

INTERPERSONAL COMMUNICATION AMONG STUDENTS
IN A STATE SCHOOL FOR DELINQUENT GIRLS

A THESIS

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by

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ABSTRACT

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Purpose

Interpersonal communication is the most important way to transfer ideas. The purpose of this study was to investigate the patterns of communication and the structuring influence on the campus of a State School for delinquent girls. It is thought that this study will contribute to the understanding of communication and ultimately contribute to the improvement of rehabilitation programs for children adjudicated delinquent.

Method

The data for this study were taken from the 105 girls who were residents of the Brownwood State Home and School for Girls, a facility of the Texas Youth Council. The students were asked who they would choose to work with, who they would seek to verify information, and with whom they would attend a social function.

Four personal attributes--namely, age, race, family income and Intelligence Quotient were involved in this interpersonal communication study. The research tried to determine if the attributes of race, age, socio-economic status

and Intelligence Quotient structured communication patterns for the three types of communication, namely, work, information and social.

Findings

1. Students tended to choose other students from the same racial-ethnic background as work partners.
2. Students tended to go to other students of the same age for work partners.
3. Students tended to choose individuals with similar socio-economic background for work partners.
4. Students tended to select other students like them in intelligence level as work partners.
5. Students tended to go to other students of their own racial-ethnic groups for information.
6. Students tended to go to older students for information.
7. Students had no preference by socio-economic status for seeking information.
8. Students had no preference by intelligence for information exchange.
9. Students chose social partners from the same racial-ethnic group.
10. Students had no preference by age for social partners.
11. Students tended to choose individuals with similar socio-economic background for social partners.

12. Students tended to select other students with similar intelligence as social companions.

Gary D. Copus, Ph. D., Chairman

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CHAPTER I

INTRODUCTION

Communication of some type has been in existence and a necessary part of man's environment since the beginning of time. Yet communication was not a subject of primary importance until recent years when an increasing number of studies in the United States revealed the process and effects of communication. Society today recognizes that human groups would not exist without communication. Herbert Hackett (1957, p. 3) wrote concerning "the function and meaning of communication" and said "...you will recognize that the need to understand the world around you, others, and yourself is greater today than it has ever been."

Communication is exemplified by newspaper, radio, and television. It is concerned with all the ways in which information and ideas are exchanged or shared. George Gerbner (1967, p. 43) states that the term "communication" may be defined as a process by which senders and receivers of messages interact in given social contexts.

Wilbur Schramm agrees that the communication process consists of a sender, a message, and a receiver. He goes further by stating:

The sender and the receiver may even be the same person, as happens when an individual thinks, or talks to himself. But the message is at some stage in the process separate from either sender

or receiver. There comes a time when whatever we communicate is merely a sign that stands for some meaning to the sender, and that stands to the receiver for whatever meaning he reads into it. That is, at some stage in the communication process the message is merely ink on paper (as in a printed book), or a series of condensations and rarefactions in the air (as in the spoken word), or reflected light waves (as in communication by picture), (Schramm, 1963, p. 7).

Today, researchers and lay members of society have realized the importance of interpersonal channels of communication. Studies (Shapero, 1965) show that interpersonal channels of communication are the most effective ways to transfer ideas. "That is, word gets around best when people talk to each other" (Farr, 1969, p. 2). Interpersonal communication is necessary to maintain everyday relationships.

Purpose and Importance of Study

As girls communicate in their home community prior to declaration as delinquent, during the diagnostic process, and after treatment placement, they develop patterns of interpersonal communication. Interpersonal communication patterns involve the diffusion of information, the dissemination of rules, the adoption of new ideas, and the choice of recreation partners. Informal patterns of communication may be a result of group arrangement or personal attributes. Social workers at Brownwood State Home and School for Girls have observed that many of the problems that the girls bring with them or that arise at the school are related to their communication patterns. Bruce Shertzer and Shelly C. Stone wrote that:

...a delinquent act frequently represents a solution to the child. At the same time, it creates another problem because the child's solution now brings him into conflict with his parents, teachers, police, and others who have more conventional solutions in mind for him (Shertzer and Stone, 1966, p. 25).

One of the main traditional solutions used in many institutions for delinquent children is individual and group counseling. For counseling to be effective with these youth, it requires a knowledge of the patterns and skills of interpersonal communication that this young person utilizes. Lois Foxhall (1967, p. 18) from a personal interview of Dr. J. Y. Lara, psychiatrist, illustrates the importance of communication:

Real communication is the most important act between two people, in a family, a community, or among nations, and it is the most difficult. Even within an intimate, happy family, between husband and wife, it seems as difficult at times to communicate, to understand each other, as it is for the individual or the nation which resorts to the shotgun, the knife, or the bomb to communicate.

It is thought that this study will contribute to the understanding of communication among delinquents and ultimately contribute to the improvement of rehabilitation programs for children adjudicated delinquent.

Problem

This study of juvenile delinquent girls intends to set in motion techniques in a state school for delinquent girls. This research is designed to study the patterns and way in which attributes structure interpersonal communication among

the girls. The importance of the study is to define structuring attributes--i.e., age, race, family income, and Intelligence Quotient which may facilitate or form a barrier of communication. A new program could be more facilitative, provided current data could be attained.

The plan of this research is to study the relationship of interpersonal relationships by informal communication and the diffusion of information within a closed institution. Students will be asked who they would choose to work with, attend a social function with, and who they would seek to verify information.

CHAPTER II

REVIEW OF THE LITERATURE

The rationale for the research of interpersonal communication in a treatment setting will be presented in the following three sections. First, there is support that choices of others to be involved in an interpersonal are related to the characteristics of the individuals. Secondly, it has been found that the likes and dislikes of the personal attributes influence the structuring of the interpersonal patterns. Thirdly, a set of ideas will be discussed which may clarify the empirical data observed by the choice patterns in this study. Later, within the chapter, three general areas of the study will be discussed and the specific research questions will be sighted.

Communication Patterns

With improved means of communication, people wonder if interpersonal communication works at all. They are reminded of their impotency, inability to create and maintain lasting or satisfying relationships. The reasons for such conditions are not clear. Our mental distance caused by the closeness of geographical or racial relations could be due to three conditions---physical, mental and cultural. Our physical isolation is related to the numerous anonymous encounters with people in our urban and industrial society.

