.

^cNumber of responses that are significant to the .05 level or better in each column.

TABLE 39. --Continued. Level of Significance Between Group Means, on the 6 ABS Levels for
CONTENT and INTENSITY. Those of the .05 Level or Better are Circled.

Group ^a	g/l	h/i	h/j	h/k	h/l	i/j	i/k	i/l	j/k	j/l	k/l	% ^b	# ^c
	56	57	58	59	60	61	62	63	64	65	66		
Content	1	.817	.657	.018	.698	.299	.0005	.234	.004	.017	.029	.424	.318 21/66
	2	.778	.880	.379	.390	.658	.269	.246	.521	.880	.459	.468	.378 25/66
	3	.746	.074	.856	.069	.033	.068	.741	.565	.068	.025	.898	.485 32/66
	4	.567	.883	.821	.163	.172	.695	.050	.016	.074	.062	.753	.470 31/66
	5	.102	.456	.518	.056	.646	.077	.063	.584	.004	.136	.021	.318 21/66
	6	.150	.001	.746	.002	.309	.001	.732	.0005	.002	.477	.001	.591 39/66
Intensity	7	.616	.078	.063	.001	.456	.0005	.005	.047	.0005	.001	.0005	.409 27/66
	8	.414	.187	.397	.002	.560	.008	.004	.149	.0005	.054	.0005	.500 33/66
	9	.081	.642	.116	.055	.191	.171	.001	.112	.0005	.649	.0005	.439 29/66
	10	.009	.702	.403	.169	.180	.106	.122	.001	.012	.742	.0005	.363 24/66
	11	.509	.663	.190	.217	.164	.193	.015	.071	.004	.779	.0005	.318 21/66
	12	.143	.0005	.466	.0005	.092	.0005	.002	.0005	.0005	.393	.0005	.591 39/66
% ^d	.09	.17	.09	.50	.09	.42	.50	.50	.50	.75	.33	.67	
# ^e	1/12	2/12	1/12	6/12	1/12	5/12	6/12	6/12	6/12	9/12	4/12	8/12	

^aSee Table 11 for groups.
^bPercentage of responses significant to the .05 level or better, in this column or row.
^cNumber of responses significant to the .05 level or better, in this column or row.

APPENDIX G

Special Hypotheses Tables



TABLE 25. -- Table of Weights Obtained Through Principal Components Analysis of Each of the Minor Hypotheses. By this a "Factor Analysis Type" Loading was Found for Each "Question-Pair" Used to Make up the Particular Hypothesis, Hopefully Causing Improper Selections to be Weighted Light, Thereby Reducing Their Influence.

Hypothesis - Question-Pairs in order as found in TABLE 26, Appendix G

16		.2929	.5464	.5740	.5919
	.4317	.5993	.4961	.4454	.5167
	.5763	.5364			
17		.2920	-.7080	-.2554	-.6314
	-.5377				
18		.7890	.7539	.0920	
19		.5432	.5770	.5438	.5524
	.5792	.5439	.3630	.5931	.5648
	.6103	.4993	.5648	.6381	.4305
	.4165	.4629	.4647	.4409	.3880
	.1869	.2842	.2652	.2097	
20		.3408	-.3211	-.3086	-.2168
	.0453	-.0692	-.2618	-.6941	-.6331
	-.0633	-.6330	-.5681	-.1033	-.3183
	-.3701				
21		.3519	.6467	.6058	.4345
	.0689	-.4191	-.4093	.3388	.3738
	-.0087	.0654	.1188		
22		.1198	.1856	.1726	.2265
	.2620	.3652	.6491	.7657	.7555
	.6617	.5464	.5719	.5483	.0782
23		.1175	.0164	-.2676	.5171
	-.6499	.4218	-.4969	-.5233	-.2819
24		.4765	.4997	.3527	-.0943
	-.0515	.3564	.1630	-.0596	.2312
	.1817	.6124	.5127	.6419	.2466
	.1553	.2725			

TABLE 25. -- Continued.

