

A Study Comparing the Expressed Attitudes
towards Work, Sex, Drugs, Family &
Religion of Transient and
Non-Transient Male Youth

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PROLOGUE

This research project began in January, 1970 owing to the unavoidable demise of our two previous research projects, the one because of a fire, the other because of the chaotic state of records, both of which causes ruled impossible any research based on records - our primary sources.

We completed our research project - excepting the statistical interpretations of the data collected - on the date required, and submitted a detailed abstract of the project, which was accepted. We were able to show our results pictorially by means of graphs, but these crude methods were of course unacceptable without statistical analyses, which we confidently expected to obtain without difficulty. In our search for an acceptable statistical tool, we contacted those resource people known to us: our research advisors, statistics experts within the Sociology Department of the University of Manitoba, two statistics experts in computers from another university - all to no avail. The thoroughness of our questionnaire design and the large size of our populations - both of which earned us high praise from those experts we consulted - rendered useless all common statistical tools. Our project remained suspended while we awaited a possible breakthrough in our search for a statistical tool with which we could extract the needed analyses. To this date, our search has remained fruitless.

We frankly admit our limitations, but we do believe we are social workers first, researchers second and statisticians

a very decided last. We can all say we have done our best, but lacking the one tool we need to successfully complete our project.

In recent years there has been a growing unrest among young people in North American society. There appears to be much confusion as regards the expressed attitudes of these youth which seem often to be in open revolt against their society, its institutions and its centres of authority. We note other choices being made by some youth as alternative forms of behaviour to open rebellion, such as inward turning via use and abuse of drugs, through personal isolation and alienation, and through the setting up of semi-isolated communes of one sort or another. All of this in turn seems to indicate that modern youth find current North American society quite distasteful and unpalatable, that is, they seem to reject it, its values, which in turn are manifest in society's laws, moral and criminal codes, institutions and patterns of behaviour and perhaps even in its beliefs.

It is true that the younger generation has embattled the parental generation since time immemorial, but it would appear that periodically there is a "third wave" effect and the strength and poignancy as well as the determination behind that rebellion, rejection and desire to destroy is stronger than what may be regarded as "normal" youthful rebellion.

We were interested to learn whether there was any difference in the expressed attitudes of different groups of this youth generation and some of the attitude categories already alluded to in the previous paragraphs, and, therefore, tried to devise an attitude questionnaire which could be used to compare two

behaviourally different groups (1) of male youths to determine if the population was significantly differentiated in accordance with their attitudes to certain selected areas of human concern. (2)

We selected one group which exhibited transient behaviour and one which demonstrated stable behaviour. (3) We selected transient youth because of the social pariah character which "respectable" society has attributed to them and because of the moral and characterological natures which are being imputed to them by spokesmen of the community.

We do not set out to prove these critics of youth right or wrong. We are interested only in learning whether their attitudes were any different from those other youth who appeared to be basically beyond reproach - the stable youth who were living according to plan and routine, approved by the youth critics, a behaviour pattern accepted and expected by middle-class Canadians. What follows is our theory, method, data and conclusions.

CHAPTER I
PURPOSE AND DEFINITIONS

This is an exploratory and descriptive research project. It was conceived of as a means for exploring a subjective dimension of transient youth at a time when other studies of this group were examining mainly the objective aspects of this phenomenon. (1) These studies were being conducted at a time when there was strong and growing public opinion mounting against the influx of transient youth into Winnipeg, particularly during the warmer months of the year. Outspoken members of the adult community considered these young people to be immoral in their attitudes and behaviours. (2)