Further, the character of interpersonal relationships has been dehumanized in some areas. Manipulation of the mind, the effect of materialism or the fast pace of modern life has crippled our creative human communication. Adlai Stevenson stated, "Today there is less communication between groups of men than there was in the roadless world of a thousand years ago" (Barnlund, 1968, p. 3).

Shibutani and Kuran (1965, pp. 57-59) revealed that culture was an important attribute in relation to the patterns of communication of ethnic groups. Individuals approach their world with assumptions that they have learned from their group in relation to transactions of the similar environment. Each group develops a unique culture and patterns of behavior.

"Unique cultures are the product of communication, to the extent that there is differential association in a community, diverse perspectives develop. ...People in a given ethnic category are culturally distinct, then, only to the extent that they participate together in exclusive communication channels." Communication patterns are influenced by the language of the ethnic group.

For the past few decades much discussion has occurred concerning the way individuals communicate and cause new ideas to be spread. For many years mass media was seen as the only means of spreading new ideas. A group of research workers of Columbia University made a study of the role of mass media in vote-chinching decisions in the 1940 presidential

election. The findings of Lazarsfeld, Burelson, and Gaudet (1948, p. 151) revealed that the majority of the voters were not only influenced by the mass media, but that they were even more influenced by other people. These findings led to the hypothesis: "Ideas often flow from radio and print to the opinion leaders and from these to the less active sections of the population." This statement became known as the two-step flow of communication hypothesis and has been used in many studies, with some modification. Rogers (1962) reformulates that the two-step flow hypothesis suggests that innovations spread to opinion leaders and from them by way of personal communication channels to their followers. The second part of the two-step flow hypothesis may also involve the spread of influence.

Conclusions drawn from various studies differ with regard to the question of whether people are mainly influenced by persons of a higher social status or by persons of the class they themselves belong.

From a Dutch study, van den Ban (1964) suggests that this depends upon the need people feel for new information. If they are badly in need of information, they will seek well informed people who belong to higher social status, but will spend their leisure with people belonging more or less to the same social status.

In conclusion van den Ban states that the "two-step flow of communication" hypothesis should be replaced by a

more detailed set of hypothesis: (1) The length of time involved in the adoption of a new idea must be considered. (2) Mass media usually arouses interest early in the adoption process, but later personal contacts may be more important in the decision to adopt a new method. (3) A person turns to people of high social status when information is needed badly. (4) If the need is not urgent, people get information through conversation with people of about the same social status.

Lionberger (1960) reveals that farmers urgently needing new farm methods will seek the information because it will have an influence on their income. The diffusion of new information indicates that the 'two-step flow' process depends on the need for information for various reasons.

Another means of studying the diffusion of information is known as the "snowball" effect and was first introduced by Ryan and Gross (1943) in the famous study on the adoption of hybrid seed corn in Iowa. This interaction effect is a process through which individuals who have adopted an innovation influence those who have not yet adopted. More research to support this technique was completed by Coleman, et al (1966) in a study of a new medical drug.

Another study, among housewives in a Midwestern city, reconstructed all the sources of influence that went into making decisions, such as, to try a new brand of coffee. In this study (Katz, 1963) whenever a respondent named another person as having been influential in making her decision,

the interviewer obtained her name and address and interviewed him or her as well. In all of these studies the decision to adopt new ideas is predominately made as a result of personal relationships.

Generally, four aspects of interpersonal communication are of concern: (1) the presence of two or more individuals in the same physical area; (2) the behavior of one individual depends on that of the other; (3) the exchange of a message is one of the most complex methods of communication; and (4) other aspects usually occur in a face-to-face situation that provides maximum cue resources (Barnlund, 1968).

A communicator usually observes the subsequent reactions of the receiver in order to compare the imagined and actual effects of his message. Thus the manipulation of cues and the projection of interpretation appears to be criteria for identifying interpersonal messages. The study of interpersonal communication would seem, therefore, to require careful analysis of message forms and message effects Barnlund, 1968, p. 9 .

Personality Factors

Personality factors appear to be another variable that influences interpersonal attraction. One would expect a communication seeker to prefer a partner having a compatible personality. Barnlund (1968) shows that subjects tend to organize the specific attributes of individuals into a complex and colorful personality. Adjectives such as 'warm' or 'cold' were found to exert a larger influence upon the organization of the traits, but did not have a simple or overpowering

effect. It appears, as Blau (1962, p. 42) suggests, "when people meet, each classifies the other, evaluates him and his significance for himself, and decides whether to associate with him further". A communicator's traits are elusive variables and many times difficult to define or measure. Valid data from elusive traits by different investigators is hard to calibrate. The way the communicator interprets the abstract trait in his social situation further complicates interpretation of the same data.

Socioeultural Factors

Hoffer and Gibson (1941) found that sociocultural conditions affect the diffusion of the information process. The definition of an adoption time sequence pattern, a description of the role, various sources of information, influences played at different stages of the acceptance process and the functional classification of diffusion agencies were all found to affect the diffusion process. The study also determined that identification of community leaders, opinions toward programs and social group promotion were related to the adoption of an innovation. Katz (1963, p. 77) defines diffusion of innovation while accounting for the dynamics of change: "...as the process of spread of a given new idea or practice, over time, via specifiabile channels, through a social structure, such as a neighborhood, factory, or a tribe".

Interpersonal communication at the Brownwood State Home and School is primarily verbal. Therefore, this study

will investigate attributes of informal social choices in three areas of activity; work, social, and information exchange. In this regard, Katz (1963) indicated that the diffusion of information via word of mouth depended on the density of the population and children were more effective communicators of information than were adults. The present study will try to focus on the significant factors which influence interaction patterns in a state school for delinquent girls.

Interpersonal Choice In A Social Context

Communication does not happen in a social vacuum; it requires a context. Interactional structure may arise from a face-to-face encounter between two individuals who are without any clues of meeting. Functional relationship is revealed in this setting. Socially, people engage interpersonally in the situation. Individuals are born and occupy places of status in interpersonal exchange. Socialization of the child teaches him to know who he is and who others are, what they expect of him and what he can expect of them. To learn the social importance of roles is to anticipate the behavior of the others and to gain access to the meanings of their messages. According to Barnlund (1968), sensitivity to the social matrix in which an individual interacts is prerequisite to effective interpersonal communication. Personal attributes that have been instrumental in structuring the pattern and results of communication on an interpersonal basis are clearly set forth

by Barnlund (1968). He holds that as soon as people start to interact, a social structure begins to evolve. He contends that the following attributes of higher or lower status on the basis of social class membership, wealth, or power, intelligence, appearance, ability, or any other value reflect communicative priorities. These attributes determine to whom we talk and who talks to us. They may even regulate what is said and what is rejected. It is expected that structuring influence of personal attributes would be the same over a wide spectrum of social, and more precisely communicative context where an objective is concern to a communicator and communicatee and structure completely different or alike in another.