Hypothesis - Question-pairs in order as found in TABLE 26, Appendix G

25		.7010	.0830	.7012	-.3799
	.6414	.4277			
26		.1452	.3614	.5873	.6306
	.6062	.6170	.3413	.5513	.4783
	.3746	.4982	.5635	.5058	.4315
27		.4976	.5483	.4944	.4951
	.5245	.2559	.4874	.3775	.4076
	.5095	.4863	.5457	.4505	.5182
	.5088	.4924	.3874	.5408	.5377
	.5343	.4418	.5242	.5416	.4959
	.4465	.2429	.3391	.3453	.1685
	.2423	.2164	.1341		
28		.2642	-.0974	.2955	.7205
	.6767	.6625	.6176	.3100	
29		.0782	.1944	.0116	.2174
	.3691	.1092	.0266	.3918	.4771
	.5010	.2221	.2369	.4132	.6611
	.4533	.6782	.6356	.6131	.5849
	.1472	.2033			
30		.0186	-.0617	-.0087	-.1722
	-.6443	-.5635	-.8180	-.7990	-.0279
31		.2414	.7273	.2857	.5768
	-.2583	.5490	-.1419		
32		.0342	.0765	.0878	.1862
	.2006	.3062	.4984	.6485	.7224
	.7084	.4801			

TABLE 26. -- Item-pairs Used to Create each of the 17 Special Hypotheses, and the Level From Which They Were Taken.

Hypothesis	Items	Level	1-2	Items	Level	3-4	Items	Level	5-6
16	35-36	1		101-102	3				
	51-52	2		107-108	3				
	55-56	2		117-118	3				
	59-60	2		131-132	4				
	61-62	2		133-134	4				
				141-142	4				
17	31-32	1		89-90	3		15-16	5	
	39-40	1		129-130	4				
18				101-102	3		39-40	5	
				157-158	4				
19	41-42	2		81-82	3		1-2	5	
	43-44	2		83-84	3		3-4	5	
	49-50	2		85-86	3		41-42	6	
	51-52	2		87-88	3		43-44	6	
	55-56	2		101-102	3				
	59-60	2		105-106	3				
	61-62	2		107-108	3				
				117-118	3				
				129-130	4				
				133-134	4				
20				143-144	4				
				151-152	4				
	31-32	1		89-90	3				
	37-38	1		91-92	3				
	39-40	1		93-94	3				
	45-46	2		95-96	3				
	53-54	2		97-98	3				
	79-80	2		99-100	3				
				115-116	3				
				119-120	3				
21				149-150	4				
	9-10	1		89-90	3				
	15-16	1		95-96	3				
	23-24	1		107-108	3				
	31-32	1		109-110	3				
	79-80	2		113-114	3				
				115-116	3				
				119-120	3				

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TABLE 26. -- Continued.

Hypothesis	Items	Level	1-2	Items	Level	3-4	Items	Level	5-6
22	35-36	1		103-104	3		1-2	5	
	57-58	2		139-140	4		5-6	5	
	61-62	2					7-8	5	
							13-14	5	
							15-16	5	
							19-20	5	
							23-24	5	
							29-30	5	
23							75-76	6	
	7-8	1		115-116	3		75-76	6	
	13-14	1		135-136	4				
	57-58	2		141-142	4				
	63-64	2							
24	65-66	2							
	19-20	1		109-110	3		5-6	5	
	21-22	1		119-120	3		15-16	5	
	33-34	1		123-124	4		47-48	6	
	47-48	2		125-216	4				
	53-54	2		149-150	4				
	61-62	2							
	73-74	2							
25	79-80	2							
	61-62	2		99-100	3				
				107-108	3				
				115-116	3				
				139-140	4				
26				153-154	4				
	1-2	1		103-104	3		43-44	6	
	35-36	1		105-106	3				
	41-42	2		107-108	3				
	45-46	2		117-118	3				
	49-50	2							
	51-52	2							
	57-58	2							
	59-60	2							
	61-62	2							
28	67-68	2							
	37-38	1		89-90	3				
	47-48	2		91-92	3				
				93-94	3				
				97-98	3				
				99-100	3				
				119-120	3				

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TABLE 26. -- Continued.

Hypothesis	Item	Level	1-2	Item	Level	3-4	Item	Level	5-6
27	41-42	2		81-82	3		1-2	5	
	43-44	2		83-84	3		3-4	5	
	49-50	2		85-86	3		13-14	5	
	51-52	2		87-88	3		17-18	5	
	55-56	2		101-102	3		29-30	5	
	57-58	2		103-104	3		43-44	6	
	59-60	2		107-108	3		75-76	6	
	61-62	2		117-118	3				
	67-68	2		121-122	4				
				127-128	4				
				133-134	4				
				139-140	4				
				141-142	4				
				143-144	4				
				145-146	4				
			151-152	4					
29	1-2	1		81-82	3		15-16	5	
	15-16	1		101-102	3		47-48	6	
	53-54	2		107-108	3				
	57-58	2		109-110	3				
	61-62	2		113-114	3				
	73-74	2		117-118	3				
	79-80	2		123-124	4				
				125-126	4				
				143-144	4				
				145-146	4				
				149-150	4				
				151-152	4				
30	1-2	1					5-6	5	
	19-20	1					9-10	5	
	21-22	1					15-16	5	
	79-80	2					17-18	5	
							47-48	6	
31	27-28	1		87-88	3		5-6	5	
	71-72	2		95-96	3		49-50	6	
	75-76	2							
32	35-36	1		83-84	3		1-2	5	
	79-80	2		147-148	4		3-4	5	
				153-154	4		11-12	5	
				155-156	4		17-18	5	
							33-34	5	

TABLE 8. -- Comparison Table for Total Scores for the Minor or Special Hypotheses.

