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ABSTRACT

RESPONDENT NEEDS AND YOUNG ADULT ADJUSTMENT:
THE DEVELOPMENT OF AN INSTRUMENT TO TEST RESPONDENT NEEDS

by

Donald Albert Wright

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An individual responds to his primary groups and a group responds to the individuals who belong through a complex network of needs. The focus of this study is on these respondent needs of young adults.

Respondent needs are organized in a construct using ten categories: economy, polity, values, rootedness, relatedness, awareness, ecology, release, integration, and security. The relationships of the needs of the individual to the needs of his primary groups (family, work, peer, religious, social, etc.) are described. The main theme of the construct is the necessity for the group to fulfill the needs of the individual and the requirement that the individual meets the needs of the group. His needs and the needs of the group are reciprocal -- each satisfying and to some extent denying or limiting the other.

In order to test out the usefulness of this needs construct in working with young adults, the Y.M.C.A. of Metropolitan Detroit initiated a project and developed a program for young adults. The program was designed for young adults who had poor adjustment, that is, for those who had one or more of the following conditions:

a) were not completing their education; b) were not successfully employed; c) were not in any congenial group; d) were not successfully married; e) had not developed a stable set of values; f) had low self-esteem or; g) had self-defeating behavior.

The program consisted of 16 weekly meetings, each including an evening meal together, discussion, personal disclosures and group planned recreation. Two or more staff persons oriented to young adult needs interacted at each meeting with eight to 15 young adults. Two such transactional learning programs were run as a pilot for a proposed national Y.M.C.A. study. Several of the participants described the group meetings as low pressure group counseling. The staff was mostly supportive and permissive, pushing the group to make most of the decisions of what they did as a group.

An instrument to inventory respondent needs was developed using the respondent needs construct as a conceptual base. It was used here for the first time so that no norms were available. Reliability and validity studies were not made.

Twenty-eight young adults were in the programs. All of those who were available for contact, 14 of the original 28, were studied four or five years after their involvement, using individual case studies, and described in

respondent needs terms. Portrait sheets of their personal and social adjustment as detected by the California Test of Personality were developed. Scores on the California Test were used to compare adjustment with respondent needs as shown by their needs inventory scores.

There appeared to be a moderate-to-strong correlation between adjustment scores and respondent needs scores. This was taken to mean that the construct of respondent needs has value for perceiving poorly adjusted young adults in needs terms. This would support the hypothesis that "There will be a positive correlation between respondent needs and adjustment."

Eleven of the fourteen young adults stated that the group experience was helpful to their personal and social adjustment. Three stated that the group experience was not helpful, or even, that it was in some ways, hurtful. Twelve of the participants stated that they would choose to participate again if they were in the same situation. Ten of the group thought that the group leaders were thinking of their needs. Most of the participants' evaluations of the group support the hypothesis that "Young adults with poor adjustment who participated in a time-limited needs-oriented transactional learning group will, in retrospect, view the experience in positive terms for their personal and social adjustment."

RESPONDENT NEEDS AND YOUNG ADULT ADJUSTMENT:
THE DEVELOPMENT OF AN INSTRUMENT TO TEST RESPONDENT NEEDS

By

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CHAPTER I

THE PROBLEM AND RELATED STUDY

Introduction

Young adults in our American society are on the move: college, armed forces, job opportunities, wandering or lost. This means they are uprooted from their families and communities, often to a large degree. They are expected to acquire a job or vocation and get an education for it, to find a suitable mate and a congenial group to be with, and to organize their life goals and values. They are often attempting these tasks away from home base, without the aid of the traditional institutions of their childhood. They are often on-the-go, not settled in either a location or a pattern of social relationships.

News reports of crime, alcoholism, drug abuse and delinquency tell an alarming story of persons who are out of adjustment with the general culture. Costs of operating prisons and mental health services are continually going higher. Serious personal breakdowns are becoming more numerous.

As an example of what is happening to many young adults, Choron reports the following:

According to official statistics, 21,281 people in the United States committed suicide in 1966; 21,325 in 1967 and 21,378 in 1968. ...the actual number is perhaps...27,000 to 30,000 per year. (16.5 for males per 100,000 and 5.1 for females), or (whites 18, non-white 9.6 per 100,000)... This is about 80 persons a day....

Suicide is ranked tenth or eleventh (cause of death compared to all causes) for the total population, third for the 15-24 age group, and fourth in the 25-44 group.¹

In a compiled report of the Detroit Suicide Prevention Center, a total of 1,241 known attempted suicides occurred in 1971. Of this number, 50.0% were in the age range of 18 through 31 years. These statistics generally confirm those given by Choron that white, young adults comprise the largest number involved. About 10% of suicides attempted were completed, with a ratio of 2.4 for males to 1.0 for females.

These statistics on suicide, together with similar evidence on crime, alcoholism delinquency and drug abuse, are indicative of the very serious problem of the lack of individual adjustment in our society.

In the long run, development by our society of better methods of meeting the needs of young adults may make these adjustments during their late teens and early twenties much more satisfactory to them and to the society. One may take the position that the problem is primarily a social one.

¹Jacques Choron, Suicide (New York: Charles Scribner's, 1972), pp.34, 154.

Eric Fromm, for example, states that:

Mental health cannot be defined in terms of the adjustment of the individual to his society, but, on the contrary, that it must be defined in terms¹ of the adjustment of society to the needs of man.

The very real issue to which this study addresses itself is an understanding of the needs of man, especially those of young adults.

Although it may be argued that the society is the cause, it is clearly the individual who, in the short run, must make the adjustment. If each young person can be helped to understand himself and his relationship to society in general and a circle of significant others, if he can have a protective group where he can experiment to improve and adjust, then some of the serious personal breakdowns may be prevented. Some type of aid or assistance may be most beneficial to the young adult who is attempting unsuccessfully to find a mate, get settled in a vocation, complete his formal education, select friends and relate to people and, in general, become a more responsible, autonomous adult. This is the overt issue to which this study has been addressed.

Organizational Setting

The national Council of the Young Men's Christian Associations, attempting to understand the thinking and problems of young adults, ordered a study focusing on the attitudes of young men and women.

¹Eric Fromm, The Sane Society (New York: Rinehart & Company, Inc., 1955), p. 72

In 1963 the Program Services Department and Department of Research and Planning of Y.M.C.A. published a 75-page booklet entitled, "Young Men and Young Women - New Insights on Becoming Adults". Dr. Allen S. Ellsworth was responsible for the study, a brief review of which is given in chapter two.

Although responses from the 421 young adults interviewed showed about one-third express real "zest for life", half were "just accepting" or "drifting" in life, and the rest had feelings of hostility or fearfulness. One in four revealed a total vagueness about any goals in life. One-third were unable to express satisfaction with their life choices to date. These latter groups included people who, for multiple reasons, were not making the adjustments to life in our complex society that give them, their parents or the society satisfaction.

The Y.M.C.A. assumed a share of the society's responsibility toward young adults in making the study and urging its many associations to take action. These (in part) are the conclusions and recommendations that were derived from the Ellsworth study and reported to the Y.M.C.A. Movements:

Designate 1964 the "Year of Young Men and Young Women in the Y.M.C.A." to launch a three-year concentrated appraisal and development of program for work with young men and young women in the 18 to 29 year age segment of the population, including students and those in the armed forces....

Urge the development of a series of "short-term program ventures" that deal with the unresolved issues

of life being faced by young men and young women and that forcefully reflect the core objectives of the Association. Such "program ventures" should include these areas:

- Guidance for vocational discovery and advancement
- Guidance for efforts in education planning
- Projects of self-discovery: search for values, understanding male and female roles, etc.
- Human relations training and leadership development
- Citizenship education: politics, public affairs, international experiences, etc.
- Guidance in assessing choices relating to military service responsibility
- Experiences to further their understanding and convictions about the Christian Faith

Urge the development of a program pattern for single young men and young women that provides opportunity for them to:

- engage in social interaction through stimulating activities in accordance with good program standards
- open up opportunities for personal growth through unique and varied programs
- seek out meaningful and worthwhile projects in which they can be of maximum value to the community, state, nation and world
- develop opportunities for increasing their leadership abilities through seminars and active participation.

Propose that careful documentation be made of all successes and failures in connection with the implementation of the adopted recommendations for review by the responsible committee and report to the Movement.¹

The Project

The National Council of Y.M.C.A.'s in essence approved the main points of the study recommendations which set in motion attempts to actualize the ideas with program. One of the program projects set forth to be tested by John C. O'Melia,

¹Allen S. Ellsworth Young Men and Young Women - New Insights on Becoming Adults, National Council of Young Men's Christian Associations, New York, 1963), p. 68

then Secretary for Adult Program, was called, "Mental, Moral and Emotional Fitness and Young Adult Needs". The full project, if funded was to run three years and involve twelve local Y.M.C.A.s across the United States, involving some 1,800 young adults.

While visiting the Metropolitan Detroit Y.M.C.A. in the Spring of 1964, O'Melia asked if the Counseling Service and Adult Section might be willing to undertake a pilot study to test out the validity of the project. The pilot study was to be done ahead of any others to test out procedures and evaluative materials. The Detroit Association was asked chiefly because it was one of the very few Associations in the United States which had a counseling service¹ separate from the branch operations.

A decision was made that the adult section and the counseling department of the Metropolitan Detroit Y.M.C.A. would proceed with the pilot project, keeping careful records and reporting to the Program Services of the National Council of Young Men's Christian Associations. The project was given sharper focus than had been proposed by O'Melia. It was undertaken to find ways to help young adults who already displayed self-defeating behavior and/or poor adjustment. It focused upon basic personal and social adjustment and relationship respondent needs. The compound term, "Mental, Moral and Emotional Fitness", was replaced by the single term,

¹The author, Donald A. Wright, was Director of the Metropolitan Detroit Y.M.C.A. Counseling Service at that time.

"Adjustment", so that the project title read "Respondent Needs and Young Adult Adjustment".

Project Task Analysis

It was recognized that before parents, counselors, teachers or agencies could help poorly adjusted young adults with unmet needs, clear and concise knowledge of those needs would be vital. Self-defeating behavior might be described in such terms as delinquency, emotional illness or even crime, but these terms related to responses. What was required was a means for discovering underlying needs that were not being adequately met.

To be useful any system for classifying needs would have to a) assure sufficient scope to cover the areas where adjustment is necessary, b) have enough concrete particulars so that unmet needs of poorly-adjusted young adults could be identified, described and understood, and c) be arranged into logical and reasonably discreet categories of needs which might be constructively used with any person. Thus, the major tasks of the project were to:

1. Develop a system of categories for classifying needs that could be useful in orderly observation of lack of adjustment.
2. Develop a comprehensive inventory of needs of young adults using this construct.
3. Use this needs construct as a basis for training staff who were planning young adult programs.
4. Select a standardized test which would evaluate personal and social adjustment.
5. Develop, with staff, a set of experiences which should

assist young adults in recognizing and fulfilling their own needs.

6. Involve poorly-adjusted young adults in a program designed to provide those or similar experiences.
7. Keep records of tests, inventories and other data so that the experiences could be evaluated.
8. Analyze and interpret those data.
9. Draw conclusions and develop recommendations based upon them.

Objectives, Hypotheses and Definitions

The overall objective of the study was to answer a series of questions relating to the usefulness of the needs construct as a conceptual tool in working with young adults:

1. Can a comprehensible construct of human needs be developed?
2. Can this construct be used as a conceptual base for training staff working with young adults?
3. Can a program for young adults be developed based on this needs construct?
4. Is there a positive correlation between unmet needs and poor adjustment, and can this be investigated using the construct?
5. Will young adults who are having a difficult time becoming autonomous adults get pragmatic help from a program based on the needs construct?
6. Will the findings of this study be of any used to the parent project or to agencies or individuals working with young adults?

The following three general hypotheses were used to give a focus for the study:

1. Young adults with poor adjustment who participated in a time-limited, needs-oriented transactional learning group will, in retrospect, view the experience in positive terms for their personal and social adjustment.
2. There will be significant improvement in adjustment in these young adults as a result of participation in this program.

3. There will be a positive correlation between meeting respondent needs and adjustment on the part of program participants.

The following definitions are brief explanations of expressions used in the hypotheses and will be expanded later in the text:

1. Young adult with poor adjustment - a young man or woman, age 19 to 29 inclusive, not successfully married, or not successfully employed, or not belonging to a congenial group, or not having life value systems established, or having self-defeating behavior.
2. Respondent needs - reciprocal needs of/and between the individual and his primary groups as described in the needs construct.
3. Transactional learning - personal and social adjustment that takes place in individuals as they participate in group or interpersonal interaction.
4. Time-limited, needs-oriented - sixteen weekly meetings of three or four hours duration with activities and staff oriented to young adult needs.
5. Adjustment - personal and social adjustment as defined in a standardized test of personality.

The Program

The 28 young adults who participated in the program were asked because they were a) not successfully married, or b) not successfully employed, or c) not in any congenial group, or d) not completing their education or e) in personal counseling or f) referred for lack of employment or social adjustment.

The program for the young adults was called, "Really Living". It was a transactional learning experience where the young adults met together weekly with leaders oriented to their needs. There was an evening meal together, group discussions of personal concerns, group planning of activities

and recreation. The staff leaders encouraged group communications, discussions and decisions but kept members, as far as possible, from hurting each other. There were 16 weekly meetings of the group and a week end camp-out for each of the two programs, the first with fifteen young adults in 1966, and the other with thirteen in 1967.

Use of Study and Limitations

Insight about the relationship between young adult needs and poor adjustment, it was assumed, would be useful to the agencies of the community in aiding the young adult who displays self-defeating behavior. For a socialization agency like the Y.M.C.A., this kind of information could be very beneficial in working with young adults with or without adjustment problems. If an effective way of working with poorly adjusted young adults could be developed, other organizations might well benefit and use it.

A review of the literature on human needs revealed that although much of it was oriented to individual needs, a number of writers have been concerned with group needs and with the relationship between individual and group needs. A new construct was developed to organize those events and situations involving the interaction between the individual and the groups of which he is a part. The needs construct as derived from the literature is detailed in chapter two.

It was used as a basis for a) designing the program, b) training staff, c) describing the individuals in the program, and d) the development of the needs inventory which is

used as an evaluative instrument.

This research has been a retrospective study of the project in which those tasks were undertaken. The development, from a review of the literature, of a needs construct is reported. The effect of the chosen transactional learning experiences on poorly adjusted young people is evaluated. This thesis reports on the usefulness of this needs construct as a conceptual tool in working with poorly adjusted young adults.

The project and study have extended over a period of ten years beginning with the publication of the national Y.M.C.A. report in 1963. The Detroit project was begun in 1964 but the first actual involvement with young adults was in 1966. The needs construct was given outline form before the 1966 group sessions. Form A of the needs inventory was developed after the 1966 group sessions and used with the 1967 group. During the period from 1967 to 1970, a book, "Counseling Families Today" was written by this author using material from the review of literature on needs. Form B of the needs inventory was developed before the follow-up study in 1971. A rough draft of the study was completed in 1972.

The person doing the research was the principal staff member for the project and program. It has been difficult to be a counselor, father-substitute and coordinator and then be the investigator. The task of being objective and honest while having been so subjectively involved was a challenge and it certainly constitutes a limitation of the study.

There were several findings from the study for which no

questions were asked nor data kept: 1) the favorable long-term emotional effect of the experience on the majority of the participants, 2) the large amount of staff time and energy used and 3) the inability of the participants to function as a group when no adult leaders were present. Three questions in regard to these findings are posed and cursory answers given at the end of chapter four. Tentative conclusions are given in chapter five along with other conclusions based on evidence presented in the data.

Overview

The introduction, organization setting, project, project task analysis, objectives, hypotheses, definitions, program, use of study and limitations have been presented in this chapter.

In chapter two the related project, young adult adjustment inventory and the conceptual base and needs construct from the review of appropriate literature are presented.

The design of the study is presented in chapter three: tasks of the project, design tasks of this study, research model, hypotheses, population, program, staff and staff training, procedure, source of data and California Test of Personality.

The data and an analysis of the results are presented in chapter four. The participants are described in terms of needs and adjustment.

A summary of the study, conclusions and recommendations are given in chapter five.

CHAPTER II

SELECTED LITERATURE

Related Project

Introduction

This study is related to a project to test out a proposal of the National Council of Young Men's Christian Associations. Parameters of the project, broadly outlining objectives for a young adult program, are given below. Young adult adjustment is defined by using criteria presented by the authors of the test of personality that was selected for evaluation of personal and social adjustment. Selected quotations are taken directly from the test manual. The remainder of this chapter is given to describing a human needs construct. Nearly all the material presented is taken from the literature with the selection and organization of quotations being the work of this investigator.

The section on stance gives the general concept and direction, and the section on structure brings from the literature a number of concepts and categories that are organized into the needs construct. Three levels of needs for both individuals and groups are presented in considerable detail in the construct using selected quotes from the literature. An outline is included at the end of the chapter as

a reference for viewing the construct in compact form.

The Related Project

The project proposed by John C. O'Melia, Jr., incorporated many of the objectives recommended by the Ellsworth study and gave these broad parameters for guidance and development of specific program:

The over-all objective is to produce mentally healthy young men and women who have good understanding of people, and the ability to develop whole and complex personalities. In short, the goal is self-actualization. It is a pilot demonstration in preventative mental health, utilizing the best of behavioral sciences.

In understanding this project, it is useful to think of the whole life cycle as being the achievement of a series of developmental life tasks. For the young adult, this means such tasks as - getting started in an occupation, developing vocational skill, determining identity, finding a congenial mate, starting a family, organizing an ideology and a scale of values, etc. This project is not concerned with delinquency prevention, but is concerned with helping a significant group of young adults who are neither troublesome nor distinguished in their activity to obtain a more satisfactory mental health status....

One of the innovative features of the project is a careful linking of testing, counseling and group work. Every participant will initially engage in a testing program which leads into considerable individual counseling. One or two tests of diagnostic value will be employed. An intake interview, utilizing the results, will be conducted in which the young person's needs are explored with him. The project is not attempting to study personality, but rather to help the participant "discover himself".

It is the nature of young adult life to be highly mobile. Therefore, the project is uniquely phased to help overcome this problem of participant turnover. Local Y.M.C.A. units will be built around two major program periods a year. Both of these periods will be sixteen week-long workshops, meeting once a week. Each workshop is self-contained and offers a complete program experience.¹

¹ John C. O'Melia, Jr., Mental, Moral and Emotional Fitness and Young Adult Needs (N.Y., National Council of Y.M.C.A.'s), 291 Broadway, two-page proposal.

Young Adult Adjustment

Mental, moral and emotional fitness, or mental health, or as this study states, "adjustment", are concepts difficult to define. There must be some standard in order to assess certain behavior as "healthy" or that person "adjusted".

Jahoda suggests that:

... the evaluation of actions as sick or normal or extraordinary in a positive sense often depends largely on accepted social conventions.¹

In order to evaluate adjustment for the project, a published personality inventory was selected with norms relating to the general adult population. The California Test of Personality² was chosen because it was designed to identify and reveal the status of certain highly important factors in personal and social adjustment and appeared to be valid for the purposes of the project. A description of the twelve adjustment categories is given in Appendix D. Information about the reliability, validity and limitations of the test is given by the authors in the published manual and abridged in Appendix D.

(Note: In the quotation above and the numerous quotations that follow, the writer is departing from the style suggested by Kate L. Turabian, A Manual for Writers (Chicago: The University of Chicago Press, 1973), by using block paragraphs for introductions ending with a colon.)

¹Marie Jahoda, Current Concepts of Positive Mental Health (New York: Basic Book Inc., Pub. 1958), p.12

²Louis P. Thorpe, Willis W. Clark, Ernest W. Tiegs California Test of Personality (Monterey, California: California Test Bureau, 1953 Revision).

The general goal of the Detroit Y.M.C.A. project was similar to the national project but focused on helping poorly adjusted young adults obtain a more satisfactory status - mental, moral and emotional fitness or personal and social adjustment. Guidance procedures in the manual with the California Test of Personality describe the maladjusted or unfit person as having problems in one or more of these following six categories:

1. UNDESIRABLE HABIT PATTERNS: SITUATIONS REQUIRING PRACTICE. These are usually minor but sometimes nevertheless important patterns of behavior that put the individual at a disadvantage and detract from his ability to enjoy normal relations with others. They can usually be corrected by personality exercises and practice.
2. ERRONEOUS BELIEFS AND ATTITUDES. These vary all the way from very minor and relatively unimportant problems to those which lie deeply embedded in the past and which resist uprooting, thus involving the individual in many types of difficulties and resulting in many types of adjustment problems.
3. UNFAVORABLE ENVIRONMENTAL CONDITIONS. Frequently an individual has reasonable goals and possesses the intelligence, skills, working habits and other resources to reach them; but factors in his school, home or community environment operate to frustrate or defeat him.
4. UNDESIRABLE FORMS OF ATTEMPTED ADJUSTMENT. The individual may be unaware of the presence of the first three types of problems, but he is usually fully aware that he has difficulties (even though he does not understand them) when he uses undesirable forms of attempted adjustment. This type of problem also frequently involves erroneous beliefs and attitudes which make the solution more difficult.
5. PHYSICAL AND NERVOUS DIFFICULTIES. These difficulties themselves are fairly objective and easily recognized. However, their effects are much more subtle and difficult to deal with. They involve the determination of the individual's own attitude, the attitude of the parents, and

frequently require medical attention and treatment as well as the use of mental hygiene procedures.

6. MENTAL DISORDERS. An individual may manifest egotism, conceit and suspicion, especially in extreme form, and may not yield to the ordinary methods of dealing with personality problems.¹

It was felt that the level of fitness or adjustment of each participant could be determined by the use of this published test. This information could be used by the participants to understand themselves, by the group leaders and for comparison with their needs. The test gives six categories of personal adjustment and six categories of social adjustment. Profiles and percentile comparison with the general population could be used as an objective base for understanding, by participants, of their adjustment or fitness.

According to the manual:

The California Test of Personality is a teaching-learning or developmental instrument primarily. Its purpose is to provide the data for aiding individuals to maintain or develop a normal balance between personal and social adjustment.²

Young Adult Needs

Young adult needs were not described in the Ellsworth study nor in the National Y.M.C.A. proposal, and no adequate description of these needs was found in the literature. The challenge then was to review the literature on needs and prepare a conceptual base to evaluate young adult needs. A review of selected literature was made on human needs and

¹Louis P. Thorpe, Willis W. Clark, Ernest W. Tiegs
(California Test of Personality, California Test Bureau,
Monterey, Calif., 1953 Revision)

²Ibid. p. 2

quotations from some ninety authors and research papers accumulated. A major task was that of selecting from this large amount of information those ideas that could be built into an integrated and useful conceptual form.

Stance

Gordon W. Allport states the nature of the problem of studying human needs:

During this era (McDougall and Freud) innumerable instincts were discovered, postulated, invented. In 1924 Bernard reported that more than 14,000 different instincts had been proposed and that no agreement was yet in sight. Sensing disaster in this direction, psychologists started fishing in fresher waters. The doctrine of drives (a limited form of instinct) continued to hold the behaviorist fort and still to some extent does so, but most psychologists nowadays seem to agree with Hebb (1949) that to equate motivational structure with simple drives or biological needs is a wholly inadequate procedure.

It is clear that we have not yet solved the problem of the units of man's nature, though the problem was posed twenty-three centuries ago. It is equally clear that psychology lags far behind chemistry, which has its periodic table of elements; behind physics with its verifiable if elusive quanta; and even far behind biology with its cell. Psychology does not yet know what its cell may be. It is partly for this reason that skeptics question psychology's right to be called a science. Its investigators have not yet reached agreement on what units of analysis to employ.¹

Goltlieb and Howell suggest that:

...for prevention of physical disorders, success has come only after the knowledge of the etiology or of the important variables. For mental and emotional disorders

¹Gordon W. Allport, Assessment of Human Motives, (New York: Gardner Lindsey, Ed. Rinehart & Co., Inc., 1958), p.240

we may not have the knowledge as yet to really develop preventive programs.¹

Speaking to the statement that "Little kids are the same everywhere," Frank says:

By the time children are three years old, no traveler, no student of the varieties of man could possibly say, "kids are the same everywhere". The little Eskimo, the little Chinese, the little East African living under their own cultural conditions are profoundly dissimilar.²

Viewing behavior as such has not been a reliable "cell" either according to Kardiner:

No matter in what form and with what qualifications we use the concept of basic personality as a weapon of historical interpretations, we do away permanently with a uniform and constant "human nature" which can be counted upon to behave in a uniform manner under all conditions.³

Kurt Lewin makes some positive suggestions:

...it is hopeless to link the different problems involved in social psychology in a proper manner by using classificatory concepts of the type of the Linnean system in botany. Instead, social psychology will have to use a framework of "constructs". These constructs do not express "phenotypical" similarities, but so-called "dynamic" properties--properties defined as "types of reactions" or "types of influences". In other words these constructs represent certain types of interdependence.⁴

Combs and Snygg reinforce this idea:

Each of us is constantly searching his field for details and meanings which will better enable him to satisfy needs.

¹Jacques S. Goltlieb & Roger W. Howell Four Basic Aspects of Preventive Psychiatry, Ralph H. Ojemann, Ed. (State University of Iowa)

²Lawrence K. Frank, Human Nature and Enduring Peace, (Boston: Gardner Murphy, Ed., Houghton Mifflin Co. 1945), p.14

³Abram Kardiner, The Psychological Frontiers of Society (New York: Columbia University Press, 1945), p. 415

⁴Kurt Lewin, Field Theory in Social Studies. (New York, Harper, 1951), p. 145

Whatever the behavior of the individual, it is always directed at the satisfaction of need.¹ (*Italics mine.*)

The postulates of the Humanists reinforce the use of needs as a basic unit of understanding humans. Reese states:

1. The chief concern of the human enterprise is the effort to discover, invent and enhance ways of behavior and qualities of living that will meet human needs with the maximum of satisfaction.
2. The needs of man are those of a biological being, a personal being and a social being.
3. A third postulate of Humanism is that the criterion of values in the human enterprise is their tested worth in the meeting of human needs. The important thing is to find out objectively what really meets human needs and to foster such things.
4. The goal of the human enterprise is a world community of free persons voluntarily and intelligently cooperating for the common weal to the greatest extent made possible by the nature of the world, of men and of society.²

Combs and Snygg express the value of a broad and accurate concept of human needs:

It is important for anyone required to cope with the behavior of others to have the simplest, most accurate understanding of human needs of which he is capable. Numerous and overlapping concepts of human needs are confusing and difficult to work with. We must have a broad and accurate concept of human need for the simple reason that we will behave according to what we believe to be true.

Theories vary also as to the amount of data they attempt to include. Some theories refer to fairly minute aspects of a major problem; others attempt to include great masses of data covering a broad field of understanding.

¹Arthur W. Combs and Donald Snygg, Individual Behavior (New York: Harper and Brothers, Pub., 1959), pp. 28, 56.

²Curtis W. Reese, The Meaning of Humanism (Boston, The Beacon Press, 1945) p. 78.

Generally speaking, the more inclusive the frame of reference, the more useful the theory becomes.¹

Carroll expresses the idea of the struggle between the needs of the individual and requirements of the society which must be resolved into an acceptable synthesis:

Human behavior is dynamic. Every person is urged on throughout his life by desires which must be satisfied. He is never completely at rest. His life is a constant struggle for food, warmth, achievement, affection, sex satisfactions, recognition and economic and emotional security. He achieves complacency only with death. The person who understands and accepts this basic point of view is in a position to face life with equanimity. He is not appalled by the continual struggle between himself and society for he knows that this struggle is a part of his heritage. The needs of the individual and the requirements of the society in which the individual functions are never identical, but the flexible person is able to resolve the two into an acceptable synthesis.²

Honigman suggests that a functional approach has value in human research:

The functional approach in culture and personality has for its object to relate facts of modal personality either to each other, to facts of technology, to social structure or to some other class of data. Where the genetic approach relates events of childhood with data of adult personality, the functional approach often investigates the relationship of facts at one point in time.³

Lewin takes a strong stand about the importance of the group in understanding humans:

¹Combs and Snygg, pp. 50, 9.

²Herbert A. Carroll, Mental Health the Dynamics of Adjustment (N.J., Prentice Hall, Inc., Englewood Cliffs, 1956), p. 137.

³John J. Honigman, Culture and Personality (N.Y., Harper and Brothers, 1954), p. 62

The unifying theme is unmistakable: the group to which an individual belongs is the ground for his perceptions, his feelings and his actions. Most psychologists are so preoccupied with the salient features of the individual's mental life that they are prone to forget it is the ground of the social group that gives to the individual his figured character.¹

Ackerman conceives personality as an:

...expression of a biopsychosocial continuum in which behavior is influenced in a parallel way by innerphysiological experience and by the processes of social participation.² (Emphasis mine)

If we are looking for a universal perspective to view humans, we will not see it if we look at individual behavior, culture, customs, instincts, motivations, beliefs, drives, social institutions, organizations or activities. We may, however, see a common denominator in the needs of man. But the needs of the individual and the needs or requirements of the social groups in which that individual functions should be considered together. This will be the stance taken in this study.

Structure - Organizing Human Needs

Assuming that human needs is a satisfactory unit for assessing humans, how can we build a structure that will be useful? Several writers believe that coping with difficult personal and relationship problems may be made more successful if counselors or investigators perceive group and individual dynamics in one construct.

¹Kurt Lewin, Resolving Social Conflicts (N.Y. Harper and Brothers Publishers, 1948), p. 6

²Nathan W. Ackerman, Psychodynamics of Family Life (Basic Books, Inc., 1960) p. 279

Ackerman states that:

There are indications that we are on the brink of a new revolution in the integration of the behavioral sciences and this revolution is an essential step in coping with hitherto unsolved problems. Only when we can correctly merge the dynamics of individual and group behavior does it begin to be possible to deal effectively with the mental health problems of family and marital relationships.¹

Likewise Linton says:

It is now becoming apparent that the integration between the individual, society and culture is so close and their interaction so continuous that the investigator who tries to work with any one of them without reference to the other two soon comes to a dead end.²

Ruth Benedict makes a strong stand for the inter-relationship of the individual and his culture:

No individual can arrive even at the threshold of his potentialities without a culture in which he participates. Conversely, no civilization has in it any element which in the last analysis is not the contribution of an individual.³

Whiting indicates some elements common to the development of all people:

Child training the world over is in certain important respects identical. It is identical in that it is found always to be concerned with certain universal problems of behavior. Parents everywhere have similar problems to solve in bringing up their children. In all societies the helpless infant, getting his food by nursing at his mother's breast and having digested it, freely evacuating the waste product, exploring his genitals, biting and

¹Ackerman, p. 151

²Ralph Linton, Cultural Background of Personality (N.Y. Appleton-Century-Crofts, Inc., 1935), p. 5

³Ruth Benedict, Patterns of Culture (N.Y. Houghton Mifflin, 1934), p. 253

kicking at will, must be changed into a responsible adult obeying the rules of his society...¹

Eric Fromm speaks of sanity and mental health in terms of human needs and suggests several important categories for use in a construct of human needs:

Those needs which he shares with the animal--hunger, thirst, need for sleep and sexual satisfaction--are important, being rooted in the inner chemistry of the body, and they can become all powerful when they remain unsatisfied. But even their complete satisfaction is not a sufficient condition for sanity and mental health. These depend on the satisfaction of those needs and passions which are specifically human and which stem from the conditions of the human situation: the need for relatedness, transcendence, rootedness, the need for a sense of identity and the need for a frame of orientation and devotion. The great passions of man, his lust for power, vanity, his search for truth, his passion for love and brotherliness, his destructiveness as well as his creativeness, every powerful desire which motivates man's actions, is rooted in this specific human source....

Man's solution to his physiological needs is, psychologically speaking, utterly simple; the difficulty here is a purely sociological and economic one. Man's solution to his human needs is exceedingly complex, it depends on many factors and last, not least, on the way his society is organized and how this organization determines the human relations within it.²

Maslow suggests the ambivalent nature of need satisfaction vs. control between the individual and his culture:

Our deepest needs are not...dangerous or evil....the culture (is) an instrument of need-gratification as well as frustration and control.³

Malinowski views needs in terms of survival of the individual and the group:

¹John W. M. Whiting and Irvin L. Child, Child Training and Personality (N.Y. Rinehart & Co., Inc., 1955), p. 67

²Eric Fromm, p. 67

³A. H. Maslow, New Knowledge in Human Values, (N.Y. Harper, 1959) p. 128.

By need then, I understand the system of conditions in the human organism, in the cultural setting, and in relation of both to the natural environment, which are sufficient and necessary for the survival of group and organism.¹

Skard suggests the conflict between a person's need gratification and his environment and gives some characteristics of needs:

The conflict between needs and environment releases strong emotions. Anger, rage, aggression, craving for revenge, is felt against the person who prevents one from satisfying one's needs.

- Any need which is not satisfied stores its energy.
- The stronger the need, the less particular one will be as to "satisfiers".
- When a need is satisfied, the person is satisfied.
- Social factors often have a stimulating effect on need-energy.
- If strong needs remain entirely unsatisfied, other needs tend to be neglected too.
- Needs may oppose each other or interfere with each other: the desire to satisfy one need prevents the satisfaction of another.²

Kurt Lewin used a system of constructs that speak simultaneously to the tension systems within the individual and the pressure emanating from the surrounding field: the amount of free movement for an individual; group pressures; obstacles to individual action owing to group restraints; changing of the individual's position with reference to the group;

¹Bronislaw Malinowski, A Scientific Theory of Culture (Chapel Hill University of North Carolina, 1944), p. 75

²Ase G. Skard, Character and Personality (Vol. VIII, #1 September, 1939), pp. 37 and 30.

the "we feeling" or lack of it; the sense of the past, present and future; the perceived level of attainment possible or desired. He used these concepts: "life space, field forces, barriers, locomotion, group atmosphere, time perspective, aspiration level."¹

Marie Jahoda uses six categories in discussing positive mental health: "self(ness), growth and development, integration, autonomy, perception of reality, environmental mastery."² Simone Weil outlines the needs of the human soul:

Man requires not rice or potatoes, but food; not wood or coal, but heating.

The first of the soul's needs, the one which touches most nearly its eternal destiny is order; that is to say, a texture of social relationships such that no one is compelled to violate imperative obligations in order to carry out the other ones....

Liberty, taking the word in its concrete sense, consists in the ability to choose.

Obedience: it is of two kinds: obedience to established rules and obedience to human beings looked upon as leaders.

Responsibility, to feel one is useful and even indispensable (is) a vital need of the human soul.

Equality is a vital need of the human soul. It consists in a recognition, at once public, general, effective and genuinely expressed in institutions and customs, that the same amount of respect and consideration is due every human being....

Hierachism: a certain devotion toward superiors... not as individuals but as symbols.... The effect of true hierachism is to bring each one to fit himself morally into the place he occupies.

¹Lewin, p. viii

²Jahoda, p. 97

(Also listed-topics only): Honor, Freedom of Opinion, Risk, Truth, Punishment, Security, Freedom from Terror, Private property, Rootedness.¹

Maslow states:

Among the objectively describable and measurable characteristics of the healthy human specimen are:

1. Clearer, more efficient perception of reality
2. More openness to experience
3. Increased integration, wholeness and unity of person
4. Increased spontaneity, expressiveness; full functioning; aliveness
5. A real self; a firm identity; autonomy; uniqueness
6. Increased objectivity; detachment, transcendence of self
7. Recovery of creativeness
8. Ability to fuse concreteness and abstractness
9. Democratic character structure
10. Ability to love

In these healthy people we find duty and pleasure to be the same thing, as are also work and play, self-interest and altruism, individualism and selflessness. We know they are that way but not how they get that way.

We know already that the main prerequisite of healthy growth is gratification of the basic needs, especially in early life. ...he has to learn that other human beings seek for gratifications too, even his mother and father, i.e., they are not only means to his ends. This means control, delay, limits, renunciation, frustration tolerance and discipline. Only to the self-disciplined and responsible person can we say, "Do as you will", and it will probably be all right.²

Homans says of human behavior:

The open secret of human exchange is to give the other man behavior that is more valuable to him than costly to you and get from him behavior that is more valuable to you than it is costly to him.³

¹Simone Weil, The Need for Roots (N.Y. Trans. Arthur Wills G.P. Putnam's Sons), p. 9

²Maslow, pp. 127, 132

³George Casper Homans, Social Behavior; Its Elementary Forms (N.Y. Brace and World, Inc., 1961), p. 62

Bell and Vogel set forth a concept of reciprocal needs relationships between the family and society using these categories: "Goods, Identity, Polity and Integration".¹

Fromm writes:

it can be said that the concept of mental health follows from the very conditions of human existence, and it is the same for man in all ages and all cultures. Mental health is characterized by the ability to love and to create, by the emergence from incestuous ties to clan and soil, by a sense of identity based on one's experience of self as the subject and agent of one's powers, by the grasp of reality inside and outside of ourselves, that is, by the development of objectivity and reason.²

It can be seen that there are many ways to classify human needs. Clearly one level of need can be that of survival, both for the individual and for the human group. And equally clear is the human attempt to transcend mere survival. This reaching up, the transcending urge, seems also to be a level of human need. Not so apparent is the area of needs between these two levels where much of the commerce of human life takes place. We shall call this level of need respondent, for it suggests a response between the needs of the individual and the requirements or needs of his primary groups.