Jennings (1941), in an intensive two year study of social structure of a training school for girls, found that her subjects tended to include about the same number of persons in their 'social repertoire' over a long period of time. Her measure of social contacts, "The Acquaintance Index", remained fairly constant for each student, in spite of changing enrollments and housing arrangements. Deutschberger (1946) in a later study of stable and unstable neighborhoods in Pittsburg, found general confirmation for this conclusion, although friendships were somewhat responsive to changes in role responsibilities produced by social dislocation. The questions which the above two studies prompt are: (1) Why do interpersonal relationships remain stable? (2) What attributes

influence this stability? Studies of social structure show that two trends concerning the comparative characteristics of the chooser and the chosen tends to emerge in regard to particular attributes. For example, either actor A picks B with attributes similar to his own, or different from his, (i.e., white picks white or white picks black). Lionberger and Campbell (1963) investigated the extent to which personal attributes structure interpersonal relationships with respect to informational versus social and evaluative versus interactional purposes. They found segregated patterns less prevalent than were the informational choices.

Interpersonal Choice For the Exchange of Information

The flow of information as a social structure was emerging among children studied by Larsen and Hill (1959). They observed the information of a status hierarchy and found that the flow of communication was mainly from children lower in status to those higher in status. Thibaut (1950) observed when a group's prestige was experimentally lowered, the individuals in this group increased communication contacts with higher prestige groups. He offered the interpretation that for status, achievement is upward communication. Therefore, information exchange can be influenced by the status needs of the individual.

In the realm of psychology, it is reasonable to assume the factors of credibility of source would be important for a

seeker of information. Goal orientated communication with a definite purpose at stake will result in affecting the actor in various ways. Thus, the more important the future effect a communication may have, the more credible the sources will be sought. The results of Hovland, et al (1953), indicated that the following communicator attributes are important for source credibility of the communicator: personality, personal admiration, high status membership, trustworthiness, and expertness. Some attributes are universal for attracting a possible receiver of information; for example, affection and status. According to Farr (1969) the information processor must be familiar with the desires, personalities, and day-to-day considerations of his intended seekers. He must be familiar with the resource system of information so as to know where to refer to the necessary elements for a treatment of the topic. The informer must also know the principles of attitude change, motivation, and various factors that make a message reach and have the intended effect upon the seeker.

Interpersonal Choice in a Work Context

Certain universal attributes influence interpersonal communication over a broad social, and more specifically communicative, context. Thus a given attribute may structure in a communicative context where another is of concern to the communicator and communicatee, as well as, structuring completely different or not at all in the other context.

Sociometric questionnaires specifying different communicative relationships from work partner to travel companion do not elicit the same rankings of the same people, according to a study by Barnlund (1968). In three specific social settings, Eng (1954) found that interpersonal choices reflected both the demands of the situation and the supply of characteristics in the person who could be selected. Lionberger and Chang (1970) show that the attributes vary for the choice of innovator, key communicator, and legitimators.

Festinger, et al (1963) reported evidence that physical distance played a major role in structuring interaction patterns where communication about matters of concern to the interactants was carried on. To this Barnlund (1968) adds that it appears that positional factors such as age, sex, intelligence, race, and social status may influence the communicator.

The above review of the literature has suggested that certain attributes of individuals play a role in interpersonal interaction patterns. However, it is not known which attributes significantly influence interaction in a state school for delinquent girls. The above review of research also indicated there is a question as to whether interpersonal choice patterns vary or remain constant over three different activities (work, social, or information exchange).

Research Questions

Based upon the above review of the literature, the research questions are set out, each reflecting what is deemed

to be major issues:

1. Does the attribute of race structure communication patterns for the three types of communication, namely, work, information and social?
2. Does the attribute of age structure communication patterns for the three types of communication, namely, work, information and social?
3. Does the attribute of socio-economic status of the family structure communication patterns for the three types of communication, namely, work, information and social?
4. Does the Intelligence Quotient of the student structure communication patterns for the three types of communications, namely, work, information and social?

CHAPTER III

RESEARCH SETTING AND METHODOLOGY

The purpose of this chapter is to first describe the general characteristics of the facility from which the data was collected. The description is in terms of the physical plant and treatment program of Brownwood State Home and School for Girls. Second, the personal attributes under consideration are presented with emphasis given to the reason for including the attributes and their operational definitions. This chapter concludes with the description of the methodology for measuring the strength of the structuring influences of the personal attributes.

Study Site

Data for this study was taken from 105 girls who were residents of the Brownwood State Home and School for Girls on March 10, 1973, by an interview questionnaire of fifteen items. The Brownwood State Home and School for Girls, located in Brownwood, Texas, is one of three facilities for girls under the direction of the Texas Youth Council. Every girl who becomes a resident of the State School has been declared delinquent and committed by a juvenile court or an alternate court acting in the capacity of a juvenile court. A girl is committed for an indeterminate period of time, which means that her release is dependent upon her adjustment and is decided by the staff of the School and the Texas Youth Council.

Prior to her assignment to the Brownwood State Home and School for Girls, each girl has completed a diagnostic and assessment program at the Statewide Reception Center, also located in Brownwood, but set apart from Brownwood State Home and School. Each girl has received a complete physical, psychological, academic, social, religious and psychiatric evaluation. The Texas Youth Council has made an effort to offer improved services to each girl committed to their care by designating each of the three schools for girls to care for a specific group of girls. Each girl is assigned to a School based on the results of the comprehensive evaluation accomplished at the Reception Center. The Brownwood State Home and School has been entrusted with providing services to the younger, less-sophisticated girl. This grouping allows for a program developed to meet the specific educational and vocational, recreational, and placement needs of girls with similiar problems and ages, which greatly facilitates the training, treatment, and rehabilitation of the individual girl.