Hypothesis	16	17	18	19	20	21	22	23	23
Score									
Total N	572	591	608	540	558	579	566	574	552
Disabled N	116	126	132	111	115	122	112	114	101
Nondis. N	456	465	476	429	443	457	454	460	451
Total M	26.62	-10.04	8.34	50.93	10.62	-16.37	27.66	-5.62	21.03
Disabled M	27.51	-10.04	8.54	52.78	10.72	-16.41	28.35	-6.25	22.29
Nondis. M	26.39	-10.04	8.29	50.45	10.59	-16.36	27.49	-5.46	20.75
Std. Dev.	3.45	1.33	1.26	6.69	1.57	1.85	3.52	1.50	2.55
Sig. Level	.003	.927	.043	.002	.445	.808	.024	.0005	.0005
T. Comp. Score	2.42	2.01	2.78	2.21	.71	1.36	1.98	.62	1.31

TABLE 8. -- Continued.

Hypothesis	25	26	27	28	29	30	31	32
Score								
Total	N 594	564	519	591	545	587	576	576
Disabled	N 124	114	104	126	108	119	113	119
Nondisabled	N 470	450	415	465	437	468	463	455
Total	M 9.83	31.67	65.50	18.43	35.14	-15.08	10.06	19.25
Disabled	M 10.93	32.89	67.68	18.67	36.70	-15.45	9.77	19.67
Nondisabled	M 9.54	31.36	64.91	18.37	34.76	-14.99	10.13	19.14
Std. Dev.	1.72	4.34	7.60	2.16	4.14	2.08	1.48	2.23
Sig. Level	.0005	.001	.002	.157	.0005	.035	.025	.022
Total Comp.Sc.	1.64	2.11	2.05	2.30	1.67	1.68	1.44	1.75

APPENDIX H

Basic Variable List

TABLE 66. -- ABS-WD-VN Basic Variable List, By IBM Card and Column.

Type	Variable and Number	Score Range	IBM Info		ABS Info		
			Card #	Column	Page Eng1	Page VN	Item(s)
Content (Attitude)	1. Stereotypic	20 - 60	1	6 alter to 44	2-4	3-4	1 alter to 39
	2. Normative	20 - 60	1	46 alter to 78	5-7	5-6	41 alter to 79
			2	6 alter to 10			
	3. Moral Evaluation	20 - 60	2	12 alter to 50	8-11	7-9	81 alter to 119
	4. Hypothetical	20 - 60	2	52 alter to 78	12-14	10-11	121 alter to 159
			3	6 alter to 16			
Intensity (Feelings)	5. Feelings	20 - 60	3	18 alter to 56	15-17	12-13	1 alter to 39
	6. Action	20 - 60	3	58 alter to 78	18-20	14-15	41 alter to 79
			4	6 alter to 22			
	7. Stereotypic	20 - 60	1	7 alter to 45	2-4	3-4	2 alter to 40
	8. Normative	20 - 60	1	47 alter to 79	5-7	5-6	42 alter to 80
			2	7 alter to 11			
Intensity (Feelings)	9. Moral Evaluation	20 - 60	2	13 alter to 51	8-11	7-9	82 alter to 120
	10. Hypothetical	20 - 60	2	53 alter to 79	12-14	10-11	122 alter to 150
			3	7 alter to 17			
	11. Feelings	20 - 60	3	19 alter to 57	15-17	12-13	2 alter to 40
	12. Action	20 - 60	3	59 alter to 79	18-20	14-15	42 alter to 80
			4	7 alter to 23			

TABLE 66. -- Continued.