We felt that research into the attitudes of these youth would be apropos and complementary to these other studies. () However, our original intentions and expectations had to be somewhat modified. This was necessary because as the exploration of attitudes began, we began to discover through our review of pertinent literature in particular that what we had originally hoped to accomplish in our study did not really have too much meaning or relevance. In determining the attitudes, we would not be able to say anything about the behaviour of these youth as perhaps we thought would be possible. In fact, our research indicated that there was very little, if any, known relationship between attitude responses and behaviour. We continued with our

original plan to administer an attitude questionnaire to these youth in order to try to discover if it was possible for youth groups with fundamentally different behaviour patterns to have the same or similar attitudinal patterns. That is to say, we wanted to find out if it was possible that attitudinally two groups with different behaviour patterns could constitute the same population sample. This then, in essence, was the base of our research. If our assumptions proved valid, then we felt our findings would serve to dispel at least some of the myths surrounding transient youth in the minds of the members of the public. (3)

Therefore, although most of what follows is true, as the narrator of "that super" movie, "Butch Cassidy and the Sundance Kid" stated at the introduction of the film, we hoped that the myths were not. We do not claim infallibility in our subsequent pages, but on the other hand, in view of what has been going on in the field of sociological research into attitudes and behaviour in North American since the mid-thirties, social scientists of much greater repute than the students who have prepared this paper can claim little more.

Our purpose in this study, then, is to survey the verbal attitudes of a transient youth group towards selected issues as expressed through response items on an attitude questionnaire, and to compare these responses with those of a non-transient youth group to the same questionnaire.

We decided early in the survey that we were not really interested in the Comtian adage: savoir/prevoir, ^{pour}prevoir pour

pourvoir (4). As can be seen in our review of literature, much work has been done on the relationship of attitude to behaviour quantitatively speaking in the past three decades. It should also be apparent that there has been much confusion in this research mainly because of definition, or perhaps, more accurately, lack of clarity as to the definition of the concept. Some of the best research done in this area was done in the thirties by Richard T. LaPiere (5) but after this decade progress in this area of research took a decidedly regressive step.

We would like to comment in this chapter on three problems of definition and use of the term "attitude" which we have either noticed ourselves or which has been brought to our attention by various writers in this field of social research. These are:

1. The mechanistic Stimulus-Response and the probabilistic definitions
2. The lack of clarity about the component parts of the concept; and
3. The debate about the theoretical usefulness of the concept.

Richard T. LaPiere essentially laid the mechanistic S-R definition of attitude to everlasting peace back in 1934 in his now classical study, "Attitudes vs Actions" (6) when he compared the behaviour patterns and attitudinal responses of American hotel proprietors with regards to accepting Chinese guests into their premises. He effectively demonstrated in this study that attitude is but a "symbolic response to a symbolic

situation", and discounts the validity of establishing a theoretical relationship between attitude and behaviour. In a word, he rejects the mechanistic, cause-effect relationship between attitude and behaviour. Unfortunately, though the soul was dead the body lived on and research which was designed specifically to prove what LaPiere had effectively disproved continues on into the present. Even in 1934 LaPiere anticipated that this would happen and stated his reasons for believing this:

" Because it is easy, cheap, and mechanical, the attitudinal questionnaire is rapidly becoming a major method of sociological and socio-psychological investigation." (7)

Probably because it was noticed that there was a discrepancy between thought and deed in the succeeding three decades of attitude research, social scientists began to adopt a slight modification of their usage of attitude surveys. They began to speak of the probability of such and such an action being carried out as a result of such and such an attitude being expressed in an attitude survey. Tittle and Hill are essentially in this camp though they present a more sophisticated approach to this. (8) So also do Tausky and Piedmont while simultaneously calling instead for more research into behaviour. (9) But recently Wicker (10) has concluded and reiterated that the correlation between expressed attitudes and actual performance is indeed very low:

"Taken as a whole these studies suggest that it is considerably more likely that attitudes will be unrelated or only slightly related to overt behaviour than that attitudes will be closely related to actions. Product-moment correlation coefficients relating the two kinds of responses are rarely above .30 and often are near zero. Only rarely can as much as 10%

of the variance in behavioural measures be accounted for by attitudinal data."