Brownwood State Home and School opened in September, 1970, on a spacious campus located at the outskirts of Brownwood, a town of 17,000 people. The modern physical plant is designed to accommodate 240 girls, yet the maximum population has only reached 125 students. The plant includes an administration building that houses a small infirmary which is equipped to care for most medical, physical, and dental needs of the girls. A modern, self-contained academic and vocational

school utilizes an individualized approach to the educational needs of each girl. There is a large recreational complex which contains a gymnasium, swimming pool, game room, and canteen where girls can purchase small personal and sundry items. A non-denominational chapel-auditorium provides a place to meet the spiritual and religious needs of each girl. Six dormitories, designed to house forty girls, but housing only twenty girls at the present time, provide individual rooms, a large living area, and a kitchen. A Special Treatment Cottage has space for twenty girls. There are also facilities necessary to the maintenance and operation of the physical plant. Eight staff homes at the perimeter of the campus provide housing for various staff members to enable them to be available on campus as needed.

The above is a brief physical description of the physical plant. However, this has little significance without a program to meet the needs of each individual girl.

When a girl is received at Brownwood State Home and School she is assigned a caseworker on the basis of recommendations from the Statewide Reception Center. Her social worker is responsible for working with the family, helping find a suitable placement and helping the girl work out her problems in a one-to-one casework situation. Social workers work with therapy groups, cottage groups, and as liaison to the community, the parole officer, and the girl's family.

The girl is assigned to one of the cottages on campus. She is placed in the cottage treatment program that can best meet her needs as an individual. Houseparents are assigned to each cottage to act as substitute parents while a girl is at Brownwood State Home and School. She is someone with whom a friendship relationship can be established.

Each girl has an individual room provided with a bed, bulletin board, desk and chair in a variety of colors. Even though the rooms are small, girls are allowed to decorate them according to personal taste. Girl's rooms resemble those of the average teenager in America today with posters, wall hangings, stuffed animals, record players and other personal effects.

Brownwood State Home and School has established a cottage life program emphasizing a positive reinforcement of good behavior and a restriction from privileges for negative behavior. Sufficient accumulation of points enables a girl to attain privileges such as canteen, shopping or movies in town, picnics at the park or lake, or an out-of-town camping trip.

The amount of points earned place a girl on level--one through four, with four being the ultimate Freedom level. When a girl performs consistently at a high level as shown by her points, she is placed by the staff on Freedom level. Each cottage has its own Freedom level. When a girl reaches this level she may walk to town unsupervised, attend church

of her choice in town, participate in a volunteer program such as a Candy Stripper at the local hospital or as an aide at the Nursing Home, set her own bedtime and time to arise, baby-sit for a staff member and have a key to her room. This level provides as many freedoms as a girl is capable of handling.

Each girl received an academic assessment while at the Reception Center to determine the grade level at which she is currently functioning. Many times it has been found that a child is several years below her actual grade placement or that the girl is functioning at different grade levels in various subjects. The team teaching approach and contract teaching methods are used to provide more individualized instruction. If a girl is not academically inclined, she may be enrolled in vocational photography, nurses' aide, commercial laundry and food services.

The recreational program is set up in such a manner so that it will become a part of the total treatment program. In addition to the regular physical education program, the total program includes games, needle crafts, arts and crafts, plays and skits, as well as sports and camping. The program focuses on the development of good sportsmanship, the ability to become a contributing member of a team endeavor and to learn how to loose as well as how to win.

The religious program affords a girl an opportunity to grow in spiritual understanding and to develop a greater

awareness of herself in relation to God. The chaplains and priest are available for personal counseling at the request of the girl. They also conduct a group counseling program. She may attend a church of her choice each Sunday, once she has reached Freedom level. Protestant and Catholic services are held at the chapel each Sunday.

Operational Definitions and Rationale

There were four personal attributes included in this interpersonal communication study. "Personal attributes are defined as those qualities which distinguish an individual whether they are inherent in his personality or lifestyle, the situation he is in, or the qualities attributed to him by his peers" (Copus, 1972, p. 27). The attributes have been shown by the review of the literature to hold important consideration in the choices girls made for getting information. These elements of communication enter into the dynamic process of deciding who to contact for what specific purpose.

Review of the literature supports the fact that observed relations between two people are not random happenings but are structured with regard to characteristics. Although the characteristics are many in number and complex in nature, research has shown that certain personal attributes, such as age, are important elements concerning interpersonal relationships. For the purpose of this study the information for the following classes of attributes were included because of their emphasis

in the literature and the fact that they are operational variables. Barnlund (1968) contends that the following attributes of higher or lower status on the basis of social class membership, wealth, intelligence, appearance, ability, or any other value reflect communicative priorities. Deutschberger (1946) found that two trends concerning the comparative characteristics of the chooser and the chosen tends to emerge in regard to particular attributes. For example, either actor A seeks B with similar attributes to his own, or different from his, i. e., white seeks white or white seeks black. Barnlund (1968) adds that it appears that positional factors such as age, sex, intelligence, race, and social status may influence the seeker or sought.

1. Age--The current age in terms of years was obtained from the birth verification record. The variation of months does not appear. Each girl knows the age of the girl sought. The mean age was 14.8 years.
2. Race--Each youth is identified by race as either being white, black, or Mexican American. A choice to seek another person is done nonverbally, but obviously aware of the race of the person sought.
3. Family Income--The social data lists the family income of each girl. The seeker does not have access to the family income figure, but acquires this information by communication and observation of the person sought. The mean family income was \$6669.71.
4. Intelligence Quotient--The full-scale Intelligence score was obtained from a current psychological evaluation. The mean score for the one hundred and five girls was 84. The person seeking another person is aware of the person sought because they share the same mental characteristics, grade placement, and grades. They make remarks to each other, such as, "you are stupid or retarded".

Other variables, such as the influence of the staff or family members, were not considered as a part of this study due to the fact that the above attributes are assumed or observed by the seeker of information and can enter into the choices that the seeker may make of the sought. Whether or not the above attributes actually structure, or how they structure, is the central problem of this study.

Questionnaire

On the basis of the "two-step flow" technique a questionnaire was formulated to include the following questions for the research catagories:

Work

1. Name a student you would work in a flower bed with.
2. A baby-sitting job needs two girls. Who would be your fellow worker?

Social

1. With whom would you attend a movie?
2. Who would you choose as a tent partner on a camping trip?

Information

1. If you hear that the smoking rule had been removed, what girl would you check this out with?
2. A new rule applies to you. To whom would you go to get a true answer?