Type	Variable and Number	Score Range	IBM Information		ABS Information		
			Card #	Column	Engl Page	VN Page	Item(s)
Value	13. Efficacy "C"	9 - 36	4	51 alter to 67	28-29	20	107 alter to 123
	14. Efficacy "I"	9 - 36	4	52 alter to 68	28-29	20	108 alter to 124
	15. Sex	1 - 2	4	24	21	16	81
	16. Age	1 - 5	4	25	21	16	82
	17. Knowledge	1 - 5	4	26	22	16	83
Demographic	18. Marital	1 - 5	4	27	22	16	84
	19. Religion	1 - 6	4	28	22	16	85
	20. Importance of Rel.	1 - 5	4	29	22	16	86
	21. Education	1 - 5	4	30	22	16	87
	22. Rigidity	1 - 4	4	31	22	16	88
Feeling Forward Change	23. Child rearing	1 - 4	4	32	23	17	89
	24. Birth Control	1 - 4	4	33	23	17	90
	25. Mechanization	1 - 4	4	34	23	17	91
Feeling Forward Structure	26. Political Entrench.	1 - 4	4	35	23	17	92
	27. Edu: Local taxation	1 - 4	4	36	24	17	93
	28. Edu: Central Tax	1 - 4	4	37	24	17	94
	29. Edu: Planning	1 - 4	4	38	24	17	95

TABLE 66. -- Continued.

Type	Variable and Number	Score Range	IBM Information		ABS Information		
			Card #	Column	English Page	VN Page	Item(s)
Actual Contact	30. Relig. Observances	1 - 5	4	39	24	18	96
	31. Following rules	1 - 4	4	40	24	18	97
	32. Religious basis	1 - 6	4	41	--	18	97a
	33. Type of disability	1 - 5	4	42	25	18	98
	34. Work experience placel	- 4	4	43	25	18	99
	35. Amount of experience	1 - 5	4	44	26	19	100
	36. Avoidance ease	1 - 5	4	45	26	19	101
	37. Gain from experience	1 - 4	4	46	26	19	102
	38. Percent of income	1 - 5	4	47	26	19	103
	39. Choice of jobs	1 - 5	4	48	27	19	104
Identity Data	40. Group number	0 - 99	1-4	1-2			
	41. Card number	1 - 9	1-4	80			
	42. Subject number	1 - 999	1-4	3-5			
	43. War-disabled or not	1 - 3	3	78	19	15	61
	44. Birth Control	1 - 3	2	46	10	9	115
Special Items	45. Birth Control	1 - 4	4	33	23	17	90
	46. Teaching	1 - 3	3	8	14	11	151

TABLE 67. -- ABS-WD-VN Basic Variable List for the Special Hypotheses.

Type	Variable and Number	Score Range	IBM Info		ABS Info		
			Card #	Column	Eng. Page	VN Page	Item(s)
Special Hypotheses	49. Propensity for Shame	1-3	1	40	4	4	35
		1-3	1	56	6	5	51
		1-3	1	60	6	5	55
		1-3	1	64	6	6	59
		1-3	1	66	6	6	61
	H - 16	1-3	2	32	9	8	101
		1-3	2	38	10	9	107
		1-3	2	48	11	9	117
		1-3	2	62	12	10	131
		1-3	2	64	13	10	133
		1-3	2	72	13	11	141

	50. Problem of too Much Pride	1-3	1	36	4	4	31
		1-3	1	44	4	4	39
		1-3	2	20	8	7	89
	H - 17	1-3	2	60	12	10	129
		1-3	3	32	16	12	15

	51. Heroic Pride	1-3	2	32	9	8	101
		1-3	3	14	14	11	157
	H - 18	1-3	3	56	17	13	39

	52. Embarrassment Over Disability	1-3	1	46	5	5	41
		1-3	1	48	5	5	43
		1-3	1	54	5	5	49
		1-3	1	56	6	5	51
		1-3	1	60	6	5	55
		1-3	1	64	6	6	59
	H - 19	1-3	1	66	6	6	61
		1-3	2	12	8	7	81
		1-3	2	14	8	7	83
		1-3	2	16	8	7	85
		1-3	2	18	8	7	87
		1-3	2	32	9	8	101
		1-3	2	36	10	8	105
		1-3	2	38	10	9	107
		1-3	2	48	11	9	117
		1-3	2	60	12	10	129
		1-3	2	64	13	10	133
		1-3	2	74	13	11	143
		1-3	3	8	14	11	151
		1-3	3	18	15	12	1
		1-3	3	20	15	12	3
		1-3	3	58	18	14	41
		1-3	3	60	18	14	43

TABLE 67. -- Continued.