We have also noticed in the various definitions offered for the concept of attitude that there is a lack of agreement on the definition, and a lack of clarity as to whether attitude is that verbal response which is related to previous behaviour and experience, as in the criteria stipulated by Tittle and Hill:

"...the extent to which the criterion behaviour constitutes action within the range of common experience, and the degree to which the criterion behaviour represents a repetitive behavioural configuration." (11)

or, whether it is anticipated as is the case with the studies of DeFleur and Westie (12) and Linn (13) where attitude responses were sought. There has not been a clear differentiation by social scientists in this area of research between the concepts of attitudes, opinions, beliefs, or other affects. Ralph Turner (14) has astutely pointed this out:

"The concept of attitude was an effort to short-circuit the complexities of man's subjective organization and of his relationship to society..."

If, in fact, attitude is simply verbal response to a symbolic situation, then its usefulness as a predictive concept is certainly questionable as Irving Deutscher (15) and Richard T. LaPiere before him points out. (16)

Herbert Blumer considers the term to be an "omnibus" term, or catch-all concept, empirically ambiguous and of very little practical use. (17) He is one among a number of authors including Ralph Turner, Irving Deutscher, Melvin DeFleur, Allan

Wicker, and Richard LaPiere who consider the concept to be obsolete or at least irrelevant for social research.

Although we tend to agree with their reasons for this conclusion, we do not think that the concept is totally irrelevant. If we accept their rejection of the predictive use of attitude, and look instead at another aspect of attitude, we may see that it is premature to abandon the concept for at least two reasons. Firstly, we feel it is premature because it is still an important concept in the minds of the general public, and the least responsibility which social scientists have in this area is to educate the public as to the uselessness of the concept. A person or a social group having the "wrong attitude(s)" is socially isolated or ostracized or at least is subjected to strong social pressures to conform with the accepted attitudinal norms of the community even though his, or their behaviour in question in no way differs from that of the group or community. There appears to be little tolerance on the part of the North American public for variation from the norm of attitudes, and it is primarily this factor which caused us to take up this particular study.

Secondly, it would seem to us to be of paramount importance to explore the "flotsam and jetsam" called attitude and either discard the term entirely, or categorize and standardize its various component parts. Let us find out what it is that motivates behaviour and not take the indefensible position of abandoning studies of human motivation for a mere listing of "symbolic responses to symbolic situations." The philosophical position which holds that there is no connection between human thought and deed is, in our humble opinion, surely untenable.

Let us then admit rather that we know nothing about attitudes,
or "human motivations of human behaviour and actions" and begin in
earnest to study these rather than declaring an undefined, unclear,
and omnibus term to be irrelevant.

DEFINITIONS

For our purposes we are recognizing and using the definition of attitude given by Richard T. LaPiere as the appropriate one for this survey. Attitude, then, is a "symbolic response to a symbolic situation."

The definition is based upon the assumption that the five attitude objects - work, family, drugs, sex church and religion - are situations with which respondents from our total population have had previous contact and experience which are also conditions expressed by Tittle and Hill. This means that these are not areas of experience which are foreign to our group and, therefore, attitude responses should occur on the basis of both recalled action and anticipated action rather than just on the basis of the latter.

The definition of transient youth which we will be using is an adaptation of the one used by the Canadian Welfare Council's definition in their brief Transient Youth published in 1970:

"Transient youth are defined as being single males between fourteen and twenty-five years of age who are temporarily or permanently living away from home and who have no settled residence or occupation and no certain means of support (nor attending on a regular basis any type of educational institution such as school or university). They may be in transit from one city to another or relatively permanent visitors to the city from the surrounding suburbs or from other parts of the Province, or young people on the move within their own city."

CHAPTER II

REVIEW OF THE LITERATURE

In examining the literature on the topic of attitudes and youth we found it necessary to divide the review into two sections. The first section will be the examination of the literature that is available on attitudes and attitude studies in North America. The literature extends over a period of thirty to forty years starting with Richard T. LaPiere. The second section will deal with some of the available literature on the Canadian youth scene, literature which is neither extensive nor particularly rigorous in conceptualization but it does have one pertinent attribute: it deals with both transient and non-transient youth.