These three levels of needs might also be thought of as receiving needs (survival), exchange needs (respondent) and giving needs (transcendent). Further, both the individual and the group can be considered to have needs at all three levels.

¹Norman W. Bell and Ezra F. Bell, The Family (The Free Press of Glencoe, 1960) p. 10

²Fromm, p. 69

CONSTRUCT OF UNIVERSAL HUMAN NEEDS

Survival (Receiving) Needs

Individual Survival Needs

Many authors, a few of whom will be quoted here, speak of survival needs. Eric Fromm states that:

...the individual and society are primarily concerned with the task of survival, and that only when survival is secured can they proceed to the satisfaction of other imperative human needs.¹

Muellder talks of the human want scale:

Certain wants are so common to all men that they are called basic needs: the demand for food, clothing, shelter, security, companionship and sex relations. Wants apparently expand as they are satisfied. As a consequence, the demand for a "want scale" or "hierachy of preferences" arises. In contemporary society, the "want scale" seems to be quite unstable, though there are minimal satisfactions without which men cannot live at all.²

Honigman speaks of culture in terms of human survival and adjustment:

The patterns which constitute a culture serve the ends of human survival and adjustment. By survival is meant the adaptation of the organism in a particular environment. Culture assists the human organism to overcome the variety of lethal threats (hunger, exposure, danger from enemies) by which it may be confronted and to which it is by nature subject. Although communities sometimes sacrifice an individual in order to promote the welfare of the group, such a pattern does not deny the assumption that biological survival is one of the ends served by culture.

Adjustment refers to the satisfaction of human needs or tensions that are not directly tied up with survival. The failure to satisfy such demands does not directly threaten the existence of the organism although persistent non-gratification may seriously complicate survival.

¹Fromm, p. 80

²Walter G. Muellder, Foundations of a Responsible Society (Nashville, Tennessee, Abingdon Press, 1959) p. 63

Many psychologists and pediatricians recognize that infant mortality rates remain high in the best run orphan homes, presumably at least partly because busy staffs cannot help each infant satisfy survival-linked demands for mothers.¹

The impact of loss of mothering in monkeys and sheep is reported in Veterinary Dispatch:

Dr. Harlow worked with groups of monkeys raised in total isolation from birth until two months, six months, one year or two years, as well as in different conditions of isolation, with or without artificial "cloth mothers", as well as peer monkeys. He found that behavior abnormalities of various degrees and kinds were produced in these animals, and that sexual incompetence was an almost invariable result. Two-year isolation...produces complete destruction of the monkey as a social being.

Working with sheep and goats, Dr. Moore found that when the mother and the newborn are separated during the crucial first few hours after birth and the attitude of the mother toward her offspring is thus altered, a demonstrable state of anxiety is produced in the infant animal. Even though the mother may later permit nursing adequate for continued growth, he said the mortality rate among such "anxious" offspring in their first year of life is markedly high, in some cases 50% higher than expected. Other effects reported in these young included difficulty in focusing attention, poor play relationships with peers, poor flock integration and lowered resistance to stress situations.²

Although it is now well established that the young of humans and other animals require some fondling or mothering for survival, Erickson suggests that older children must have continuing mothering for mental health:

A drastic loss of accustomed mother love without proper substitution at (weaning) time can lead to acute infantile depression or to a mild but chronic state of mourning which may give a depressive undertone to the whole

¹Honigman, pp. 27, 237

²Harry F. Harlow and A. Ulric Moore, "Mother-Infant Relations May affect Herd Animal Survival", Veterinary Dispatch Vol. 4, no. 8 (December-January, 1962-63) p. 2

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remainder of life.¹

Carroll talks of survival needs and associate psychological hazards:

Some of man's physical needs such as air, water, urination and defecation are satisfied at or near the automatic level. Consequently, they have relatively little significance for students of mental hygiene. The satisfactions of hunger and sex needs, however, involve much learning and a great many psychological hazards.²

For the purpose of this study, only an abbreviated treatment of individual survival needs is given. We shall let Montagu appraise and sum up individual survival needs:

The inner requirednesses of the organism are its basic needs: the need for oxygen, for liquid, for food, for bowel and bladder elimination, for rest, for sleep, for activity, for the avoidance of pain and the flight from dangerous stimuli. The basic needs are those which must be satisfied within relatively short periods of time, if the organism is to survive. Now what we have learned within recent years is that those basic needs may be physically satisfied to the maximum but that is not enough. Children are even less capable than adults of living by bread alone. We have learned that the most important of all their needs is the need for love. We have learned that if children are not adequately loved during any period of their first half dozen years, they are likely to suffer more or less severely, depending upon the severity of the privation of love which they have undergone, the duration, the age, and the constitution of the child.³

Group Survival Needs

Group survival is seen by Linton to be synonymous with human survival. He comes to several conclusions in his study of the cultural background of human personality:

¹Erik H. Erikson, Childhood and Society (W. W. Norton and Company, Inc., 1950), p. 75

²Carroll, p. 41

³M. F. Montagu, Anthropology and Human Nature, (Boston: Porter Sargent Publishers, 1957), p. 128

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...the physical needs of the individual and the meeting of these needs is one of the main functions of any social system. Such systems must serve to coordinate the action of the society's members in such a way that they are assured of food, shelter, and an opportunity to breed. If the system fails to do this, the society cannot survive for long, still less perpetuate itself.

It is the individual's interaction with others in his culture which is responsible for the formation of most of his behavior patterns, even his deep-seated emotional responses.

Unpleasant as the realization may be to egotists, very few individuals can be considered as more than incidents in the life histories of the societies to which they belong. Our species long ago reached the point where organized groups rather than their individual members became the functional units in its struggle for survival.

Whatever the genesis of human societies may have been, all of them have certain features in common:

1. Perhaps the most important of these is that the society rather than the individual has become the significant unit in our species struggle for survival. People cannot survive the hazards of infancy or satisfy their adult needs without the aid and cooperation of other individuals.
2. A second characteristic of societies is that they normally persist far beyond the life span of any one individual.
3. Third, societies are functional, operative units. In spite of the fact that they are made up of individuals, they work as wholes.
4. In every society the activities necessary to the survival of the whole are divided and apportioned to the various members.¹

The need for cohesiveness by the group is assured by a psychological need in the individual according to Honigman:

This desire not to be cut off from relations with other members gives rise to the social solidarity of cohesiveness of groups.²

Tax suggests that two related survival needs of the human group are those of cultural transmission and communication:

¹Linton, pp. 132, 12, 15

²Honigman, p. 197

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Since one of the key properties of a human system of communication is "cultural transmission", a property absent in the communication systems of primates and other animals, this factor becomes highly significant chronologically.¹

Whiting talks of the responsibility of the group in teaching habits of receiving or indulgence but also the need to pressure the child to change to adult patterns:

Each of these five systems of behavior tends to be characterized by an initial period when certain habits motivated by each of these five drives are learned, and by a later period--that of socialization--during which these initial habits are replaced, generally under pressure from parents, by habits appropriate to older children and adults. Furthermore, societies differ from one another in the degree to which children are indulged during the initial period and in the severity of the discipline imposed during the socialization period.²

We may conclude that group survival needs consist of at least: reproduction, cohesion, communication, group organization and cultural transmission. Other needs might be considered the adjustment of the group to: a) new members, b) the newborn, c) persons who become dependent, d) persons who die or move away, e) various members who act as leaders and f) those who become ill or revolt against the group.

Respondent (Exchange) Needs

The preceding discussion of survival needs of this construct of universal human needs has purposely been kept brief because it is not being used in this study. It is included to give the reader an overall view of the construct.

¹Sol Tax, Evolution After Darwin--The Evolution of Man (University of Chicago Press, 1960), p. 321

²Whiting, p. 46

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This section on respondent needs will be presented in more detail using selected writing from the literature. The stance taken, as indicated earlier, is to show the reciprocal relationship between the needs of the individual and the requirements or needs of the primary groups of that individual. The following ten categories were chosen from the literature presented earlier under the heading of structure: economy, polity, values, rootedness, relatedness, awareness, ecology, release, integration and security.

Economy

Linton states:

Another tendency which seems to be almost universal among human beings is the acquisitive one. Men, being able to look ahead, try to provide for the future. Although all societies recognize the existence of individual property,¹ all of them also place certain limits on its acquisition.

Homans writes:

Exchange...is the basis...of much human behavior.

Men will put out much activity to get a valuable reward, but if the reward is not forthcoming, the activity will fall off.

The more to a man's disadvantage the rule of distribution justice fails of realization, the more likely he is to display the emotional behavior we call anger.

They (the group) kept the value of what he got "in line" with what he gave. The value of what a member of a group receives from other members should be proportional to his investments.

Given the capital, every society tries institutional innovations. If they turn out to pay off--and a great deal of capital may be spent before they do--they persist. But there must be a pay-off; it is never automatic and

¹Linton, p. 142

it may not continue.¹

Mearns suggests that "getting something" will produce work in an individual and have a profound effect on his behavior:

Give us something to work for and discipline will take care of itself. When the work seizes heart and mind, we need no artificial lessons in discipline.²

White writes of the changing patterns in a community when a luxury becomes a necessity:

It is the group that determines when a luxury becomes a necessity. This takes place when there comes together a sort of critical mass. In the early stages, when only a few of the housewives in a block have, say an automatic dryer, the word-of-mouth praise of its indispensability is restricted. But then as time goes on and the adjacent housewives follow suit, in a mounting ratio others are exposed to more and more talk about its benefits. Soon, the non-possession of the item becomes an almost unsocial act--an unspoken aspersion of the others' judgment or taste. At this point, only the most resolute individualists can hold out, for just as the group punishes its members for buying prematurely, so it punishes them for not buying.³

Of the development of the character and personality of children, Honigman says:

The child who lacks sufficient experience with restriction and becomes accustomed to sheer gratification never learns to be strong in the face of trials.⁴

Even though Fromm, in his book, The Sane Society, takes the position that our modern industrial societies are cruel, punishing and dehumanizing, he does say:

¹Homans, pp. 75, 2

²Hughes Mearns, The Creative Adult (New York: Doubleday, Doran & Co., 1940), p.272

³William H. White, Jr. The Organization Man (Garden City, N.Y., Doubleday and Company, Inc., 1956), p. 347

⁴Honigman, p. 239

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...all social life, even in its most primitive form, requires a certain amount of social cooperation and even discipline, and that certainly in the more complex form of industrial production, a person has to fulfill certain necessary and specialized functions... The employer has bought the services of the worker and however humane his treatment may be, he still commands him, not on a basis of mutuality, but on the basis of having bought his working time.¹

It would appear that the individual will be required to meet the needs of the group for production or payment for goods, services, comforts and other things that he wants.

Polity

R. M. MacIver says:

Wherever man lives on the earth, at whatever level of existence, there is social order and always permeating it is government of some sort. Government is an aspect of society.²

Muelder sees government as legitimate power:

Political order is more a matter of integration than of domination. Force alone is never enough to hold a group together. In all constituted government, behind any show or organization of force lies authority. Authority always includes the idea of legitimate power and authority is responsive to the underlying social structure. The force which government exercises and in the state the monopoly of violence is granted, the government is but an instrument of authority, vindicating the demands of an order that force alone never creates.³

Frank feels that:

It is probably more important in terms of long-range democratic fulfillment that the prestige and power needs of

¹Fromm, p. 94

²R. M. MacIver, The Web of Government (The Macmillan Co., 1947), p. 61

³Muelder, p. 63

men be equally distributed and equally satisfied than that material goods should be spread evenly throughout the community or throughout the world.¹

The needs and rights of others appear to be difficult for the individual to allow according to Niebuhr:

While it is possible for intelligence to increase the range of benevolent impulse and thus prompt a human being to consider the needs and rights of others than those to whom he is bound by organic and physical relationship, there are definite limits in the capacity of ordinary mortals which make it impossible for them to grant to others what they claim for themselves.²

Power and authority are expressed in terms of child development by Cantor:

No reasonable person maintains that children should always be free to act impulsively. Children must learn to do even what they find difficult. It cannot be reiterated too often, it is the way authority is exercised which is the key to child growth. It is the arbitrary use of authority on the part of parents and teachers that creates the traditional authoritarian...atmosphere. Authority is arbitrary (or illegitimate) to the degree that the person over whom it is exercised does not freely consent to or agree with what is demanded. The latter's feelings, interests and attitudes are minimized or disregarded, and the feelings and wishes of the one wielding the authority set the pattern for the demanded behavior.³

Homans expresses a number of ideas on leadership, esteem, authority, obedience, rewards, punishment and status:

(While) the few have been acquiring...the ability to influence the many, they have been acquiring it by the very process of rewarding the many....

...the larger the number of other members a single member is regularly able to influence, the higher is his authority in the group....

¹Frank, p. 34

²Reinhold Niebuhr, Moral Man and Immoral Society, (N.Y., Charles Scribner's Sons, 1932), p. 3

³Nathaniel Cantor, The Teacher Learning Process, (N.Y., The Dryden Press, 1953), p. 21

...esteem and authority are apt to be associated both because a man of high esteem will attempt to influence many people and because many of his attempts will be successful.

...an appointed leader will be most powerful if he does not wholly rely on authority officially assigned him but goes on to earn unofficial authority by the methods typically used by informal leaders.

(A man) tests his authority afresh every time he makes a suggestion, and the results of the test may confirm his authority or undermine it.

One reason why men obey an order is that they perceive the results of obedience to be rewarding. A leader then is a man who can punish as well as reward, and punishment, as we know, arouses a very different kind of behavior from that aroused by reward: punishment is a reason for avoiding and fearing the punisher.

Speaking roughly, we may say that a person of low status, which means low authority, makes neither many friends nor many enemies: he makes little difference, while a person of high status makes many of both: he makes a big difference for good or ill.

... those leaders who spent a particularly large amount of their time accepting communications from individual followers, relative to the time spent directing the group--those leaders were liked much more than the average--indeed they got much respect and much liking too.¹

As an individual gets guidance and decisions from leaders, he must expect to fulfill the groups' needs for compliance, loyalty and fidelity.

Values

The respondent needs in the area of values are expressed by Lewin:

The group a person belongs to serves not only as a source of help and protection, it also implies certain regulations and taboos. In other words, it narrows the individual's "space of free movement". This is very important for the question of adaptation of the individual to

¹Homans, Chapter 14

the group. The basic problem can be stated thus: Can the individual satisfy his own personal needs to a sufficient degree without interfering unduly with the life and purpose of the group?¹

People are different from the lower animals because they are much more culturable according to Ruth Benedict:

The vast proportion of all individuals who are born into any society always and whatever the idiosyncrasies of its institutions assume, as we have seen, the behavior dictated by that society. This fact is always interpreted by the carriers of that culture as being due to the fact that their particular institutions reflect an ultimate and universal sanity. The actual reason is quite different. Most people are shaped to the form of their culture because of the enormous malleability of their original endowment. They are plastic to the moulding force of the society into which they are born.

The distinction between any closed group and outside people becomes in terms of religion, that between the true believers and the heathen. Between these two categories for thousands of years there were no common meeting points. No ideas or institutions that held in the one were valid in the other.²

Erikson feels that good and evil enter the child's life rather early.

For it is here that "good" and "evil" enter the babe's world...For where breast feeding lasts into the biting state (and, all in all, this has been the rule on earth) it is now necessary to learn how to continue sucking without biting so that the mother may not withdraw the nipple in pain or anger. Our clinical work indicates that this point in the individual's early history is the origin of an evil dividedness....The touchiness as well as the universality of this subject makes it seem the more important that the early unity should have been a deep and satisfactory one and that a baby should be subjected to the unavoidable evil gently and reassuringly.³

For those who have only a dichotomized (good or evil) value system, Kelly suggests a law--the excluded middle:

¹Lewin, p. 176

²Benedict, p. 254

³Erikson, p. 74

Law of the excluded middle: What this law proposes is that for any proposition there is only one alternative. I call an object a spade. There is only one alternative to calling it a spade--to call it not a spade! I can't say, "to heck with it", or "who cares", or "who brought that up", or "that object cannot be sensibly called either a spade or not a spade"; I have to stick with one or the other. Once the object is accused of being a spade, it has to plead innocent or guilty or I have to plead its innocence or guilt in its behalf....if a woman is accused of being a witch, she has to be either a witch or not a witch--it is up to her. The speaker disclaims all responsibility for the dilemma he has imposed upon her.¹

Linton restates how values and culture are transmitted:

The culture patterns upon which any society depends for its survival must be established as patterns of habitual response on the part of its members. This is rendered possible by man's extraordinary ability to absorb teaching. Teaching is used advisedly since something more than mere learning from accidental and unorganized experience is involved. All human beings receive deliberate and purposeful instruction from their elders. Complex patterns of behavior are transferred from generation to generation in this way.²

According to Wheelis:

Conscience becomes, therefore, the repository and guardian of these mores. It is the carrier of tradition and foe of change.³

The values built in by the culture can blind a person to the difference between wants and needs according to Low who has developed a system of retraining the values a person holds:

¹Kelly, p. 37

²Linton, p. 24

³Allen Wheelis, The Quest for Identity, (W. W. Norton & Co., 1958), p. 98

... a person's reasoning is powerfully influenced by the values cultivated in his group. And our contemporary group has placed a preposterous valuation on romantic-intellectual wants to the detriment of realistic needs.

... the familiar philosophy of nervous patients can be condensed in two sentences: I feel tired; hence, I am tired and I think my muscles are exhausted; hence, they are. On the basis of this philosophy, patients are convinced that what they feel is real and what they think is right.

In point of inner responses men are alike. They differ only in their readiness to convert their inner responses into open reactions. The realist is inclined to control his feelings and thought responses; the romantic and intellectual tend to express them. It is all a matter of your philosophy and if your philosophy is realistic, you will exercise control; if it is romantic, your feelings may be expressed the moment they are aroused; if it is intellectual, your thought will tend to be voiced the very instant they are born.

... the Recovery system of self-discipline ... insists that temper is the outcome of an inner arrogance which sets itself up as judge as to who is right and who is wrong. This arrogance is due to the sense of one's own importance and cannot be overcome unless the sense of humor is cultivated to the point where humility, plainness and averageness take the place of arrogance, exceptionality and self-importance.¹

Rader points to the need for a broad system of values:

We must find salvation, not by scorning human nature but by giving it a new expression, a higher level of realization.

The real center of value is the personality-in-society, and this social personality, as a dynamic focus of interests, is the whole man.

... any theory of right is too narrow if it seeks the good of a particular race, class, sex, or nation exclusively.²

¹Low, pp. 192, 73, 75, 106

²Melvin Rader, Ethics and Society, (N.Y., Henry Holt & Company, 1950), pp. 370, 367

Homans states some laws of respondent needs in the area of values:

... if two or more men are similar in the values they hold--if this fact is given--then we are in a position to predict that they will probably reward each other and come to like each other. The correlation between friendship and values is clear: value=homophily.

A man's own background determines what he will find rewarding; the background of others determines which of them he will seek to get it from.

(A non-conformist) is...more apt to give in if no other members of his own group share his values: the lot of the isolate is often hard. If all the signs show you to be a member of a group but you do not behave like one, the other members will be even more against you than a non-member that behaves like you.¹

The price an individual must pay for the customs, mores, rules, standards, and values his cultural group brings to him is that of conforming and accepting these.

Rootedness

Goldschmidt affirms:

Mankind everywhere is fundamentally the same. Physiological differences are not responsible for the manifest differences in human behavior in various cultures. The individual could be explained by his cultural environment and not the other way about.

At birth all individuals are culturally interchangeable.²

Man has meaning because he is rooted in a culture according to Erikson:

As an animal, man is nothing. It is meaningless to speak of a human child as if it were an animal in the process of domestication; or of his instincts as set patterns encroached upon or molded by the autocratic

¹Homans, Chapters 11, 6.

²W. Goldschmidt, Man's Way, (World Publishing Co., 1959), p. 50.

environment. Man's "inborn instincts" are drive fragments to be assembled, given meaning, and organized during a prolonged childhood by methods of child training and schooling which vary from culture to culture and are determined by tradition.¹

Ruth Benedict reinforces the same idea:

From the moment of his birth, the customs into which he is born shape his experience and behavior. By the time he can talk, he is the little creature of his culture, and by the time he is grown and able to take part in its activities, its habits are his habits, its beliefs his beliefs, its impossibilities his impossibilities.²

Culture is inherited from the distant past and is continually changing according to Honigman:

The basic postulate is that culture, or at least parts of culture, are derived from innate tendencies that man has inherited out of the distant past. There is no belief that each generation reconstructs its culture afresh but rather that we grow up among cultural forms through which basic human instincts can be channeled.

Culture is dynamic, it always is changing in some degree. Hence, the patterns out of which culture is largely comprised are also being modified all the time.³

Wheelis speaks of cultural change and its effect on identity:

During most of human history, change in the character of a people has proceeded so slowly as to be imperceptible during its occurrence. What is new is not the fact that social character is changing; this has always been in process. What is new is its occurrence at a more rapid rate than ever before and, thereby, our awareness of the change as it is taking place.

Putting one's shoulder to the wheel presupposes a patch of solid ground to stand on. Many persons these days find no firm footing; and if everything is open to question, no question can be answered.

¹Erikson, p. 90

²Benedict, p. 3

³Honigman, pp. 64, 94

Nowadays, the lack of identity is more often secondary only to the collapse of institutional absolutes--of goals, values and ideals. So far as individual psychodynamics is concerned, it is a primary disorder. In this condition--adrift and without compass, lacking even a sense of destination, more and more people seek through psychoanalysis an answer to the question, "Who am I?"¹

Rootedness and its opposite are explained by Weil:

...we owe our respect to a collectivity, of whatever kind--country, family or any other--not for itself, but because it is "food" for a certain number of human souls. The degree of respect owing to human collectivities is a very high one for several reasons:

1. Each is unique
2. Because of its continuity
3. Because a collectivity has its roots in the past.

To be rooted is perhaps the most important and least recognized need of the human soul. A human being has roots by virtue of his real, active and natural participation in the life of a community, which preserves in living shape certain particular treasures of the past and certain particular expectations for the future.

The past once destroyed never returns. The destruction of the past is perhaps the greatest of all crimes.

Uprootedness is by far the most dangerous malady to which human societies are exposed, for it is a self-propagating one. For people who are really uprooted, there remains only two possible sorts of behavior: either to fall into a spiritual lethargy resembling death, like the majority of the slaves in the days of the Roman Empire, or to hurl themselves into some form of activity necessarily designed to uproot, often by the most violent methods, those who are not yet uprooted or only partly so.²

The question of "Why are you here?" was asked of recently released prisoners from Stateville who were guests at St. Leonard's.³ One thing that came out most clearly was a lack

¹Wheelis, pp. 83, 19, 172.

²Weil, pp. 7, 43, 51, 42.

³St. Leonard's House, The Keys of St. Leonard's
(2100 W. Warren Blvd., Chicago, 12, Ill., 1961)



of permanent tie among them. The majority had not married, had no religion, worked infrequently, had left their family; they had lost their rootedness.

White believes that:

What the transients want most urgently is a sense of community....¹

To Ackerman a new father's identity is rooted in his own fathers masculinity:

It is clearly the young father's emotional identity with his own father in the tears of his childhood that profoundly patterns his image of his masculine self as he moves into adult life. A weakness in his emotional preparation for masculine functioning in any of the several significant spheres--sexual relations, marriage, parenthood. career--will, of course, be echoed in all other spheres.²

Wood feels that:

A rich, continuing fellowship in family and neighborhood is a basic human need. Moving is not a mere geographical change of location. It means a cultural pulling up by the roots. Even adults bleed from it.³

Lewin suggests that:

To counteract fear and make the individual strong to face whatever the future holds, there is nothing so important as a clear and fully accepted belonging to a group whose fate has a positive meaning.⁴

Wheelis speaks again about change and identity:

Modern man cannot recapture an identity out of the past; for his old identity was not lost but outgrown. Identity is not, therefore, to be found; it is to be created and achieved.⁵

¹White, p. 421

²Ackerman, p. 178

³Leland Foster Wood, What the American Family Faces, (Chicago, Eugene Hugh Publishing, Inc., 1943)

⁴Lewin, p. 199

⁵Wheelis, p. 205

Harry Stack Sullivan emphasizes the need for a valid self-identity:

If there is a valid and real attitude toward the self, that attitude will manifest as valid and real toward others....As you judge yourself, so shall you judge others.¹

Quoting Lewin again:

An important factor for the strength of the forces toward and away from the group is the degree to which the fulfillment of the individual's own needs is furthered or hampered by his membership in the group. Some groups, like the Chamber of Commerce or the labor union, exist for the express purpose of furthering the interests of their members. On the other hand, membership in any group limits freedom of action for the individual member to some degree. Being married and having a pleasant and efficient wife may be a great help for the husband in achieving his ambitions, but marriage can be a great handicap, too. By and large, one can say that the more the reaching of the individual's goal is furthered or hindered by the group, the more likely it is that the balance of forces toward or away from the group will be positive or negative.²

The individual needs an active, growing identity--that feeling of belonging, approval, recognition and support. For his primary groups to give this, they need in return his participation, adherence and allegiance.

Relatedness

Sullivan states:

It is seen that a personality can never be isolated from the complex of interpersonal relations in which the person lives and has his being.³

¹Harry Stack Sullivan, "Conceptions of Modern Psychiatry", Reprint from Psychiatry: Journal of the Biology and Pathology of Interpersonal Relations, V. 3, #1, Feb. 1940

²Lewin, p. 191

³Sullivan, p. 5

Muelder speaks of roles in interacting wholes:

In relation to one another, people and nations play a bewildering number of roles, and yet they are caught up in the universal fact that they are an interacting whole.¹

Roles and counter-roles are expressed by Moreno:

Every individual--just as he has at all times a set of friends and a set of enemies--has a range of roles in which he sees himself and faces a range of counter-roles in which he sees others around him. They are in various stages of development. The tangible aspects of what is known as "ego" are the roles in which he operates; the pattern of role-relations around an individual as their focus is called his "cultural atom".

Every role in which an individual operates has a certain duration, a certain lifetime. Each has a beginning, a ripening and a fading out. A role, after it has served for a period in a certain function, may vanish from the manifest life of an individual, but it continues as a dynamic factor in his inner life.²

Linton talks of the developmental aspects of a role:

The boy who can learn to act like a man and to be a successful man when the time comes does so because everybody in his society agrees on how men should behave and rewards or punishes him in terms of how closely he adheres to or how far he departs from this standard. Such standards of behavior are called "culture patterns" by the anthropologist. Without them it would be impossible for any society either to function or to survive.³

Some disruptive aspects of role relationships are explained by Carroll:

The child who has found it difficult if not impossible to establish a satisfactory relationship with his parents experiences great difficulty later in establishing and maintaining mutually satisfying relationships with other people....Generally the child could turn to neither parent for affection and security because the parent was either too distant and rejecting or too close and threatening.⁴

¹Muelder, p. 40

²J.L. Moreno, Mental Catharsis and the Psychodrama, (N.Y., Beacon House, Inc., 1940), pp. 243, 7

³Linton, p. 19

⁴Carroll, p. 244

Ackerman sees the therapist as a model for healthy role development:

The therapist, through his own being, must provide the proof to his patient that mental health is no mirage, that it can be achieved. The patient uses his therapist as a model, a test for his faith in psychotherapy. Does mental health really exist? Do people really love? Is it possible, after all, to reconcile one person's strivings for satisfaction with the needs of others, or is it inevitable that in asserting oneself one hurts another?¹

Quoting Moreno again:

The human social structure develops from an undifferentiated form at the birth level to more and more differentiated configurations corresponding to the level of the participants. The course may differ from culture to culture. Human social structures formed by actual people have a characteristic type of organization which differs significantly from structures which are formed by "chance" or by imaginary individuals. Each person has a range of "roles".²

Ackerman states several conditions in the family that contribute to the affects of the children:

The manner in which parents characteristically show their love for one another and for their children is of utmost significance in determining the emotional climate of the family. Conflict evokes hostile tension which when unabated threatens family disorganization. When the parents love one another, the child loves both parents; when the parents hate one another, the child is compelled to side with one against the other. This induces fear since he must then be prepared to lose the love of the parent he rejects in favor of the other one. The emotional climate of the family is a steadily evolving one. It is not one of unending sameness. The shift in the quality of family interaction is often subtle.³

¹Ackerman, p. 300.

²Jacob L. Moreno, Sociometry and the Cultural Order (New York, Beacon House, Inc., 1953), p. 301.

³Ackerman, p. 20.

Honigman speaks of affect hunger:

Failure to encourage the capacity to give or receive affection sometimes promotes a personality syndrome known as affect hunger. Then the individual is beset with a desire to receive tenderness but lacks the techniques to solicit or reciprocate such feeling and also the ability to sustain the attention.¹

Oates repeats much the same:

The man who has not been fed, who has not received love and acceptance, will be chronically hungry. He cannot give of himself to people in need because he does not have enough of himself to spare. His lamp of life has never been filled to overflowing.²

Love and anger are reactions to being befriended or frustrated according to Murphy:

Among the universal impulses which characterize human nature in infancy are the tendencies to love when befriended and to grow angry when frustrated....What he will love and in what way he will express his love will then be determined very largely by the encouragement or the frustration which meets the process of loving... he may develop deep friendships or he may basically trust only himself.³

Homans relates esteem to group activities:

...the greater the total reward in expressed social approval a man receives from other members of his groups, the higher is the esteem in which they hold him.⁴

The complex nature of emotions, attractions and repulsions is suggested by Moreno:

A person needs a number of other persons to accomplish his ends and a number of other persons need him to help them accomplish their ends. The problem would have a simple solution then if all the persons concerned mutually reciprocated. But they do not unanimously "click". A mass of emotions, attractions and repulsions

¹Honigman, p. 254

²Wayne E. Oates, Pastoral Counseling, (Boardman Press, 1959), p. 44

³Murphy, p. 16

⁴Homans, Chapter 8

result, going into every possible direction and from every possible direction, sometimes meeting each other, often crossing and running apart from each other. But the question is how to ascertain the true position of an individual in the criss-cross of psychological currents which mold but also transgress the groups in which he lives.¹

Low quotes one of his patients and goes on to show how this man corrupts the marriage relationship:

"If I say something, I may mean something else. What precisely I mean is my sole concern. I am the boss and I do not have to account for my actions." (From) his statement you will understand why I call it rude and savage. Married life calls for sharing and Bill denies Bernice her due marital share. Marriage is the will to share experiences, to enjoy and suffer together, to plan jointly and to act in concert. All of it is called companionship, which is a Will, the will to be and remain companions. Implying jointness and togetherness and sharing, companionship rules out individualism which implies self-centeredness, inconsiderateness and single-handed action. Nobody can be a companion and an individualist at the same time or in the same situation or relationship.²

Ackerman takes a somewhat different position on power in the marriage relationship:

When a woman demands equality with men, does she mean equality or superiority? When she demands as much respect as men, does she want the same kind of respect a man gets or a unique respect for herself as a woman? Each of the sexes has its special place and merits respect in its own right. Looking to the future, there is no intrinsic necessity whatever for the battle of the sexes. The basic principle of life has been shown to be cooperation rather than competition.³

Fromm talks of the power of mutual love, friendship and

¹J. L. Moreno, Who Shall Survive, (Nervous and Mental Disease Publishing Com., 1934), p. 143

²Low, p. 184

³Ackerman, p. 173

human solidarity as opposed to the power of buying:

...the normal cooperation of husband and wife in their family life is to a large extent not any more determined by the power of the husband to command his wife as it existed in older forms of patriarchal society, but on the principle of cooperation and mutuality. The same holds true for the relationship of friends.... In the relationship of the employer to the employee, this is not the case. The employer has bought the services of the worker.¹

Niebuhr exposes the inevitability of force in human social systems:

The limitations of the human mind and imagination, the inability of human beings to transcend their own interests sufficiently to envisage the interests of their fellowmen as clearly as they do their own makes force, an inevitable part of the process of social cohesion.²

The individual roles are countered by reciprocal roles according to Moreno:

In the course of the lives of all of us--indeed from the moment of birth on--we are surrounded or we surround ourselves with helpers (and opponents) of all sorts--parents, siblings and friends as well as rivals, competitors, enemies. Unknown to them (since they are driven by the same kind of motives as we are) they operate as auxiliary egos, extensions of our egos--increasing (or decreasing) our power and welfare.³

Linton says that:

Most of the individual's early experience derives from the behavior of other persons.⁴

Erikson writes about friendly otherness:

The mouth and the nipple seem to be the mere centers of the general aura of warmth and mutuality which are

¹Fromm, p. 94.

²Niebuhr, P. 6.

³J. L. Moreno, Psychodramatic Treatment of Psychosis, (New York, Beacon House, 1945), p. 11.

⁴Linton, p. 47.

enjoyed and responded to with relaxation not only by the focal organs, but by both total organisms. The mutuality of relaxation thus developed is of prime importance for the first experience of friendly otherness....There are (other) methods of maintaining reciprocity by giving the baby what he can get through good artificial nipples and of making up for what is missed orally through the satiation of other than oral receptors: his pleasure in being held, warmed, smiled at, talked to, rocked, etc. We cannot afford to relax our remedial inventiveness. However, it seems (here as elsewhere) that if we expend a fraction of our curative energy on preventive action, we may abet the cure and make it simpler.¹

The peer group has an important use in the development of reciprocal roles according to Havighurst:

The peer group (second grade here) was giving children practice in learning a social personality--learning how to express themselves in socially acceptable ways with their peers. They were learning a set of skills for casual social relations--how to enjoy life with people whom one does not know intimately, how to start something interesting and how to go along with the group on something they are doing.²

Bell and Vogel stress the importance of the family in its manifold activities and reciprocal roles to rear the child:

No less important than the physical care of offspring and probably more difficult is their social rearing. The young human animal must acquire an immense amount of traditional knowledge and skill and must learn to subject his inborn impulses to the many disciplines prescribed by his culture before he can assume his place as an adult member of his society. The burden of education and socialization everywhere falls primarily upon the nuclear family, and the task is, in general, more equally distributed than is that of physical care.

¹ Erikson, p. 71

² Robert J. Havighurst, Human Development and Education, (New York, Longmans, Greer and Com., 1953), p. 51.

The father must participate as fully as the mother because, owing to the division of labor by sex, he alone is capable of training the sons in the activities and disciplines of adult males. Older siblings too play an important role imparting knowledge and discipline through daily interaction in work and play. Perhaps more than any other single factor, collective responsibility for education and socialization welds the various relationships of the family firmly together. Agencies, or relationships outside of the family may, to be sure, share in the fulfillment of any of these functions, but they never supplant the family.... No society, in short, has succeeded in finding an adequate substitute for the nuclear family to which it might transfer these functions. It is highly doubtful whether any society ever will succeed in such an attempt, utopian proposals for the abolition of the family to the contrary notwithstanding.¹

Awareness

Carroll states:

A cardinal principle of mental hygiene is that reality must be faced squarely. In facing reality, one must learn to accept not only the conditions of his external world even though these are very difficult, but also to accept himself as he is. To struggle against realities is to court a mental breakdown. The well-adjusted person has learned to capitalize on his assets and to accept his limitations.²

Jahoda speaks of a basic difference between a mentally healthy person and one lacking in mental health:

To perceive with relative freedom from need-distortion does not mean, of course, that needs and motives are eliminated, nor that they have no function in perception. The requirement is of a different nature: the mentally healthy person will test reality for its degree of correspondence to his wishes or fears. One lacking in mental health will assume such correspondence without testing.

¹Bell and Vogel, p. 43

²Carroll, p. 14

Correctness as a criterion seems to carry the implication that reality is static and limited and that there is only one way of looking at it. Yet, seeing new hitherto unnoticed things in the world around us which, while they remain new, may appear incorrect to others, is certainly not mentally unhealthy...¹

The lack of awareness of interpersonal networks is suggested by Moreno:

The study of networks discloses that every individual is almost fully unaware of his position within the community. It may be that no intelligence is supreme enough to be aware all the time of all the psychological currents by which he is affected.²

Bois writes of the mental constructs that man develops to perceive his world:

Matter, time and space are merely mental constructs that man creates to deal with a world of processes that slip out of the pincers of his brain.