A random selection of two work questions, two social questions and two informational questions were used in the questionnaire. Of these work question two, social question

two and information question one was used for this study. These appeared as questions nine, twelve, and fourteen in the Student Interview Questionnaire.

Scattered through the questionnaire were nine unrelated questions which were answered by yes, no, or by giving an example (see Appendix A). At the bottom of the page the student's name, identifying number, age, race, and family income were listed. After the question answers were identified, only the first answer from each category was used.

Questionnaire Administration

On Saturday, March 10, 1973, the questionnaire was administered to the girls at each of the cottages. Saturday was chosen as the day for the sampling since the girls are not in school and the atmosphere is very relaxed. The questionnaire was administered to each girl individually in the small informal room at the cottage. Both the student and the interviewer were seated in bean bag chairs. The students were very trusting and cooperative due to their relationship with the interviewer.

The interview was begun by asking the girl to state her full name and city of origin. The interviewer explained to the student that choices were not limited to her cottage but that any student on campus could be named. From that point the questions were asked without explanation as to their purpose.

During the entire course of interviews only one girl requested that her choices of persons be changed. For three questions, she changed from one type girl to another choice. Her first choices were used, even though the second responses might have been more realistic.

Information was recorded as the narrative took place. The data was coded (see Appendix B) and transferred to an IBM control sheet in order for IBM cards to be punched. Chi-square correlations were used to measure the influence of the attributes upon interpersonal communication choice.

Method of Analysis

Several types of analysis were considered in order to locate a method for establishing a significant communication structure. Consideration was given to the technique of Tschuprow's T, which is "a measure of contingency" (Dornbusch and Schmid, 1955, p. 210). It attempts to eliminate the major deficiency of C (coefficient of contingency), its dependence on the number of categories. It is completely successful only where the number of columns equals the number of rows. Tschuprow's T is defined according to the following formula:

$$T^2 = \frac{x^2}{N \sqrt{(s-1)(t-1)}}$$

where s is the number of categories for one variable
t is the number of categories for the other

Copus (1972) used the canonical correlation technique. The canonical method has been used to investigate the inter-

relationships between two sets of measurements made on the same subjects. The communicative relationship was the focus, or unit, of analysis. "Two sets of measurements are taken of each individual over a sample of individuals and relationships between the two sets of measurements are then studied." (Copus, 1972, p. 43) The model is an extension of the multiple regression model and is given as:

$$b_1Y_1 + b_2Y_2 + b_3Y_3 + \dots + b_nY_n = C_1X_1 + C_2X_2 + C_3X_3 + \dots + C_mX_m \text{ where,}$$

$Y_1, Y_2, Y_3, \dots, Y_n$ are the n-measurements in the left-hand set;

$b_1, b_2, b_3, \dots, b_n$ are the canonical weights in the left-hand set;

$X_1, X_2, X_3, \dots, X_n$ are the measurements in the right-hand set; and

$C_1, C_2, C_3, \dots, C_m$ are the canonical weights in the right-hand set (Copus, 1972, p. 43).

The canonical correlational model reduces the dimensionality of the measures under study to a few linear functions. Canonical analysis displays correlated factor structures between domains. The canonical model is an exploration of the extent to which sets of measurements occupy the same relative positions in one measurement space as they do in the other, geometrically.

The method of analysis for this study used van den Ban's (1964) model of Chi-square, which was contained in the "two-step flow of communication hypothesis". The Dutch study suggests that communication processes depend upon the

need people feel for new information. If the information they need is highly valuable to them, they will seek well-informed persons of higher social status, but on the other hand, the seeker is likely to receive more information on new ideas through casual conversations with people of their own social status group. In the study van den Ban points out that people influence other people and adoption of new ideas comes from communication structure, even though mass media communication plays an important part in the diffusion of information. Personal conversations usually take place after people have been informed by other media. The hypothesis indicated that one group of people is informed through mass media, and the other group through personal contacts. In the case of van den Ban's study in the Netherlands, interviews were conducted with approximately one hundred farmers in three communities with widely different cultural patterns. Six or seven "judge" farmers were asked to give other farmers a rating, ranging from a low zero to a high ten, according to the farmers' influence during discussion on farm management. The ratings were averaged. A factor analysis showed that each of the four measures mainly gave an indication of the same dimension: social status. The chi-square method was used by van den Ban appears as given:

$$x^2 = \text{Summation } \frac{(\text{observed frequency} - \text{theoretical frequency})^2}{\text{theoretical frequency}}$$

$$x^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

The larger the chi-square, the stronger the relationship between the two variables. Various techniques use chi-square to express the degree of relationship.

Two examples from the van den Ban study are as follows:

(1) The data shows that in the three Dutch farming communities most farmers know which farmers are best informed about new methods. The diffusion of new ideas have to pass along a line of people before the idea has moved from the top to the bottom of the social scale, because the seeker believes that they can get along without specific information. (2) Farmers are apt to put a higher value on information about new methods in progressive communities than farmers in traditional communities. The indication of choice becomes clearer when the contact-with-advisory service scores are correlated with the four different measures of opinion leadership.

An important factor in the van den Ban analysis is the fact that within the communities studied, the farmers were first divided into four groups (quartiles), according to the scores showing their contacts with the advisory service. After the division it was possible to calculate how many choices had been made for farmers in the same quartile according to contacts in the other quartiles and the total choices each farmer could have made if he had chosen two farmers at random. All farmers did not choose two other farmers. There was a tendency to choose friends or advisory service staff because of frequent contact and social status.

The advantages of the van den Ban method are apparent. First, the sample of this study contains 105 students. Four variables (age, race, intelligence, family income) were to be related with the seeker-sought (work, social, information) patterns. Second is the emphasis of the seeker getting information personally through communication with the sought. Third, researchers have used this method of analysis to determine the difference between theoretical and observed frequencies. Fourth, whereas Tschuprow's T is only completely successful where the number of columns equal the number of rows, van den Ban's method allows unequal numbers of rows and columns. Based on the above advantages, it was decided to use the "two-step flow of communications" hypothesis for the study of the diffusion of innovation among students in a state school for delinquent girls.

CHAPTER IV

RESULTS OF THE STUDY

The results of the study will be discussed in four main sections. First, results showing the influence of race upon interpersonal communication will be presented. The second section will discuss the effects of the variable of age upon communication. The third section will discuss the influences of socio-economic status upon communication. The fourth section will present the results of the effect of intelligence upon the three choices of interpersonal communication.