Type	Variable and Number	Score Range	IBM Info		ABS Info			
			Card #	Column	Eng. Page	VN Page	Item(s)	
53.	Expected Privileges	1-3	1	36	4	4	31	
		1-3	1	42	4	4	37	
	H - 2 0	1-3	1	44	4	4	39	
		1-3	1	50	5	5	45	
		1-3	1	58	6	5	53	
		1-3	2	10	7	6	79	
		1-3	2	20	8	7	89	
		1-3	2	22	9	7	91	
		1-3	2	24	9	8	93	
		1-3	2	26	9	8	95	
		1-3	2	28	9	8	97	
		1-3	2	30	9	8	99	
		1-3	2	46	10	9	115	
		1-3	2	50	11	9	119	
		1-3	3	6	14	11	149	

		54.	Karma	1-3	1	14	2	3	9
1-3	1			20	3	3	15	
H - 2 1	1-3		1	18	3	4	23	
	1-3		1	36	4	4	31	
	1-3		2	10	7	6	79	
	1-3		2	20	8	7	89	
	1-3		2	26	9	8	95	
	1-4		4	51	28	20	107	
	1-4		4	53	28	20	109	
	1-4		4	57	28	20	113	
	1-4		4	59	28	20	115	
	1-4		4	63	29	20	119	

55.	Probable Sexual Problems	1-3	1	40	4	4	35	
		1-3	1	62	6	5	57	
	H - 2 2	1-3	1	66	6	6	61	
		1-3	2	34	10	8	103	
		1-3	2	70	13	10	139	
		1-3	3	18	15	12	1	
		1-3	3	22	15	12	5	
		1-3	3	24	15	12	7	
		1-3	3	30	15	12	13	
		1-3	3	32	16	12	15	
		1-3	3	36	16	13	19	
		1-3	3	40	16	13	23	
		1-3	3	46	16	13	29	
		1-3	4	18	20	15	75	

TABLE 67. -- Continued.

Type	Variable and Number	Score Range	IBM Info		ABS Info		
			Card #	Column	Eng. Page	VN Page	Item(s)
Special Hypotheses	56. Infidelity	1-3	1	12	2	3	7
	Problem	1-3	1	18	2	3	13
	Possibility	1-3	1	62	6	5	57
	H - 2 3	1-3	1	68	6	6	63
		1-3	1	70	7	6	65
		1-3	2	46	10	9	115
		1-3	2	66	13	10	135
		1-3	2	72	13	11	141
		1-3	4	18	20	15	75
	57. Job and Work	1-3	1	24	3	3	19
	Inadequacy	1-3	1	26	3	4	21
	H - 2 4	1-3	1	38	4	4	33
		1-3	1	52	5	5	47
		1-3	1	58	6	5	53
		1-3	1	66	6	6	61
		1-3	1	78	7	6	73
		1-3	2	10	7	6	79
		1-3	2	40	10	9	109
		1-3	2	50	11	9	119
		1-3	2	54	12	10	123
		1-3	2	56	12	10	125
		1-3	3	6	14	11	149
		1-3	3	22	15	12	5
		1-3	3	32	16	12	15
		1-3	3	64	18	14	47
	58. Financial Worry	1-3	1	38	4	4	33
	H - 2 5	1-3	1	62	6	5	57
		1-3	1	66	6	6	61
		1-3	2	30	9	8	99
		1-3	2	38	10	9	107
		1-3	2	46	10	9	115
		1-3	2	70	13	10	139
		1-3	3	10	14	11	153
	59. Possible With -	1-3	1	6	2	3	1
	drawal and/or	1-3	1	40	4	4	35
	Mental Illness	1-3	1	46	5	5	41
		1-3	1	50	5	5	45
		1-3	1	54	5	5	49
		1-3	1	56	6	5	51
		1-3	1	62	6	5	57
		1-3	1	64	6	6	59

TABLE 67. -- Continued.

Type	Variable and Number	Score Range	IBM Info		ABS Info		
			Card #	Column	Eng. Page	VN Page	Item(s)
Special Hypotheses	59. Continued	1-3	1	66	6	6	61
	H - 26	1-3	1	72	7	6	67
		1-3	2	34	10	8	103
		1-3	2	36	10	8	105
		1-3	2	38	10	9	107
		1-3	2	48	11	9	117
		1-3	1	48	5	5	43

	60. Possible	1-3	1	46	5	5	41
	Disgust over	1-3	1	48	5	5	43
	The Disability	1-3	1	54	5	5	49
	H - 27	1-3	1	56	6	5	51
		1-3	1	60	6	5	55
		1-3	1	62	6	5	57
		1-3	1	64	6	6	59
		1-3	1	66	6	6	61
		1-3	1	72	7	6	67
		1-3	2	12	8	7	81
		1-3	2	14	8	7	83
		1-3	2	16	8	7	85
		1-3	2	18	8	7	87
		1-3	2	32	9	8	101
		1-3	2	34	10	8	103
1-3		2	38	10	9	107	
1-3		2	48	11	9	117	
1-3		2	52	12	10	121	
1-3		2	58	12	10	127	
1-3		2	64	13	10	133	
1-3		2	70	13	10	139	
1-3		2	72	13	11	141	
1-3		2	74	13	11	143	
1-3		2	76	13	11	145	
1-3		3	8	14	11	151	
1-3		3	18	15	12	1	
1-3		3	20	15	12	3	
1-3		3	22	15	12	5	
1-3		3	30	15	12	13	
1-3		3	34	16	12	17	
1-3	3	46	16	13	29		
1-3	3	60	18	14	43		
1-3	4	18	20	15	75		

61. Expectation of	1-3	1	42	4	4	37	
Aid Programs	1-3	1	52	5	5	47	
	1-3	2	20	8	7	89	

Special Hypotheses

TABLE 67. -- Continued.