I am not only a chemistry-binder and a space-binder;
I am a time-binder.

What I used to call my "thoughts", richer than words, I now call "first-order experiences", unspeakable, belonging to an order of existence that is different from the order of existence of words, "mental categories", "ideas", "mental constructs", "concepts" and such. Let us note well that "awareness" refers to first-order experiences and that we can differentiate it from "thinking" or second-order experience.

(Some) conclusions:

1. We have no common world. Each person has his own to which he responds in his own way.
2. The similarity of our worlds depends upon the similarity of our experience, culture, language and philosophy of life.

¹Jahoda, p. 50.

²Moreno, p. 339.

3. People can get along together to the extent that their worlds overlap.
4. A common outlook on life is more powerful than a common sensory experience to bring about a merging of our worlds.
5. A philosophy that is adequate to integrate my world may not be adequate to integrate yours. Unless I become sensitive to your views and values, and you to mine, we shall remain apart, each within the steel ring of our own semantic world.¹

Combs and Snygg speak of awareness in terms of a person's perceptual field:

People do not behave according to the facts as others see them. They behave according to the facts as they see them.

...Communication is essentially the process of acquiring greater understanding of another's perceptual field.... Any theory of behavior may be devastatingly criticized by the simple expedient of examining it at a level different from the level at which it was devised.

The perceptual field is the universe of naive experiences in which each individual lives, the everyday situation of the self and its surroundings which each person takes to be reality. To each of us the perceptual field of another person contains much error and illusion; it seems an interpretation of reality rather than reality itself; but to each individual, his phenomenal field is reality; it is the only reality he can know. This perceptual field is far richer and more meaningful than that of the objective, physical world. We do not live in a world of objects without meaning. On the contrary, we invest the things about us with all sorts of meanings; these meanings are for each of us the reality to which we respond.²

Havighurst talks of reality and mental growth:

Mental growth seems to occur in four broad movements, each directed at a specific goal. The goals are:

¹Samuel J. Bois, Explorations in Awareness, (New York, Harper and Brothers Publishing, 1957), pp. 113, 96, 82, 135.

²Combs and Snygg, pp. 14, 17, 31, 21.

1. To separate objective reality from fantasy
2. To explore reality and discover its orderliness
3. To put reality to use
4. To find a more basic reality beneath the surface of things.¹

According to Perry:

Learning in the liberal sense then is a wide awareness of the laws and nature of the known world, and of the procedures of knowledge; it provides the map and compass with which the latest man can chart his own course within those seas and continents that have been discovered, region upon region, by all the voyagers that have gone before.²

Linton affirms:

The fact that most human behavior is taught in the form of organized configurations rather than simply developed by the individual on the basis of experience is of the utmost importance to personality studies.³

Allport reports that:

The hope for an accurate assessment of motives and traits is thus badly bedeviled by the person's variability and by the perceiver's bias.⁴

Kelly sees some flaws in "scientific" thinking and suggests ways that a counselor may improve his approach:

Now as every scientist and every clinician knows and is fond of repeating, treatment depends upon diagnosis. First, you find out what is wrong--really wrong--then you treat it.

This is the way we see the matter: Magical thinking has it that the object is beholden to the word--when the word is spoken, the object must produce itself. So-called objective thinking, under which it has been possible to make great scientific progress, says that the word

¹Havighurst, pp. 78, 5.

²Ralph Barton Perry, The Humanity of Man, (New York, George Braziller, Inc., 1956), p. 31.

³Linton, p. 25.

⁴Allport, p. 243.

is beholden to the object--kick the bottle to validate the word. If, however, we build our sciences on a recognition of the psychological nature of thought, we take a third position--the word is beholden to the person who utters it or, more properly speaking, to the construction system, that complex of personal constructs of which it is a part.

Instead of assuming on the one hand that the therapist is obliged to bring the client's thinking into line or, on the other, that the client will mysteriously bring his own thinking into line once he has been given the proper setting, we can take the stand that client and therapist are conjoining in an exploratory venture. The therapist assumes neither the position of judge nor that of the sympathetic bystander. He is sincere about this; he is willing to learn along with his client. He is the client's fellow researcher who seeks first to understand, then to examine and finally to assist the client in subjecting alternatives to experimental test and revision.¹

The choice of language in counseling seems important to

Sullivan:

Because the psychiatrist is always dealing with living, partly adequate, partly unfortunate, but always simple humans, the terms of his scientific language might well be refined from the common speech by chief virtue of which he and his patients have acquired some skill at communicating.²

From "Creativity and Its Cultivation" a quote by Antoine

de Saint-Exupery:

I heard them talking to one another in murmurs and whispers. They talked about illness, money, shabby domestic cares. Their talk painted the walls of the dismal prison in which these men had locked themselves up. And suddenly I had a vision of the face of destiny. Old bureaucrat, my comrade, it is not you who are to blame. No one ever helped you to escape. You, like a

¹Kelly, pp. 44, 42, 51.

²Sullivan, p. vi

termite, built your peace by blocking up with cement every chink and cranny through which the light might pierce. You rolled yourself up into a ball in your genteel security, in routine, in the stifling convention of provincial life, raising a modest rampart against the winds and the tides and the stars. You have chosen not to be perturbed by great problems, having trouble enough to forget your own fate as man. You are not the dweller upon an errant planet and do not ask yourself questions to which there are no answers. You are a petty bourgeois of Toulouse. Nobody grasped you by the shoulder while there was still time. Now the clay of which you were shaped has dried and hardened, and naught in you will ever awaken the sleeping musician, the poet, the astronomer that possibly inhabited you in the beginning.¹

Ecology

Bois replaces the standard definition of man as a rational animal with:

Man can be described as a thinking, feeling, self-moving, electrochemical organism in continuous interaction with a space-time environment.²

Combs and Snygg speak of man's basic needs:

(By) man's basic need, we mean that great driving, striving force in each of us by which we are continually seeking to make ourselves ever more adequate to cope with life.³

Stability, change and personality are related according to

Kardiner:

One cannot evaluate stability or change in a society without reference to the growth pattern followed by it and basic personality it produces, because changes are predicated by the needs created in the basic personality.

¹Harold H. Anderson, editor, Creativity and Its Cultivation, (New York, Harper and Bros. Publishing, 1959), p. 256.

²Bois, p. 45.

³Combs and Snygg, p. 46.

Hence all extraneous sources of change (discoveries, destruction, necessity for new types of subsistence techniquet, etc.) must be evaluated from the point of view of the basic personality structure.¹

Wheelis likewise links character and change:

Clearly character cannot remain fixed while the conditions of life change. And clearly the conditions of life have always been changing. Any culture tends to produce in individuals that social character which is fitted for survival in that culture and as a culture evolves, an evolution in the prevailing character of the individuals who adapt to it is to be expected.²

Coutu uses the concept of "tinsit":

To name a tinsit (tendency-in-situation) one must name the situation of which it is a function; one thus avoids the fallacy of conceptually separating the tendency from the situation in which it occurs and of which it is a function.³

Invention and learning are necessary, says Linton:

Man has no instincts, at least in the sense in which we use that term when we talk about insect behavior. He has to learn or invent practically everything that he does.

All children are born with the ability to feel fear, anger and pleasure, but the stimuli which will evoke these emotions in later life depend almost entirely upon accidents of early experience.

These adaptations to his environment, embodied in patterns of behavior, have been developed by earlier members of his society as a result of their experiences and are passed on to him by way of his learning processes. They save him from the necessity of going through many frequently painful experiences in order to make successful adjustments.⁴

¹Kardiner, p. 429.

²Wheelis, p. 71.

³Coutu, p. 18.

⁴Linton, pp. 13, 141, 38.

Honigman talks of "our world" and "our self" and discipline:

The positive world and self-view, born of gratification, may be summed up in the formula: "This is a predictable, friendly world that I can manage." Persistent non-gratification, tension or exposure to unpleasant experiences may encourage a negative world and self-view, one summed up in the phrase: "This is a dangerous and unpredictable world that I cannot control."

Discipline, it would seem, reduces the individual's freedom of action. Survival invariably depends on standardized behavior and involves curtailment of a theoretical total freedom. On the other hand, without such standardization freedom is meaningless. The fact that an individual has been reared in a particular way of life does not rule out the possibility that he continues to possess a power of choice within a definable range of alternatives.¹

Perry defines freedom:

(Freedom) is here defined as man's exercise of enlightened choice.²

Lewin describes portions of one's life space in terms of degrees of freedom:

One has to distinguish within a life space not only regions in which the person is entirely free to act and others which are entirely prohibited, but regions of an intermediate type: A certain activity may not be altogether prohibited, yet the person may feel somewhat restricted and hindered within this region. The different social groups a child belongs to, the atmosphere in the classes of its different teachers, the different social activities in which he is involved are often regions of different degrees of freedom.³

One's freedom of choice may include his own social roles according to Ackerman:

¹Honigman, pp. 228, 222.

²Perry, p. 6.

³Lewin, p. 9.

The person seeks out selectively a social environment that is congenial to the expression of specific individual needs. To some limited extent, the individual has the power to change or shape his environment or to set up priorities for interaction with some elements of the surrounding situation while rejecting contact with others. He may choose those forms of interaction that are favorable to the desired direction of self-expression. In a sense he can choose his own social roles.¹

Predictability, order, boundaries and reality are learned by individuals as part of their developmental tasks, according to Havighurst:

Children in middle childhood are:

1. Trying to establish boundaries to their world,
2. Working at finding or making some order in their world, at organizing its facts and incidents into a pattern that makes sense to them;
3. Trying to find out the extent to which the larger world around them is predictable;
4. Trying to understand adults' processes of reasoning and proof.²

Jahoda writes:

The central aspect (of reality) concerns the shift brought about by the development of modern science from a concept of static to a concept of changing reality.³

Tax states:

With the increasing complexity of society and culture, the direct interaction of man as a biological organism with his environment is less and less important.⁴

Goldschmidt stresses man's inventive ability:

Man's capacity to make things with his hands has, in fact, given him the tools with which he has conquered every part of the world: this aspect of his physical endowment is crucial to the survival of culture.⁵

¹Ackerman, p. 58.

²Havighurst, p. 88.

³Jahoda, p. 43.

⁴Tax, p. 153.

⁵Goldschmidt, p. 17.

Meeting of needs may be defeated by self according to

Sullivan:

...limitations and peculiarities of the self may interfere with biologically necessary satisfactions. When this happens, the person is to that extent mentally ill.¹

Erikson suggests that self-defeating adaptive behavior may start in early childhood:

If outer control by too rigid or too early training insists on robbing the child of his attempt gradually to control his bowels and other ambivalent functions by his free choice and will, he will again be faced with a double rebellion and a double defeat.

The neurotics of our time include the compulsive type who has more mechanical orderliness, punctuality and thrift, and this in matters of affection as well as feces, than is good for him and, in the long run, for his society.²

Rivalry explained by Benedict:

Rivalry is a struggle that is not centered upon the real objects of the activity but upon outdoing a competitor. The attention is no longer directed toward providing adequately for a family or toward owning goods that can be utilized or enjoyed, but toward out-distancing one's neighbors and owning more than anyone else.... Rivalry does not, like competition, keep its eyes upon the original activity, whether making a basket or selling shoes; it creates an artificial situation: the game of showing that one can win out over others.³

While the individual needs to a) master his life space, b) develop control of his own body functions, c) make choices about what in his environment he shall accept, attempt to change or avoid, and d) adapt to nature's realities, the group requires individuals who can invent and innovate, who

¹Sullivan, p. 10.

²Erikson, pp. 78, 77.

³Benedict, p. 247.

will seek out the unknown and explore new possibilities for the benefit of all. The group needs individuals who will adapt to the real situation though it be difficult or unpleasant. It also needs controls and protective systems for those who will not or cannot adapt.

Release

According to Skard:

Need energy may get external outlets in different ways.¹
 Man's mind portrayed by Low, is ever active with accompanying tenseness, release or frustration:

Just give yourself over to a few moments of reverie or daydreaming and you will realize how your thoughts wander across the field of experience, now reaching out into the future, then roaming through the past with a motley assortment of ideas, opinions, plans and dreams crowding in on one another, the ones just entering your brain, the others leaving. This ceaseless hustle and bustle of an up-and-down flowing mentation has been called the "Stream of thought".

...there are love, devotion and affection, enthusiasm and sympathy, the sense of fellowship and the spirit of self-effacement. These are the emotions of stimulation. They stimulate the organs of the body into more vigorous breathing, digesting, heart action. They operate to raise and harmonize the functions of the organism. On the other hand, there are fear and consternation, anger and indignation, envy, jealousy and disgust. These are the emotions of frustration. They lower the functions of the body and throw them out of equilibrium.²

Maslow says creativeness is spontaneous expressiveness:

Self-actualizing creativeness was in many respects like the creativeness of all happy and secure children. It was spontaneous, effortless, innocent, easy, a kind of freedom from stereotypes and cliches. Again it seemed

¹Skard, pp. 37, 35.

²Low, pp. 307, 122.

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to be made up largely of "innocent" freedom of perception and "innocent", uninhibited spontaneity and expressiveness.¹

Moreno enlarges on the concept of spontaneity:

Every individual gravitates toward a situation which offers him as a personality the highest degree of spontaneous expression and fulfillment and he continuously seeks for companions who are willing to share with him.

Spontaneity appears to be the oldest phylogenetic factor which enters human behavior, certainly older than memory, intelligence or sexuality. It is in an embryonic stage of development but it has unlimited potentialities for training. Because it can be tapped directly by Man himself, its release can be well compared with the release of nuclear energy on the physical plane.²

Release by use of the arts is suggested by Mearns:

If a child is released in one medium he will be set free in other ways. If he draws well, he will talk, sing and dance better. Creative work **unlooses** a fuller personality, permits it to expand and to grow. This is a most important educational fact, not only in the training of a child but even more so in the enlargement of adult personality.³

Montagu suggests that aggressive behavior in babies is a means of seeking love:

When (babies') needs for cooperation, for love, are frustrated, they may react with aggressive behavior. Aggressive behavior is originally a means of seeking and if possible compelling love. Aggression is practically always, if not always, the effect of love frustrated, or of the expectation of love frustrated.⁴

¹Maslow, p. 86.

²Moreno, p. 203 (1934), p. 7 (1947)

³Mearns, p. 223.

⁴Montagu

Release by antisocial behavior may aid mental health according to Carroll¹ and the Gluecks:²

Since delinquents are expressing their feelings of resentment through antisocial behavior, it is not surprising that they are less anxious than normal boys. Since they are less anxious, it is also not surprising that the Gluecks found that there is less neuroticism among delinquents than among non-delinquents. Evidently they find their escape in their delinquent behavior.

Frustration, relief of aggression and abnormal fixations are explained by Maier:

A situation must produce a certain level of disturbance before it becomes frustrating.

As long as aggression is relieved through harmless channels, the condition is not aggravated. As a matter of fact, the relief given often is sufficient to permit the person to return to the same situation and view it in a constructive manner.

Maier found in working with rats that:

...abnormal fixations occur when animals are forced to continue responding to an insoluble problem. Although the punishment is mild, this situation leads to a great deal of resistance and the animal must be driven before it is induced to respond. The nervous behavior of the animal in the jumping stand leaves little doubt but that it is under great stress.

Abnormal fixations were not only found to resist modification through learning methods, but they also remained intact, in most instances, after metrazol shock. However, it was found that they could readily be altered by a form of therapy that we have described as guidance. The method of guidance leads the animal through an alternate response and prevents the expression of the fixated response. From five to ten trials with guided responses may completely eliminate a fixated response that resisted modification by punishment for hundreds of trials.³

¹Carroll, p. 281.

²Sheldon & Eleanor Glueck, Unraveling Juvenile Delinquency, (Commonwealth Fund & Harvard Univ. Press, 1950)

³Norman Maier, R.F., Frustration, (McGraw-Hill Book Co. Inc., 1949), pp. 129, 69, 79.

Freud writes:

...we have the most unequivocal utterances on the part of patients in proof of the effort of will, the attempt at defense, upon which the theory lays emphasis; and in at least a number of cases the patients themselves will inform us of the fact that the phobia or obsession first made its appearance after this effort of will had apparently succeeded in its aim. "Once something very disagreeable happened to me and I did my utmost to thrust it out of my mind, to think no more about it. Finally I succeeded, but then I got this, which since then I have never been rid of."

The discovery that we made, at first to our own great surprise, is that when we had succeeded in bringing the exciting event to clear recollection, and had also succeeded in arousing with it the accompanying affect, and when the patient had related the occurrence in as detailed a manner as possible and had expressed his feeling in regard to it in words, the various hysterical symptoms disappeared at once, never to return. Recollection without affects is nearly always quite ineffective; the original psychical process must be repeated as vividly as possible, brought into statum nascendi and then "talked out".¹

Moreno reinforces this idea:

One of the most powerful media which can produce this effect is mental catharsis. It can take place and bring relief from grief or fear without any change being necessary in the external situation. Large amounts of energy are thus retained which otherwise would go into efforts to change reality.²

Low cautions:

...the nervous patient wants to be believed (so) he must make it his supreme goal to compel conviction. (Thus) his incurable fondness for monstrosly exaggerating the intenseness of his symptoms.³

¹Sigmund Freud, Collected Papers, The Hogarth Press, (London, 42 Williams IV St., W.C. 2, 1947), pp. 66, 28.

²Moreno (1940, p. 228.

³Low, p. 196.

Henry H. Murray sums the case for release:

Everyone knows, as well as they know anything, that the intrinsic satisfactions associated with eating, with courtship and sexual intercourse, with conversation, with "play" in the true sense, with the enjoyment of literature and the arts, with all types of creative activity, and with man's other activities and dependent on such qualities as tempo, order, harmony, variety, novelty and such experiences as spontaneity, zest, surprise, suspense and resolution--in short, on form and style, things that cannot properly be represented in quantitative terms, but are, nonetheless, as real and as determining as anything that numbers can express.¹

The case for release by the individual is clear: he needs to express himself in play, humor, laughter, sex, crying, spontaneity, the arts, music, crafts, work, fighting, eating. What is not as clear in the literature is the needs of the group, whether it be family, peer or society, of having this release acceptable to those close to the individual. All groups thus build into their culture legitimate means of releasing: games, contest, fairs, rallies, musicals, theaters, ceremonies, visiting, counseling, fighting.

Integration

Wheelis links identity and integration:

Identity is a coherent sense of self. It depends upon the awareness that one's endeavors and one's life make sense, that they are meaningful in the context in which life is lived. It depends also upon stable values, and upon the conviction that one's actions

¹Murray, p. 195.

and values are harmoniously related. It is sense of wholeness, of integration, of knowing what is right and what is wrong and of being able to choose.¹

Ackerman suggests that integration with others is necessary for self-preservation:

Homeostasis means the preservation of a certain center of the self, with the addition of new dimensions to the self in a never-ending series of group integrations. The mechanism of emotional isolation leads ultimately to a disownment of self, depersonalization and loss of self. The preservation of self represents rather an ever-expanding matrix of joined identity with other persons, which at the same time adds strength to the core of the self. Barricading or isolating the self from an expanding process of social identification condemns the individual to feed on himself psychically and guarantees a premature psychic death.

One aspect of the function of stability fulfills the conservative requirement of protecting sameness and continuity; another aspect must make room for new experience, learning and further development.²

Integration is an aspect of culture according to Muellder:

All cultures are internally integrated, but they are differently integrated.³

Integration is an indication of creativity and health according to Maslow:

What I am saying in effect is that the creativity of my subjects seemed to be an epiphenomenon of their greater wholeness and integration, which is what self-acceptance implies. The civil war within the average person between the forces of the inner depths and the forces of defense and control seems to have been resolved in my subjects and they are less split. As a consequence, more of themselves is available for use,

¹Wheelis, p. 19.

²Ackerman, pp. 79, 85.

³Muellder, p. 49.

for enjoyment and for creative purposes. They waste less of their time and energy protecting themselves against themselves.¹

Jahoda quoting Glover says:

"a normal person must show some capacity for anxiety tolerance."²

Moreno makes this more emphatic:

There is no sphere of the universe imaginable, whether physical, mental, social or cultural, from which there may not emerge, at one time or another, some cause of disequilibrium in a person's life. It is almost a miracle that an individual can achieve and maintain any degree of balance, and man has continually been in search of devices which will enable him to attain or increase his equilibrium.³

Cognitive dissonance is a concept expressed by Festinger:

Cognitive dissonance refers to this kind of relation between cognitions which exist simultaneously for a person. If a person knows two things, for example, something about himself and something about the world in which he lives, which somehow do not fit together, we will speak of this as cognitive dissonance.⁴

Carroll writes of the reactions of individuals to pre-serve the self:

Case studies of schizophrenic patients indicate clearly the struggle they go through to preserve their selves. This struggle usually begins in infancy or early childhood in response to an overtly or covertly threatening family environment. In an atmosphere of continued insecurity, anxiety is learned and, in attempts to reduce that anxiety, certain adjustment mechanisms are utilized in extreme form with fantasy and withdrawal rating high as avenues of escape. In time these defensive barriers against intolerable realities become so wide and so high that the person

¹Maslow, p. 88.

²Jahoda, p. 42.

³Moreno (1940), p. 228.

⁴Festinger, p. 69.

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who has built them can no longer see around them or over them. He has cut himself off from the real world by his own individual iron curtain. Certainly he feels safer in his private world backstage; it is impossible to know whether or not he feels happier.¹

The individual person must preserve his own unity, stability or homeostasis. He needs a minimum of inconsistencies, ambiguities, dissonances and incongruities in his environment. Since life does have these inconsistencies, the group needs members with frustration and anxiety tolerance, endurance and the ability to yield and be peace-makers.

Security

Trust is necessary to the development of autonomy according to Erikson:

To develop autonomy a firmly developed and convincingly continued state of early trust is necessary...His environment must back him up in his wish to "stand on his own feet" lest he be overcome by that sense of having exposed himself prematurely and foolingly which we call shame, or the secondary mistrust, that of looking back, which we call doubt.²

Security is believed by Lewin to be obtained from a child's social climate and his perception of unknown regions:

The social climate in which a child lives is for the child as important as the air it breathes. The group to which a child belongs is the ground on which he stands. His relation to this group and his status in it are the most important factors for his feeling of security or insecurity.

¹Carroll, p. 243.

²Erikson, p. 80.

The child's development naturally leads to an opening up of new unknown regions. Periods of transition are characterized by more than the usual impact of such new regions. Entering a new social group can mean something very similar to being thrown into a cognitively unstructured field, being forced to stand on unfirm ground and not knowing whether the "right thing" is being done. The uncertain character of the adolescent's behavior and his conflicts can partly be explained by lack of cognitive clarity concerning the adult's world which he is going to enter. It follows that this uncertainty is greater the more the individual has previously been kept out of the adult world and has been kept in the dark about it.¹

Carroll ² reports observations made by Escalona at the Massachusetts Reformatory for Women where she served as nursery psychologist and on other security studies:

In this study some of the causes of feeding disturbances in very young children are clearly revealed. The basic one was the lack of an atmosphere of emotional security in which the child could satisfy his food hunger. Escalona reports ten instances where infants less than a month old refused the breast, although there were no physical conditions present which made breast feeding impossible. In eight of these cases the mothers were very tense, and this tension appeared to be disturbing the infant. In six cases it was observed that the babies were quite willing to be bottle-fed by someone else, but refused to drink when the formula was presented by the restless, excitable mothers.

The lack of affection during the early years of life resulted in an overly strong desire for affection with accompanying hostility. These attitudes, in turn, resulted in the impoverishment of human inter-relationships. One patient said, "I hear all the negative things said about me but I cannot seem to hear the more positive things which raise my self-esteem!"

¹Lewin, p. 82 (1951), p. 138.

²Carroll, p. 47.

No individual is ever sufficient unto himself along. Human nature is such that every person desires to be at least somewhat dependent upon another who is stronger than himself. A belief in God satisfies his desire. The individual feels secure because of the faith he has in a Supreme Being. His need is especially great if he has no fellow humans to whom he can turn.¹

Freud states that:

Any experience which rouses the distressing affects of fright, apprehension, shame or psychical pain can have this effect and it obviously depends on the sensitiveness of the person concerned...whether the experience acquires the importance of a trauma.²

Carl Rogers believes:

...that by setting up conditions of psychological safety and freedom, we maximize the likelihood of an emergence of constructive creativity....The individual is as free to be afraid of a new venture as to be eager for it; free to bear the consequences of his mistakes as well as of his achievements. It is this type of freedom responsibly to be oneself which fosters the development of a secure locus of evaluation within oneself....³

¹S. K. Escalona, "Feeding Disturbances in Very Young Children", Amer. Journal of Orthopsychiatry, V.15, 1945.

²Freud, p. 27.

³Rogers

Transcendancy (Giving) Needs

Introduction

The preceding section on respondent needs was given a more extensive treatment than survival needs or this section on transcending needs. A brief overview from the literature on transcending needs is presented so that the reader will be aware of the total needs construct.

Pitirim A. Sorokin calls our modern societies to an accounting:

We are living in the most scientific, most technological, and most schooled century; and the same century happens to be the bloodiest of all the preceding recorded twenty-five centuries.

(We need) some fundamental change in man's motivations in the direction of altruism.¹

Maslow states his case for self-actualization:

We can certainly now assert that at least a reasonable, theoretical and empirical case has been made for the presence within the human being of a tendency toward, or need for, growing in a direction, that can be summarized in general as self-actualization or psychological health or maturation, and specifically as growth toward each and all of the subaspects of self-actualization. That is to say, the human being has within him a pressure (among other pressures) toward unity of personality, toward spontaneous expressiveness, toward full individuality and identity, toward seeing the truth rather than being blind, toward being creative, toward being good and a lot else. That is, the human being is so constructed that he presses toward

¹Sorokin, Pitirim A., The Ways and Power of Love (New York: Beacon Press, 1954) p. 3.

fuller and fuller being and this means pressing toward what most people call good values, toward serenity, kindness, courage, knowledge, honesty, love, unselfishness and goodness.¹

Anderson also affirms this and gives characteristics of creativity:

The mainspring of creativity appears to be the same tendency which we discover so deeply as the curative force in psychotherapy--man's tendency to actualize himself, to become his potentialities. By this I mean the directional trend which is evident in all organic and human life--the urge to expand, extend, develop, mature--the tendency to express and activate all the capacities of the organism, to the extent that such activation enhances the organism or the self.

If creativity is a broad way of life, then the characteristics which describe a person in the full, vigorous adventure of living are: affective for an idea, absorption, concentration, intensity of encounter, peak experience, delight, ecstasy--such words are used by the authors of this volume in describing the creative experience....Other characteristics mentioned in these chapters are: desire to grow, capacity to be puzzled, awareness, spontaneity, spontaneous flexibility, adaptive flexibility, originality, divergent thinking, learning, openness to new experience, no boundaries, permeability of boundaries, yielding, readiness to yield, abandoning, letting go, being born every day, discarding the irrelevant, ability to toy with elements, change of activity, persistence, hard work, composition, decomposition, recomposition, differentiation, integration, being at peace with the world, harmony, honesty, humility, enthusiasm, integrity, inner maturity, self actualizing, skepticism, boldness, faith, courage, willingness to be alone, I see, I feel, I think, gust for temporary chaos, security in uncertainty, tolerance of ambiguity. These words or their synonyms and many others are representative of most of the chapters. They have practically no internal inconsistencies, and are offered by their authors as essentials of the creative process.

¹Maslow (1959), p. 125.

Is there such a thing as a creative person? Or, are there creative processes, creative relations in which persons are involved? Instead of: What are the characteristics of a creative person?, would a more proper question be: What is the nature of the creative interacting between the person and his meaningful environment?¹

Gnagey gives four aspects of creative problem-solving:

1. Feeling of freedom to explore their own problem area.
2. Ability to recognize more sources of data for solution to classroom problem.
3. Habit of looking for a variety of solutions.
4. Ability to select a solution of optimal value.²

Carl Rogers talks of creativity:

The genuinely significant creation, whether an idea, or a work of art, or a scientific discovery, is most likely to be seen at first as erroneous, bad or foolish. Later it may be seen as obvious, something self-evident to all. Only still later does it receive its final evaluation as a creative contribution. It seems clear that no contemporary mortal can satisfactorily evaluate a creative product at the time that it is formed, and this statement is increasingly true the greater the novelty of the creation.

...no, we must face the fact that the individual creates primarily because it is satisfying to him, because this behavior is felt to differentiate "good" and "bad" purposes in the creative process.³

Lewin sees creative planning as a spiral:

Planning starts usually with something like a general idea. The first step then is to examine the idea carefully in the light of the means available. Frequently more fact-finding about the situation is required (which) also somewhat modifies the original idea. The next period is devoted to executing the first step of the overall plan.

¹Anderson, p. 237.

²Wm. J. Gnagey, "Creative Problem Solving in Teacher Education", Improving College & University Teaching, Autumn 1961, Vol. IX #4

³Rogers, p. 73.

(Creativity)...therefore proceeds in a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action.¹

Perry describes "spiritual" man:

Let us, for the sake of brevity, use the term "spiritual" to describe man as a being who is conscious, freely chooses, cherishes hopes and aspirations, prefers one end to another in a scale of values, acknowledges moral duties and responsibilities, judges by norms, appreciates beauty and pursues truth.²

The categories used in this construct are: vision, love of right and truth, purposiveness, faith, sensitive to the needs of others, forgiveness, magnanimity, courage and love.

Vision

Man is blessed and cursed with an imagination according to Niebuhr:

However much human ingenuity may increase the treasures which nature provides for the satisfaction of human needs, they can never be sufficient to satisfy all human wants; for man, unlike other creatures, is gifted and cursed with an imagination which extends his appetites beyond the requirements of subsistence.³

Perry amplifies this idea:

A second condition of enlightened choice is imagination. While learning in the usual intellectual sense provides the mind with alternatives that are held for true, imagination enables the mind to entertain mere possibilities of truth. It plays wantonly with the doubtful, the improbably and the incredible. It is of the essence of fantasy that it should be free. Imagination is the agency by which human mind looks beyond every self-imposed limitation, conscious or unconscious; it is the

¹Lewin (1948), p. 205.

²Perry, p. 10

³Niebuhr, p. 1.

chief antidote to habit; it recognizes no impossibility save the elastic power of invention. Here again, as in the case of the intellect, it is a mistake to suppose that there is a faculty which can be sharpened like a tool or strengthened like a muscle. But the imagination, like the intellect, can be fed; or provided with "a garden of bright images", wherein to wander.¹

Mearns points to the personalness of originating ideas:

The region where the teacher may not enter is that of the origination of ideas and of their expression in language.²

And Low sees an occupied imagination as fostering health:

The acts of planning, dreaming, hoping and anticipating keep imagination busy and occupied, interested and stimulated. They prevent idleness and boredom. And if imagination is properly kept from being idle or bored, there is no or little occasion for restlessness and irritability.³

Mayer sees the need of vision in our institutions of higher learning:

(We) want individuality not blind imitation...Universities lack sense of purpose and mission. A real university is a creative center which anticipates the future and which has a sense of conscience and moral obligation.⁴

Love of Right and Truth

In a speech at a symposium on creativity, Carl Rogers gave a number of ideas about truth seeking:

Openness to experience: extensionality...is the opposite of psychological defensiveness....In a person who is open to experience each stimulus is freely relayed through the nervous system, without being distorted by any process of defensiveness.

¹Perry, p. 31.

²Mearns, p. 257.

³Low, p. 41.

⁴Fredrick Mayer, "A Real University Is a Creative Center" Improving College and University Teaching, Autumn 1961 Vol. IX #4

It means lack of rigidity and permeability of boundaries in concepts, beliefs, perceptions and hypotheses. It means a tolerance for ambiguity where ambiguity exists. It means the ability to receive much conflicting information without forcing closure upon the situation.

The ability to toy with elements and concepts...from this spontaneous toying and exploration...there arises the hunch, the creative seeing of life in a new and significant way. It is though out of the wasteful spawning of thousands of possibilities there emerges one or two evolutionary forms with the qualities which give them a more permanent value.

Perhaps the most fundamental condition of creativity is that the source or locus of evaluative judgment is internal. The value of his product is, for the creative person, established not by the praise or criticism of others, but by himself.

In almost all the products of creation we note a selectivity, or emphasis, and evidence of discipline, an attempt to bring out the essence.¹

Ligon in studying the psychology of a Christian personality defines "love of right and truth" as:

...genuine interest in the things about you...desire to know the truth...tendency to think out problems...logical and coherent thinking...willingness to change one's mind in the face of new evidence...willingness to admit one's mistakes.²

Purposiveness

The most universally recognized source of integration according to Ligon "is a dominant purpose in life:"

...one's purposes must be in line with his capacities. One must find a task which uses all his natural abilities, but does not require abilities which he does not possess.³

¹Rogers, pp. 75, 76, 77.

²Ernest M. Ligon, Their Future Is Now, (New York, The Macmillan Co. , 1947), p. 25.

³Ernest M. Ligon, The Psychology of Christian Personality, (New York, The Macmillan Co., 1935), pp. 16, 17.

Carroll links achievement and adjustment:

The need for achievement must be satisfied frequently if an individual is to be well-adjusted. Conversely, if the need for achievement is completely or for the most part, frustrated over a long period of time, the individual will inevitably become maladjusted. One's goals should be obtainable. Repeatedly to attempt the impossible--habitually to reach for the stars, is to court a neurosis.¹

Mearns writes of the need of children to be fed experiences:

If the children are fed with experiences they will come along naturally. Once you get the urge to create going, there seems to be a normal development of taste, a growing sense of appropriateness.²

The only material of art is personal experience.²

Low gives some poignant ideas about education:

With regard to that variety of knowledge and experience that tells you what to do and what not to do, there can hardly be any doubt that the muscles are pre-eminently the teachers and educators of the brain.³

Carl Rogers indicates the feeling of creativity:

"I have discovered I am alone. No one has ever done just this before..." (This is) a feeling of the desire to communicate.⁴

There must be some observable product for creativity to be purposeful according to Anderson who quotes Sinnett and

May:

There must be something observable, some product of creation. Though my fantasies may be extremely novel, they cannot be defined as creative unless they eventuate

¹Carroll, p. 100.

²Mearns, pp. 227, 91.

³Low, p. 65.

⁴Rogers, p. 77.

in some observable product--unless they are symbolized in words, or written in a poem, or translated into a work of art, or fashioned into an invention.

Sinnett expressed the keynote of authors who verbalized their thinking on these points: "...inspiration, it is well recognized, rarely comes unless an individual has immersed himself in a subject. He must have a rich background of knowledge and experience in it". May, speaking of unconscious insights, or the answers to problems that come in reverie, said that they do not come hit or miss. "They come only in the areas to which the person is intensively committed in his conscious living...they come in those areas in which the person has worked laboriously and with dedication in his conscious experience."¹

Booker T. Washington gives some advice:

In order to be successful in any kind of undertaking, I think the main thing is for one to grow to the point where he completely forgets himself; that is, to lose himself in a great cause. In proportion as one loses himself in this way, in the same degree does he get the highest happiness out of his work.²

Experimental Faith

According to Ligon:

Faith has a tremendous force, but like other great forces it can lead to disaster if ignorantly used....Men have had all sorts of superstitious beliefs in various fields of nature. It was only when they adopted the experimental faith of modern science that they began to do greater things. The scientist has an unshakable faith that the universe is lawful; that its laws are worth discovering; that whatever happens is in line with them; and that he can devote his whole life to their discovery with confidence.³

Maslow links creativity and lack of fear:

¹Anderson, p. 70, Sinnett, p. 243.

²Booker T. Washington, Up From Slavery, (Doubleday and Co., Inc., 1900), p. 181.

³Ligon (1935), p. 62.

...that (creativity) which comes easily and without effort as a spontaneous expression of an integrated person, or of a transient unifying within the person...can come only if a person's depths are available to him, only if he is not afraid of his primary thought processes.¹

Fear of failure stops learning according to Cantor:

...many pupils who knew correct solutions of problems were afraid to offer them. Pupil after pupil displayed such a fear of failure and reluctance to speak that one could almost touch the tenseness in the classroom. There was almost no self-confidence or self-trust. I don't think any learning could possibly result from such insecurity.²

Mearns sees certain types of education and educators as blocking creativity and suggests exercising one's creative spirit:

We know now a number of profitable procedures useful in the education of taste but we have discovered no rule applicable to everyone alike, except this one: the more educated, up to a certain point, the more set. Few well-educated persons have a noticeable confidence in their own measure of esthetic value; when it comes to what should be liked, and how much, they look it up in a book, as they would prices in a trade catalogue. The schools have done well in giving us information and mechanical skills but they seem to have petrified our native sense of things delightful.