In the literature concerned with attitudes it appears that in the past forty years, sociologists have made little or no advance in the definition of the concept of attitude or in the relationship of the concept to behaviour. Richard T. LaPiere's classical study was published in 1934 and explored the relationship between attitudes and behaviour. He intimated that attitude is "a symbolic response to a symbolic situation." (1) In other words, an attitude is a verbal or written response to a purely hypothetical situation. He travelled with a Chinese-American couple through the western states and observed the reactions they

received from hotel managers when they made accommodations in the various hotels on their route. He later asked the managers and desk clerks to answer a questionnaire which included a section on their feelings toward Orientals and their feelings about granting them accommodations. It was found that attitudes expressed by the hotel managers were not congruent with actual reactions that the Chinese-Americans received. He concluded that a questionnaire would only elicit a verbal response which would not necessarily allow prediction as to what action or behaviour would be manifest when the respondent was confronted with an actual situation. Shrewd guesses do not give the results, any more than do predictions made on the basis of deductions from attitude questionnaires.

Melvin DeFleur and Frank Westie did a study on the salience of attitudes in respect to overt acts of behaviour. They investigated the concept of attitude and its relationship to behaviour and how the reference groups influence the verbalized attitudes. Their research dealt with attitudes that are associated with racial prejudice. They concluded that the attitudes expressed and the behaviour exhibited had a direction that seemed to be similar. They were able to say that it appeared that the peer group involvement made hazy any direct connection between attitude and behaviour. It was a significant variable in making the behav-

four and attitude relationship nonpredictive. However, the peer group analysis can lead to some significant possibilities for the prediction of behaviour. In conclusion they feel that prediction of behaviour from expressed attitudes is not possible from pure attitude research.

Later in some further research, DeFleur and Westie attempted to define attitudes as scientific concepts. Originally this term was coined by the 19th century philosophers who used the term in regards to the mental processes of individuals. () Later it was considered to be one of the elemental areas of consciousness. (2) Thomas and Znaniecki at the turn of the century defined attitude as a relationship between an individual and a socially significant object. (3) It is indicated by the authors, DeFleur and Westie, that to conceptualize attitudes, one must first define the term, stand by this definition, and eliminate extraneous variables. Secondly, they state that definitions should be directly related to the measurement process. The authors conclude by saying that in spite of all the research that has been done, no research to date has been able to conceptualize attitudes scientifically.

Laurence Linn attempted to investigate the relationship between racial attitudes and overt behaviour. His research tested the attitudes of people by means of a questionnaire prior to asking them to perform a specific act, that of posing with a Negro. He

found that in more than half of the cases studied, overt behaviour and verbalized attitudes were inconsistent. He concluded that the level of involvement socially, together with experience with the attitudinal object, determines to a great extent the relationship between attitude and behaviour. (4)

Irwin Deutscher in an article directed at the criticism of Sociology and the failure to rigorously research valid concepts, stated that social researchers are interested in overt behaviour and not in verbalized attitudes. (5) He further stated that since LaPiere's work in 1934, sociology has built error upon error in trying to build a case for attitude as a valid predictor of behaviour. Even more pointed in his comments is a statement that sociology has been in a moratorium for thirty years.

Throughout his paper Deutscher refers to previous research and states these authors have been unable to prove the case for predictability. More important, however, are the questions he raises that previously have been neglected: What conditions tend to free people to behave as they say they would? What conditions bring about the reverse? Under what conditions does a change in attitude change behaviour? Under what conditions does a change in behaviour change the attitude? (6) In closing Deutscher states that social scientists have

taken the easy way out and have done no really valid research. (7)

Charles Tittle and Richard Hill tried to qualify the attitude investigation and its reliability in research. They say that it is possible to predict behaviour from attitude if two measurement criteria are met. The first criterion relates to technique: the instrument of measurement should be multi-dimensional. The second criterion is that the persons being questioned have experience in the area tested and that they have a patterned behavioural response to this test area. (8) The predictability is significant according to Tittle and Hill if the test criteria are met.