Type	Variable and Number	Score Range	IBM Info		ABS Info		
			Card #	Column	Eng. Page	VN Page	Item(s)
Special Hypotheses	61. Continued	1-3	2	22	9	7	91
		1-3	2	24	9	8	93
	H - 2 8	1-3	2	28	9	8	97
		1-3	2	30	9	8	99
		1-3	2	50	11	9	119

	62. Expectation of	1-3	1	6	2	3	1
	Inability and	1-3	1	20	3	3	15
	Helplessness	1-3	1	58	6	5	53
		1-3	1	62	6	5	57
		1-3	1	66	6	6	61
		1-3	1	78	7	6	73
	H - 2 9	1-3	2	10	7	6	79
		1-3	2	12	8	7	81
		1-3	2	32	9	8	101
		1-3	2	38	10	9	107
		1-3	2	40	10	9	109
		1-3	2	44	10	9	113
		1-3	2	48	11	9	117
		1-3	2	54	12	10	123
	1-3	2	56	12	10	125	
	1-3	2	74	13	11	143	
	1-3	2	76	13	11	145	
	1-3	3	6	14	11	149	
	1-3	3	8	14	11	151	
	1-3	3	16	14	11	159	
	1-3	3	32	16	12	15	
	1-3	3	64	19	14	47	

63. Expectation of	1-3	1	6	2	3	1	
Malingering	1-3	1	24	3	3	19	
	1-3	1	26	3	4	21	
	1-3	2	10	7	6	79	
H - 3 0	1-3	3	22	15	12	5	
	1-3	3	26	15	12	9	
	1-3	3	32	16	12	15	
	1-3	3	34	16	12	17	
	1-3	3	64	19	14	47	

TABLE 67. -- Continued.

Type	Variable and Number	Score Range	IBM Info		ABS Info		
			Card #	Column	Eng. Page	VN Page	Item(s)
Special Hypotheses	64. Expectation of Being Bitter About the Disability H - 3 1	1-3	1	32	3	4	27
		1-3	1	76	7	6	71
		1-3	2	6	7	6	75
		1-3	2	18	8	7	87
		1-3	2	26	9	8	95
		1-3	3	22	15	12	5
		1-3	3	66	18	14	49

	65. Emotional Instability H - 3 2	1-3	1	40	4	4	35
		1-3	2	10	7	6	79
		1-3	2	14	8	7	83
		1-3	2	78	13	11	147
		1-3	3	10	14	11	153
		1-3	3	12	14	11	155
		1-3	3	18	15	12	1
		1-3	3	20	15	12	3
		1-3	3	28	15	12	11
		1-3	3	34	16	12	17
		1-3	3	50	17	13	33
		0 or 3	4	28	22	16	85
		1-5	4	29	22	16	86

TABLE 68. -- Procedural Table for Major Hypotheses; H-1 Through H-15.

Hypo	Procedure	Special Code	IBM Column Numbers	Card #
H-1	Positive correlation between 'a' and 'b' scores.	a	51 through 68	4
		b {	6 alternating to 78	1
			6 alternating to 78	2
			6 alternating to 78	3
			6 alternating to 22	4
			7 alternating to 79	1
			7 alternating to 79	2
			7 alternating to 79	3
			7 alternating to 23	4

TABLE 68. -- Continued.

Hypo	Procedure	Special Code	IBM #'s	Card #
H-2	Omit			
H-3	Positive correlation between question #100 (d) and b_2	d	44	4
H-4	Omit			
H-5	If question #101 (e) has a higher correlation e with question #100 (d), then high scores of (d) will have positive correlation with (b)		45	4
H-6	Negative correlation between question #86 (f) and (b) score.	f	29	4
H-7	Negative correlation between question # 96 (g) and (b) score.	g	39	4
H-8	Positive correlation between question # 87 (h) and (b) score.	h	30	4
H-9	Positive correlation between question # 82 (i) and (b) score.	i	25	4
H-10	Higher positive correlation between women than men toward (b) score.	j	24	4
H-11	Positive correlation between questions # 89, 90, and 91 (m) and (b) score.	m	32,33,34 Variables: 23,24,25	4
H-12	Positive correlation between questions # 93 and 94 (n) and (b) score.	n	36, 37 Variables: 27, 28	4

TABLE 68. -- Continued.