...little could be done in the creative education of youth by any adults until they themselves had first learned to respect their own sense of what is true and good and beautiful, who are unafraid of the imputation either of ignorance or of low taste.

Seek that artist within you, your submerged, seldom expressed creative spirit. Give it the exercise it must have if it is to grow in strength and power.³

¹Maslow, p. 93.

²Cantor, p. 18.

³Mearns, pp. 73, 10.

May links creativity and affirmation of self:

Creative living is that attitude, therefore, which welcomes each day with calm enthusiasm instead of melancholy boredom. It is that state of soul by which one can work with success and satisfaction and occasionally a little joy, can love and move through love into a happy marriage and then enjoy the simple pleasures of a family. The creative person can affirm life in its three dimensions--affirm himself, affirm his fellowmen and affirm his destiny. To him, life has meaning.¹

Sensitive to the Needs of Others

Ligon suggests that this trait includes:

...unselfish social contacts--capacity to be moved by the suffering of others...being interested in what others are doing...tendency to see the best in others...making oneself congenial with others...trying to know and understand others.²

Forgiveness

According to Ligon forgiveness implies regeneration and suggests that a person should have:

...determination to give every man his chance at happiness and success...willingness to assume social responsibility...to share community responsibility...sense of fair play...generosity...ability to apologize...be hard to irritate.²

Magnanimity

Using Ligon's writings, this transcendency need means:

...the determination to resolve the conflict within men and between and among them...cooperation with authority...respect for property rights...ability to profit from negative criticism...tolerance of other people's points of view...to assume the friendliness of others.

¹Rollo May, The Springs of Creative Living, (New York, Abingden-Cokesbury Press, 1940), p. 19.

²Ligon, (1947)

There are three kinds of conflict which challenge the peacemaker...(1) the struggle between various forces within the individual...(2) the conflict which arises between the individual and his society...(and 3) those forms of economic and political warfare...

Inner conflicts can be classified in three groups: lusts, fears, and angers....A man who has lain awake nights in terror of possible calamities in the future, does not have to be told the mental torture of fear. When one is constantly losing his temper in violent anger he is indeed unhappy. The man, who can help us gain control of our appetities, gives us courage to meet our dangers, and teaches us magnanimity with which to replace our anger, is a real peacemaker.¹

Courage

To Ligon this means:

...being determined to serve men whether they want to be served or not...ability to endure pain without stopping one's work...acting because of the value of this activity itself and not for praise...willingness to take a chance...determination to be worth more than you are paid...carry out one's purpose even in the face of poverty...carry out the dictates of one's conscience no matter what the cost may be.

Courage is highly desirable, but only when it is mentally healthy....There is the courage of: (1) the gangster, driven by greed and lust for adventure...(2) fear, shown by the animal fighting at bay...(3) anger, demonstrated by one whose rage has so warped his judgment that he rushes into danger in blind fury...(4) the man who is afraid to be afraid, which is a compensation for an inferiority complex...(5) those individuals who have been trained to the social philosophy, "boys don't" cry...(6) love, exemplified by the parent trying to save a child. This (6) is the highest type of courage, the one which is surest and most dependable, the one which is mentally healthiest, and from which men derive the greatest satisfaction.²

Montagu states that:

Ligon, (1935), p. 77.

Ligon, (1935), p.87.

...it is up to all of us, scientists, men of religion, and laymen alike to realize that holiness is where love dwells, and the promise of good, and that each of us as persons and as members of a community have it in our power to apply the knowledge we are in process of acquiring toward assisting our fellow human beings to grow and develop in their potentialities for being warm, loving human beings. Let us then have the courage of the new knowledge and act in the faith that we cannot go wrong where love and wisdom dwell.¹

Washington advises:

My experience with them as well as other events in my life convince me that the thing to do, when one feels sure that he has said or done the right thing, and is condemned, is to stand still and keep quiet. If he is right, time will show it.²

Low states emphatically:

If you want to maintain the values of health and self-respect, of initiative and determination, of character and self-discipline, what you will have to learn is to bear the discomfort of controlling your impulses, of steeling your Will, of curbing your temper. This calls for an attitude which far from exalting the virtues of comfort places the emphasis where it belongs: on the WILL TO BEAR DISCOMFORT.

We have to learn to make decisions and to take chances that we may be wrong. You know the doctor tells us we must have the courage to be wrong in the trivialities of everyday life.³

Love

Quoting Montagu again:

But in our present day we perceive the dawn of a new life, a life in which, as a consequence of the discoveries being made by investigators in the behavioral sciences, we shall assist human beings to become accomplished per-

¹Montagu, p. 27.

²Washington, p. 232.

³Low, pp. 143, 34.

formers in the most important of all the arts--the art of becoming what it is in one to become, the art of being a warm, loving human being, one who confers survival benefits upon others in a creatively enlarging manner.¹

And Washington:

I learned the lesson that great men cultivate love, and that only little men cherish a spirit of hatred. I learned that assistance given to the weak makes the one who gives it strong; and that oppression of the unfortunate makes one weak.

I pity from the bottom of my heart any individual who is so unfortunate as to get into the habit of holding race prejudice.

In meeting men, in many places, I have found that the happiest people are those who do the most for others; the most miserable are those who do the least.²

Anderson warns:

Socially integrative behavior (the creative growth circle) can occur only between persons; this is the positive meaning of treating a person as a person. To work against a person, to dominate, attack, threaten, ridicule a person (the uncreative vicious circle) is to show lack of respect for the dignity of the person as an individual and to treat him as a thing.³

Dorothy C. Conrad gives an explicit statement of the positive aspects of love:

Has positive affective relationships. The person who is able to relate affectively to even one person demonstrates that he is potentially able to relate to other persons and to society.

Promotes another's welfare: Affective relationships make it possible for the person to enlarge his world and to act for the benefit of another, even though that person may profit only remotely.

¹Montagu, p. 27.

²Washington, pp. 165, 229.

³Anderson, p. 25.

Works with another for mutual benefit: The person is largely formed through social interaction. Perhaps he is most completely a person when he participates in a mutually beneficial relationship.¹

Affection is an effective force in education according to

Mearns:

Affection is one of the greatest forces in education. Loyalties thrive within its unquestioned influence. Hard tasks are taken on willingly for those we love, which is another way of saying for those who believe in us; which is still another way of saying for those who believe in the worth of our creative selves. There is such a thing as contagion of mind, spirit acting upon spirit; it is an important instrument of education; perhaps it is the only important one.²

Montagu would replace the idea of original sin or selfishness with the idea of original love:

Love is the communication of the feeling to the other that you are all for him...all the basic needs may be inadequately satisfied--nutrition may be poor, the oxygen inspired may be laden with noxious gases, rest may be interrupted, activity limited and so on--but so long as the need for love is satisfied, the organism will develop as a warm, loving human being, in all his potentialities as optimally developed as may be.

Children are not born selfish, they are made selfish by being forced to attend to their own need as best they can by the failure of their discipliners to attend properly to their needs for cooperation. The natural selfishness of the child is, indeed, a monstrous notion. When one analyzes the basic needs of the human organism, those needs which must be satisfied if the organism is to survive, one finds that they are oriented in the direction of cooperation, of wanting to love, as well as wanting to be cooperated with and loved. It is in this sense that the organism may be said to be born good, and it is one of the few senses in which the word good means anything.

¹Dorothy C. Conrad, "Toward A More Productive Concept of Mental Health," Mental Hygiene, 1952 36:456, 466

²Mearns, pp. 227, 208.

...to live as if to live and love were one is the only way of life for human beings, because indeed this is the way of life which the innate nature of man demands. The highest ideals of man, therefore, spring from man's own nature, and the highest of these ideals and the one which must inform all others is love.

The reason why people don't live by the principle of love is that they haven't been raised by it. On the other hand, most of them have been raised by the principle of systematic frustration--which in our culture we often call "discipline".¹

Sex is elevated by love says Perry:

Romantic love embraced and humanized the sexual appetite and raised sex to a higher level through the infusion of chivalry and the love of beauty.²

Oates puts the same idea as a stage of sex--love development:

The fourth stage of sexual encounter usually comes in the mature years of marriage. Here the basic skills have been learned, but the meanings have (or have not) been enriched. All the surface mysteries have been revealed. Then the couple either face each other as persons or retreat into boredom in which the acts of sex themselves become meaningless rituals.³

With Sorokin this section on transcendence (giving) needs was opened and now with him it is concluded:

The last few decades have been marked in many disciplines--biology, sociology, psychology, anthropology and others--by an emergence and growth of a remarkable convergence toward one central point. All these disciplines have been increasingly emphasizing the all-important role of this mysterious power of love.

Creative love increased not only the longevity of individuals but also of societies and organizations.... In our age of psychoneurosis and juvenile delinquency, the Mennonite, the Hutterite, some Quaker and even the

¹Montagu.

²Perry, p. 17.

³Oates (1957), p. 102.

Chinese communities in the United States yield either none or the lowest quota of delinquents, mentally sick persons and drug addicts. The main reason for this is that these communities not only preach love but realize it in their daily life, they are united into a sort of a real brotherhood.

We can say that unselfish creative love can stop aggressive inter-individual and intergroup strife and can transform inimical relationships between persons and groups into amicable ones; that love begets love and hate begets hate; that love can tangibly influence international conflicts. In addition, unselfish and wise love is a life-giving force, necessary for physical, mental and moral health; altruistic persons live longer than egotistic individuals; children deprived of love tend to become morally, socially and mentally defective; love is a powerful antidote against criminal, morbid and mentally defective behavior; love is the loftiest educational force for enlightenment and moral ennoblement of mankind; love performs important cognitive and aesthetic functions; love is the heart and soul of freedom and of all moral and religious values; a minimum of love is necessary for a durable, reactive and harmonious society and its progress; finally, in this catastrophic moment of human history an increased "production, accumulation and circulation of love energy" in the whole human universe is a necessary condition for the prevention of new wars and for the alleviation of enormously increased inter-individual and intergroup strife.¹

This brief account of transcendency (giving) needs is related to the work of Ernest Ligon in his study of the Christian personality. The categories used here are based on those used by Ligon which are in turn based on those used by Jesus as recorded in His Sermon on the Mount.

¹Sorokim, pp. 5, 9, 7, 10.

Summary

The literature has been selected to build a construct of human needs. As a summary the following two-page outline assembles the complete construct in compact form. The respondent needs in each area should be seen as complementary between the individual and those primary groups of which he is a part.

Neither survival needs nor transcendency needs were a subject of this study. Thus they were not given a full range of quotations available. Because of time and space limitations, the decision was made to restrict the construct mostly to respondent needs. There is no implication that the author believes these survival and transcendency needs are less important but that they did not relate directly to the study.

Now follows the outline of the human needs construct.

OUTLINE OF UNIVERSAL HUMAN NEEDS

Survival (Receiving) Needs

<u>Individual Needs</u>	<u>Group Needs</u>
Food	Reproduction
Water	Affiliation
Air	Adjust to: new members, newborn, dependents, departed and the dead, cultural & technological
Sleep	change
Freedom from destruction or over-exposure	Communication
Physiological Functioning	Organization
Affection	Cultural Transmission
Life Space	

Respondent (Exchange) Needs

<u>Individual Needs</u>	<u>Area</u>	<u>Group Needs</u>
Acquisition: goods, wants, services, comforts	← ECONOMY →	Production: labor, payment, medium of exchange
Leadership: decisions, guidance	← POLITY →	Compliance: loyalty, fidelity
Standards: rules, customs, mores	← VALUES →	Conformity: acceptance, agreement
Identity: support, belong, recognition, approval	← ROOTEDNESS →	Participation: adherence, alliance, allegiance
Affiliation: affects, power, roles with signi- ficant others	← RELATEDNESS →	Reciprocal: father, mother, kin peers, spouse, sib- lings, employer, groups, insitutions, friends

Perception: time, space, known, unknown, concrete- ness, abstractness	← AWARENESS →	Constructs: organized system of thought, common logic and language
Environmental Mastery: life space, test abilities, chance to grow in autonomy, take risks, self-locomotion, independence, control of elimination, sex modesty, choices	← ECOLOGY →	Environmental Adapta- tion: stability, defined limits, protective devices, control of nature, trans- portation resource, members who adapt and invent
Expression: play, humor, sex, laughter, crying, spontaneity, arts, dance, music, crafts, work, hunger	← RELEASE →	Means of Relieving Tension: games, contests, fairs, rallies, musicals, cere- monies, folkways, visiting, coun- seling, fighting
Unity: stability, homeo- statis, reduction of inconsistencies, ambiguities and incongruities	← INTEGRATION →	Tolerance: endurance, yielding, members with anxiety and frustration, tolerance, peace- makers
Protection: from violence, alienation, humiliation, abandonment	← SECURITY →	Order: protective societies, instruments, laws, police, courts, armies

Transcendancy (Giving) Needs

Individual Needs

Vision (Imagination)
Seeking Truth (Learning)
Purposiveness (Doing)
Faith (Trust)

Group Needs

Sensitive to needs of
others
Forgiveness
Courageous Decisions
Magnanimity
Love (Give Affection)

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CHAPTER III

DESIGN OF THE STUDY

This study was done in retrospect and thus many elements of the program were already accomplished before the study was designed. The background of the project was given in Chapter II, along with the construct of needs that was the object of this inquiry. The tasks of the project are now outlined, followed by the design tasks of the study, research rationale, hypotheses, population, program, staff and staff training, procedures, source of data, treatment of data, inferences, and limitations of the study.

Tasks of the Project

1. A major task of the Y.M.C.A. project studied herein was to review the literature and to develop a construct of needs. This was used as the conceptual basis for working with young adults, which was discussed in Chapter II.
2. A group program was developed to see if improvement in adjustment of young adults could occur by the involvement with each other and leaders oriented to their needs. This was done in order to test the ideas in the construct. Transactional learning was

the name given to distinguish it from group therapy, classroom or some other type of learning.

3. The third major task of the project was the selection of staff and their training in young adult needs. The quality of transactional learning depended to a considerable degree on the individual young adults in the group whose adjustment was unknown, but also on the skill and orientation of the staff which might be known and controlled by selection and training.
4. Another set of tasks was determining the criteria for selection of the possible participants, finding those young adults who met the criteria and involving them in the program. About one third were referred from the Youth Division of the Michigan Employment Security Commission, another third were in counseling, and the rest were in Y.M.C.A. programs.
5. A standardized, objective inventory was selected to organize and understand the variety of poor adjustments which were present in these individuals. The California Test of Personality was selected because the twelve components of adjustment which it assesses were judged to be more representative of the needs with which this study was concerned than were items assessed by other standardized tests studied. Detailed descriptions of the twelve components are given in Appendix D.



6. An inventory of needs (Appendix A) was developed in two stages from the needs construct, Part A, developed after the first group, and Part B, developed after the second.
7. The project was developed to be a pilot for a larger Y.M.C.A. study that would involve many leaders and organizations. A system of simple and factual reports and records was organized. Personal data were collected by a six-page standard questionnaire used by the counseling office (Appendix B) at the beginning of each sixteen-week program. Attendance and individual participation information was kept. Leader's evaluations of all persons were made at the end of the 16 weeks and those who were in individual counseling had periodic assessments recorded. Pre- and post-adjustment scores from the California Personality Test were recorded. Needs Inventory (Part A) scores were obtained on the second group.

Research Rationale and Design Tasks of this Study

The program rationale stated: Given young adults with poor adjustment (A) and desiring improvement in their personal and social adjustment (B), then this improvement might be served by transactional learning with other young adults and staff in a needs-oriented group experience (C), provided that the staff were sensitive to needs of young adults (D); and that the competence of the staff (E), could likely be increased by an evaluation and description of young adult needs (F), using the developed respondent needs construct (G).

Given A, then B depends on C depends on D; but (a priori)
D depends on E depends on F depends on G.

Appraisal of the participants' adjustments had been made before the experience and immediately after the experience, and could be done again four or five years after the experience. The developed needs inventory could be used to test the relationship between the scores on the adjustment and the unmet respondent needs of the participants. The research rationale was that if the experience, which was designed to meet respondent needs of the participants, produced positive changes in their adjustment scores, and there was a high correlation between the two instruments (that is, the Needs Inventory and California Test of Personality), then the respondent needs construct could be considered a useful conceptual tool in working with poorly adjusted young adults. The Needs Inventory would gather categorized information about the participants that could be used to describe each in terms of respondent needs which would be useful for staff awareness and competence. In addition the experience could be re-evaluated by the staff and the participants themselves after four or five years to affirm or deny the value of the respondent needs approach in developing program for long term adjustment.

The Y.M.C.A. pilot project spanned a total of seven years. Planning was started in 1965. The basic program involved two groups, the first in 1966 and the second in 1967. As many of the participants of both groups as could be located in Metropolitan Detroit in 1970-1971 were contacted for a follow-up study. Its purpose was to assess possible effects of the transactional learning experience based on young adult needs. The assumption was that such later information

from them, in addition to the data already on hand from the programs, might help answer the questions posed in Chapter I as to the usefulness of the needs construct in working with young adults with poor adjustment.

Each person was described in terms of needs, using the respondent needs construct as a framework. Personal and social adjustment profiles were developed from published norms of the California Test of Personality. Personal evaluation of the experience was obtained from each participant by means of questionnaire developed to gather this information.

The California Test of Personality had been administered before and after each group experience. Scores were available for Part A of the needs inventory with the second group. Follow-up scores on the California Test were obtained and used for two purposes: to evaluate long-term adjustment of participants and to determine correlation between them and scores obtained on the Needs Inventory (Part A and Part B combined) at follow-up.

These tasks all relate to the purpose of the study: to show the usefulness of the respondent needs construct as a conceptual tool in working with poorly adjusted young adults and begin evaluation of a developed instrument to inventory respondent needs.

The questions that the data needed to answer were:

1. What, as measured by the California Test of Personality, was the level of adjustment of each of the participants before the experience, immediately after the experience, and four or five years later?

2. Was there a significant improvement in adjustment as shown in the scores of the California Test of Personality:
 - a) immediately following participation in the program, and
 - b) four or five years after?
3. What were the participants' respondent needs as shown by their scores on the Needs Inventory?
4. How much correlation was there between the respondent needs of these young adults as shown by the Needs Inventory and their adjustment as shown by the California Test of Personality?
5. How did participants, in retrospect, perceive changes in their own adjustment as they participated in these transactional learning groups?
6. Did the participants feel that the staff was concerned for their needs?
7. Would they participate again if given the chance?

Hypotheses

1. Young adults with poor adjustment who participated in a time limited, needs-oriented transactional learning group will, in retrospect, view the experience in positive terms for their personal and social adjustment.
2. There will be a significant improvement in adjustment in these young adults as shown by scores on the California Test of personality administered before the experience and immediately after the experience.
3. There will be a positive correlation between scores on the Needs Inventory and scores on the California Test of Personality.

Hypothesis No. 1 called for a subjective appraisal of the program by participants viewing the transactional learning experience in retrospect after four or five years.

Positive assessment by the participants is taken to mean that a needs-oriented staff was beneficial to poorly adjusted young adults in a transactional learning group experience.

Three aspects of this appraisal relate to questions 5, 6, and 7 on page 97:

1. the participant's perception of his own adjustment as a result of the experience,
2. his feelings about the staff's concern for his needs, and
3. his expression of willingness to have a similar experience if it could be done over again.

Hypothesis No. 2 required a statistical appraisal of scores on the participant's adjustment. The portrait sheets show the adjustment for each participant in answer to question 1 on page 96. Eleven of the 14 had both pre-experience and post-experience scores on the California Test of Personality. Two of the participants came into the program after the beginning and did not take the test and one was not present at the time the post-test was given.

The "t" technique for small samples on paired scores was used with significance at the .05 level of probability. Scores obtained after four or five years were appraised similarly. These answer question 2 on page 97.

The basis for testing hypothesis No. 3 was the respondent needs construct presented in Chapter II through the use of the Needs Inventory. Scores from this were compared to the scores on the California Test of Personality to answer question 4 on page 97. The purpose of the comparison was to evaluate the Needs Inventory and thus the needs construct against a known test, developed specifically to detect the areas and specific types of tendencies to think, feel, and act which reveal undesirable individual adjustment. A positive correlation between the Needs Inventory scores and



adjustment scores would indicate that the needs construct had value for perceiving poorly adjusted young adults in needs terms.

A description of each participant is given in terms of his respondent needs to answer question 3, on page 97.

The Population

The young adults of this study were asked to join a group because each was, in some respect, not fulfilling certain life development tasks. They were either single or not successfully married. Most were not successfully employed. Most were not in any active groups. Most were not completing their education. Several were involved in personal counseling at the Y.M.C.A. Counseling Service. About one-third of them were referred by the Michigan Employment Security Commission because of their lack of employment and social adjustment. Ages were between 18 and 31. Education varied from sixth grade to college graduates. The number in the first group was 15 and in the second group was 13. Participation was voluntary and somewhat sporadic although several attended all 16 planned weekly meetings and the week-end camping experience.

The Program

The meetings consisted of an evening meal together, group discussion, planning and personal problem conversation, and group recreation. Time spent together each week was from three to five hours, depending on activities. At the end of 16 weeks there was a week-end together at a

Y.M.C.A. camp. Group work and counseling skills were used by staff with a permissive atmosphere throughout. Interaction between all participants was encouraged. The learning is described as transactional to distinguish it from instructional or some other learning experience. The focus was not on problems but on groupness and "really living". The process was sometimes described by the staff as low-pressure group counseling.

The Staff and Staff Training

Three Y.M.C.A. professionals were leaders in the first group. One professional Y.M.C.A. worker, his wife, and three second-year psychology graduate students were leaders in the second group. All were selected because of their interest in young adult counseling and group work.

The three Y.M.C.A. professionals were involved in the development of the project from its inception with this investigator carrying the primary responsibility. Criteria for selection of young adults and program parameters were decided cooperatively. Discussions were held about the format of the group experience and about the young adults' possible unmet needs. In the beginning of the first group, the conceptual material was in skeletal form with no exposition or descriptive material available except in the thoughts of the investigator. Discussions were held with the staff members before or after the group meetings concerning the needs of the individual participants.

Three psychology graduate students were selected by the head of the Psychology Department in a large private university to help staff the second group. Two were men and one was a woman. All were in their second year of graduate study and all were in their middle twenties. One of the two men was married while the others were single. Training started with an orientation meeting in which the general scope of the project was discussed and the objectives outlined. The review of the literature on needs was given to each to read in preparation for the second staff meeting. Young adult needs and the needs construct was the major subject of this second meeting.

A third staff meeting was held immediately prior to the first group meeting. It was concerned with practical matters. About every third meeting the staff met an hour ahead of the group to evaluate the experience and suggest new approaches for getting involvement from the participants.

Part A of the Needs Inventory was discussed and trials made on each staff person in preparation for using it later with the group members. During the last four regular meetings, each staff member did an inventory on a different young adult each time.

Staff training was considered insufficient by the three graduate students as the problems of the participants emerged. More intensive efforts should have been made to deal with the needs of each participant on an individual basis. Group needs were discussed but the respondent needs concept was difficult for them to see in action in the group process with the material available at that time.

Procedure

Prior to the first group experience, the human needs outline began to be developed as a guide to the staff. After the 16 weeks experience, a brief evaluation of each person was made in general terms by the staff members and these are part of the information available. Other personal information was recorded along with results of a pre- and post-test of adjustment and interaction patterns within the group.

In the interim between the end of the first group meetings and the beginning of the second group meetings, all of the material that had been collected in a review of the literature was re-evaluated. It is from this material that the present conceptual framework of Young Adult Needs was organized and condensed.

The Needs Inventory Part A (Appendix A) was also developed during the interim from this same review of literature and the authors experience and knowledge of existing personality tests and inventories. It was built on the needs construct using questions similar to those used in many personality inventories. The Needs Inventory was kept simple for staff convenience, using ten categories with five questions each.

A group of persons met to evaluate the project. The group consisted of a vice-president of a state university, head of a psychology department of a large private university and an assistant director of a government employment agency. Each was asked to use the inventory about one per-

son whom they thought was poorly adjusted. None of the group perceived the scoring method. All the recorded scores were low, denoting unmet needs. Thus, it was felt that the inventory could be used with the next young adult group on a trial basis.

The second group was programmed as nearly as possible like the first except that the newly developed inventory (Form A) was introduced during the twelfth week of the 16 week program as participants had come to know each other. Each participant during the last four weeks evaluated himself and one (or more) other person (s) in the group. Each staff member evaluated a different young adult each week. Results of those evaluations are available in the form of raw scores. At the end of the second series of meeting, all participants made evaluations of the experience.

Each person in the two groups was later described in terms of concrete particulars related to the 10 respondent needs categories. The Needs Inventory (Part A) was then matched with these descriptions and was found deficient in varying degrees in all 10 categories. Five new questions were formulated for each category to cover the areas missed in Part A and this became Part B on the Needs Inventory (Appendix A).

A very perceptive and well adjusted second-year social work graduate student was asked to complete the Inventory (Part B) on herself and on one person whom she knew was functioning poorly. Her own score was 48 out of a possible 50 correct, and the young man she chose to evaluate had a score of 23. She detected the scoring method after doing

the inventory twice, but it was decided to use it as composed even though a few of the participants might possibly be as perceptive. Both Parts A and B of the Needs Inventory, with a total of 100 questions, were used in the final assessment.

In 1971, five years after the first group completed the program, an intensive effort was made to contact all participants that had participated in the two Y.M.C.A. "Really Living" groups. Of the 15 individuals in the first group, six were found and eight were found from the second group of 13. All were personally interviewed and all completed the California Test of Personality, the Needs Evaluation Inventory (A and B), and the Evaluation Form.

There was thus a gradual building and use of the conceptual material from the review of the literature to the skeleton construct, exposition, Needs Inventory (Part A), individual description in relation to the conceptual framework, Needs Inventory (Part B), use of both on all available participants, and finally a description of the 14 available participants in Respondent Needs terminology as well as statistical evaluations of adjustment and needs.

Source of Data

The data on these 14 young adults included information from the following sources:

1. Individual counseling on six from personal files
2. Group counseling on all
3. Personal data form (Appendix B)
4. Attendance and group participation figures

5. Pre- and post-group and follow-up administrations of California Test of Personality - Personal and Social Adjustment (Appendix D)
6. Needs Inventory (Part A) on second group
7. Needs Inventory (Part A and Part B, Appendix A)
8. Evaluation questionnaire (Appendix C)

Treatment of the Data

A case study format was chosen to present the data on adjustment and respondent needs. Each of the 14 participants is described by a portrait of his or her personal and social adjustment using the 12 categories of the California Test of Personality, using the norms given in the test manual. Three portraits are incomplete because two individuals came into the program late and did not take the pre-test and one participant was not present at the concluding meeting when the post-test was given.

The description of respondent needs for each participant was done by the leader of his or her group using the needs inventory records and the leader's perceptions of the participant's needs. The leader's evaluation was based upon recall of the participant's functioning in the group along with information from personal data or counseling.

The adjustment and needs descriptions indicate a very divergent and non-conforming group, each beholden to himself. This appeared to dictate the individual case study approach.

The participants' evaluation of the experience was a very subjective matter. The data collected by the questionnaire was brief, usually one sentence for each question, and are presented verbatim so as to retain this subjective information. Brief summaries of the findings for the questions are presented.

Scores were available from eleven participants on the pre-, post- and follow-up testing on the California Test of Personality and were statistically analyzed using the t test for small groups. The differences between the pre-test scores and post-test scores, and between the pre-test scores and follow-up scores were used.

Raw scores from Part A and Part B of the needs evaluation and California Test of Personality were available on all 14 participants from the follow-up testing. In addition five of the participants had scores from the needs inventory (Part A) and adjustment testing at the end of the 1967 group. Scores from the needs inventory by the five individual participants were combined with an average of others' evaluation of each person. Each follow-up needs score is the sum of Part A and Part B scores. This made a total of 19 pairs for comparison. A Pearson product moment coefficient of correlation was done on these 19 pairs.

A coefficient of correlation was determined between the two forms of the needs inventory for all 14 participants. Also the same was done for each of the 10 categories between the two forms for all 14 participants (140 total).

Inferences

Results of the statistical analysis and the individual portraits and needs evaluations are given in Chapter IV. Because the participants were not randomly selected, no inference should be made to a particular general population. Although there may be such a population, it is outside the

scope of this study to identify it or to suggest how it might be used in an analysis of under-adjusted young adults, such as the ones described here. That 28 were found and involved in the program indicates that there are persons who are in this "under-adjusted" population in our U.S. culture. No reliable statistic was found in the literature to indicate the actual number, percentage of the total population or other identifiable "label" for this population.

The needs inventory was developed during the time that the program was developing. It was used here for the first time and there has been no validity, reliability or other testing of it. Part A was developed after completion of the series of meetings of the first group. It was used with the second group, after they had some knowledge of each other. It was used by each participant on himself or herself, and on other participants. The leaders also used it on themselves and members of the group. The results were then evaluated against the descriptions of the participants' needs. Where the inventory was seen as lacking, new questions were formulated and eventually this became Part B. The two parts are thus complementary, each serving to fill out or complete the other.

The two statistical comparisons are a beginning attempt to evaluate the inventory. The obtained coefficients of correlation are included in the data. The only inference made was that the two parts should be used together rather than as two equivalent forms of the same test or split halves.

The participants' evaluations of the experience were subjective and any inferences and general conclusions acknowledge this. Their answers were direct and they were asked to be honest as to what they thought and felt. The fact that they evaluated the experience four or five years after having participated gives a time perspective on the effects of the experience that they could not have had at termination. The long term effect was important in evaluating the experience.

Limitations

Several factors of the project and study have created difficulty for research and certainly constitute limitations:

1. The study was done in retrospect so that many elements were pre-determined.
2. Subjects were not randomly selected from a clearly defined population.
3. Criteria for selection of subjects were very general and somewhat vague.
4. No previous similar experience focused on needs was found or perhaps even available.
5. Since this was a pilot study, many of the objectives were in the developmental state and not firm.
6. The investigator was also the group leader, project leader and personal counselor of several of the participants.
7. The subjects themselves were, to a large degree, not disciplined or reliable and were free to "not participate" as they wished.

Three important findings appear from the experience for which no questions were asked nor data kept. This is an important oversight but should be reported. The three questions might be:

1. How much staff time and emotional energy was used to develop the program and deal with these poorly adjusted young adults?
2. What was the long-term emotional effect (in feelings of belonging) of the transactional learning experience for the participants?
3. Could poorly adjusted young adults function in a group without adult leaders?

Cursory answers, without data to back them, are:

1. A large amount of time and energy was expended to motivate the encourage these poorly adjusted young adults,
2. There were indications of a continued feeling of belonging generated that lasted at least four or five years and,
3. These young adults could not sustain a group without adult participation.

The project was designed to have some objective means of evaluation of adjustment and needs. The California Test of Personality and Needs Inventory have raw scores that are usable statistically. The results are presented in Chapter IV, along with the portraits of adjustment, case study of needs, and the subjective retroactive evaluation by the participants of the transactional learning groups. Even with the limitations of the study, the data present useful information to evaluate the program and the needs construct.

CHAPTER IV

DATA AND ANALYSES

Introduction

The first two questions to be answered by the data were:

1. What was the adjustment of each of the participants before the experience, immediately after the experience, and four or five years later?
2. Was there a significant improvement in adjustment as shown in the scores of the California Test of Personality: a) immediately following participation in the program, and b) four or five years after?

A profile sheet for each participant showing the results of all three adjustment tests using 12 categories follows this introduction. Statistical analyses using the t test for small samples is used to determine significance of differences between the scores of the pre-experience test and the post-experience and follow-up tests. These analyses follow the case studies.

The next two questions to be answered by the data were:

3. What were the participants' respondent needs?
4. What relationship is there between the respondent need scores of the participants and their adjustment scores?

A case study of each participant is given in the following section using the respondent needs construct as a framework. Scatter diagrams and Pearson product moment coefficients are used to show the correlation between need scores

and adjustment scores. Findings are presented in the section: Correlations of Adjustment and Respondent Needs.

The last three questions to be answered by the data were addressed to the hypothesis that "Young Adults with poor adjustment who participated in a time-limited needs-oriented transactional learning group will, in retrospect, view the experience in positive terms for their personal and social adjustment":

5. How did participants, in retrospect, perceive changes in their own adjustment as they participated in these transactional learning groups?
6. Did the participants feel that the staff was concerned for their needs?
7. Would they participate again if given the chance?

Individual responses to a questionnaire were used to evaluate the experience, reveal their feelings about staff concern and get an overall reaction to the program. Findings are presented in the last section of this chapter.

General information about the 14 participants is given in Table 4.1. Their ages varied from 22 to 32, with a mean of 26 years. Schooling varied from sixth grade to college graduates with a mean of 11.5 years. They were from many religious faith and varied ethnic backgrounds. There were whites and blacks, and they came from European, African, and Asian extractions. The groups were cosmopolitan in nature and the young adults were selected essentially because they were not adequately adjusted.

There were eight women and six men in this study although more than half of the 28 participants in

Table 4.1 Personal Information- Sex, Age,
Years School, Group Attendance-
on the Subjects of this Study

Subject	Sex	Age	Years School	Group ¹ Attendance
A	F	22	12	13
B	M	22	12	8
D	M	29	7	13
G	F	26	12	9
I	M	26	16	7
L	F	32	12	17
M	F	23	6	13
N	M	23	12	12
R	F	22	12	17
S	M	26	14	17
T	F	32	16	4
U	M	28	6	11
W	F	27	12	11
X	F	--	12	4
MEAN		26	11.5	11.2

¹Number of times subjects attended group meetings.

the project were male. When they were in the "Really Living" program all were unmarried or had had unseccussful marriages. Five of the 14 were successfully married at the time of the follow-up study. Although most were not successfully employed at the time they were in the program most were employed or were housewives five years after the group experience.

Adjustment and Respondent Needs

The adjustment and the respondent needs of these young adults are now presented in 14 case studies. Each participant's case study has a profile of adjustment, personal data, leaders' evaluation and a description of this young adult's respondent needs.

Each adjustment profile with numerical counterpart uses the 12 components of the California Test of Personality. Adjustment scores are percentile ratings when the young adult is compared to the adult U.S. population norms. These are abbreviated to "%ile" to shorten the text. The profile sheets show the before experience results as "Pre-%ile", the after experience results as "Post-%ile", and the follow-up results as "Long-%ile".

The raw scores obtained on the California Test of Personality (Table 4.2) were converted to percentile ratings using the (Percentile Norms)¹ given in the manual. Each of the 12 components of the test has a percentile norm for adults.

¹Thorpe, p. 32.

The sum of the raw scores for personal adjustment has a norm in the test manual as has the sum of the raw scores for social adjustment. The total adjustment raw score that was obtained as a sum of all 12 raw scores also has a percentile norm in the test manual. These percentiles are used for the profile sheets.

In the 14 case studies that follow (page 116 to 175 Inc) each young adult is designated by a letter. This is followed for each by the sex, age, years in school, and number of group sessions attended. A brief staff evaluation is given to describe their adjustment and actions in the group experience.

Each young adult is described using the 10 categories of respondent needs. These brief statements are intended to give a number of concrete particulars about the person's respondent needs. The categories are not meant to coincide with the adjustment components on a one-to-one basis. Rather, the need descriptions are meant to give reasons for the poor adjustment and are thought to be basic in stating that person's lack of adjustment.