Influence of Race on Interpersonal Communication

The review of the literature indicates that ethnic communication patterns are established within the social strata of the group. Members of each group use symbols to locate other members with whom they wish to identify and communicate. Individuals in minority groups usually are more sensitive of the cultural marks of their society and often completely act according to such established norms. It is now to this question of cultural structure--namely, race which the study turns.

Work choice--A chi-square of 64.41 was found for the data presented in Table 1. A chi-square of 13.28 is significant at the .01 level for four degrees of freedom. The null hypothesis should therefore be rejected in that there were no

preferences by race for work partners. Whites choose whites as work partners, and Mexican-Americans choose their own race. Significantly, blacks choose blacks, however, it should be noted that they choose almost as many whites as blacks.

TABLE 1

Observed Frequency and Chi-Square for Students'
Preference for Work Partners by Racial-
Ethnic Group

Race of Person Seeking	Race of Person Sought			
	White	Black	Mexican American	Total
White	47	2	7	56
Black	9	12	2	23
Mexican-American	<u>5</u>	<u>3</u>	<u>18</u>	<u>26</u>
Total	61	17	27	105

Chi-Square = 64.41 df = 4 p = .01 for Chi-Square = 13.28

Information choice.--A chi-square of 31.03 was found for the data presented in Table 2. A chi-square of 13.28 is significant at the .01 level for 4 degrees of freedom. Seekers of one race sought their own, primarily; however, there were some who sought two races. For example: White chose white while black chose more whites than their own race, as well as

the fact that they did not choose a single Mexican-American. Mexican-American chose three more from the white class than their own.

TABLE 2

Observed Frequency and Chi-Square for Students'
Preference of Individuals Sought for Information
by Racial-Ethnic Group

Race of Person Seeking	Race of Person Sought			
	White	Black	Mexican American	Total
White	50	2	4	56
Black	16	7	0	23
Mexican-American	<u>13</u>	<u>3</u>	<u>10</u>	<u>26</u>
Total	79	12	14	105

Chi-Square = 31.03 df = 4 p = .01 for Chi-Square = 13.28

Social choice.--A chi-square of 128.44 was found for the data presented in Table 3. A chi-square of 13.28 is significant at the .01 level for 4 degrees of freedom. The null hypothesis should therefore be rejected that there were no preferences by race for social companions. Students tended to choose students from the same racial-ethnic background.

TABLE 3

Observed Frequency and Chi-Square for Students'
Preference of Social Companions by
Racial-Ethnic Group

Race of Person Seeking	Race of Person Sought			
	White	Black	Mexican American	Total
White	53	0	3	56
Black	6	17	0	23
Mexican-American	<u>3</u>	<u>2</u>	<u>21</u>	<u>26</u>
Total	62	19	24	105

Chi-Square = 128.44 df = 4 p = .01 for Chi-Square = 13.28

The Influence of Age on Communication

As a positional factor, age plays a major role in structuring interaction patterns of communication. In communities, age is considered to be a sign of wisdom. This is true to some extent with delinquent girls as they tend to refer to age as a sign of experience.

Work choice.--A chi-square of 9.65 was found for the data, a score of 9.49 is significant at the .05 level for 4 degrees of freedom, which is presented in Table 4. The girls tended to go to girls their own age for work partners. The

12-13 year old girls choose 14-15 year old girls, but the 16-17 year old girls choose their own age as work partners. The majority of the 14-15 year olds choose their own age. In general, seekers of work partners sought older partners. The null hypothesis should be rejected.

TABLE 4

Observed Frequency and Chi-Square for Students' Preference for Work Partners by Age

Age of Person Seeking	Age of Person Sought			
	12-13	14-15	16-17	Total
12-13	1	8	2	11
14-15	3	40	21	64
16-17	<u>0</u>	<u>12</u>	<u>18</u>	<u>30</u>
Total	4	60	41	105

Chi-Square = 9.65 df = 4 p = .05 for Chi-Square = 9.49

Information choice.--A chi-square of 17.23 was found for the data presented in Table 5. With the exception of one girl in the 14-15 age group, the seekers of information look to their own age or older. Two-thirds of the 14-15 age group sought their own age, the other third sought the 16-17 age for information. A chi-square of 9.49 is significant at the

.05 level for 4 degrees of freedom. The null hypothesis should be rejected because there were no significant preferences by age for information.

TABLE 5

Observed Frequency and Chi-Square for Students' Preference of Individuals Sought for Information by Age

	Age of Person Sought			
	12-13	14-15	16-17	Total
12-13	0	6	5	11
14-15	1	43	20	64
16-17	<u>0</u>	<u>7</u>	<u>23</u>	<u>30</u>
Total	1	56	48	105

Chi-Square = 17.23 df = 4 p = .01 for Chi-Square = 13.28

Social choice.--A chi-square of 7.61 was found for the data presented in Table 6. A chi-square of 9.49 is significant at the .05 level for four degrees of freedom. The null hypothesis should be accepted; there are no preferences by age when the girls seek social companionship with fellow students.

TABLE 6

Observed Frequency and Chi-Square for Students'
Preference of Social Companions
by Age

	Age of Person Sought			
	12-13	14-15	16-17	Total
12-13	0	8	3	11
14-15	6	34	24	64
16-17	<u>0</u>	<u>13</u>	<u>17</u>	<u>30</u>
Total	6	55	44	105

Chi-Square = 7.61 df = 4 p = .05 for Chi-Square = 9.49

Influence of Socio-Economic on Communication

Family income is the base for comparison rather than the students. However, in most cases the girls receive a part of the family income. A few girls have no income (cash) while a few others earn small amounts of money. Only six girls come from families with an annual income of over fifteen thousand dollars. Generally, the wealth (monies) of a person indicates power to purchase needed items, independence, recreation, or friendship; this is according to the students' opinions.

Based on the chi-square assumption that not more than .05 of the cells in a table should contain void figures; the last two rows and columns of Tables 7, 8 and 9 were collapsed. The chi-square was computed with the use of sixteen degrees of freedom and P equaled .05 for a chi-square which equaled 26.30.

Work choice.--A chi-square of 36.10 was found for the data presented in Table 7. A chi-square of 26.30 is significant at the .05 level for 16 degrees of freedom. The null hypothesis should be rejected that there were no preferences by socio-economic level for the selection of work partners. Low income of the girl's family was the choice of most of the girls. Seventy-two of the one hundred and five girls were grouped in three columns and rows of income of 0 to 9000 dollars. The seekers sought their own income group rather than moving up the status position by socio-economic patterns.