Hypo	Procedure	Special Code	IBM #'s	Card #
H-13	Positive correlation between questions # 95 (o) and (b) score.	o	38 Variable: 29	4

H-14	Rank order with (b) totals from groups:			
	Grouping In Order		VN Groups ₁	
	1 -		12, 24, 33, 36	
	2 -		13, 34, 35	
	3 -		4, 5, 11	
	4 -		7, 16, 20, 22, 23	
	¹ See Appendix A			

H-15	Formation of the theoretical Guttman Simplex.			

APPENDIX I

ABS-WD-VN Tabulation Sheet

JACK DOWN - MSU/SIU

Sai-Gon, Viet-Nam. ABS-WD Sept 1970: March 1971 Michigan State U.

Male _____ Group Code _____ '0' means NA (No answer)

Female _____ Respondent number _____

Section 1		Section 2		Section 3		Section 4		Section 5		Section 6	
1	2	41	42	81	82	121	122	1	2	41	42
3	4	43	44	83	84	123	124	3	4	43	44
5	6	45	46	85	86	125	126	5	6	45	46
7	8	47	48	87	88	127	128	7	8	47	48
9	10	49	50	89	90	129	130	9	10	49	50
11	12	51	52	91	92	131	132	11	12	51	52
13	14	53	54	93	94	133	134	13	14	53	54
15	16	55	56	95	96	135	136	15	16	55	56
17	18	57	58	97	98	137	138	17	18	57	58
19	20	59	60	99	100	139	140	19	20	59	60
21	22	61	62	101	102	141	142	21	22	61	62
23	24	63	64	103	104	143	144	23	24	63	64
25	26	65	66	105	106	145	146	25	26	65	66
27	28	67	68	107	108	147	148	27	28	67	68
29	30	69	70	109	110	149	150	29	30	69	70
31	32	71	72	111	112	151	152	31	32	71	72
33	34	73	74	113	114	153	154	33	34	73	74
35	36	75	76	115	116	155	156	35	36	75	76
37	38	77	78	117	118	157	158	37	38	77	78
39	40	79	80	119	120	159	160	39	40	79	80

Demographic		Ques.	WD	Life Sit.		Extra	
81	82	98	99	105	106	1	2
83	84	100	101	107	108	3	4
85	86	102	103	109	110	5	6
87	88	104		111	112	7	8
89	90			113	114	9	10
91	92			115	116		
93	94			117	118		
95	96			119	120		
97	97a			121	122		
				123	124		

APPENDIX J

Guidelines to Basic Rights
For War Veterans and Victims of War

World Veterans Federation

November 17, 1971

D R A F T¹

GUIDELINES TO BASIC RIGHTS
FOR WAR VETERANS AND VICTIMS OF WAR

PREAMBLE

The moral obligation of a nation to care for its war veterans and victims of war has long been recognized, but the acceptance of the total implication of this obligation has not yet been universally achieved, nor have the basic principles of this care been fully established.

The purpose of this document, drawn up by the World Veterans Federation, is to provide guidelines for the solution of that problem regarding those who suffered disablement through acts of war so as to improve the economic and social conditions of those war veterans and victims of war in the world.

It contains recommendations based upon the experiences of member associations of the World Veterans Federation, and upon the discussions of an International Conference on Legislation Concerning War Veterans and Victims of War held in London in April 1967. It outlines the basic principles that should be adopted by individual Governments and the fundamental provisions that should be maintained as a prior social obligation.

Article 1

DEFINITIONS

The fundamental provisions and recommendations outlined in this document should apply to the following persons, referred to hereinafter as "War Veterans and Victims of War", namely:

- 1.1 All those who served in the forces of a nation in armed conflict and suffered disablement;
- 1.2 All those who, in pursuance of the orders of the Government or of other measures of preserving or regaining national independence, suffered disablement;
- 1.3 All those who, as civilians, suffered disablement and are recognized as victims of war in their national legislation;
- 1.4 The dependents (widows, orphans, parents) of persons killed in acts of war or who die from their service-connected disablement;

¹The organization was contacted and a copy of the final resolution was requested, but the request was never acknowledged.

For the purpose of this document, "service" should be interpreted as any of the functions defined in para. 1.1 and 1.2 above, and "service-connected disablement" means disabilities including physical or mental impairment due to or resulting from such service, or, for civilians, from acts of war.