Melvin DeFleur in a later paper states that the term "attitude" is irrelevant to sociology. If the stimulus response concept is accepted then a definition is not needed. If it is conceived of as a latent process it can be stated only in hypothetical terms and is untestable. Because of the many conceptual problems that are unresolved, because it is not a predictor of behaviour to any degree of accuracy, indications are that it has no value as a research tool, (9) and, therefore that attitude response has no relevancy to sociological research.

Ralph Turner says that attitude as a concept is a gross approximation that has provided only diminishing returns making

it a rather obsolete term. (10) He does admit that the concept as it is has some value in controlled situations. He offers a use that involves the understanding of the complexity of modern man and his social organization - that it is valuable if it can be used to modify the behaviour of a person to make him more functional in society. The concept of attitude can be defined in many ways but he feels that attitudes are externally imposed. Turner states further that research when used on attitude on a mass scale, results in social action rather than social research. (11)

Herbert Blumer holds views similar to a number of other authors about the concept of attitudes, to wit, that it is short of being a scientific concept. "Attitude", to him, is an empirically ambiguous term and because of this ambiguity is eliminated from becoming a part of useful knowledge. This places several restrictions on its development as useful knowledge. These characteristics leave the concept of attitude as a strictly omnibus term. (12) Blumer feels as well that these conceptual problems are insignificant when compared to the idea that attitudes can predict behaviour. Further in the article Blumer asks for more realistic research and states that the contributing factors influencing an individual are most important in determining future behaviour.

From this investigation into the concept of attitude and its subsequent research we are forced to conclude that attitude itself has never been clearly defined, that there is at best a tenuous connection between the verbalized attitude and the actual behaviour and that sociological research has really been remiss in rigorous investigation of this concept. We feel that there is more than a tenuous connection between behaviour^{*} and attitude but that this connection^{may be} is the reverse of the position that attitude determines behaviour, i.e., that perhaps^{it} it is the behaviour which determines the internalized conscious attitude. One result of this investigation is that one cannot feel anything but uncertainty as to the validity of the present state of social research. On the other hand, one need not feel intimidated by lack of confidence, knowing that most of the top research sociologists have been unable to crack the "black box". (13) And perhaps through the exercise of serendipity, we may stand as good a chance as the leaders of social research of finding an heretofore unsuspected factor linking attitude and behaviour.

The literature available on the Canadian youth scene as was stated earlier, does not meet the criterion of being extensive or intensive, and its only claim to validity is its currency but is relevant because it is current. What there is available is mainly of a descriptive nature with some explication

* See page 40

of the youth problems. The investigation of the summer of 1969 has been summarized and the ideas developed in *Transient Youth* (14) published by the Canadian Welfare Council.

The authors of the brief on behalf of the Canadian Welfare Council have chosen to call the transient youth those who:

"...are between 13 and 22 years of age, temporarily or permanently living away from home and with no settled residence or occupation and certain means of support." ()

The report that has been published is primarily a collection of observations of people involved with youth and presented in such a manner that the recommendations have some substantiation.

The report seems to be rather vague, lacking the rigor of a tight piece of research. The reports of each of the Provincial institutions that are charged with the responsibility of administering youth services seem to indicate much the same lack of adequate services and opportunities for youth across Canada. They are all unanimous in their expressed feelings that planning and preparation in relation to the needs of Canada's "now" generation is not anywhere near adequate to handle the situation.

The report indicates that many of the transient youth are students out to see Canada at first hand. The hard core transients, however, are not students and impress those who work

with them that they are on the road for a number of reasons, mainly problem-oriented.

These reasons are related to family, employment, law, education and drug problems, and psychological hang-ups, as well as a host of problems having their genesis in the fact of transiency.

The report makes a number of recommendations for handling the youth question. Among these are the need for increased medical, legal and social help, hostelling facilities and educational programs, youth projects, increased communication between groups, and a well-developed community re-entry program available where and when necessary.