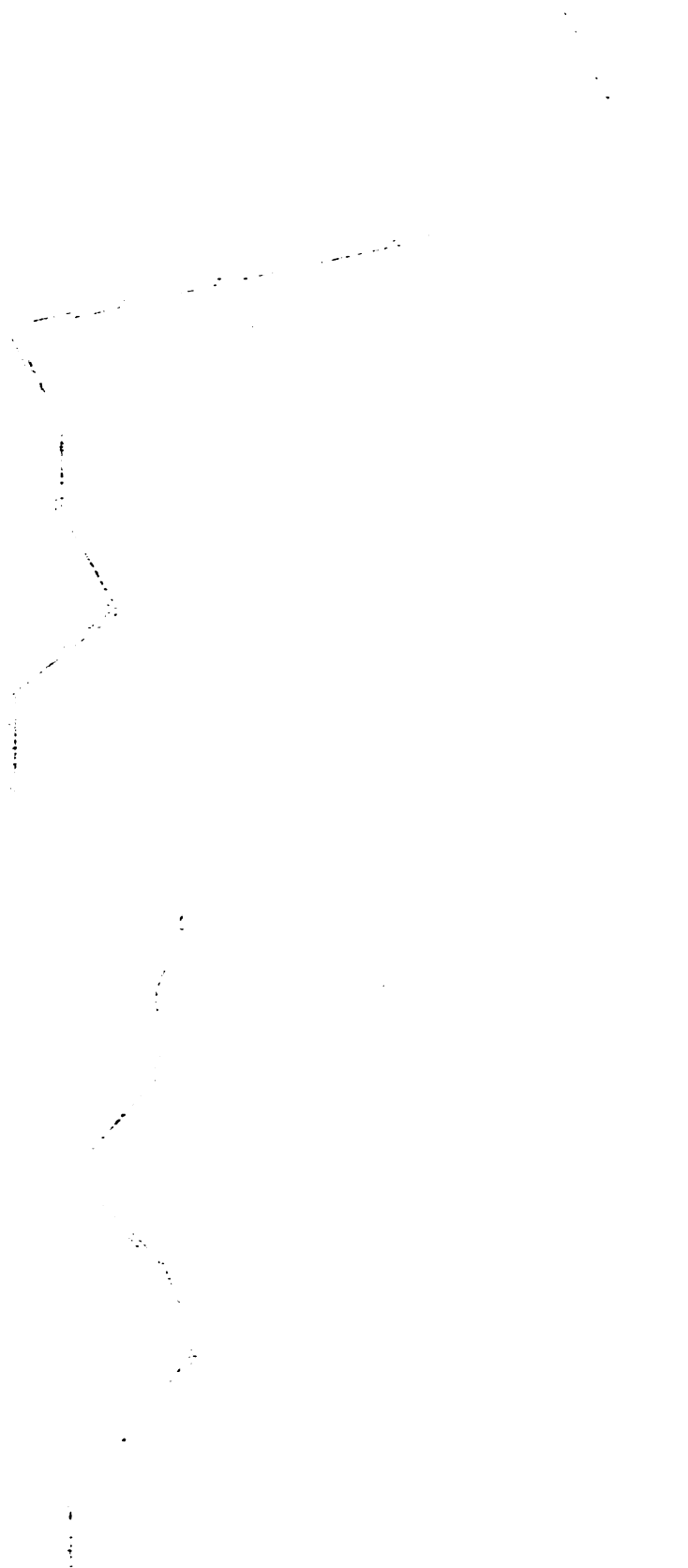
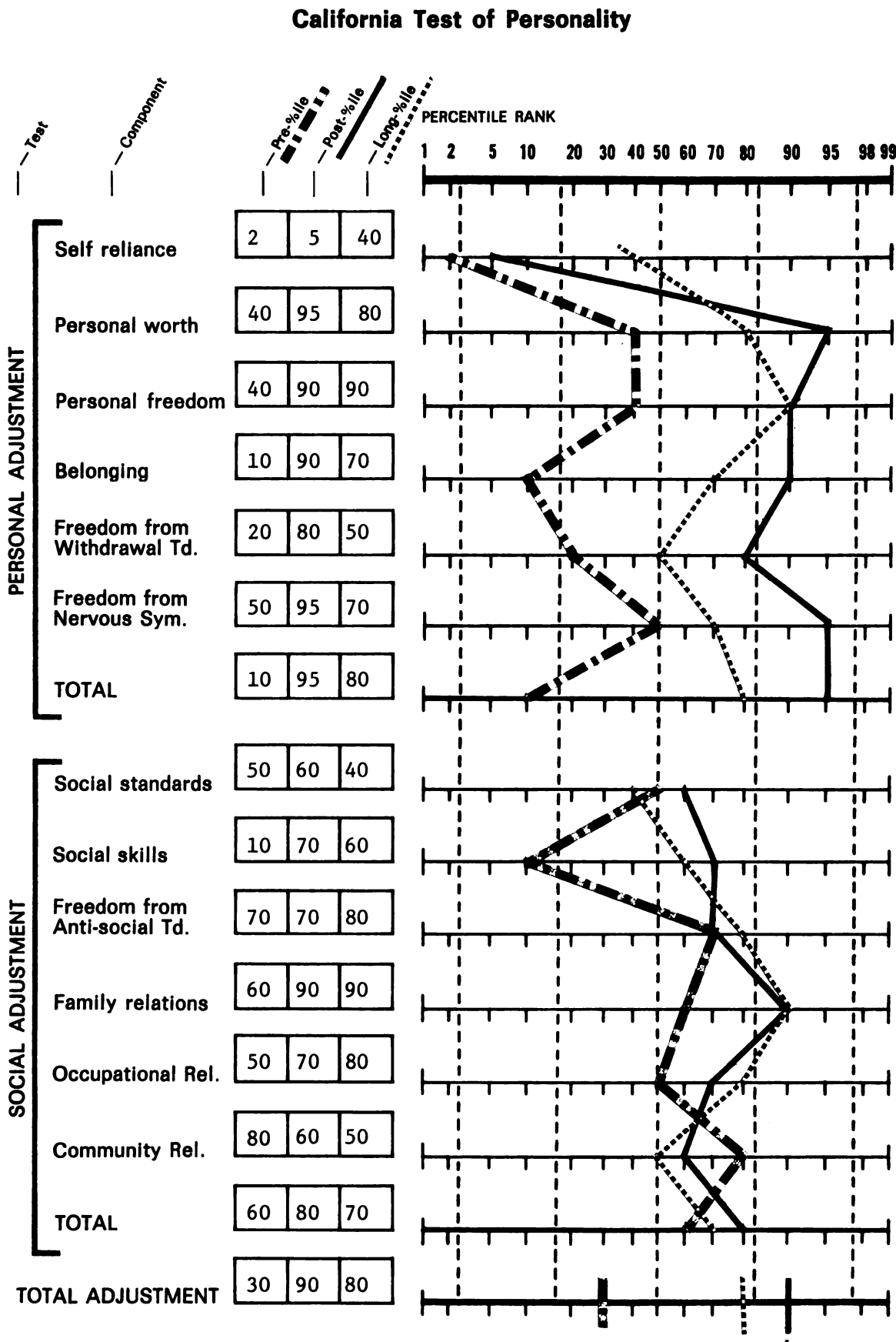


Figure: 4.1 Adjustment of A



Subject - A

Female, 22 years old, high school, 13 sessions

Leaders' Evaluation A felt very little self-reliance. Her social skills were so low that she was barely able to speak in the group and was so self-conscious that she blushed as she listened to group conversation. She had a job and was doing satisfactorily but her social life was nil at the beginning of the project. Her average response rate per session was five but she gave only one response in the first three meetings. In the last two sessions where responses were recorded she had 10 each. Her over all adjustment changed from the 30%ile to the 90%ile during the 16 week period. This was the most dramatic of all the members.

Economy A was doing satisfactorily on a job. She handled her finances so that she had transportation and paid her way at all times.

Values A was so quiet that she seemed to accept and conform to most situations. She was passive, conservative and agreeable, yet alert as plans were made.

Polity She followed the direction of the group leaders completely, became loyal to the group and was trusted by them. She depended on the group to make most of the decisions and rarely participated in making or changing policy.

Release A was so quiet, reserved and inside herself that she seldom laughed out loud. Her emotional life was running cool. She was not spontaneous, joyous or bubbling, yet it appeared that she wished she could be so. She did not appear to be depressed or moody but rather passive and low-keyed.

Integration A seemed tolerant of all kinds of inconsistencies and incongruities. If she was frustrated it was not visible except in her own inability to be socially aggressive. She was integrated but not active.

Security A was not afraid but she did feel unwanted by anyone except her parents until she became a member of the group.

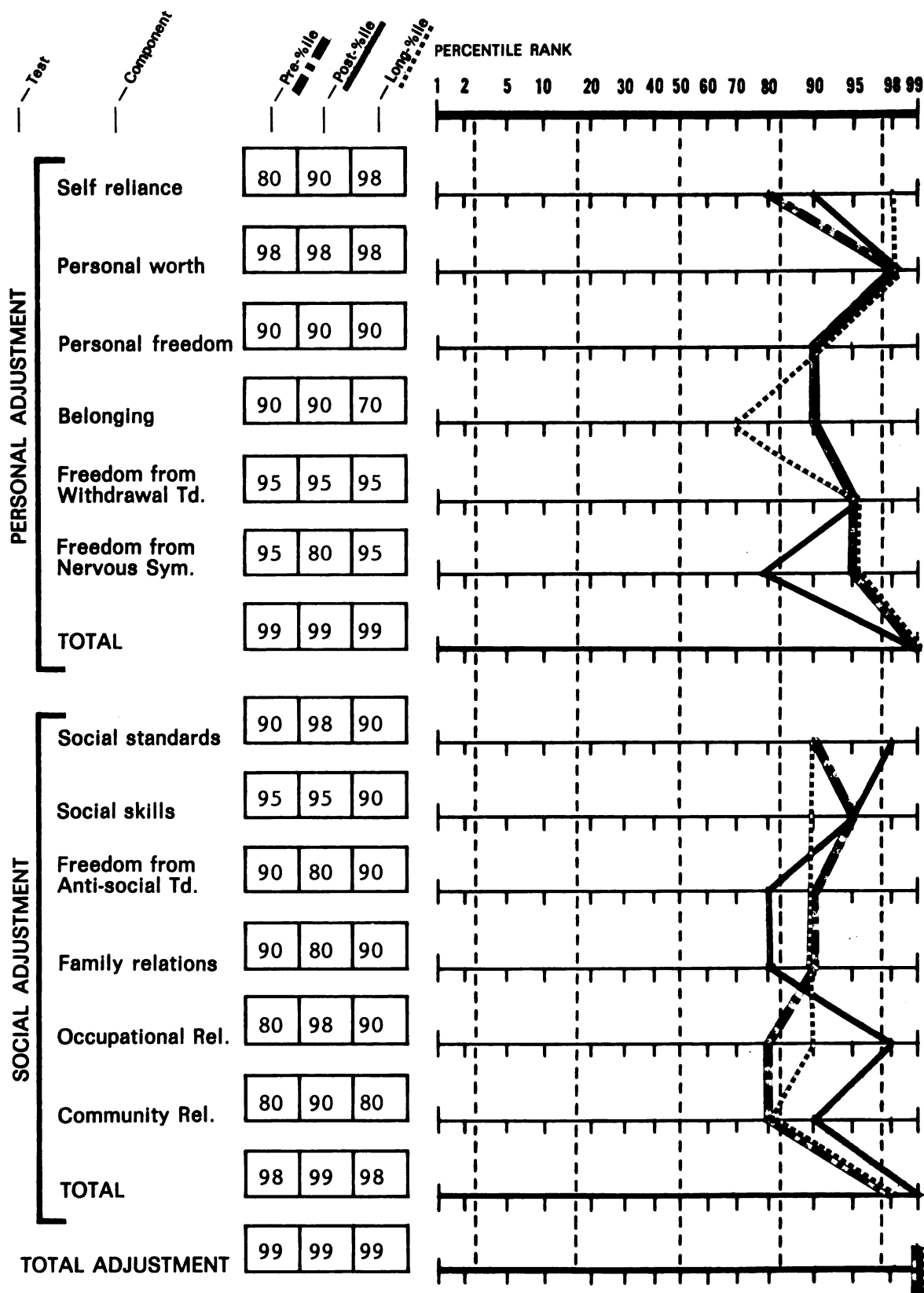
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Figure: 4.2 Adjustment of B

California Test of Personality



Subject - B

Male, 22 years old, High school, single, 8 sessions

Leaders' Evaluation B came into the group at the 11th meeting. He graduated 'cum laude' from high school and had three years of college. His adjustment according to the test results was at the 99%ile. However, he was always apologetic in the meetings, tended to "doctor" the leader to death and appeared to over-conform to everyone. He appeared to be neat, meticulous, orderly, and one who doesn't give up easily. When he joined the group, he was seeing a psychiatrist as he says, "discussing my feelings, ideas and problems. It helps me to feel better, to solve problems and to be happier."

Economy At age 22, B had been on eight different jobs, some of them for only three days. Several of these were accounting, which was his major in three years of college. His latest employment was parking cars for the Detroit Zoological Park. He said he liked the accounting positions best but was let go because he said they wanted someone with more experience.

Values He had been a member of the Zionist Student Organization while in high school where he was interested in dating, sports, people, driving, movies, and concerts. He appeared to have set extremely high goals for himself.

Polity B asked for guidance continually in one way or another, was over-compliant to others and leaned on the group.

Rootedness B had great needs for approval. He had attempted to use academic accomplishments to get approval, perhaps from his parents and from others. The group saw him as being odd, affected or strange. He was only partially accepted by the group and this was not at the "feeling" or "closeness" level. His father was a physician.

Relatedness B did not show his emotions at meetings as he expressed himself and somehow his statements did not carry much weight or power. He did not talk about his family but rather about dating or his friends. Some of his friends were what the group called "odd-balls." He remained rather aloof.

Awareness Although B said he graduated 'cum laude' he appeared to be in a world of his own. Either he was completely above and beyond the group intellectually or he was unable to relate to the real world of others. He was not aware that his responses were sometimes inappropriate.

Ecology B was testing his abilities on different jobs but he appeared to be reading the results incorrectly. He was not adapting successfully to his environment. By over-rating himself he was constantly on the verge of failure.

Release B was always serious and what laughter he displayed did not seem real. He was tied up with himself and

his problems and very restrained.

Integration B was outwardly extremely tolerant and yielding, almost to the point of not having a soul of his own. He probably could and had taken heavy psychological beatings without cracking, so strong were his defense mechanisms.

Security B acted as though he was on the edge of being alienated from the group, but kept a composure that would indicate the reverse. His apologetic behavior seemed to be a form of insecurity. He needed to succeed and become more relaxed with life.

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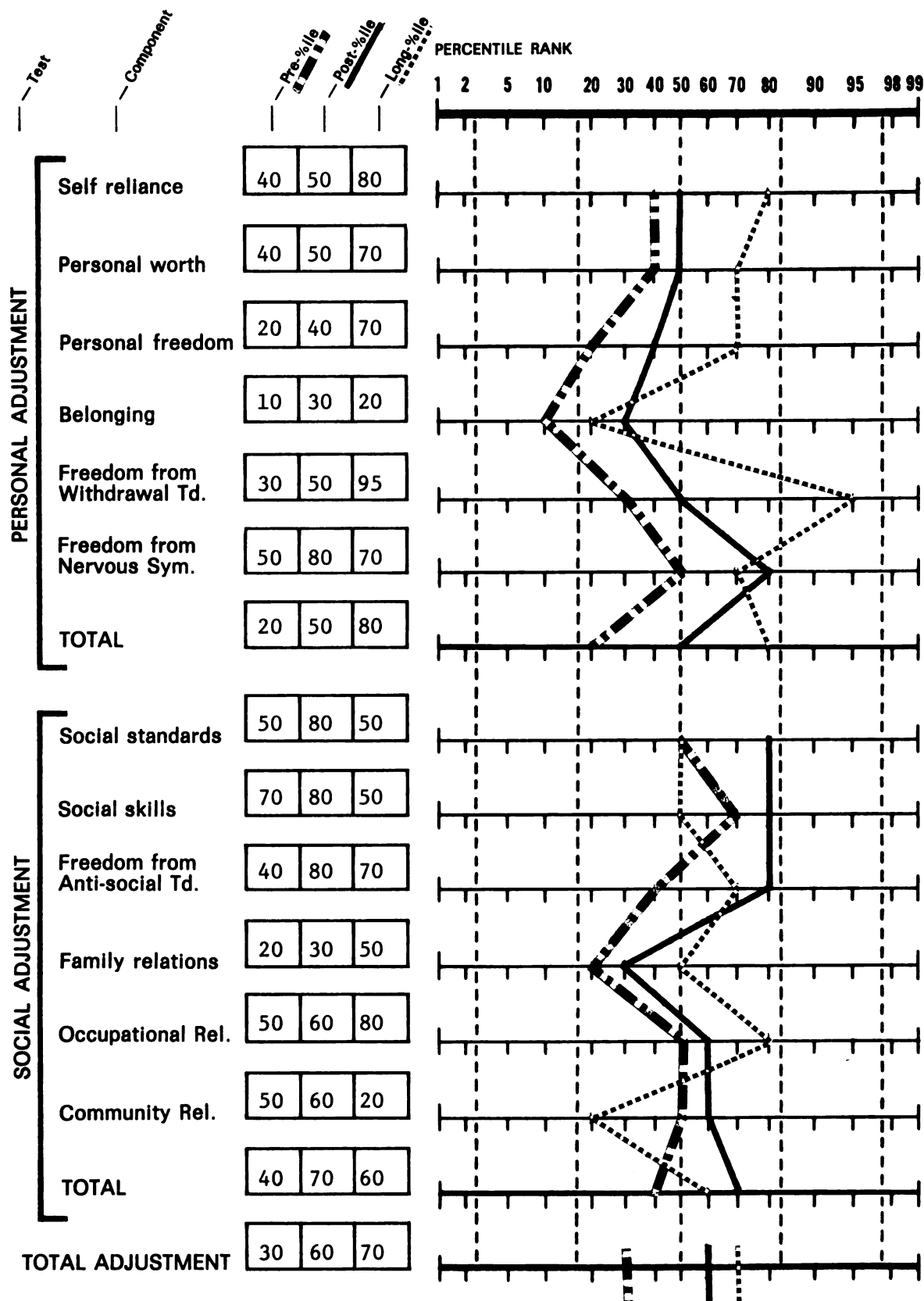
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Figure: 4.3 Adjustment of D

California Test of Personality



Subject - D

Male, 29 years, 7th grade, single, 13 sessions

Leaders' Evaluation Most of the social agencies in the city have voluminous files on D. Since childhood he has been in and out of clinics, 'homes', and the state mental hospital. He was conversant with most of the psychiatric terms. He had been rejected by so many people so many times that he had developed a huge defense system. His personal adjustment was low, especially in feelings of belonging and personal freedom. Family relations were poor, and he tended to be anti-social and to withdraw. During the time the group was meeting, D obtained a steady job and began to live in the present rather than in the despairing past. He made considerable progress in accepting responsibility and relating to young adults.

Economy D was working for pay as a ticket taker for the Michigan State Fair, at a theatre, and at the Y.M.C.A. as an assistant in the youth department while he was in a counseling relationship with the branch executive who had taken him "under his wing". He had tried vocational training but since they would not give him enough "salary", he became belligerent, non-cooperative and refused to work. His apartment, clothing, food and incidentals were all paid for by his parents. He accepted these as his right for the emotional problems he "suffered" from them. He expected and demanded such services as clean clothes, transportation, etc.

from his parents and sisters, but reciprocated in no way.

Polity He was very hostile toward his father and mother and would not take advice or suggestions from them. Although he needed guidance from adults, there were many blocks in accepting it. His relationship to the executive of the Y.M.C.A. was intense because of his extreme insecurity so that he would take orders from him that he wouldn't take from anyone else. He developed an extreme loyalty to him to the extent of becoming a puppet, informer, and shadow. He hung on his every word and suggestion. He enjoyed being authoritative himself.

Values His set of values, customs and rules were narrow and rigid. Once an idea had set itself, it seemed to be there to stay. He was a law unto himself. If the rule was in his favor, he accepted; if not, he refused.

Rootedness Though his family was Jewish and he accepted himself as a Jewish person, he did not attend services or adhere to their traditions. He was in therapy in the Jewish agency for many years.

Relatedness His two sisters and one brother had rejected him in many ways, for they felt he used them, made unusual demands, took privileges and set up embarrassing situations for them. They were somewhat ashamed of him because of his emotional illness and his anti-social or inappropriate behavior. As the eldest he tried to manage the sibling

relationships but covered any affection with anger, jealousy, or selfishness. His relationship with his parents was one of manipulation and hostility with the resulting mutual feelings of frustration, anger, rejection and abandonment. Both parents were competent workers and employed in the middle to low income bracket. They have done far more than most parents in obtaining psychological help, special schooling, and training.

Awareness He was able to accumulate a considerable amount of "facts" about things, concrete events and people. However, he appeared unable to deal with abstract ideas and structures. Although he used common expressions and words, they were occasionally out of context or unrelated to the general topic being discussed. He often missed the subtle meaning of the conversation. He usually had a strong bias about events to follow some previous pattern. His reading level was about fourth or fifth grade in 1965, and he was enrolled in private remedial reading. His mathematical ability stopped below the "long division level".

Ecology D was a confused, fighting, defensive person. He had difficulty adjusting to any school, private, public or psychiatric. His ability to adjust socially was hampered by his family experiences and by below average mental ability. He was not athletic or well coordinated. Most of his body functions were mastered though he did not relate to girls

sexually, however this may have been more his ego than a physical inadequacy.

Release D had deep moody spells of silent anger. His main release from his many frustrations and inadequacies as a child and even as an adult was loud talk, temper, fighting, and even physical punishment to himself and attempts at destruction. He laughed occasionally, more often with sarcasm than humor. Counseling and therapy had been helpful. As an adult he has resorted to the use of alcohol.

Integration He was not able to tolerate or cope with ordinary life problems and people. Ambiguous situations gave him a chance to manipulate, usually ending with trouble with those in authority. Though he revolted at rules he functioned best with the firm authority of one person.

Security Insecurity was probably a root of many of D's problems. His uncontrolled behavior produced a complex of violence, alienation, abandonment, rejection, and negative reactions from everyone around him. Though he deliberately broke the rules and lived with the consequences, he was alert enough not to break laws that would send him to prison. He did not adjust to new situations. An example of this was his panic and inability to function when his "father-figure", the Y.M.C.A director, transferred to another city.

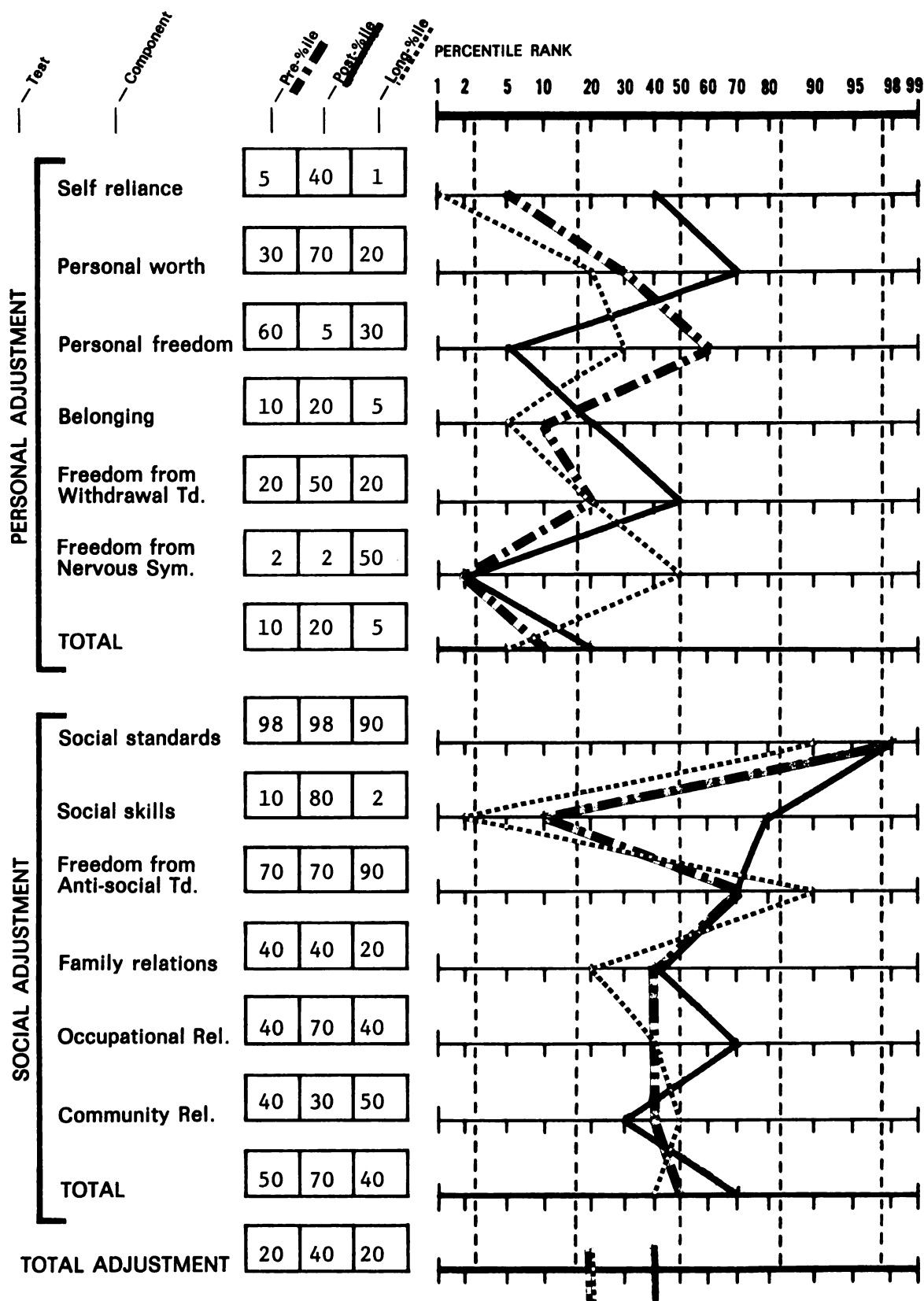
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Figure: 4.4 Adjustment of G

California Test of Personality

Subject - G

Female, 26 years, high school, single, 9 sessions

Leaders' Evaluation G came into the group by invitation of L who was working at the same small industry. She was quite vocal especially on one evening when she responded sixty-five times. She expressed her need for social activities but was antagonistic to most everything including the group and the leaders. She was unable to accept the groups' need of her loyalty, conformity, or participation. Because of her frustrations and antagonisms neither the group nor the leaders were able to meet her need for sociability through activities, discussion, or affection. She received little approval or support from the group because of her inability to reciprocate. It was evident that she was not receiving affection from her family or other associates.

Economy G was working mostly for money and did not like her job or the people.

Polity She developed very little fidelity among the group members, nor did she comply with the groups' wishes.

Values Her wishes were for social activities and whenever the group entered serious conversations she would disagree and threaten to leave the group. She would only conform when the group did as she wished. She appeared to have high standards for herself but was unable to achieve them

with the result that she was dissatisfied with herself and pessimistic about life in general.

Rootedness G was unable to get the support and approval from the group because her participation was limited to those things that she desired. She did not take "root" in the group.

Relatedness G's relationship to her peers was built on playing. There had to be social activity for her to respond; otherwise she was indifferent or hostile. She would use her power in the group to push for "going somewhere" and almost threw a tantrum when others resisted. She wanted relationships and friends but lacked the patience and skills to build relationships so as to satisfy others.

Awareness G seemed to function on only one level of awareness. She was not able to listen to other people at their level of conversation. This may have been because she did not want to hear or because if she listened she would have to face herself, which she did not want to do. Some of her natural abilities to perceive may have been below average but she had many blocks and prejudices.

Ecology G had not mastered her own life space. She had little self-confidence. Every life situation seemed to be a monster to her.

Release G occasionally used talking as a release of tension especially during one meeting when she responded 65

times. She also released through anger although such release did not solve her personal problems. She was not able to sleep well and nervous tension kept her highly charged with the results that she always wanted to be "on the go."

Integration G was not very stable and tried to use the group to hold herself together by choosing activities. She could not tolerate or endure conflicting ideas and situations. She was the opposite of peacemaker or bond-builder.

Security G was nervous, high-strung and insecure. Although she wanted friends she did those things that alienate and destroy trust.

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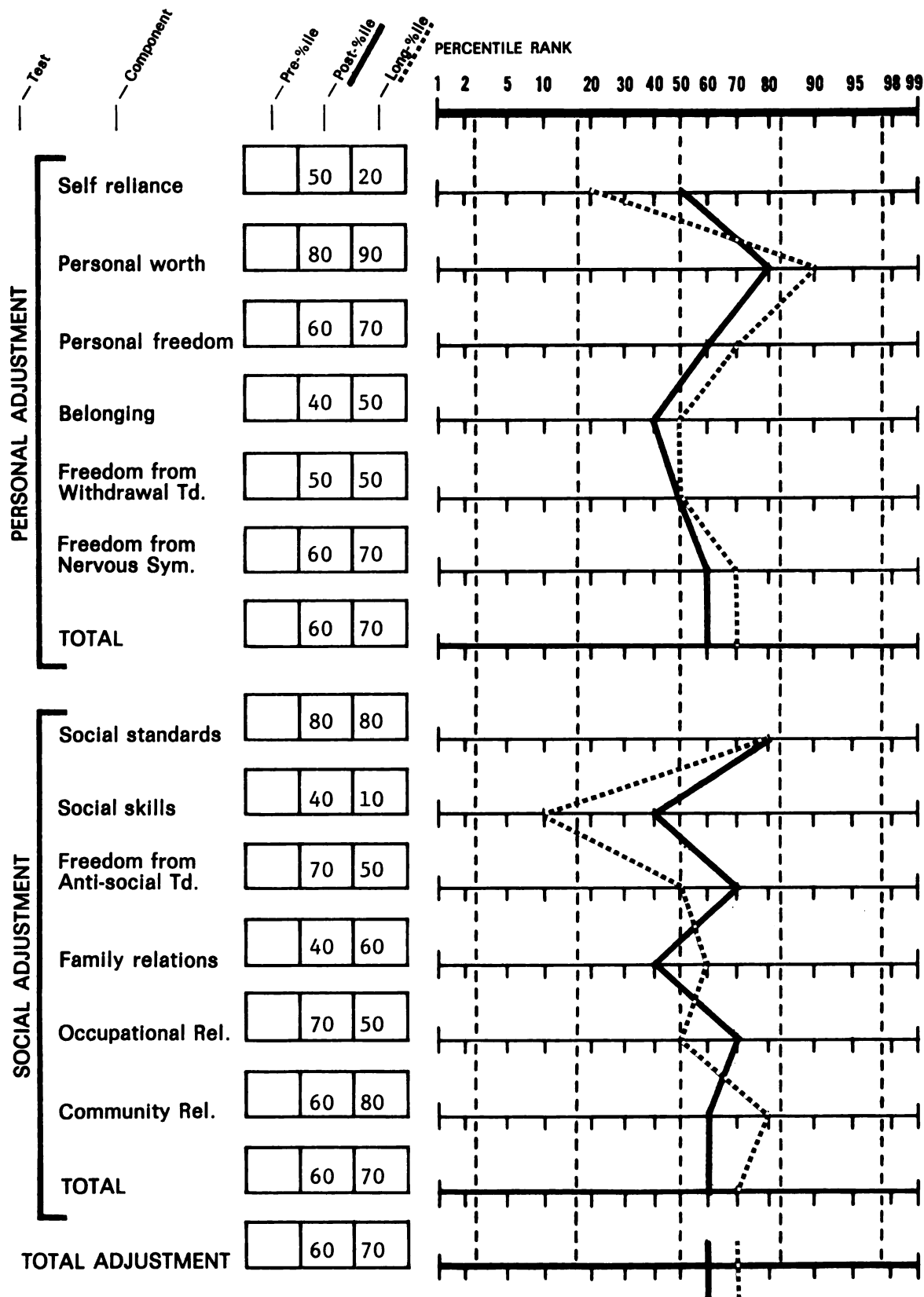
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Figure 4.5 Adjustment of I

California Test of Personality



Subject - I

Male, 26 years, 4 years college, single, 7 sessions

Leaders' Evaluation I came into the group on the 5th meeting. He was a professional engineer from India and thus brought an international dimension. He was vocal and willingly talked about the politics and other aspects of India. Though he accepted some criticism he appeared to see himself as an observer and critic of the group rather than a participant. He did not see himself providing the groups' needs. He was fairly well adjusted with self-confidence and good feelings of personal worth and freedom. His social adjustment was above average, high in social standards, family and occupational relations but a little low in social skills.

Economy I was working as a design engineer for an auto company. He liked his occupation and used his money to obtain his needs and pleasures.

Polity Although he said he wanted to be a leader, he spent most of his time critizining the group and the leaders but would not accept a leadership role himself.

Values Since he came from India he was able to see the American culture from an outsider's viewpoint. He was learning American customs and to a large extent adopting the middle class values. He was conforming to a large degree

although he was somewhat self-centered.

Rootedness He saw himself as an observer in the group rather than a member. He had roots in another culture and was trying to understand American ways. He probably joined the group to see our culture in a different way than he could at work. He felt he was better than the others and in most ways he was functioning better as many of the participants were ill.

Relatedness Within the group he always tried to be the "top-dog". He never wanted to be outdone or lose an argument. His ambition had always been to be the head of his school class. His good or positive feelings for others were kept to himself, and tenderness or affection were seldom shown. He acted as though his wife (when he married) would have to obey his every command and whim.

Awareness I was very aware of ideas that were expressed and he would debate many points. He was rapidly acquiring the American way of thinking and acting and was using the group to this end.

Release I entered into games easily and was generally relaxed. Debating appeared to be a release of aggression for him.

Integration I handled the different conflicting aspects of the group easily. He was somewhat intolerant of those who were not as bright and alert as he. He was not a peace-

maker but rather the opposite; thus he did not help the group to function smoothly. He brought disruptive ideas and challenged others, which was useful for the members' growth and expansion.

Security I had little need for protection as he was aggressive and outgoing. He was unconcerned about the insecurity or needs of the others.

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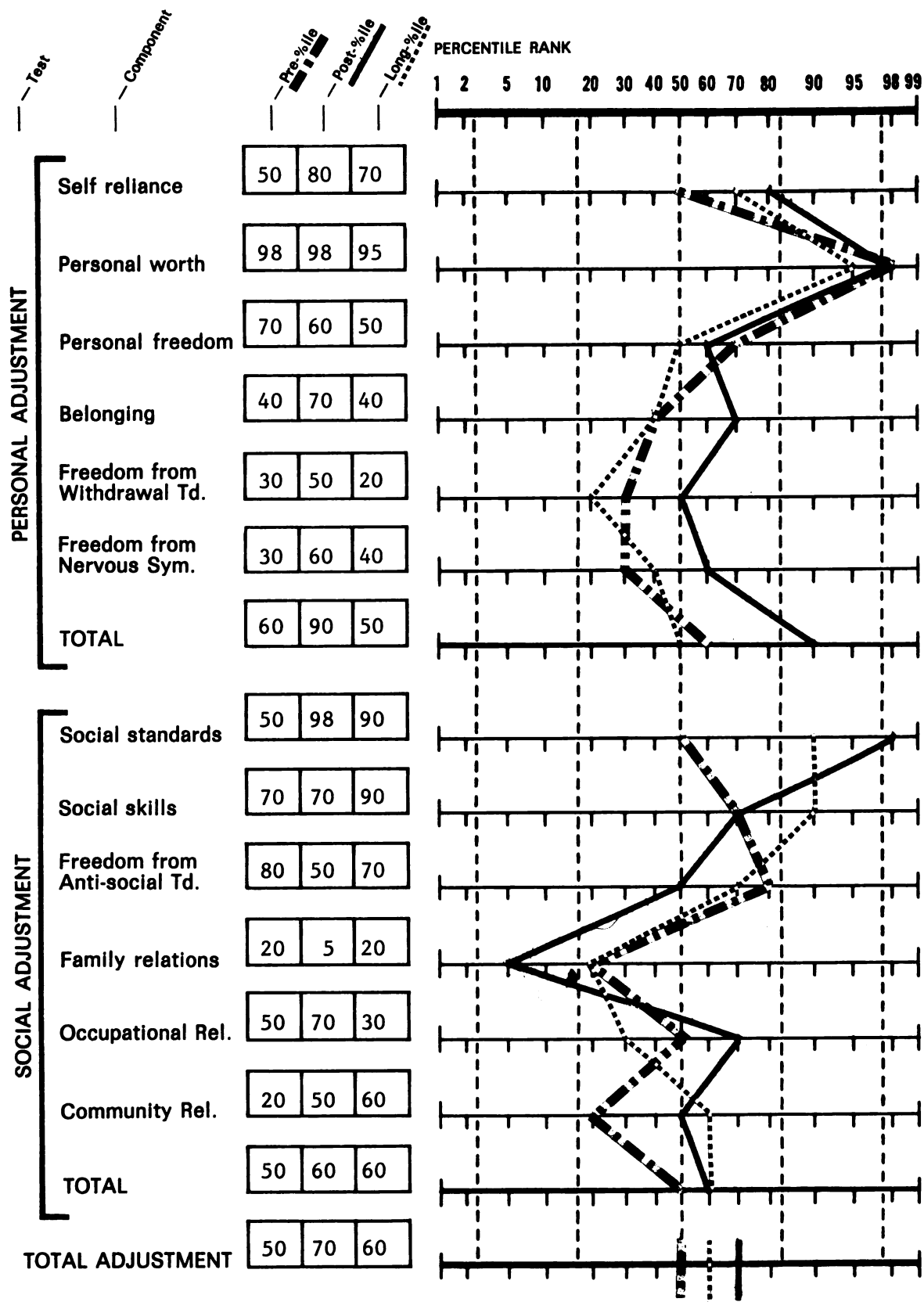
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Figure: 4.6 Adjustment of L

California Test of Personality



Subject - L

Female, 32 years, high school, single, 18 sessions

Leaders' Evaluation L was the most loyal and mature member of the group. She was single and held a responsible job. Her father was a political refugee from Mexico and was, according to our middle class standards, tyrannical in the home and extremely difficult to live with. Her survival and maintenance needs were well resolved. Because of her concern for group maintenance she would often make statements like, "I think this program should be more than social" or "Are we making the progress the leaders expect?" She was the life of the group, showing acceptance, love and faith in the members. She exerted a fair amount of energy at the giving level.