TABLE 7

Observed Frequency and Chi-Square for Students'
Preference for Work Partners
by Socio-Economic Status

	Family Income of the Person Sought						
	0 3,000	3,001 6,000	6,001 9,000	9,001 12,000	12,001 15,000	15,001 Above	Total
0 3,000	9	9	5	1	3	0	27
3,001 6,000	4	10	10	2	4	1	31
6,001 9,000	13	5	7	0	0	0	25
9,001 12,000	9	1	0	0	0	1	11
12,001 15,000	0	3	1	0	1	0	5
15,001 Above	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>6</u>
Total	35	29	24	4	9	4	105

Information choice.--A chi-square of 25.05 was found for the data presented in Table 8. A chi-square of 26.30 at the .05 level for 16 degrees of freedom. The girls did not make a preference as to whom they would seek for information when this factor was correlated with income. Many categories were selected, with no distinct trend of a choice pattern.

TABLE 8

Observed Frequency and Chi-Square for Students'
Preference of Individuals Sought for Information
by Socio-Economic Status

	Family Income of the Person Sought						Total
	0 3,000	3,001 6,000	6,001 9,000	9,001 12,000	12,001 15,000	15,001 Above	
0 3,000	5	11	4	2	4	1	27
3,001 6,000	4	5	17	3	2	0	31
6,001 9,000	4	4	7	8	1	1	25
9,001 12,000	1	3	2	3	2	0	11
12,001 15,000	0	2	3	0	0	0	5
15,001 Above	<u>0</u>	<u>2</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>6</u>
Total	14	27	33	18	10	3	105

Social choice.--A chi-square of 26.30 is significant at the .05 level for 16 degrees of freedom. In Table 9 the chi-square of 28.58 was found in the data presented. Almost without exception, the person seeking sought the person of his own income as a social companion.

TABLE 9

Observed Frequency and Chi-Square for Students'
Preference of Social Companions
by Socio-Economic Status

	Family Income of the Person Sought						Total
	0 3,000	3,001 6,000	6,001 9,000	9,001 12,000	12,001 15,000	15,001 Above	
0 3,000	3	12	10	1	1	0	27
3,001 6,000	5	9	9	2	5	1	31
6,001 9,000	5	12	5	2	1	0	25
9,001 12,000	1	1	4	2	2	1	11
12,001 15,000	0	3	1	0	0	1	5
15,001 Above	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>	<u>6</u>
Total	14	38	29	7	10	7	105

Influence of Intelligence on Interpersonal Communication

At an early age, youth are taught skills of communication. Their ability to adjust and perform social skills in their society or community often is a key to their "success" in life. A person endowed with "wisdom" is respected and sought.

Work choice.--A chi-square of 11.61 was found for the data presented in Table 10. Students at the girls' school tended to select other students like themselves in the same intelligence level. A chi-square of 9.49 is significant at the .05 level for 4 degrees of freedom. Therefore, the null hypothesis should be rejected that there is no preference by intelligence for work partners.

TABLE 10

Observed Frequency and Chi-Square for Students'
Preference for Work Partners by Intelligence

Intelligence Score of Person Seeking	Intelligence Score of Person Sought				
	0-90	91-110	111-Above	Total	
	0-90	48	20	4	72
	91-110	11	18	0	29
	111-Above	<u>3</u>	<u>1</u>	<u>0</u>	<u>4</u>
	Total	62	39	4	105

Chi-Square = 11.62 df = 4 p = .05 for Chi-Square = 9.49

Information choice.--A chi-square of 1.18 was found for data presented in Table 11. A chi-square of 9.49 is significant at the .05 level for 4 degrees of freedom, therefore, the null hypothesis should be accepted that there are no preferences by seekers of information of their own intelligence level. If the columns and rows were changed to read differently, the significance of choice would probably change.

TABLE 11

Observed Frequency and Chi-Square for Students'
Preference of Individuals Sought for Information
by Intelligence

Intelligence Score of Person Seeking	Intelligence Score of Person Sought				
	0-90	91-110	111-Above	Total	
	0-90	34	37	1	72
	91-110	11	17	1	29
	111-Above	<u>2</u>	<u>2</u>	<u>0</u>	<u>4</u>
Total	47	56	2	105	

Chi-Square = 1.18 df = 4 p = .05 for Chi-Square 9.49

Social choice.--A chi-square of 19.0 was found for the data presented in Table 12. A chi-square of 13.28 is significant at the .01 level for 4 degrees of freedom. The null hypothesis should therefore be rejected that there are no preferences of students by intelligence for social companions. Students tended to select students of the same intellectual level as social companions. The student of low intellectual level sought another of equal intelligence. However, it is interesting to note that the four students who were above average in intelligence chose those lower than themselves.

TABLE 12

Observed Frequency and Chi-Square for Students'
Preference of Social Companions
by Intelligence

Intelligence Score of Person Seeking	Intelligence Score of Person Sought				
	0-90	91-111	111-Above	Total	
	0-90	53	15	4	72
	91-110	9	19	1	29
	111-Above	<u>3</u>	<u>1</u>	<u>0</u>	<u>4</u>
	Total	65	35	5	105

Chi-Square = 19.0 df = 4 p = .01 for Chi-Square = 13.28

CHAPTER V

SUMMARY AND CONCLUSION

Summary

The purpose of this study was to investigate the patterns of communication and the structuring influence of interpersonal relations in a state school for delinquent girls. It is thought that this study will contribute to the understanding of communications, establish a structure of variables and ultimately contribute to the improvement of rehabilitation programs for youth in need of services and supervision.

The method of this study used an interview questionnaire to collect data from the 105 residents of the Brownwood State Home and School for Girls, a facility of the Texas Youth Council. The students were asked with whom they would choose to work, who they would seek to verify information and what type student they would choose to attend a social function.

Age, race, socio-economic income and intelligence score were the four personal attributes involved in the interpersonal communication study. The research tried to determine if these attributes influenced the structured communication patterns for the variables of communication, namely, work, information and social.

The findings of the research indicated that students tended to choose individuals of the same race, intelligence

and age as work partners. Students tended to go to older and higher intelligent students for information. In choosing social companions the students tended to choose other students who were of similar attributes. Specifically, students choose individuals of the same racial group, similar intelligence, and some socio-economic group as people with whom they would desire to share a social activity. The attribute of age was not a structuring factor.