Article 2

COMPENSATION, PREFERENCE AND PRIORITIES

All Governments should ensure that their war veterans and victims of war receive a proper share of national resources. The special protection afforded by Governments to their war veterans and victims of war should guarantee the following minimum rights, in respect of their service-connected disablement and its effects, viz:

- 2.1 All necessary medical treatment and care with hospital priority as a direct charge upon the Government;
- 2.2 The provision of medicines, prostheses and orthoses as a direct charge upon the Governments: for those with severe locomotor disablements which limit their mobility, the provision of means of transportation to enable them to enjoy normal amenities of life, and especially where such provision will assist in obtaining or retaining employment;
- 2.3 The provision of the opportunity to undertake courses of rehabilitation, education and training for employment appropriate to his or her capability and, because of his or her entitlement to employment, a guaranteed preference in submission to vacancies and retention in employment;
- 2.4 Priority in, and assistance in, the provision of housing facilities, especially in respect of adaptations within the home to facilitate a normal life in spite of disablement;
- 2.5 Entitlement to compensation to be:
 - a. based upon a medical assessment of the degree of disability, making a comparison between his or her conditions, as disabled, and that of a normal healthy person and without taking into account earning capacity in any particular occupation or other individual factors;
 - b. assessed also on the deterioration of his or her condition both due to time and advancing age;
- 2.6 Entitlement to receive adequate protection and/or assistance by way of supplementary allowances intended to relieve specific hardships and difficulties;
- 2.7 Allowances during his or her lifetime for the following dependants:
 - a. the wife;
 - b. the unmarried dependent living as his wife;
 - c. the child or children, particularly for their education and training;
 - d. the parents or foster parents, where the son or daughter was helping to support them.

The rate of allowances should be determined by each nation in the light of the circumstances.

Article 3

SPECIAL ALLOWANCES

In order to meet the special needs of war veterans and victims of war arising from their service-connected disablement or its effects, Governments should also grant the following allowances, in addition to the basic assessment of compensation:

- 3.1 a special allowance in respect of the personal nursing care and attention necessitated by severe disablement (Constant Attendance Allowment);
- 3.2 a special allowance to be payable where the attributable disabilities are major factors in the person concerned being unable to obtain or maintain employment (Unemployability supplement);
- 3.3 a special allowance to be payable to those who, because of their disablement, are unable to fulfil the conditions of eligibility for the normal State social service benefit, with a view to ensuring that the compensation they receive for their attributable disabilities is not less than the assured minimum level of the Government social service benefit.

Article 4

REVIEW AND TAXATION

The rates of compensation and supplementary allowances granted to war veterans and victims of war should:

- a. be subject to continuous upward review within the general framework of the development of the social programmes and the economy of the country and in accordance with article 8 below;
- b. be free from taxation and be disregarded for the purpose of calculating the resources of the person.

Article 5

SCIENTIFIC PROGRESS AND INTERNATIONAL CO-OPERATION

- 5.1 The benefits of scientific investigations into the continuing effects of service-connected disablement and the consequential effects of war strain and privation should be made available for the treatment of war veterans and victims of war in individual countries. Such investigations should be encouraged and supported with the highest priority.

- 5.2 Governments should take steps to stimulate co-operation in the pooling of information and experience in the development of, and improvement in, prosthetics and orthotics, and the transmission between countries of aids for disabled war veterans and victims of war should be free of trade tariffs and/or restrictions.

Article 6

DEPENDENTS

- 6.1 Where a war veteran or victim of war dies either during acts of war or as a result of the service-connected disablement, compensation should be paid to the following dependents, who thereon become victims of war as defined in Article 1.4 above:
 - a. the widow or widower;
 - b. an unmarried dependent who was living with the deceased as his wife or husband and was maintained by him or her;
 - c. orphans, where the child of a person who is killed or dies as a result of service or acts of war;
 - d. parents or foster parents, where the son or daughter was helping to support or would have done so had he or she survived.
- 6.2 Where a widow has given long personal nursing care and attention to her seriously disabled husband, the Government should recognize this service in assessing her compensation.

Article 7

RIGHT TO APPEAL AND TO ORGANIZE

- 7.1 War veterans and victims of war should have the right of appeal to independent tribunals or similar courts against the Government's decisions on their entitlements and/or assessments;
- 7.2 War veterans and victims of war should never be denied the right to organize themselves in order that their special interests may be effectively safeguarded, and those organizations should be recognized as representing interests of direct responsibility of the Government. Special Committees should be established by Governments to facilitate legislation or to advise on particular problems or needs of war veterans and victims of war. Such Committees should include amongst their members representatives of the organizations dealing with the special needs of war veterans and victims of war.