Economy L enjoyed her position as head bookkeeper. She was a responsible person not only in her employment but always assumed her fair share of the groups' expenses.

Polity As an active member of the group she sparked new ideas and saw them to completion. She often acted as a leader in facilitating the program or solving problems.

Values Though she willingly listened to other ideas and opinions she knew her own values and held on to them in a pleasant way. She easily adapted to the few rules and customs established by the group.

Rootedness L was already a member of the Y.M.C.A. and brought this identity to the group. More than any other member she fostered and promoted togetherness and comradeship. She was continually working for cooperation and allegiance to the group.

Relatedness Since she was slightly older, jolly and a bit plump, she fit the role of big sister or mother to the group. But more than that she showed affection and concern for all and had a smoothness in her personal relations. The cruelty of her father in her family background perhaps made it impossible for her to accept marriage for herself.

Awareness L was "with it "; jokes and subtle conversation rarely were misunderstood. She usually had a quick comeback for wise-cracks. She perceived distress and frustration in others and tried to get the group to see someone's point that may have been poorly stated. She seemed to have a broad range of knowledge that was well organized and available to her.

Ecology There was no doubt that L was functioning well. She had a child from some early experience which seemed to be out of context for her. Otherwise she could make choices, take risks, and was mature about life. She could adapt to any situation that the group encountered.

Release She found release in dancing, being a part of the club activities and in more quiet ways like reading and the

theatre. She was the most verbal, laughing person in the group. Although she was not too good at sports she was a good sport about it. She helped the group be spontaneous and lively. It was a joy to be around her.

Integration There was barely any situation that she could not endure and turn into something useful and positive. Her stability was a great asset to the group, often being the "jello in between the lumps" to make things hold together. She gave strength and flexibility to the group and acted as its peacemaker.

Security Although L had family troubles and desired marriage, she still was secure. She knew how to make and keep friends and could turn derogatory jokes about herself into humor for the group. She helped maintain order and good spirits within the group.



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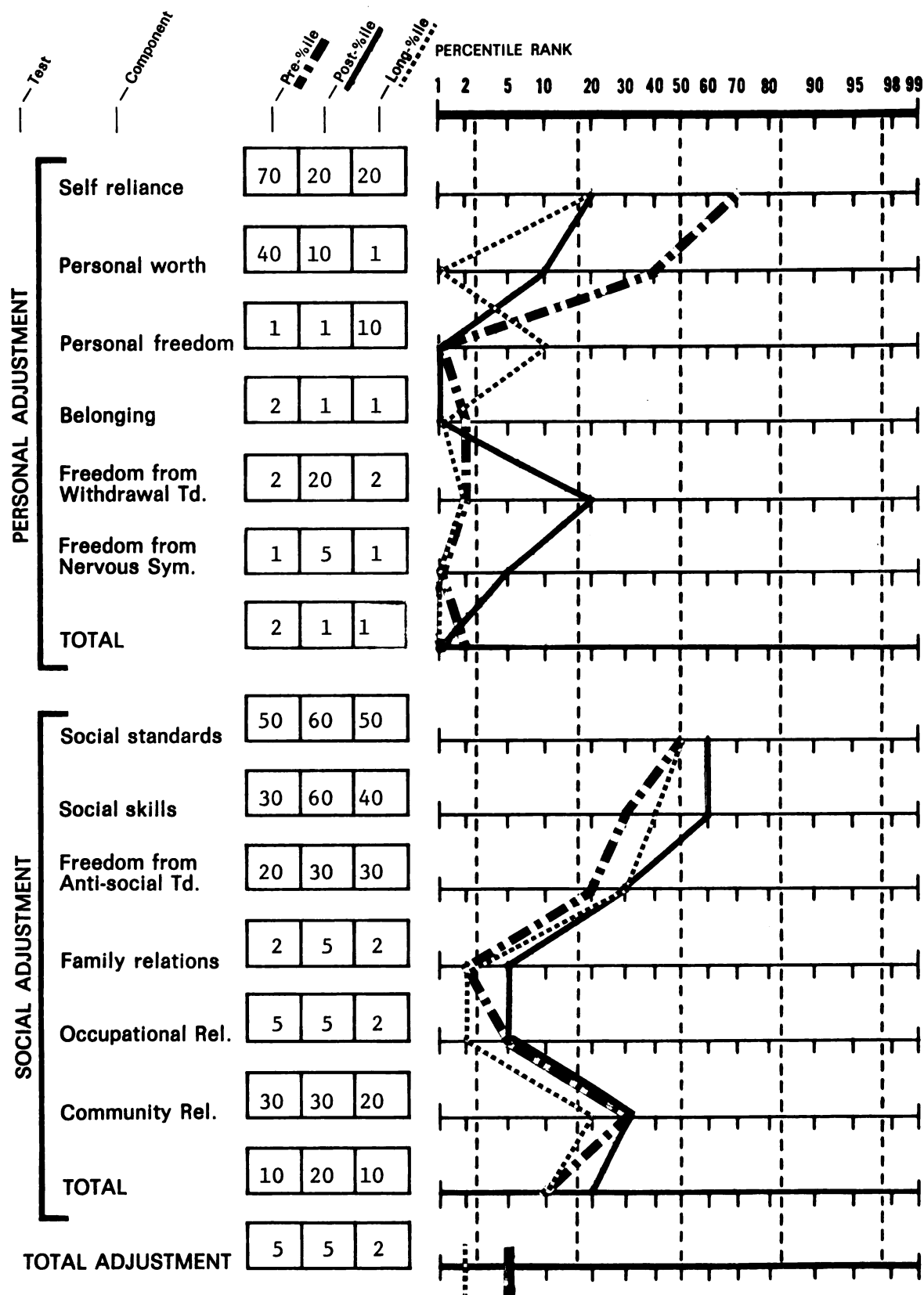
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Figure: 4.7 Adjustment of M

California Test of Personality



Subject - M

Female, 23 years, 6th grade, single, 13 sessions

Leaders' Evaluation M was brought into the group because she had shut herself off from people. She was under psychiatric care and had spent some time in a training home for mentally retarded. She was having a difficult time as a waitress in a nursing home. Her scores were very low on belonging, freedom from withdrawal tendencies, freedom from nervous symptoms, and her family and occupational relationships were poor. She developed her ability to communicate in the group and became a loyal and giving member. Her score on withdrawal tendencies changed from the 2%ile to the 20%ile. She said that this experience was like a therapy group. Soon after the end of the project she announced her engagement to N, a member of the group.

Economy M had a job as cleanup and bus girl in an elderly folks home dining room. She hated her job and was having a difficult time with her supervisor. Her mother had some money so that M's material needs were met.

Polity For six years M had been receiving a portion of her guidance and moral support from psychiatric counseling. She fought all decisions that her mother made for her. She became a loyal member of the group, and entered into the decision making.

Values Although M had a value system developed she was quite easily swayed by others. She was over-anxious to conform and agree with the leaders. She continued to revolt against her mother's values and was giving her roommate a rough time.

Rootedness M was Jewish and had retained a sense of belongingness until her father's death. Her revolt against her mother caused her to seek support, recognition and approval outside the home. Since she was showing tendencies of being a recluse, the group was vital to her for it gave her a chance to participate and to have a sense of belonging. She developed a strong allegiance to others in the group as well as to the leaders, almost to the point of clinging.

Relatedness As previously stated M had a close relationship with her father who no doubt was aware of her mental and physical inadequacies. On his death her mother became a fighting partner. Psychiatric help was secured which provided a new helpful relationship. M was warm, friendly and responsive to those in the group.

Awareness M had some type of retardation or brain damage. She attended a special school for four years. Both of her brothers were college graduates and her mother was becoming a social worker. M understood most of the group conversation but sometimes missed the subtle humor. She had shared language patterns but was somewhat slow in speech.

Ecology Life was a burden and trial for M. She was not physically attractive and with her retardation and speech problems she had few friends, especially men. She was not well-coordinated, nor did she adapt well to work situations. She felt trapped by her inadequacies.

Release M liked people and laughed and joked and became spontaneous in the group. Her ability to play games was not good but she tried anyway. She was willing to do anything the group suggested. She had deep moody spells when alone, and probably had considered suicide.

Integration M had little hope of becoming a fully-functioning adult when she entered the group. She was hiding from people and barely able to go to work. She did however, have a toughness that held her together and when she became convinced that she could be somebody she began to function fairly well. She had indeed endured more personal hardship than most people, as she had failed at almost everything she tried, but was still functioning.

Security She had a degree of financial security and a place to stay but she was very much aware that she was vulnerable to humiliation and alienation. Her mother was willing to protect her but this only made her dependence that much more obvious and painful. The group gave her the acceptance she needed from her peers and she was very grateful for the experience.

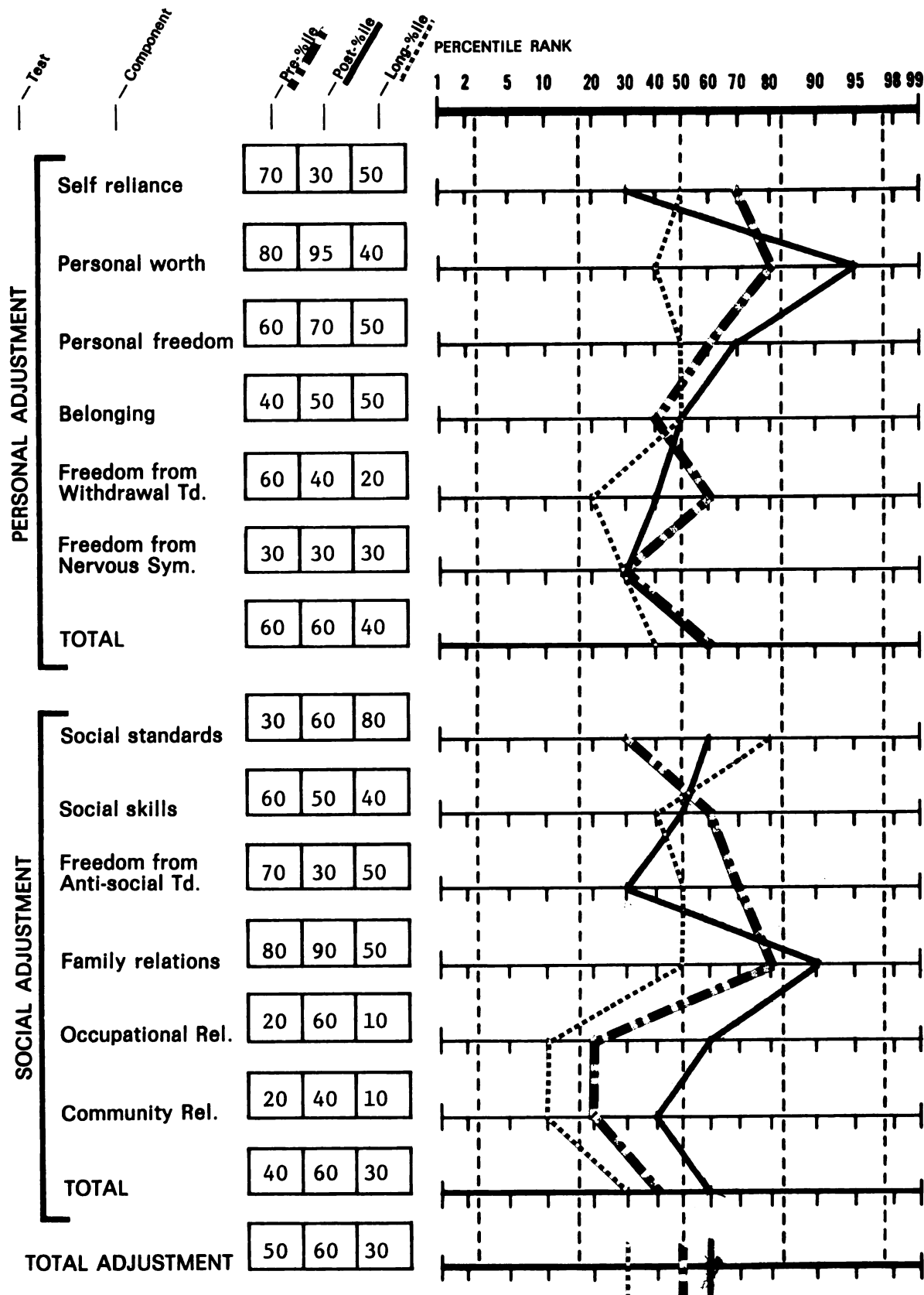
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Figure: 4.8 Adjustment of N

California Test of Personality



Subject - N

Male, 23 years, High school, single, 12 sessions

Leaders' Evaluation N's facial appearance was not very pleasant but he was agreeable in the group. He had the first stage of an epileptic seizure during one of the sessions. After ordering one of the members to "look away" he left, but within five minutes was able to return and discuss the feelings and psychological aspects of the seizure. His greatest unmet need appeared to be group acceptance and the experience which the group had witnessed and discussed with him was important in this respect. The fact that he found a young woman in the group whom he asked to marry disclosed unmet needs in both with a happy ending. Though he tended to be somewhat nervous, he was above average in personal adjustment with high self-reliance and feelings of personal worth. He was below average in community and occupational relations and was attending data-processing school but not doing too well. Family relations were good and his social skills were about average.

Economy N was working as a janitor while he was attending data-processing school. He had a car and was always willing to pay his way.

Polity N was looking for guidance from the group even though he tried to appear self-sufficient. He became a

loyal member and was willing to do whatever the group decided.

Values N was able to express his ideas about his values and why he held them. Although he conformed to the group's wishes he did not relinquish his beliefs when challenged.

Rootedness He needed friends and the group supplied this need, especially the girl M, who became his wife. His facial appearance was not conducive to being accepted generally and this no doubt had kept him from being approved by girls.

Relatedness He was able to feel and show affection to others. He had enough power to hold his own.

Awareness N was able to comprehend whatever was discussed. His responses were to the subject at hand and relevant. He seemed to have no problems with language or expressing his ideas.

Ecology N had both physical appearance and emotional or personality problems with the remanent of childhood epilepsy.

Release N was rather serious and sober, seldom laughed and acted as though he was carrying a heavy load. He participated freely in the group without coercion. Heavy discussion interested him more than the light joking and humor. He appeared to be rather tight and not spontaneous. He used alcohol as a release agent.

Integration N was able to handle most of the problems

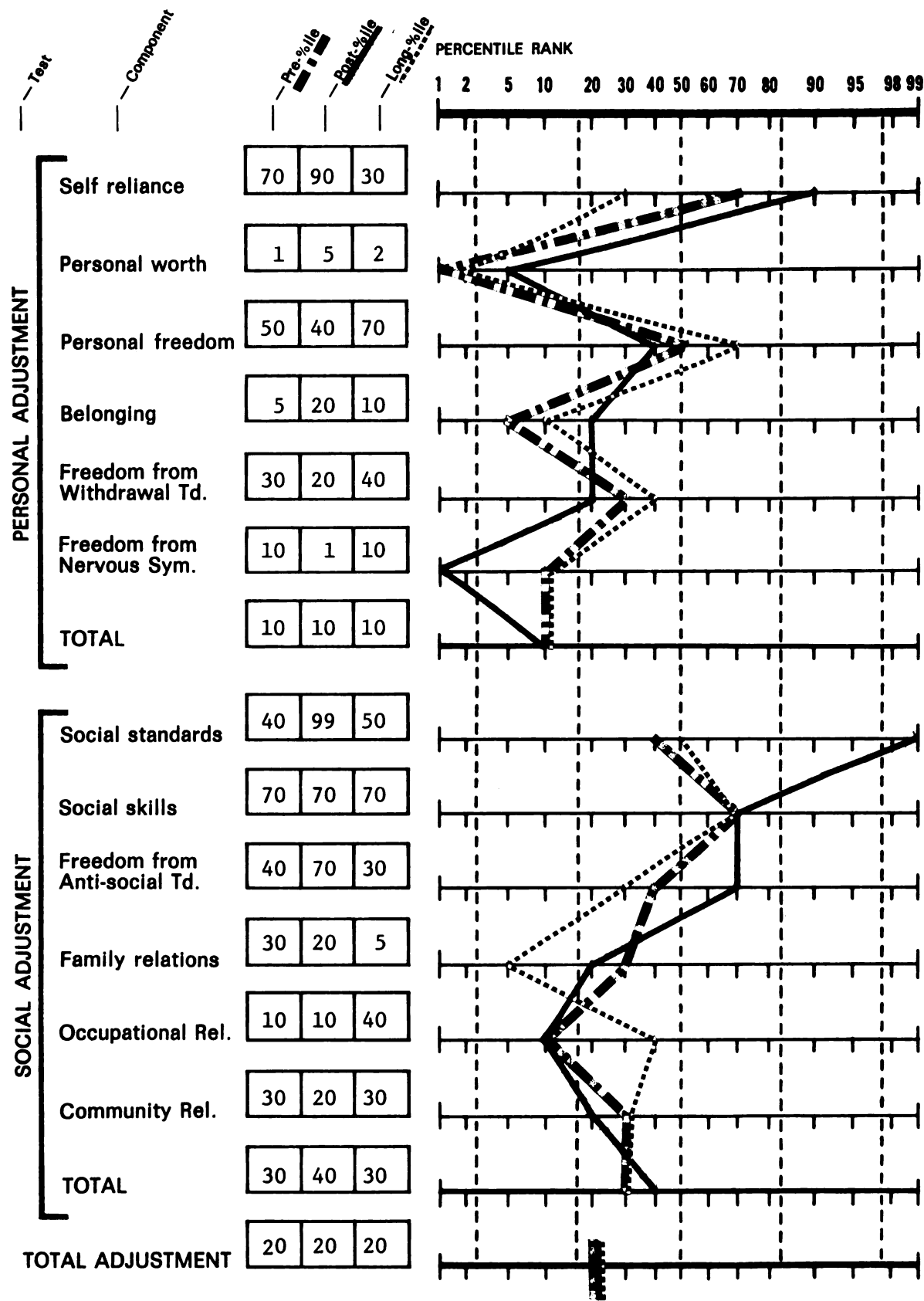
that came without being distressed. He tolerated the others who were at times difficult and made the best of every situation. Although he could argue and stand firm he was useful in making peace between group members.

Security N acted as though he had been rejected, especially by girls. He was also having feelings of failure in his vocational training. The group gave him a place to feel at ease and function more freely than in most of his former life situations. He gained the security that he could be loved by the opposite sex.



Figure: 4.9 Adjustment of R

California Test of Personality



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Subject - R

Female, 22 years, high school, single, 17 sessions

Leaders' Evaluation R had very low personal adjustment especially in feelings of personal worth and belonging. She had many nervous and withdrawal symptoms. Although she had some self-reliance and freedom she was over-burdened with negative feelings about herself. She had very high social standards and social skills and she liked people. However her family, work and community relations were low. She felt that she made many friends in the group and wanted an opportunity to do for more people.

Economy R had not found satisfactory employment. Her few jobs were menial, such as addressing, stuffing, and sorting envelopes. Her salary had not sustained her so she lived at home and her family furnished her material needs adequately. She wanted to work, was willing, but she had personal problems that interfered.

Values R had values that she defended but at the same time she was suggestable. She became extremely upset when criticized even though she tried to cover it. Some of her self-defeating behavior carried behind it a philosophy or set of values that sustained it. She refused to change these beliefs so they reinforced her poor living patterns.

Polity R was dependent on others in that she was willing to do anything the group chose to do but was not very willing

to participate in making those decisions. She became a loyal member, but was too willing to be the chore girl.

Rootedness R was overly concerned for approval from others. When firmly attached to a person, she could not let go and the relationship became strained and intolerable for the other person. She had had several attachments of this type, each similar: one was with a female teacher, another with a group worker, the third with a grandmother, the fourth with a male counselor. She was very angry with her parents, especially her mother, but she was unable to tell them. Her feelings of inferiority kept her from activities with others, and she would often do chores rather than socialize.

Relatedness R had intense feelings that no one liked or wanted her. As a child she had been epileptic, and she was super-sensitive about her enlarged head. She was incapable of relating to men as a girl friend and here had feelings of rejection. She was very often on the verge of tears when emotional things were discussed. She had many social graces, but they were often overdone, especially thanking people for ordinary courtesies.

Awareness Even though occasionally R was preoccupied with her own feelings, she was alert and attentive to the needs and moods of others. Her ability to pick up subtle humor and wit was a little below average. She sometimes misunderstood the motives of others and at times was misunderstood by the group. She kept a considerable amount of her

life and problems hidden which kept her on guard all the time. She finished high school but some of her schooling was in special classes.

Ecology R had several physical and emotional problems that were interfering with life development. Her large, heavy head was difficult to balance and control. By perseverance she did learn to ride a bicycle. Though she was slow to break out on her own, she took and faithfully kept a volunteer job downtown in order to get out of the house and away from her mother. Because of her inability to master more difficult work she often felt trapped even at home and remained secluded and crying in her own room. Life was too much for her most of the time as she was in many ways like a small child.

Integration R was under strain when there were many people and conflicting situations. She could not tolerate rejection and would nearly go out of control when too many pressures were on her. She was always trying to make peace between people. People were unaware of her internal conflicts which made her almost unable to function. In some ways she was durable because she was still operating with a number of strikes against her.

Release R expressed some of her emotions readily but others, especially her anger, were kept covered to the point of explosion. Control consumed her energy and she was tired much of the time. Her crying was a form of release but was

prolonged beyond usefulness. She was able to be gay, laugh, and make others laugh. She liked to have fun and was willing to do vigorous activities in keeping with her abilities.

Security R felt as though she had been abandoned by society which was nearly correct. Her folks were frustrated with not knowing what to do for her and any close acquaintance became the object of her severe attachment. She could not have close friends because she captured them and made them her emotional and psychological slaves. She had thought often of suicide and attempted it at least once. She felt unsure of herself in school, work and in social situations. She was extremely self-conscious about her appearance and greatly embarrassed at any social error. She was afraid to just relax and be herself.

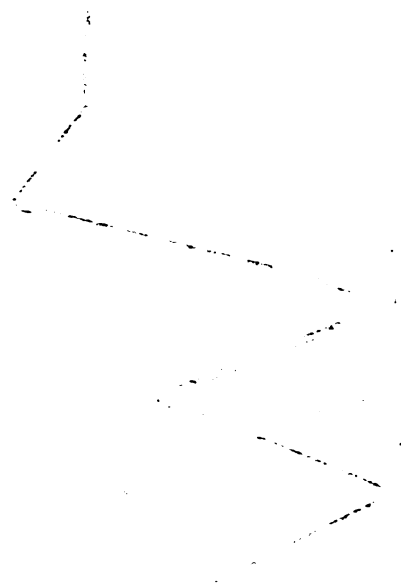
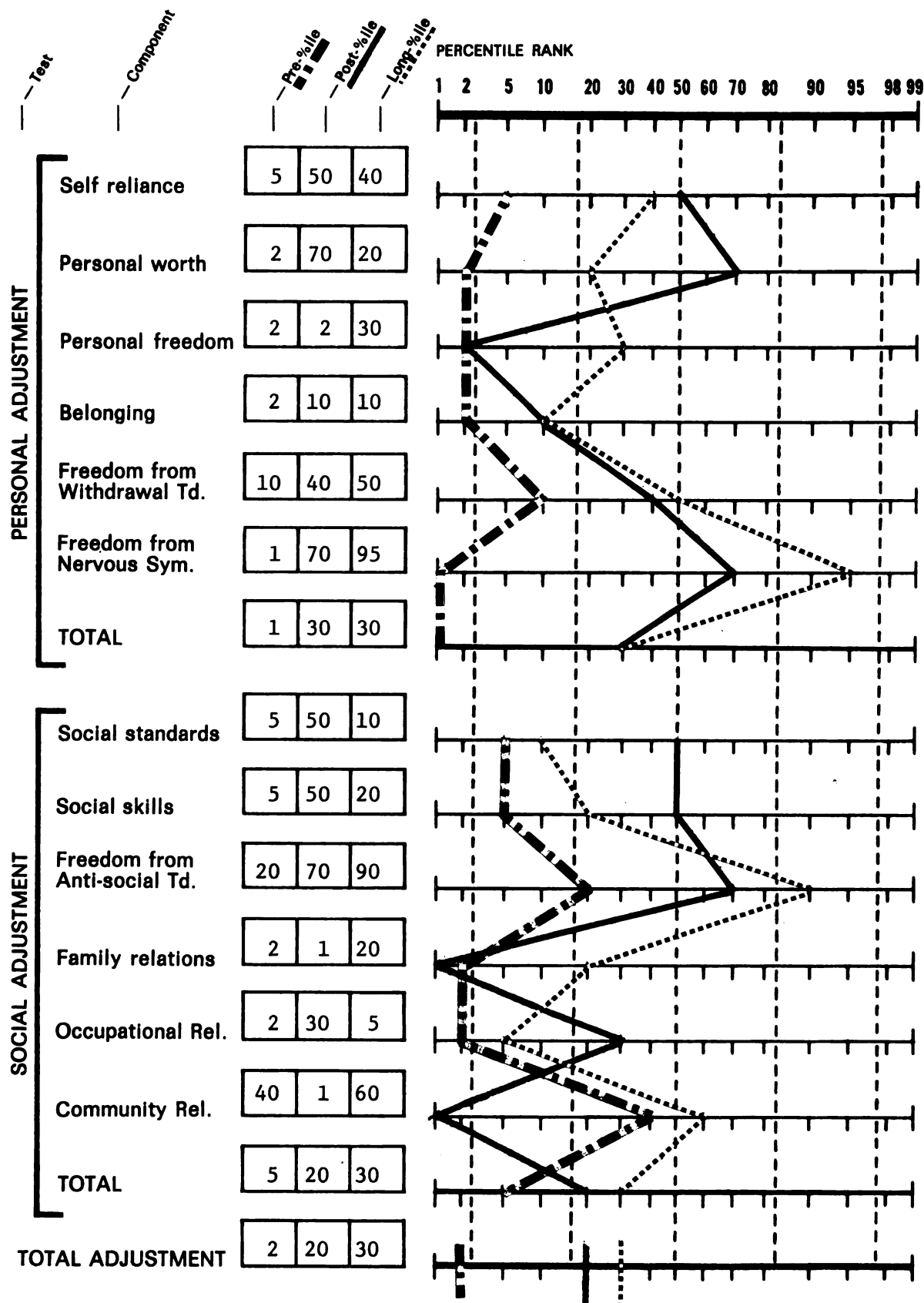


Figure: 4.10 Adjustment of S

California Test of Personality



Subject - S

Male, 26 years, 2 years college, divorced, 17 sessions

Leaders' Evaluation When S came into the group his personal adjustment was extremely low. He had little self-reliance or feelings of belonging or personal worth. He was very nervous and withdrawn and felt captured by life. After the sixteen weeks he was much more composed, self-reliant and had more self-esteem. His social standards and skills were low when he entered but these improved. Family relations and occupational relations were very poor but he began to have a better outlook on his job. Only one person out of a hundred functions as poorly as he did in the beginning. After the experience he was doing better than one fifth of the population.

Economy S had not found a satisfying vocation. He was operating a movie projector and attempting to manage his own business which was failing. He had taken accounting and business management in college but was dismissed because of cheating. He was in debt from gambling and drinking, and had creditors constantly after him. His father was disappointed in his job performance.

Values S was very confused about his values as he had several sets: his church said one thing, his family especially his father said another, and his talents and drives said another. He set high goals for himself but was

unable to attain them. He did not live his beliefs.

Polity In the group S was one of the loyal leaders and decision makers yet he often made the matter at hand more complex than it really was to the confusion of the others and himself. He was willing to express himself but often overdid it. He acted responsibly when assigned a task and complied with the group's wishes. He was able and willing to break laws and cheat if he thought it to his advantage. He liked power but did not use it within the usual limits of law and social approval.

Rootedness S was deeply rooted in the Catholic religion and in his family's sub-culture but there were many disturbing experiences in both that interfered with his identification. Sometimes he had been a good student and at other times a delinquent. He was a good son or a terrible son. He both loved and hated his father. His few friends were the poker players and they were often his rivals or enemies. He was not sure anyone liked him except his mother.

Relatedness S was very much a "loner" although he was in contact with others in business and gambling. He had warm feelings for his mother but hostile feelings toward his brothers, sisters, and especially his father. His short marriage failed because he could not stand his wife's demands, challenge for power, and refusal to obey him. He had an extremely difficult time accepting the divorce. He misused his power and was often ruthless with his employees.

He kept a casual relationship with the members of the group. It was particularly difficult for him to relate to the girls. He had a fairly deep experience with the leader with whom he was in private counseling.

Awareness S was engrossed in his own life and problems and seemed able to understand others better than he could communicate about himself. He could talk for hours in private about his life situation--marriage, business, family, but in so much detail that he would lose himself and his listener. There was proliferation without adequate restraint or organized structure. He thought very deeply about life but in fragmented and dissociated fashions.

Ecology S had been a well coordinated athlete at one time, playing football and other active vigorous games. However, he lost control of himself, drank, smoked, probably used some drugs and in general dissipated his strength. He worked until midnight, gambled the rest of the night then slept most of the day. His business was constantly on the verge of collapsing because of poor management and misuse of capital funds. Therefore he became increasingly more dependent on his family with added frustrations and poor relationships. He made poor choices in friends and situations.

Integration S's life was so full of ambiguities and inconsistencies that he was in a constant state of disintegration. He had many violent aspects in his life which he either attacked, escaped by sleep or alcohol, or became

moody with hours of contemplation. Many emotional struggles raged within S.

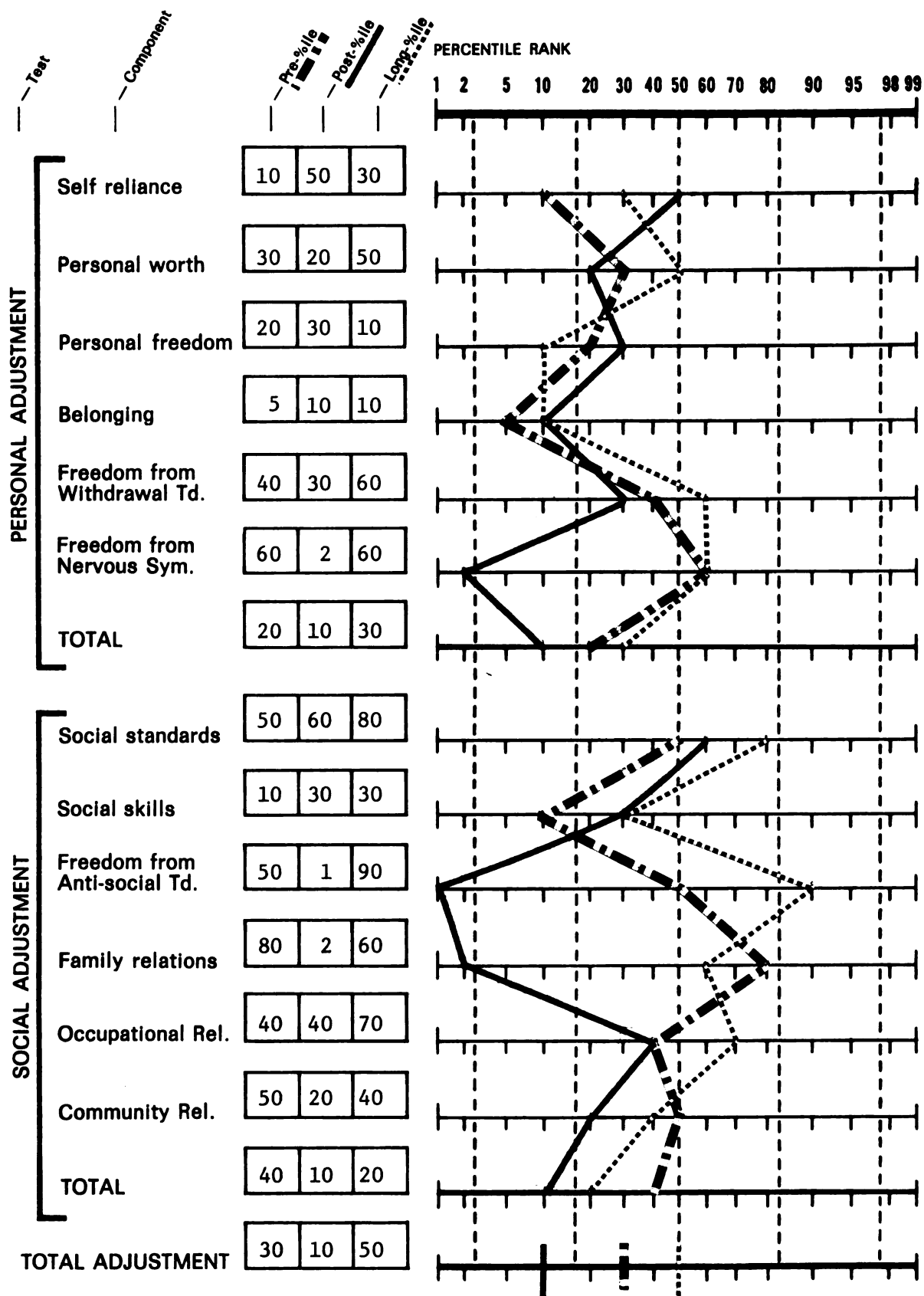
Release S's major release was through the use of alcohol. Although he loved sports he did not use them creatively to build himself physically or obtain release from over-thinking or frustration. His father would badger and goad him until he was in a hyper-state of restrained anger. This caused him to argue violently and occasionally strike out. He beat and nearly killed his wife in such a state of repressed anger and frustration. S found release in both the discussions and the activities of the group.

Security Although S was in trouble at times with his family, schools, and civil authorities, the chief threat to his security was within himself. He set up conditions that alienated him from others, was insecure and often tried to cover this by talking and using legal or other "learned" conversation. He often tried to beat the law and usually ended in trouble. He could not be himself because he was so many personalities. He was uneasy around women and had not dated much though he had married. He could not be protected from humiliation because he established the pre-conditions for failure.



Figure: 4.11 Adjustment of T

California Test of Personality



Subject - T

Female, 32 years, 4 years college, divorced, 4 sessions

Leaders' Evaluation T came into the group for the last four sessions. She was very nervous and unstable with little self-confidence or feelings of personal worth. Her social skills were low although she wanted to be with people and be accepted. She became more unstable as the weeks went by but this may have been the results of her willingness to reveal her true self as she began to trust the leaders and the group. She did talk some about her teaching and her negative feelings for her family. T expressed appreciation for being included in the group and wished that it would continue.

Economy T trained to be a school teacher but was unable to function in the classroom. She had made two attempts at teaching but had to quit each time because of emotional problems. With the aid of public assistance she was attending business school hoping to find a clerical position she could hold. At the time of the group meetings she was dependent on others for her material needs.

Values Because T was so emotionally disturbed she was unable to use the set of values she possessed. She was suggestable in that she could be swayed by adults, but at the same time she was stubborn and unwilling to follow advice, especially if it did not fit her dependent behavior.

There must have been problems between her parents because their values were not accepted by T. She had to adjust her life considerably because she was unable to live her values and dreams. She could not stand criticism of herself. She did believe that life could be good and that there are many things in life to live for.

Polity T needed and wanted someone to make her decisions. At the same time she did not or would not comply with these decisions whether from her parents or counselors. T was not strong or sure enough within herself to make decisions for the group. She was neither easy to please nor did she find it easy to admit when she was wrong.

Rootedness T was unhappy with her home life and had little liking for her father. She was unsuccessful in her teaching and her marriage. She had no affiliation with cultural groups so was very much left out with little approval from any source. Because T attended only four sessions it was not easy for her to participate. Had she been present the full time she no doubt would have developed a strong allegiance to the members and the group which she needed so desperately as this part of her life was severely negated.

Relatedness T was hungry for honest relationships as so many of her attempts had failed: her family, especially her father, her husband, her employment, the classroom and children, peers, etc. For her age she was overly dependent

and almost clinging but not dominating. It was difficult for her to associate with the opposite sex and to overcome feelings of inferiority. She accepted her new acquaintances in the group readily and she could regard the feelings of others.