Conclusions

When a girl arrives at Brownwood State Home and School for Girls, she generally comes from an ethnic community grouping. Therefore, by having knowledge that a student has a preference about whom she would associate, the cottage program could be utilized to accomplish a given treatment goal. A girl that arrives from a Mexican-American culture, usually has problems because of social deprivation. She should be taught the origin of her cultural difference.

The community where the School is located provides many opportunities for the girls to interact and establish interpersonal communication relationships. As a process of maturation the youth needs to interact in order to gain knowledge and experience of life situations. The research indicated that a girl would be expected to seek a person having a compatible character. Students evaluate the attributes of others in relation to the significance of that attribute to

themselves and no doubt they tend to organize specific attributes into complex relationships. Though this latter phenomena was not at issue in the present study, observation of the research tables did indicate that in the area of work the attributes of age, race, income and intelligence formed a structure of communication. In the area of social choices, only the age attribute did not structure. In the social area age structured for 99 of the 105 students which responded in the study--i.e. they sought their same age group or those older.

In relationship to the literature, Hoffer and Gibson (1941) found socio-cultural conditions were structuring factors in the area of information. This indication is true concerning the choice patterns of communication of girls in the state school. van den Ban (1964) suggested that people get information personally from their own economic group. Students tend to seek those of their own race, age, and intelligence rather than seek their own economic group. This study found that social structuring attributes agree with Barnlund (1968) who holds that as soon as people start to interact, a social structure begins to evolve. He contends that the attributes of higher or lower status on the basis of social class membership, wealth, or peer strength, reflect communicative priorities. Structuring attributes determine who seeks who for the purpose of socialization.

Recommendations for Further Study

As suggestions for future research concerning the diffusion of innovations, the following recommendations should be considered: (1) The use of all six sets of social, work and information questions or the expansion of the questionnaire to include more items should give the researcher a broader realm for study. (2) The Table relating to Intelligence Quotient needs to be revised according to a description like or similar to Wechsler's (1965) scale. This scale breaks the intelligence score into the following ranges: below 69--mental defective; 70-79--borderline; 80-89--dull normal; 90-109--average; 110-119--bright normal; 120-129--superior; and above 130--very superior. These ranges should give a different result or scattering of the frequencies. The probability of the frequencies being different might not occur but it seems rational to consider the regrouping of the scores. The fact that a standard scale division was not used might be an explanation for the fact that the Intelligence Quotient-information table showed a non-significant pattern. (3) Many of the student's family income is below \$9000, therefore, the columns might need to be reduced to units of \$2000. The units used in this study for income presents a true sample of income distribution. The income-information table indicates a wide range of selection on the part of the seekers. The seekers' choice of an income informer was probably influenced by the fact that this was family

income and not personal income. Students receive money from several sources; family, gifts, self-employment or sometimes a sponsor from the community. It would be interesting to note any changes in the seekers' choice if the study was based on personal income. (4) It was found that some of the students did not understand some of the words used in the questionnaire. Some had trouble naming a movie or a television show that they enjoyed. Therefore, there should be some changes in the formulation of the questionnaire. The results of the questionnaire were adequate but the mentioned clarifications would help to reduce the sampling time.

A more complex hypothesis than the "two-step flow of communication" should be utilized because of the complications of structuring attributes of interpersonal relationships. The attributes of age and race were simple and obvious but the personal attributes of intelligence was difficult to use and define. A deprived individual may be the results of brain damage, organic disorder or a cultural situation, rather than low intelligence.

The study at Brownwood State Home and School for Girls was a sample of the delinquent population in Texas. Research should be conducted with a sample from the Gatesville State School for Boys. It, also, should be interesting to study a like sample from Gainesville State School for Girls, where the girls are older and more sophisticated. Due to the fact that the state schools for delinquent youth are not

co-educational sex could not be considered as a variable.

If this study could be used at a Children's Home, sex should prove an interesting variable of interpersonal communication.

At Brownwood a group of ten girls travel and camp in remote areas of the state or in nearby states for almost a month to become a cohesive team. These adventure oriented groups could provide material for an intent interpersonal communication study. The Salesmanship Club for Boys and Girls' Adventure Trails, both with headquarters in Dallas, have similar programs.

A study using a pilot community group composed of public school students, correlated with a study using the students from a state school would provide a broad area for research.

Considerable evidence for the "two-step flow hypothesis" is found in the study of the diffusion of innovation among students in a state school for delinquent girls. The hypothesis may not be true for the other areas that could be studied.

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APPENDIX A
QUESTIONNAIRE

APPENDIX A

1. Would you like to babysit for the staff? Yes___No___
2. A baby-sitting job needs two girls. Who would be your fellow worker? _____
3. Do you see that rules should be changed at the School? Yes___No___
4. If you heard that the smoking rule had been removed, what girl would you check this out with? _____
5. Are you interested in our summer camping program? Yes___No___
6. Who would you choose as a tent partner on a camping trip? _____
7. Do our flower and landscaping areas near the dorm need more plants? Yes___No___
8. Would you wish to plan to improve these areas? Yes___No___
9. Name a student you would work in a flower bed with. _____
10. What is your favorite T. V. program? _____
11. What movie do you like? _____
12. With whom would you attend a movie? _____
13. Should students have a part in school government? Yes___No___
14. A new rule applies to you. To whom would you go to get a true answer? _____
15. Would you like to have a part in setting dorm rules? Yes___No___

Name _____ # _____ Age _____ Race _____

APPENDIX B
INFORMATION CODE SHEET

APPENDIX B
INFORMATION CODE SHEET

<u>COLUMN</u>	<u>DATA</u>
1-3	Identification number of seeker
4	Card number
5-6	Age _____
7	1 = 12-13 years 2 = 14-15 years 3 = 16-17 years
8	Race 1 = White 2 = Black 3 = Mexican-American
9	Income 1 = 3,000 2 = 3,001-6,000 3 = 6,001-9,000 4 = 9,001-12,000 5 = 12,001 - 15,000 6 = 15,001-Over
10-14	Income _____
15	I.Q. _____ 1 = 0-90 2 = 91-110 3 = 111-above
16-18	I.Q. _____ Identification of Student Sought for (number)
19-21	1=Work Question
22-24	2=Information Question
25-27	3=Social Question

Vita was removed during scanning