Awareness T was reasonably alert to others although she seemed to be in a private world of her own. She tended to misunderstand the motives of others. Her thoughts were not well organized or logical in the usual sense, but she could be understood.

Ecology T had a very difficult time of living and relating to the pressures of life. She was still functioning in many ways like a child so life was continually getting her down. Many of her life patterns were self-defeating. She acted and felt like an inadequate person even to being unable to care for herself. She was in therapy with another agency.

Release Though T was not easily spontaneous and joyous, she was able to express her emotions readily and was willing to help others laugh and express themselves. She was not a relaxed person nor vigorous enough physically to work off pent up energies and emotions. She may have used crying as a release and may have used alcohol or drugs although this was not revealed.

Security T was very lonesome, unhappy, self-conscious,

anxious, and frequently depressed. She was extremely embarrassed whenever she thought she made a mistake in the group. She had attempted suicide. Her one area of self-esteem appeared to be her college scholastic record which was above average. She appeared to trust the leaders of the group.

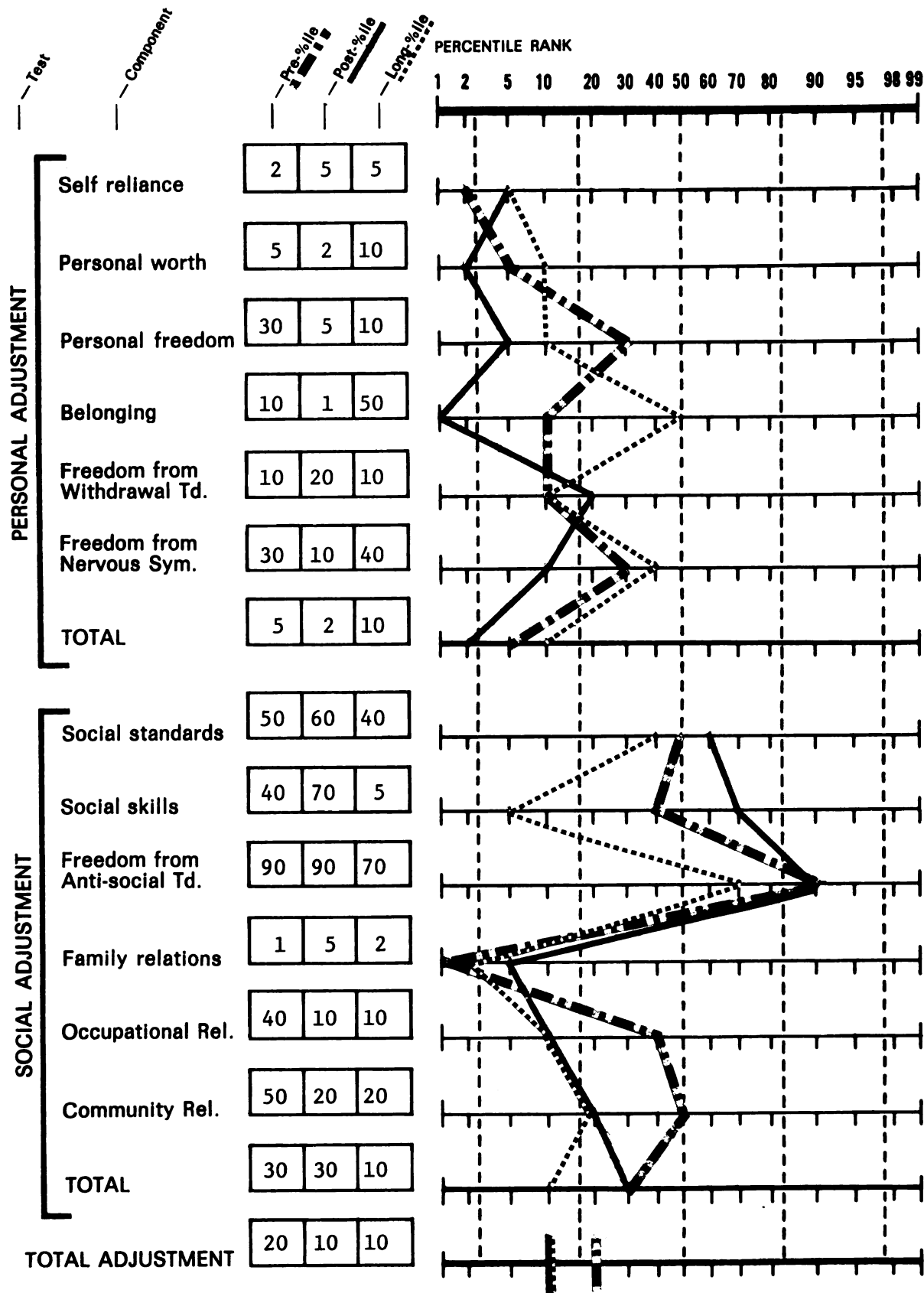
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Figure: 4.12 Adjustment of U

California Test of Personality



Subject - U

Male, 28 years, 6th grade, divorced, 11 sessions

Leaders' Evaluation U was in both groups but was barely able to function in the first. His self-reliance was extremely low as were his feelings of personal worth. He tended to withdraw or turn his back on people and often became enraged. With all his poor social adjustment he still liked people and was not anti-social. His occupational and community relations were very poor but the outstanding negative relationship revealed was with his family. He became an active member of the second group and finally was able to tell his pathetic story of rejecting parents, punishing school teachers, cruel hospital keepers, and the long sub-human existence of joblessness and running away from life. The group began to understand and accept U after he revealed himself. This amazed him for he thought that once people knew him and his background they would reject him.

Economy U had over thirty jobs up to the time of the group, most of them of short duration. He had very few clothes, not enough money for food and in general was deprived of goods and services. He had no comforts, often not even a place to sleep. He used travelers aid, welfare and other government and private agencies to supply his consumptive needs.

Polity Although U asked for guidance and help he would

not comply, thus getting a negative response from the other person. He made his own laws and respected very little authority. He would not abide by group decisions when first in the program.

Values U had a definite set of values that were his own. Whatever the group wanted he didn't want. He wanted to be himself, often offending others.

Rootedness Born in New York City of Irish Catholic parents, U early denied the church but did retain some pride in his Irish ancestry. In near seclusion he was raised largely by his elderly grandparents. When he began school he had little knowledge or skills to deal with the tough kids and soon disliked everyone and everything. With so many problems he became truant and was placed in custody. He spent intermittent terms in a mental hospital until he was twenty-three years old. He was lost and almost without roots when he joined the group.

Relatedness U was angry at his step-father, his mother, and almost all adults with whom he had close association. The father-son relationship was poor because he was a "bastard". His mother received little respect from him because of her low intelligence and her inability to stand by him against his step-father. Relationships with his half-brothers and sisters were poor since he had seldom lived in the home. U was bitter toward people in the hospital who had either misused him or allowed others to do so. He had

been married but his wife was divorcing him because he could not sustain the relationship with her or their two children. He had compassion only for others who were outcasts like himself.

Awareness Because he had so many jobs and varied experiences U was aware of many things in the world of the "down and outers." He saw the unusual and the awful in the environment. His formal education had been disrupted so that much of his learning was self-taught; developing his own system of mathematics. He found it hard to listen to others in the group and they found it hard to appreciate him. Some of his thinking was in terms of magic and the bizarre.

Ecology U had the ability to create poems and songs. These talents and others had never been developed. His body, too, was awkward and had poor carriage because of lack of physical training. He was handicapped in many ways because of large, painful callouses on his feet. Though he was twenty-six years old he functioned as an adolescent and was very dependent on other people. This brought out feelings of disgrace, dependency, frustration and inferiority. The body, mind, and soul of U had been depraved by his environment from birth.

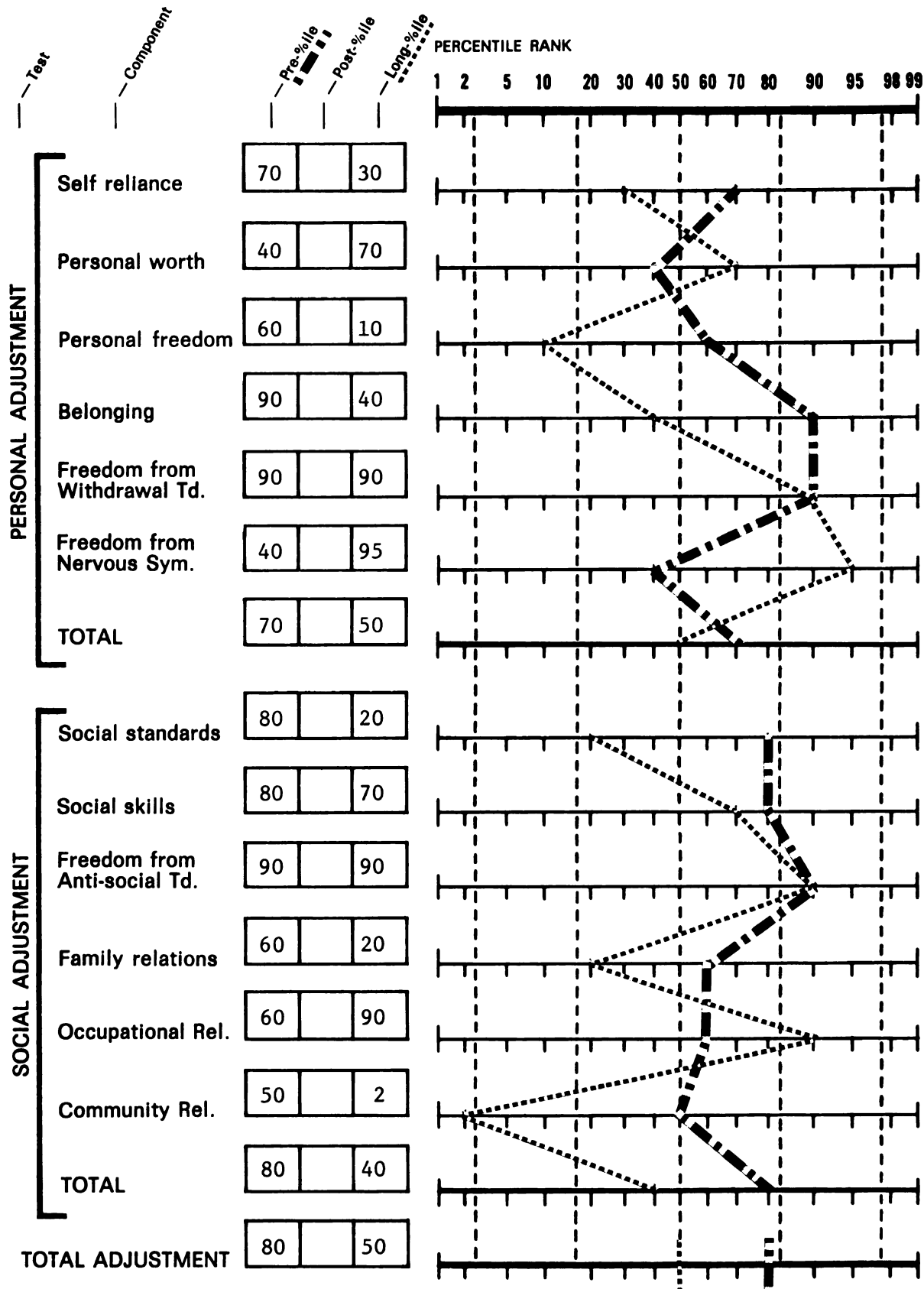
Release He sought release by drinking and listening to music. He liked to sing and had composed a number of original songs. These were rather individualistic and expressive of him. He was compulsive in racetrack betting, always

sure he would make a fortune. He liked to play baseball and attempted other sports. His awkwardness and sore feet handicapped him and limited this activity. With so many disadvantages U was often very depressed and had attempted suicide on several occasions.

Integration U's unity was fragile and around unusual things. He could not tolerate strong conflicting forces and would become violent when frustrated. The personal differences in the group were hard for him to bear. At times he would turn his back on the group and stare at a wall, at other times he would get up and leave.

Security U had not been protected from personal violence, humiliation, alienation or abandonment. He had experiences of despair around all these, many of which he had set up by his delinquent behavior. Each reinforced the other to his near death as a person. He had little trust in agencies or professional social workers, yet had to call on them for help. He was a very desperate, fearful person.

Figure: 4.13 Adjustment of W

California Test of Personality

Subject - W

Female, 27 years, high school, single, 11 sessions

Leaders' Evaluation W had better than average personal adjustment with a high sense of belonging and freedom from withdrawal tendencies. She was self-reliant and felt good about herself. Her social standards and skills were high and she enjoyed others. Her adjustment was about average as far as work, family and the community were concerned. Her total adjustment was better than eight out of ten people.

Economy W had been employed since graduating from high school. She liked her present employment with the Post Office though it was confining and the hours were long. She was willing to pay her way and was a good manager of her money and goods. She helped to support her retired father and seventeen year old sister. She was working below her real abilities.

Values W wore her values easily yet had opinions on right and wrong and could quietly defend them. Though she was overly self-controlled and conscientious the group had great respect for her.

Polity To a degree W was dependent on the guidance of others. She was not an aggressive leader as she was shy to voice her objections or opinions. She accepted responsibilities and was faithful to the group. Her need to find a suitable mate had not yet been met.

Rootedness Almost immediately W was at ease with members of the group and appeared able to share in the good times and discussions. She talked about her family, especially her feeling of being burdened with too much responsibility. She was able to become more independent from these family responsibilities as the group reinforced her thinking that she was being used and also that the total family would function better if she would relinquish many of the responsibilities which she assumed.

Relatedness W was pleasant as she related easily with both sexes and developed warm feelings with several members of the group including the staff. She seemed more mature than most of the others as she gave and received compliments and generally was comfortable with each situation.

Awareness Not only did W appreciate the humor of situations and banter, but also she understood the obvious or subtle motives of others. She listened carefully and her responses were relevant. She usually saw the good of each situation and did not distort or color what others said. She was well organized in thought and speech.

Ecology As a Negro she had had her share of restrictions in relation to the white race at work and socially. She had adapted well and was functioning better than the average. She did need to get a better job, find an adequate mate and become more independent. She met the new situations in the group easily and appeared to be able to cope with life.

Though she had a slight defect in her left eyelid, she was physically attractive and had accepted herself.

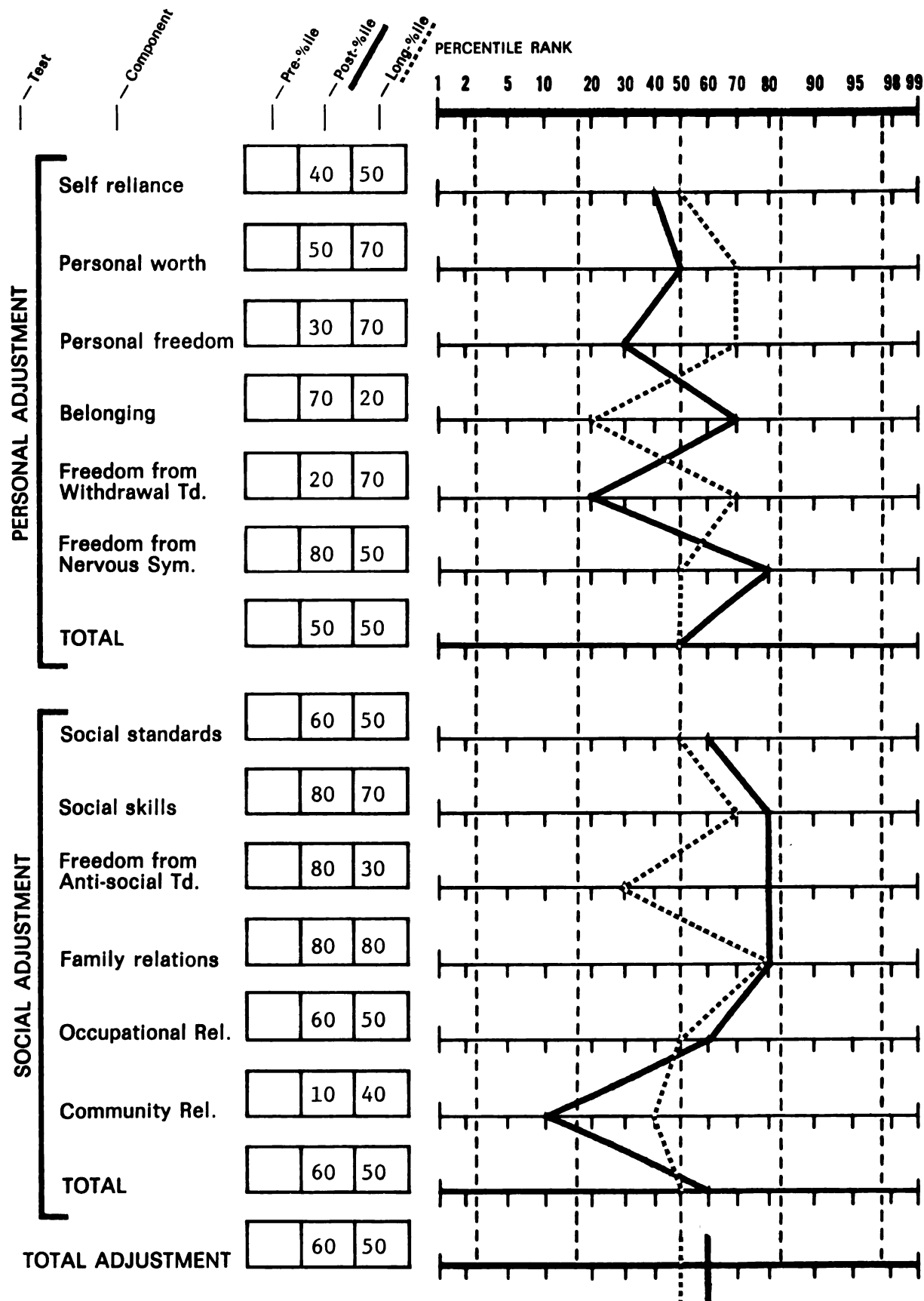
Integration W was sound and resilient and could function even though frustrated. The confusion of the group did not seem to unnerve her, and she was steady no matter what happened. To leave her home, father and sister and become independent or not was her great conflict.

Release W was joyous in every activity and always ready to participate in any sport or game. Though controlled she never appeared anxious. She was able to tell others off without being obnoxious. She enjoyed her church life, singing, swimming, and crocheting. She had no need for alcohol or drugs.

Security W had few overt expressions of insecurity. She was comfortable with both sexes and various ages. She had done fairly well in school and work and seemed willing to just be herself. She could laugh at her own mistakes and was not self-conscious about her appearance. She was an asset to the group.

SECRET

Figure: 4.14 Adjustment of X

California Test of Personality

Subject - X

Female, age unknown, high school, single, 4 sessions

Leaders' Evaluation X had average to above average personal and social adjustment. She had some withdrawal tendencies and felt somewhat trapped but was self-reliant and had a sense of worth and belonging. Her social standards and skills were above average and her family relations were good. She had not found her place in the community or work world. She was impressed by how the group members, as different as they were, got along so well and wanted the group to continue.

Economy X had not found a satisfactory job although she was earning most of her money. She was happy to pay her way within the group but lacked funds to meet all her material needs in life.

Values Although X was inclined to be radical in her religious and social attitudes, she still was able to function well in the group. She responded to the rules and accepted new ideas easily. She had a fairly bright view of life and her beliefs enhanced her living. She seemed to enjoy the group members even though they held different views of life than hers.

Polity X did not find it hard to accept group decisions and was willing to help make them. She was easy to please and thought the leaders were making reasonable decisions.

She let the others guide her a bit too much.

Rootedness X preferred to take a passive role in clubs and the group and appeared to lack interest in the affairs of other people. She was not willing to give much time but did her duty if called upon. She sometimes was unable to get in the spirit of the movement. She felt that others did like her and she did not constantly worry about their approval.

Relatedness X was somewhat shy and slow in accepting the members of the group. She may have had feelings of inadequacy or inferiority that kept her from responding easily and quickly. She did respond to the feelings of others and could give and receive compliments easily. She was not overly shy towards the opposite sex or the leaders.

Awareness Although X was not too verbal during the four sessions she was present, her responses were appropriate to the subject. She understood the others and their motives and enjoyed the humor of the group.

Ecology Life was not going that well for X but she still was trying to adapt to new conditions. She had not yet put her abilities to full use. She was not necessarily a peacemaker and occasionally felt rebellious, revealing some signs of immaturity. The fact that she was a Negro with white skin and blonde, bleached hair could have been a handicap far more than she revealed to the group.

Integration X was quite stable and able to take whatever the group had to offer. She did not appear to get upset or frustrated when things were confused or incongruent.

Release X was somewhat over-controlled and unable to express her emotions readily. With her reserve it was not easy for her to initiate laughter or conversation. She was willing to do vigorous activities and was comparatively relaxed with the group.

Security Though it was common for X to be self-conscious about her appearance and to have a feeling that people were talking about her, she stated she felt only friendliness from the group and was accepted by them. She usually tried to be herself, was comfortable and relaxed and commented that she would like to continue meeting with the group for a long period of time.

Analysis of Scores on Adjustment

Hypothesis 2 stated that, "there will be a significant improvement in adjustment in these young adults as shown by scores on the California Test of Personality administered before the experience and immediately after the experience." Adjustment raw scores (Table 4.2) ranged from a low of 62 to a high of 176 out of a possible score of 180 if all questions were answered correctly. All but one person showed a better score on the post-group test than on the pre-test, the means being 126 and 114 respectively. This is a shift from the 30%ile to the 40%ile in total adjustment when compared to norms for the U.S. adult population. Eight of the 14 young adults had poor to very poor pre-group scores.

There were 11 participants out of the 14 who took all three tests of adjustment. Two sets of pairs were used, one between the pre-experience scores and the post-experience scores, the other between the pre-experience scores and follow-up scores. Differences in raw scores were statistically examined to ascertain if the .05 level of significance had been obtained. There was a significant improvement in adjustment as shown by the pre- and post-test scores but not for the pre- and follow-up scores.

The following is an explanation of the symbols and method using the t technique for small samples for differences between correlated means (McNemar¹):

¹Quinn McNemar, Psychological Statistics (New York and London: John Wiley and Sons, Inc., 1962), p. 101.

Table 4.2 Raw Scores on California Test of Personality
& Needs Inventory for 14 participants

Subject	California Test of Personality			Needs Inventory					
	Pre-	Post-	Follow up-	A self	A other	Combined	A self	B self	Combined
A	117	159	148	--	--	--	37	34	71
B	174	176	175	--	--	--	48	47	95
D	118	141	145	--	--	--	41	40	81
G	109	124	105	--	--	--	32	36	68
I	---	141	136	--	--	--	43	43	86
L	134	145	137	--	--	--	39	41	80
M	78	80	69	--	--	--	28	30	58
N	131	137	120	--	--	--	31	36	67
R	104	108	107	36	27	63	34	36	70
S	62	107	114	34	30	64	41	46	87
T	114	94	129	20	11	31	31	35	66
U	78	99	93	17	25	42	28	29	57
W	149	---	129	--	48	--	48	44	92
X	---	136	125	34	38	72	40	40	80
MEAN	114	126	124	28	30	54	37	38	75

Sum of squares of the deviations of the pair differences from the mean difference is symbolized as $\sum(D-M_d)^2$.

Dividing $\sum(D-M_d)^2$ by the degrees of freedom, the number of pairs minus one ($N-1$), yields an unbiased estimate of the sample variance, s_d^2 .

The square root of the variance (s_d^2) yields (s_d) the standard deviation of the pair differences from the mean difference.

The standard error of the pair differences from the mean difference (s_{m_d}) is derived by dividing the standard deviation (s_d) by the square root of the number of pair differences ($\sqrt{N}$).

t is found by dividing the mean of the pair differences ($M_d = \frac{\sum D}{N}$) by the standard error of the pair differences from the mean difference (s_{m_d}).

The t tables are entered with the degrees of freedom (df), the number of pairs minus one, to see whether the value of t reaches the desired level of significance, (.05).

Table 4.3 shows t for the pre-experience and post-experience adjustment differences and Table 4.4 shows t for the pre-experience and follow-up differences in adjustment using raw scores from the California Test of Personality.

Stating Hypothesis 2 in the null form:

There will be no significant improvement in these young adults (as a result of the experience) as shown by scores on the California Test of Personality.

Since the t value for the difference between the means

Table 4.3 t for Pre and Post Differences in Adjustment on California Test of Personality

	Pre-test X_1		Post-test X_2		Difference D	
	X_2	-	X_1	=	D	D^2
A	159	-	117	=	42	1764
B	176	-	174	=	2	4
D	141	-	118	=	23	529
G	124	-	109	=	15	225
L	145	-	134	=	11	121
M	80	-	78	=	2	4
N	137	-	131	=	6	36
R	108	-	104	=	4	16
S	107	-	62	=	45	2025
T	94	-	114	=	-20	400
U	99	-	78	=	21	441
Σ	1370	-	1219	=	151	5565

$$N = 11 \quad M_D = \frac{\Sigma D}{N} = \frac{151}{11} = 13.72$$

$$\Sigma (D - M_D)^2 = \frac{1}{N} [N \Sigma D^2 - (\Sigma D)^2] = \frac{1}{11} [11 \cdot 5565 - (151)^2] = 3492$$

$$s_D^2 = \frac{\Sigma (D - M_D)^2}{N - 1} = \frac{3492}{10} = 349.2$$

$$s_D = \sqrt{s_D^2} = \sqrt{349} = 18.69$$

$$s_{M_D} = \frac{s_D}{\sqrt{N}} = \frac{18.69}{\sqrt{11}} = 5.63$$

$$t = \frac{M_D}{s_{M_D}} = \frac{13.72}{5.63} = 2.44$$

t (from Table "E" McNemar¹ 10df) = 2.228 at P = .05

¹McNemar p. 430.

Table 4.4 t for Pre and Follow-up Differences in Adjustment on California Test of Personality

	Pre-test X_1		Follow-up test X_3		Difference D	
	X_3	-	X_1	=	D	D^2
A	148	-	117	=	31	961
B	175	-	174	=	1	1
D	145	-	118	=	27	729
G	105	-	109	=	- 4	16
L	137	-	134	=	3	9
M	69	-	78	=	- 9	81
N	120	-	131	=	-11	121
R	107	-	104	=	3	9
S	114	-	62	=	52	2704
T	129	-	114	=	15	225
U	93	-	78	=	15	225
Σ	1342	-	1219	=	123	5081

$$N = 11 \quad M_D = \frac{\Sigma D}{N} = \frac{123}{11} = 11.18$$

$$\Sigma(D - M_D)^2 = \frac{1}{N} [N \Sigma D^2 - (\Sigma D)^2] = \frac{1}{11} [11 \cdot 5081 - (123)^2] = 3705$$

$$s_D^2 = \frac{\Sigma(D - M_D)^2}{N - 1} = \frac{3705}{10} = 370.5$$

$$s_D = \sqrt{s_D^2} = \sqrt{370.5} = 19.25$$

$$s_{M_D} = \frac{s_D}{\sqrt{N}} = \frac{19.25}{\sqrt{11}} = 5.81$$

$$t = \frac{M_D}{s_{M_D}} = \frac{11.18}{5.81} = 1.92$$

t (from Table "E" McNemar¹ 10df) = 2.228 at P = .05

¹McNemar p. 430.

of the pre-experience and the post-experience scores is 2.44 (or more than the 2.228 at $P = .05$) the null hypothesis is rejected. There is thus evidence from statistical analysis of the pre- and post-test scores that the experience favorably affected the adjustment of these 11 young adults.

When the pre-experience scores are compared to the follow-up scores the t score is 1.92 (or less than the 2.228 at $P = .05$) thus the null hypothesis is not rejected. The long term effect of the experience was less than that immediately after the experience and was not statistically significant at the .05 level five years later.

Correlations of Adjustment and Respondent Needs

The third hypothesis postulated: "there will be a positive correlation between scores on the Needs Inventory and scores on the California Test of Personality". Table 4.2 gives the raw scores for the 14 participants. Adjustment scores are shown for pre-group, post-group and follow-up. Need scores are shown for the second group at the time of the program and for both groups four or five years later.

The two parts of the needs inventory for all participants are compared, category by category, in the scatter diagram and correlation recorded (Table 4.5). The total scores of Part A and Part B of the Needs Inventory for all 14 participants are compared in the scatter diagram and correlation recorded (Table 4.6). The total adjustment scores on the California Test of Personality and the combined scores on the Needs Inventory, Part A and Part B, are compared in the scatter diagram and correlation recorded (Table 4.7).

The Pearson product moment coefficient for correlation was computed for each of the above using the following formula from McNemar¹:

$$r = \frac{N \sum d_x d_y - \sum d_x \sum d_y}{\sqrt{N \sum d_x^2 - (\sum d_x)^2} \sqrt{N \sum d_y^2 - (\sum d_y)^2}}$$

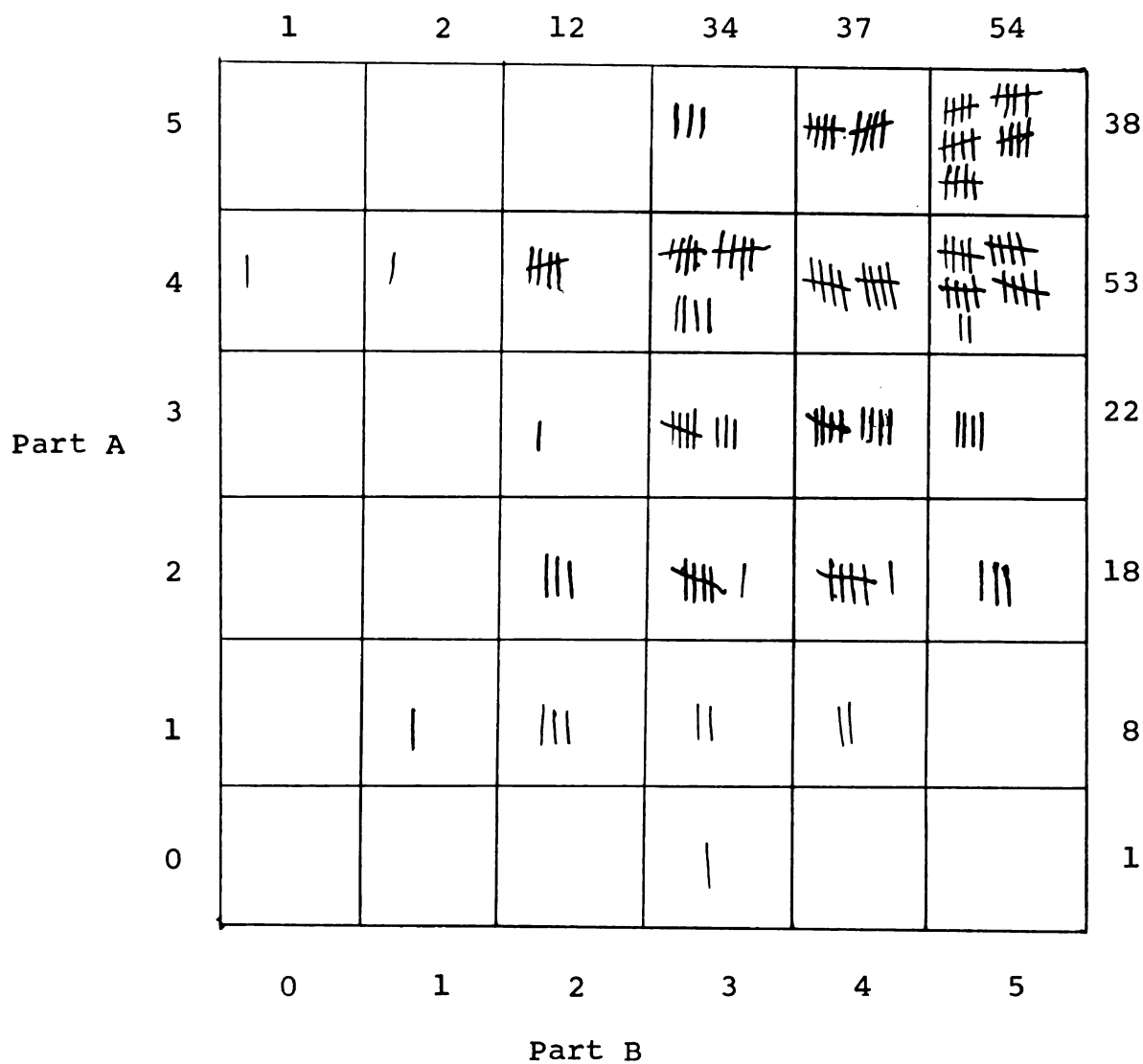
The needs inventory is new and without validation.

Although no questions were posed regarding a comparison of the two parts, this was a beginning of reliability testing. Inspection of the scatter diagram (Table 4.5) shows a moderate correlation ($r=.48$) between the scores for each category in Part A when compared to its counterpart in Part B. Part B was designed to fill voids that were found in each category of five questions in Part A. Thus, the two parts are supplementary rather than two-part equivalents.

When the total score of Part A and the total score of Part B of the needs inventory for each participant are compared (Table 4.6) the Pearson product moment coefficient of correlation for all 14 is .95, which is unusually high. An inspection of the scatter diagram shows a regular progression from lower left to upper right for the 14 comparisons. Thus, when taken as a whole the two parts appear to be highly correlated with each other. Although the two parts are highly correlated, the needs inventory (Parts A and B) should be used as a total instrument until validity and reliability studies have been done.

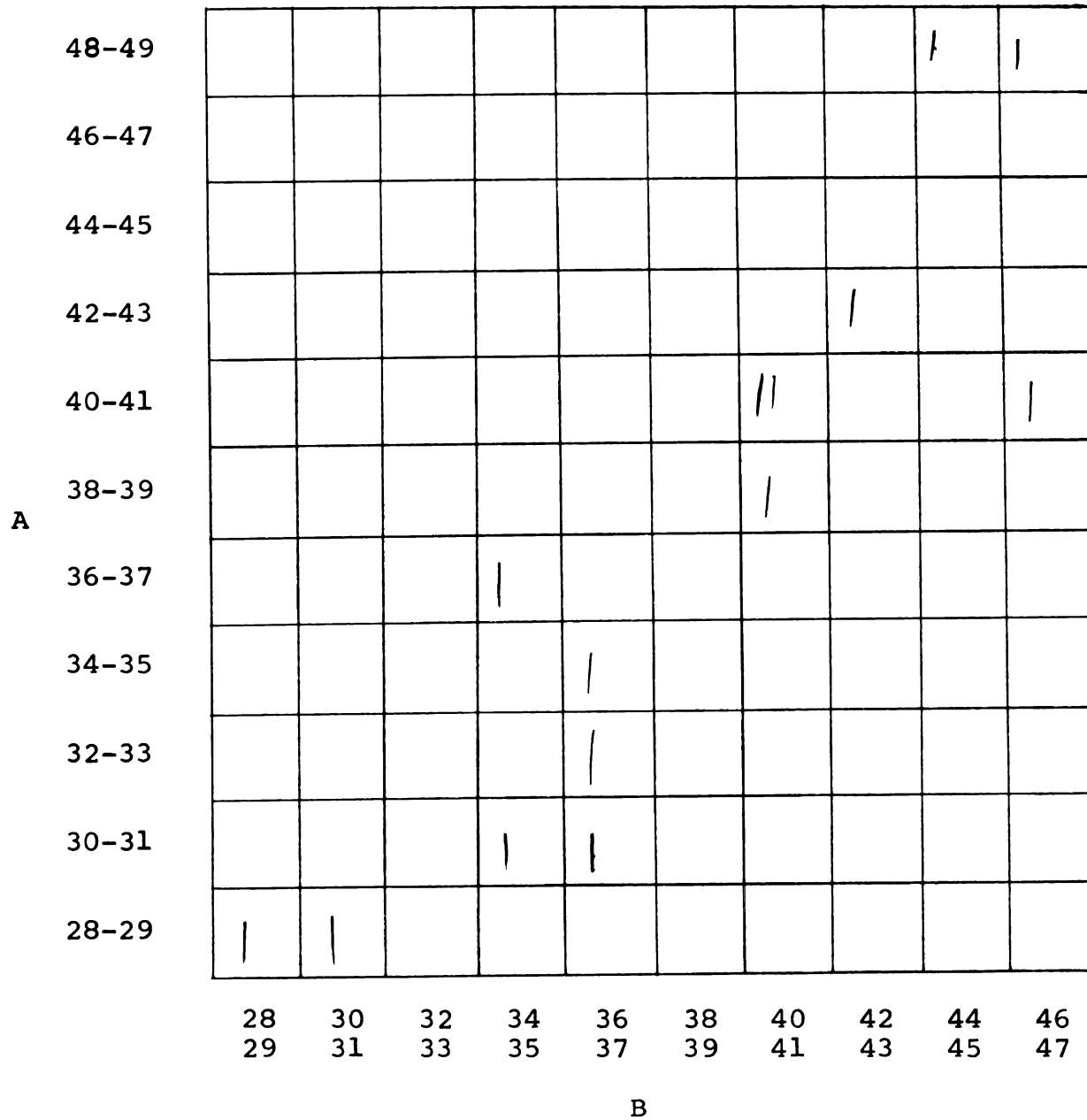
¹McNemar, p. 112.

Table 4.5 Comparison of 10 Needs Categories using scores from Part A against Part B of Needs Inventory: Scatter Diagram and Correlation for 140 Comparisons of 14 Participants



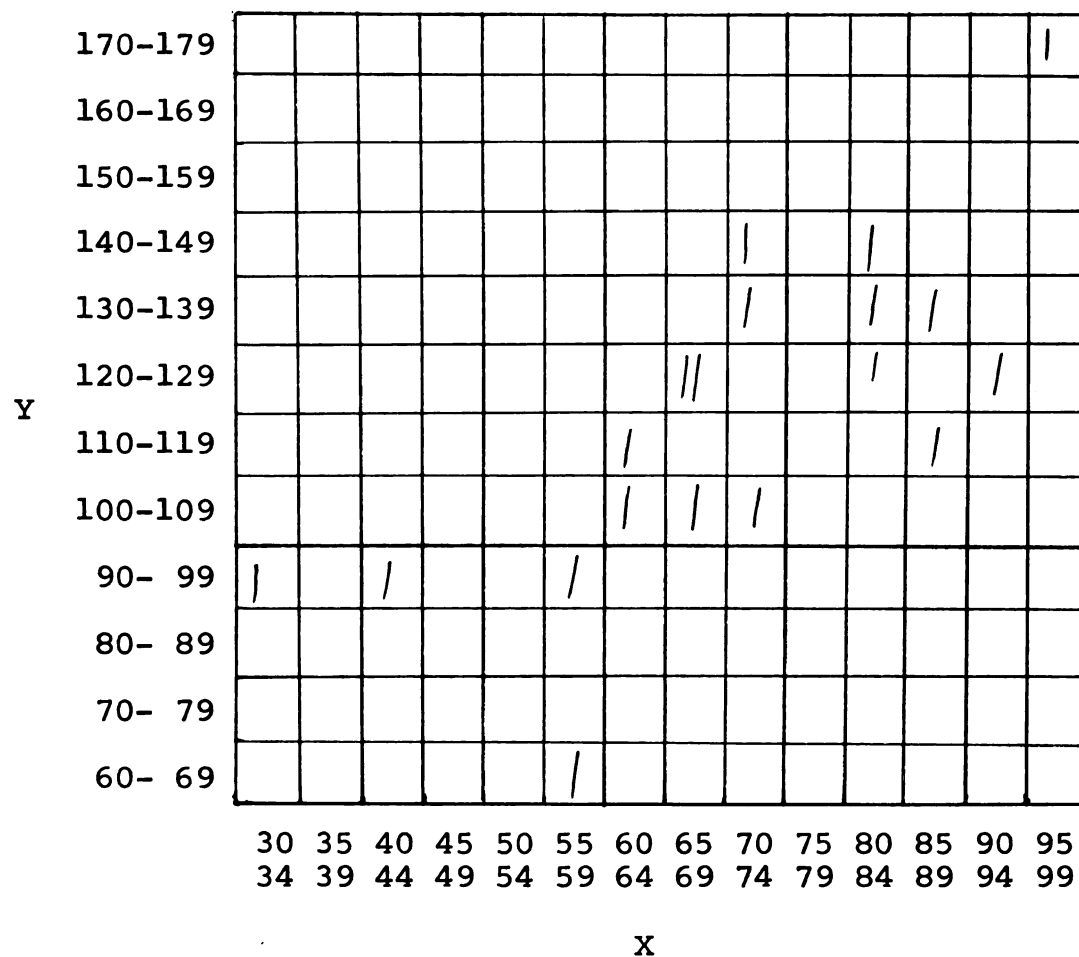
r (Pearson product moment coefficient) = .48

Table 4.6 Comparison of Total Need Scores (A) and (B) for
14 Young Adult Participants: Scatter Diagram and Cor-
relation for Needs Scores (A) and Need Scores (B)



r (Pearson product moment coefficient) = .95

Table 4.7 Comparison of Adjustment and Needs in 19 Combinations
for 14 Young Adults: Scatter Diagram and Correlation for
Adjustment Scores (Y) and Combined Need Scores (X)



r (Pearson product moment coefficient) = .71

The adjustment scores are compared to needs inventory scores in the scatter diagram (Table 4.7). Five of the participants had need scores (Part A) on themselves and from others, which were combined and all 14 had scores (Parts A and B) from the follow-up testing so that 19 combinations are shown. A correlation of .71 was obtained. The hypothesis should not be rejected. There appears to be considerable support to continue developing the needs approach to understanding out-of-adjustment young adults.

Participants' Evaluation of Transactional Learning Experience

Hypothesis 1 stated that, "Young adults with poor adjustment who participated in a time limited, needs-oriented transactional learning group will, in retrospect, view the experience in positive terms for their personal and social adjustment." Each of the 14 participants was asked to respond to four questions regarding the 16 week transactional learning experience. Since their answers were brief they are quoted in toto with no deleting except slight editing. Alphabetical designations for the young adults are used to conceal identity and are the same throughout the data.

The statement preceding the questions was: It has been four or five years since you were part of the Really Living Group. Please answer the following questions to the best of your ability.

1. Was the "Really Living" group experience in any way helpful to your personal or social adjustment? Describe, giving as many details as possible.

- A Yes. I feel that I have been a pretty lucky person in having a good home environment. The group has also been helpful in trying to understand why people act as they do. I believe I am more at ease socially than I was. I think this group as well as more experience in different things has also helped.
- B Yes. I met young people in my age bracket. We were all able to discuss our problems together. We ate dinner and did other things together, thereby gaining experience socially and helping us to feel happier.
- D Can't answer.
- G No. I don't feel the group really helped me, because there was a lack of people who were really interested in participating in the activities and discussion. Plus a lack of people joining the group.
- I Yes. I was introduced to many people of varied backgrounds and saw them struggle with life the same way I was.
- L Yes. I learned to accept people less adequate than myself and also understand some of their needs.
- M Yes. I guess it made me feel like a normal human being and I feel that I learned a lot about myself and people in general.
- N Yes. I met many new people, one who became my wife. It gave me an insight on views of other people rather than only my own to where I found that I was quite wrong in some of my answers or decisions.
- R Yes. It has made me more aware of other people and their needs, and if I can help I would love to.
- S Yes. At that time when asked to participate in the group, I had lost identity with many previous social activities. Also I developed a withdrawal complex because of the lack of experience and many traumatic experiences occurring. In the group I had the opportunity to reaffirm socially what I had lost.
- T Yes. I felt I had somewhere to go and have a good time. I often have many memories of the group. Really it meant a great deal to me on how to understand myself and others.

U Yes. It brought me closer to the realization that people are people regardless of their positions, that people have the same hang-ups, problems, etc., and the same remedies. Previously, I had felt that most non-poor were against the poor and since I strongly identified with the latter, I could not see the truth.

W Yes Mostly social adjustment, because at the time I was spending quite a bit and most of my time just church work and occupational work. Also I met nice friends and enjoyed the outings and eating together with the group at many places. The group shared my birthday in a way it had never been before. Treated me to a surprise cake at one of our dinners (something I won't forget).

X No. I don't think we have done enough different things or discussed enough different ideas, subjects, etc., to really know how each person feels or thinks.

In summary the answers to question one gave 11 yes'es, two no's and one "Can't answer". Nearly all responses were of a positive nature. G who gave a strong negative answer was in group psychotherapy at the time she answered the questionnaire, which indicates the depth of the problems that she had at the time of the group meeting and was still trying to resolve. X was in the program only the four last meetings.

2. Were there ways in which it was not helpful, or even hurtful? Describe, giving as many details as possible.

A No. I think I have gained a better knowledge of myself and the people that I was with.

B No.

D Can't answer.

G Yes. I felt at the time I really needed this group to help me get out of a shell. It was the first time I had ever joined a group and the last time. At the time I had hoped it was going to be a "Really Living" group but instead I feel it did not succeed at all. Putting me right back where I started from.

I No.

L Yes. We really did not get into enough discussions about problems. Perhaps people didn't have enough confidence in one another.

M No.

N No.

R Yes. It was hurtful a little because some of the people found out what I am really like and I feel that that is kind of personal.

S No.

T No. I felt I could see people who in their world were like me. Life is not a bowl of cherries. Everyone has problems. Maybe to them it may have been dry and serious such as my problems were to me. I surely miss the helpful experience.

U No.

W No.

X Yes. This group has given me an opportunity to meet people who probably have the same difficulty or defect that I have (vision). It would really be interesting to know how this problem affects their daily lives and also some of the problems they run into on their jobs and how they go about solving or lightening the burden.

In summary of the answers for question two, nine were no, four were yes and one said "Can't answer". There were four young adults that felt the experience was hurtful to them. Again G responded strongly that the group did not meet her needs and revealed that she never had been able to function in a group. L and R expressed what many of the members felt at various times during the meetings, "that we need to learn how to trust each other more but to reveal ourselves as we really are is often painful". The majority felt the experience was not hurtful.

3. If you could go back to your situation as it was then would you choose to participate in the program?

Give as many reasons why as you can.

- A Yes. I would participate probably, as long as I knew it was available.
- B Yes. I met several young people and enjoyed being with them and discussing things with them. I found that many of our problems were similar and I did not feel alone in my problems. I gained experience socially, and I learned a great deal about people and their problems.
- D I can't answer.
- G No. Because of the lack of interest by everyone. Things should have been set up so there was more things pre-planned. It seemed as though we all lacked the abilities to make decisions, so this left us so we didn't know where to go or what to do.
- I Yes. It gave a broader understanding of the society we live in.
- L Yes. If the sessions were extended over a longer period.
- M Yes. Because it gave me a reason to live again and that I am what I am. I especially know that being able to talk to people in the group made me feel less frustrated.
- N Yes. You can only learn from others and I think that this would be a real true to life experience to try to discuss today's problems.
- R Yes. I would participate in any kind of program because our leader has been far more than helpful to me over the years.
- S Yes. Friendships. Being not alone. Discussions. Sports. Support for adjustments.
- T Yes. Helpful to understanding others as well as yourself. It was a lot of fun, going places, doing things. It's nice belonging to some group of people. Adds meaning to your life.
- U Yes. I can answer for the 1967 group only, for I was not ready for it in 1965. In 1967 I felt ready to meet with people and live as a person. I have been progressing in this pattern since. The "Really Living" experience was the "tugboat" that led me to the clear seas.

W Yes. I would if my social life was as incomplete as it was then. I did have something other than work to look forward to.

X Yes. Three years ago I had just finished business school so was looking for new people, job, and ideas.

The answers to question three revealed 12 yes'es, one no and again one "Can't answer". All but two affirmed that they would attend the group again if they were in the same situation. Again, G indicated strongly that she could not function even in a very protective group environment nor could she help make even the simplest decision with the group.

4. Do you think the group leaders were thinking of your needs? Explain why you answered as you did.

A Yes. The group leaders were interested in my needs, but I don't think I let myself follow the better ideas.

B Yes. Our group leaders were concerned about us and our problems. They wanted us to feel happy. They wanted us to enjoy being together and discuss our problems together.

D I can't answer.

G Yes and No. Yes in the starting of the group. But No in the lack of leadership. At the time we really needed someone to get us off the ground. If I recall right we were supposed to decide as a group on what to do but we couldn't. This I feel is where the leaders should have stepped in and helped us, until we were able to carry on for ourselves.

I Yes. Because the main aim was to get a reaction of the individuals in a group.

L Yes. I think the leaders had many personalities to contend with and did the best in this type of situation.

M Yes. Well he was someone I could go and talk to about many problems which existed at that time. I had found someone to tell my feeling towards and not get revealed who told them.

- N Yes. I believe that our group leader was quite concerned about each and everyone of us in the group. If there was any help or suggestions which could be made to help one another he would listen to both sides and then evaluate instead of listening only to a one-sided affair.
- R Yes. If they weren't they would not have the positions they have.
- S Yes and No. Some would when possible. Some would not give, perhaps, personal conflicts in personality or schedule.
- T Yes. They were patient and understanding. Everything was well organized and plans met the needs of the group. Most of all I feel a program such as this was made in an effort to join people in one cause which is to do what people want to do, fulfill the understanding of all. Right now since I finished this test given by the leader I understand myself and life better.
- U Yes. I knew the leader.
- W Yes. They always left us open to discuss or bring up anything we wanted. Also let us make suggestions for trips and places to eat or whatever we were interested in.
- X I can't say yes or no, but I hope that this group was organized to try and fulfill or at least accomodate some of the needs of the people in the group. Does the leader know what my needs are?

In summary, the answers for question four showed 10 yes'es, two "yes and no" and two "can't answer". Most of the group had positive reactions about the leaders' concern for their needs. Although there was no open admission that the staff was oriented to young adult needs the climate created by the staff must have shown this. The only overt attempt to inform the participants that the leaders were focusing on their needs was the use of the needs inventory in the second group.

Leaders Evaluation of Transactional Learning Experience

As stated in Chapter 1, there were several findings from the study which were not anticipated. No questions were formulated nor data kept. The young adults who were available for questionning four or five years after they had participated in the program were very cooperative in doing the follow-up study. The follow-up meeting was much like a family reunion with warm emotional interactions. All 14 appeared eager to share their post-group experiences. Rapport was quickly established between leaders and young adults and among them.

The leaders agreed that the amount of staff time spent on this program was more than that spent on most other programs in the Y.M.C.A. per person served. The staff felt that they did not spend enough time appraising each individual's needs.

On two occasions during the programs none of the leaders could be present. Although all the plans had been made the young adults reported that the group had difficulty functioning. Many contacts with the young adults had to be made to get the group fonctionning again. Even though they were all between 20 and 30 years of age the group could not function without mature leaders present.

Summary of Findings

The case studies speak for themselves. The description of each individual in needs terms gives a picture of that individual. It seems to this investigator, that the needs studies show more about each individual than the adjustment profiles and probably indicate some very basic problems of these young adults.

There was evidence from statistical analysis of the adjustment scores on the California Test of Personality that the transactional learning experience was beneficial to the young adults' personal and social adjustment. However, the long-term effect was less than that immediately after the experience and was not statistically significant at the .05 level.

The needs inventory was developed and used here for the first time. This initial statistical inspection of the inventory shows that Form A was highly correlated with Form B if total scores were used. However, when each need category in Form A was compared with its counterpart in Form B the correlation was moderate.

When the needs scores were compared to the adjustment scores in 19 combinations, a correlation of .71 was obtained. The inventory appears to have merit for identifying poor adjustment in needs terms.

The retrospective evaluation of the transactional learning experience by these young adults strongly supports the hypothesis that "they view the experience in positive terms for their personal and social adjustment". Most of the participants thought that the group experience was helpful, not hurtful; most said they would choose to do it over again if they were in the same situation; and most thought that the group leaders were thinking of their needs.

Much time was spent motivating these young adults to experiment with their personal and social adjustment. The follow-up interviews and meeting showed a residual of warm emotional closeness among the young adults and with the leaders.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

Young adults are expected by their parents, society and themselves to become fully functioning adults. There are a large number who are having difficulty making the adjustments that accompany acquiring a job, getting and/or upgrading their education, getting and keeping a satisfying vocation, finding a suitable mate, selecting a congenial group, and organizing their life goals and values. Many such young adults who need help do not become visible by acting out or crying for help. They often must be sought out by their ministers, teachers, recreation leaders, peers, employers, employment agencies, or families and encouraged to get help in meeting their needs. This thesis has presented a construct of human needs and reports on a project to test out the usefulness of that construct in dealing with such young adults.

Conclusions

The Y.M.C.A. of Metropolitan Detroit, in attempting to develop a project involving these young adults, was able to find a number who met the criteria set and involve them in a needs-oriented program. The staff time spent on the project was not recorded but was considerably more per person served than that spent on other types of recreational or teaching

programs in the Y.M.C.A. Much staff energy was expended on motivating and coddling these young adults into active participation. One conclusion about this can be stated:

Under-adjusted young adults can be found and involved in programs, but this task is costly in agency time and staff energy.

Twelve of the 14 participants studied affirmed that the 16-week experience was useful to their adjustment and most would do it again if they had the chance. Although the benefits of transactional learning are difficult to state, score or grade, the residual positive feelings after four and five years were still evident. Every person who was contacted was willing, indeed eager, to perform the necessary tasks of evaluating the experience. There were no refusals.

A probable conclusion can be stated:

There was an emotional content or feeling of belonging generated in this group experience that was retained and was still valued by most of the young adults after four or five years.

Even though some of the staff felt that they were not adequately trained or prepared to understand young adult needs, their focus and orientation toward this understanding was sensed by the young adults. From the young adults' subjective evaluations of the experience it can be stated:

The staff orientation toward needs was largely non-threatening to these rather insecure and unhappy young adults. They believed that the staff members were really concerned for their needs.

Early in the project there was a very limited amount of written material available for training staff concerning the respondent needs of young adults. The needs construct

appeared to be difficult to relate to an actual person. The subsequent development of the exposition on respondent needs and the needs inventory improved the chances of learning for the staff. The following tentative conclusion can be stated:

Now that some descriptive material in the form of case studies is available, the gap between concepts and practical application should be considerably narrowed.

Statistical consideration of the data should be viewed with caution. Since the subjects were not randomly selected from an identified general population and no control groups were used, predictions and generalizations must be tentative. There appears to be a moderate-to-strong positive correlation between the adjustment of these 14 young adults and their respondent needs as revealed by the test scores on the California Test of Personality and the needs inventory.

Poor personal and social adjustment appeared to be positively related to unmet respondent needs in these 14 young adults studied.

Some of the group discussions were around the "breaking away process" for the young adults from their families. Where many young adults make a transfer of loyalty from their family of origin to some peer group, most of the young adults in this study had not made a satisfactory break. Either they were overly dependent on their families or were hostile toward them or felt rejected by them. Most of these young adults were not part of a satisfactory peer group and some had very low skills for functioning in a group. On two occasions when no leader was present the group functioned

very poorly and nearly disintegrated. A possible conclusion may be drawn:

Those young adults who have not become involved in a congenial group and/or have self-defeating social behavior need skilled leaders to aid the functioning of substitute or training (transactional learning) groups.

Since there is a growing number of young adults who are having a difficult time making a satisfactory adjustment to life in our complex culture, new approaches need to be made to guide and aid them in their struggle. Those who can function in groups with their peers and certain others may not need protective, needs-oriented groups such as the ones used in this project. But for a number who have not developed group skills or still have self-defeating behavior in their young adult years, these transactional learning groups may be useful. Any organization attempting such group activities must expect to invest considerable staff time and energy.

Implications

The implications from this study are that under-adjusted young adults can be motivated to join, participate in, and enjoy such groups. And they will feel an improvement in their personal and social adjustment after the experience, if the staff focus on their needs.

Staff persons for such groups require considerable training in young adult needs. The implications may be that more material is needed to help them understand and apply the concept of respondent needs. This also implies

more preparation time with the conceptual aspects before direct involvement with the young adults. Further, more evaluative time needs to be spent in staff discussions about each individual's needs during the program period. This type of group work can be as difficult and perplexing as any other type of social and psychological therapy.

Further Studies

The program should be repeated a number of times by a variety of agencies to see if results can be obtained similar to or better than those accomplished here. Records of success or failure from both staff and participants should be kept and reported.

Further studies should address themselves to such questions as:

1. Do the respondent needs as developed here give a conceptual construct that is adequate and useful for indicating the root causes of lack of adjustment?
2. Is the needs inventory as developed here a valid instrument for testing the level of unmet respondent needs?
3. Can the subjective evaluations of the participants of other transactional learning groups support those expressed by the two groups studied here?

Concluding Statement

This study had serious research design problems. The investigator was the principle staff member for the project and program. He participated in all meetings and was the leader of all but two of the 34 group experiences. In addition, several of the participants were in personal

counseling with him. Thus, the task of being objective was difficult to accomplish for biases and blindness are not easy to discover in oneself. Categories of adjustment are somewhat vague, overlapping, and not as stable as other psychological aspects of personality or achievement.

The study was done in retrospect. The investigator learned about the difficulties of getting reliable information from the data when the original questions and planning are not concise, confined, and exclusive. It is much easier to get valid conclusions from the data if all the test items and procedures are formulated before the research project begins.

Research done in an agency dealing directly with people and their problems has a number of merits as well as difficulties. The researcher gets a close look at the great amount of effort needed to develop program in an agency. He may also get to understand the time lag between the idea formation for a program and the actualizing of that program. The agency program person also benefits from the research. He must become more concise in what he wants to achieve with program in order to study it. His objectives and plans for accomplishing those objectives must be carefully drawn. Research done within an agency can thus be mutually beneficial to the investigator and the program person.

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APPENDICES

1

APPENDIX A

APPENDIX A

NEEDS EVALUATION (part A-Sheet 1)

"S" means the subject or person being described
 "He", "Him" or "His" means the subject, man or woman
 Answer "Yes" or "No"

ECONOMY

Has S found a satisfying vocation?
 Does S work to earn a large part or all of his money?
 Is S getting his share of our cultures, goods and services?
 Is S free from thinking the world owes him a living?
 Is S happy to pay for what he gets?

VALUES

Does S find it annoying to have any criticism made of himself even though justified and from which he could profit?
 Does S resent efforts of others to tell him what "the rules" are?
 Does S reject new ideas?
 Has S often felt there are really few things worth living for?
 Is S inclined to be radical in his religious or social attitudes?

POLITY

Does S take an active part in making decisions when with other people?
 Does S find it easy to admit when he is wrong?
 Is S easy to please?
 Would you consider S loyal to the group?
 Does S think the leaders are making reasonable decisions?

BELONGINGNESS - ROOTEDNESS - IDENTITY

Is S constantly concerned about his approval by others?
 Does S prefer to take a passive role in the clubs to which he belongs?
 Does S find himself sometimes unable to share the good spirits of the others?
 Is S bothered at times with the idea that nobody cares for him?
 Does S lack interest in the affairs of other people?

NEEDS EVALUATION (part A-Sheet 2)RELATEDNESS (Power, Affects, Roles)

Does S find it easy to overcome any feelings of inferiority?
Does S find it easy to regard the feelings of other people?
Does S find it easy to associate with the opposite sex?
Does S accept new acquaintances as real friends?
Has S learned to pay compliments readily when they are deserved?

AWARENESS - COMMUNICATION

Is S less attentive than most individuals to things going on around him?
Is S inclined to say little except in response?
Do people frequently misunderstand what S means?
Does S often misunderstand other persons' motives?
Does S seem to think in a world all his own?

ENVIRONMENTAL MASTERY

Does S adapt readily to new conditions and situations?
Does S succeed in preventing his emotions swaying his judgment much?
Does S give in or stop during a controversy to "keep the peace"?
Is S "grown up" for his age?
Does S appear to feel "on top of" life?

INTEGRATION

Is S under strain in a room with many others talking?
Does S want to leave when there are distracting noises and movements?
Does S get overly frustrated when things don't work out easily?
Is S more readily upset than most people?
Does S get confused when several ideas are going at once?

RELEASE

Does S express his emotions readily?
Does S make efforts to get others to laugh and smile?
Is S likely to go along when the others want to go for vigorous exercise?
Is S good at "breaking the ice" in social gatherings?
Does S appear to be a relaxed person?

NEEDS EVALUATION (Part A-Sheet 3)SECURITY

Does S sometimes think people are looking at him or talking about him when they are really not doing so?

Does S often feel lonesome or uneasy even when he is with people?

Does S frequently feel self-conscious about his appearance?

Does it embarrass S greatly to make an error in a social group?

Is S afraid to be himself?

NEEDS EVALUATION (Part B-Sheet 1)

"S" means the subject or person being described
 "He", "Him" or "His" means the subject, man or woman
 Answer "Yes" or "No"

ECONOMY

Is S a poor money manager?
 Is S working at a job beneath his abilities?
 Does S depend on his family more than they think he should?
 Does S expect somebody to help him out if he doesn't have enough funds?
 Does S tend to be tight and unwilling to share?

VALUES

Does S respect his own values enough to defend them?
 Did the parents of S do a good job of transmitting their customs to him?
 Do S's beliefs enhance his daily living?
 Does S live easily with others who hold foreign values?
 Are the goals that S sets for himself reasonable and obtainable?

POLITY

Does S depend too much on the guidance of others?
 Will S usually refuse to make decisions for the group when asked?
 Does S delight in bossing others?
 Is S too shy to state his opinions?
 Does S think the government should quit making decisions for people?

BELONGINGNESS - ROOTEDNESS - IDENTITY

Did S have an adequate father to relate to?
 Is S willing to give considerable time to each group he belongs to?
 Does S feel he gets enough praise from the group?
 Would S rather participate than to just observe?
 Is S free from feelings of clinging to a few close friends?

NEEDS EVALUATION (Part B-Sheet 2)

RELATEDNESS (Power, Affects, Roles)

Do people consider S a "loner"?
Was S's mother cool or hostile toward him?
Is S unconcerned about the feelings of others?
Does S tend to dominate others?
Do others expect too much of S?

AWARENESS - COMMUNICATION

Does S respond quickly to wise-cracks?
Can S usually see some good in every situation?
Are S's thoughts and responses well organized?
Does the conversation in a group seldom go over S's head?
Are S's daydreams like the real world?

ENVIRONMENTAL MASTERY

Does S have some habits that make his life miserable?
Does S feel inadequate in regard to physical abilities or looks?
Does S lack control of his life space?
Do society's limits make S uncomfortable?
Is it difficult for S to take good care of himself?

INTEGRATION

In a group would you describe S as a peace maker?
Is S "tough" and able to "take it"?
Is S seldom on the verge of "flying to pieces"?
Does S usually stand up to troubles?
Does S seldom have a civil war going on inside himself?

RELEASE

Is S seldom joyous, spontaneous and bubbly?
Does S rarely, if ever, tell someone off who is bothering him?
Does S have a hard time sleeping?
Does S appear tight and serious most of the time?
Does S use drugs or alcohol to get away from it all?

SECURITY

Does S believe the police and judges are his friends?
Does S feel comfortable with the opposite sex?
Does S feel sure of himself at school or work?
Is S free of any thought of "ending it all"?
Has S been adequately protected from humiliation?

APPENDIX B

APPENDIX B

PERSONAL DATA FORM
(Confidential)

METROPOLITAN YMCA COUNSELING SERVICE
2020 Witherell, Detroit, Michigan 48226
Phone, WO2-6126

This form gives an opportunity to summarize briefly pertinent data about yourself. The data is intended to make discussions with your counselor more useful to you. The information contained in the form will be held confidential. Please complete the form with care and as fully as possible.

The success of counseling depends greatly upon your co-operation. Counseling can provide information and an opportunity to discuss a number of possible courses of action but the final decision, of course, will be your decision. The interview sessions also provide an opportunity to discuss certain concerns and problems which the individual may have.

OBJECTIVES OF COUNSELING

We shall be better able to assist you if you will indicate in a general way, the areas you would particularly like to discuss. Please check the appropriate item(s).

___ Selection of vocational objectives.

___ Determination of outstanding interests, aptitudes, abilities

___ Selection of course for study or school.

___ Identify and work out educational or vocational problems.

___ Other (specify)

GENERAL INFORMATION

Name: _____

Address: _____ Phone: _____

Date of birth: _____ Place of birth: _____

Marital status: Single ___ Married ___ Widowed ___ Divorced ___

Wife's (or husband's) age: ___ Occupation: _____ Education _____

Number of children: ___ Sex & Age _____

FAMILY

Father's occupation: _____

Father's age: _____ education: _____ place of birth: _____

Mother's occupation: _____

Mother's age: _____ education: _____ place of birth: _____

Both parents living? _____ together? _____ divorced? _____

Father's special abilities or interests?: _____

Mothers's special abilities or interests?: _____

Brother (s) & Sister (s) age, education, occupation: _____

EDUCATIONAL BACKGROUND

	Name and Location	Dates From- To	Highest grade Completed	Course
Elementary	_____	_____	_____	_____
High School	_____	_____	_____	_____
Trade-Technical	_____	_____	_____	_____
College	_____	_____	_____	_____
Professional or Graduate Study	_____	_____	_____	_____

Age when you finished elementary ___ high school ___ college ___

Best liked school subjects: _____

Least liked school subjects: _____

Give a general over-all estimate of your grades in each subject category. Limit your estimate for courses **actually** taken. Use letters: A(excellent), B(good), C(average), D(poor)

English	Arithmetic	Earth Science	Freehand Drawing
French	Algebra	Physics	Mechanical "
German	Geometry	Geography	Shop Work
Latin	Trigonometry	Civics	Typing
Spanish	Biology	History	Shorthand
Music	Chemistry	Government	Bookkeeping
Other subjects: _____			

INTERESTS AND ACCOMPLISHMENTS

What are your chief assets - things you can do best?:_____

Your important liabilities - things you can't do well:_____

Extra-curricular activities (clubs, athletics, drama, school publications, honors, offices held):_____

Hobbies:_____

Out-of-school activities (clubs, recreation, social):_____

How much do you read?:great deal___ some___ very little___

What magazines or periodicals do you read regularly?_____

What newspapers do you regularly read?_____

HEALTH

Present state of health: Good___ Fair___ Poor___

Major illnesses, accidents or operations?:_____

Do you have any physical disabilities or limitations:_____

(Specify):_____

Have you been under recent doctor's care?___ (Specify)_____

Describe briefly (Physical, emotional condition):_____

MILITARY SERVICE

Branch:_____ Dates:_____

Highest grade:___ Specialty:_____

Service school(s) attended (type, Length)_____

Principle duties, assignments, etc.:_____

WORK EXPERIENCE

Part time during school or vacation: _____

Full-time:

<u>Job Title & Company</u>	<u>Length of Employment</u>	<u>Salary</u>	<u>Duties</u>	<u>Reason for Leaving</u>
Present or most recent employment	From: _____ To: _____	\$ _____	_____	_____
Previous _____	From: _____ To: _____	\$ _____	_____	_____
Previous _____	From: _____ To: _____	\$ _____	_____	_____
Previous _____	From: _____ To: _____	\$ _____	_____	_____
Previous _____	From: _____ To: _____	\$ _____	_____	_____

Which of these jobs did you like best? _____

Why? _____

What annual salary do you require in your next job? _____

Describe briefly the types of satisfaction you seek in employment _____

SELF EVALUATION

Circle any of the following words which describe you:

Friendly, courteous, tolerant, calm, reserved, unhappy,
 pessimistic, bashful, stubborn, conceited, contented,
 outgoing, quick-tempered, excited, conscientious, submissive,
 anxious, talented, easily-tired, cynical, frequently depressed,
 self-confident, irritable, stick-to-itiveness, cheerful,
 slow, athletic, quiet, polite.

Have you had any feeling of failure? ____ If so what? _____

Have you ever taken testing or received psychological help? ____

Where? When? For what purposes? Describe Briefly: _____

Study each of the traits or general tendencies. Then place an X on the line above the word best describing yourself:

Self-confidence and poise _____
 in speaking before others, Complete Fairly Average No
 or when directing others. Confidence Confident Confidence

Getting along with people, _____
 mixing at parties, winning Good Average Awkward
 confidence of others Mixer

Ease in expressing _____
 opinion in committees Good Average Expression
 or small groups Control blocked

Dealing with every- _____
 day problems Poor Below Average Good Superior
 Average

Ability in oral expression, _____
 range of vocabulary, choice Poor Below Average Good Superior
 of words, effectiveness of Average
 presentation

Written expression, ccmposi- _____
 tion, sentence construc- Poor Below Average Good Superior
 tion, facility at writing Average

Ability to use figures and _____
 make computations Superior Good Average Below Poor
 Average

Solving mathematical pro- _____
 blems, using mathematical Poor Below Average Good Superior
 symbols Average

Handling details involving _____
 names and numbers, filing Superior Good Average Below Poor
 of materials, record keep- Average
 ing

Use of tools, fixing things _____
 working with machinery Poor Below Average Good Superior
 Average

Drawing, designing, _____
 modeling Superior Good Average Below Poor
 Average

Working with hands _____
 Rapid Average Slow

APPENDIX C

APPENDIX C

Evaluation of Really Living Group

It has been four or five years since you were part of the Really Living Group.

1. (a) Was the "Really Living" group experience in any way helpful to your personal or social adjustment? _____
(b) Describe, giving as many details as possible.

2. (a) Were there ways in which it was not helpful, or even hurtful? _____
(b) Describe, giving as many details as possible.

3. (a) If you could go back to your situation as it was then would you choose to participate in the program? _____
(b) Give as many reasons why as you can.

4. (a) Do you think the group leaders were thinking of your needs? _____
(b) Explain why you answered as you did.

APPENDIX D

APPENDIX D

CALIFORNIA TEST OF PERSONALITY

1953 Revision

Devised by

Ernest W. Tiggs, Willis W. Clark, and Louis P. Thorpe

Published by

California Test Bureau

Del Monte Research Park, Monterey, California

Organization of the Test

The California Test of Personality is organized around the concept of life adjustment as a balance between personal and social adjustment. Personal adjustment is assumed to be based on feelings of personal security and social adjustment on feelings of social security.

Definitions of the Components

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think and act. The first half of the test is now designated as Personal Adjustment instead of Self-Adjustment.

Personal Adjustment

Self-Reliance - An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations and direct his own activities. The self-reliant person is also characteristically stable emotionally and responsible in his behavior.

Sense of Personal Worth - An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.

Sense of Personal Freedom - An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.

Feeling of Belonging - An individual feels that he belongs when he enjoys the love of his family, the well wishes of good friends, and a cordial relationship with people in general. Such a person will, as a rule, get along well with his teachers or employers and usually feels proud of his school or place of business.

Withdrawing Tendencies - The individual who is said to withdraw is the one who substitutes the job of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

Nervous Symptoms - The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

Social Adjustment

Social Standards-- The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.

Social Skills - An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egotistic tendencies in favor of interest in the problems and activities of his associates.

Anti-Social Tendencies - An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

Family Relations - The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.

School Relations - The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

Occupation Relations - On the Adult level of the test only, the above component (School Relations) is called Occupation Relations and is defined thus: An individual has desirable vocational relations or adjustment when he is happy in his job because he is assigned to work which fits his capacities and interest; also, when he has developed interest, sense of worth, and efficiency in a job previously deemed uncongenial. He feels that his contribution is important and essential.

Community Relations - The individual who may be said to be making good adjustment in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.

Reliability

Certain outcomes such as knowledges, understandings and skills, once attained, remain relatively stable and tests designed to reveal their presence may possess relatively high statistical reliability. The normal student, on the other hand, is a growing organism whose integration must be preserved while his feelings, convictions and models of behavior are changing in accordance with his experiences. Some of the items in this test touch relatively sensitive personal and social areas, and such student attitudes may change in a relatively short time. For these and other reasons, the statistical reliability of instruments of this type will sometimes appear to be somewhat lower than that of good tests of ability and achievement.

Validity

An instrument is valid if it accomplishes the purpose or purposes for which it is designed. If, therefore, an instrument has several purposes, it may have several validities. In fact, the use of a given test may involve several types of validity depending upon the nature and conditions of each problem being investigated. Among the purposes for which the CALIFORNIA TEST OF PERSONALITY was designed are the following:

1. To provide a frame of reference (including a conceptual structure and a sampling of specific types of thinking, feeling and acting pattern) regarding the nature of personality determinants and their relationships to each other and to the total functioning personality.
2. To provide information about individuals which is useful in understanding their problems and improving their adjustment.
3. To serve as an instrument of research for obtaining other types of information.

Limitations

Practical considerations have limited the number of items used in each test. Such a limitation always causes concern on the part of critics. Of course, such a limitation is real, but its effects are often exaggerated. A component of fifteen items may be fifteen times as valuable as a snap judgment or limited observation which are so often used both in schoolroom practice and in criticizing personality inventories. Even the most skillful interviewer could not remember 150 to 180 questions that have been so carefully validated and systematized; many interviews ask many irrelevant questions.

The authors are primarily interested in determining the seriousness of deviations from the group mores. They are not interested in measuring the "extent" to which such deviations represent "internally consistent" conduct on the part of individuals who are significantly out of step with the group mores or standards; most deviations probably do represent rather definite attempts to maintain such consistency. The authors are interested rather in utilizing this factor of probable internal consistency in identifying the causes of deviation in behavior in order to provide a basis for guidance to better adjustment.