In the research study on transient youth done by Robert Short of Winnipeg in the summer of 1968, the problem is defined and the environmental and cultural setting explored and outlined. It was found that there were youth from rural areas as well as urban ones and not only from Manitoba, but from all other Canadian Provinces as well. Short noted that the largest percentage were from the East, mainly Ontario and Quebec. The report examines and briefly describes the provisions for youth that are found within Winnipeg: C.R.Y.P.T., Y.M.C.A., Y.W.C.A., The Winged-Ox and other church and community drop-in programs. The problems faced by transient and local youth are enumerated and some of the

partial solutions already provided are commented on. In most instances it was found that medical, legal, family, food, accommodations, harassment by police, lack of organized service (15) as well as lack of employment were the greatest concerns that the youth had. These problem areas were substantiated in the Canadian Welfare Council report of 1970 which presented a few recommendations as to how the youth may be handled. More services such as hostelling, counselling, employment, drop-in centres, and referral centres were thought to be some of the most important provisions required by the youth who is travelling. ()

The appendix indicates that the largest percentage of transients were boys from the ages of 17-20. The girls were considerably less in number and the largest percentage were between the ages of 15-18. The male female ratio was 6:1. (16) The section prepared by the Y.M.C.A. explains their experiences with the youth and gives a fairly comprehensive analysis of the characteristics of these youth.

D. Vincent and N. Tarasoff (17) did a similar study on the transient youth of the summer of 1969 and patterned their presentation after that of Roger Short of the previous year. The study describes, as well, the youth projects in Winnipeg and some of the characteristics of the transient population. They then explained the concept of the C.R.Y.P.T. which was founded to handle some of the

youth problems.

The transient youth phenomena appeared to start in April, peaked in August and ended somewhere in the month of October. This study also indicates that the male-female ratio was still very high, 5:1 and that the age range of transient males had remained high, 17-20. The female age range was lower, similar to the year previous but no specific figures are given. An observation is also made that the younger transient tends to stay in one spot longer than his older counterpart. (18)

As was the case in the previous year, the youth came mainly from the provinces of Ontario and Quebec; however, B.C. and the U.S.A. contributed considerably to the increased total. The researchers, as well, did expand somewhat on the causes of transiency. Many of the summer youth seem to be travelling as a result of the Prime Minister's statement that "if there is no work then see Canada." However, from contact with youth the researchers seem to think that this rationale benefitted the student population who were travelling, but was of little consequence to the hard core transient. (19)

It is implicit in the research investigations of both Short and Vincent and Tarasof, that this phenomenon of transiency will not diminish in the near future but will continue to grow. The authors of both papers indicate that a vast improvement in

the number and quality of services will be needed to cope with these numbers, and that more people must become involved.

Another investigation into the youth situation began in Toronto in 1968 and presented in an interim report by Robert Byles. A summary of the conclusions will be given in the appendices. (20) The basic ideas followed in the book are related to deviancy and social control and alienation. It is important to note that the youth examined in this report were not necessarily transient as in the Canadian Welfare Council studies, but they exhibited many of the same characteristics. Byles indicated that they were absent from home for medical, familial, employment and educational reasons. One of his major recommendations for proposed youth services is the establishing of an ombudsman for youth.

Dr. J. Robertson Unwin also deals with the alienation of youth in today's society. He indicates that most youth activities are only a part of growing up, but that the bizarre nature of some of these youth are forced upon them. Reaction to force used to compel conformity to social and familial norms causes some of the problems of youth and seems to indicate that the problems of youth do not entirely reside within the individual youth. A further and more comprehensive summary will be found in the appendix. (21)

CHAPTER III

SAMPLE:

The attitude scales were administered to 90 single male youths and included representatives of all socio-economic levels. The youths were broken down into two groups - Group A consisting of 46 transients who used the services of C.R.Y.P.T. and Group B, consisting of 45 non-transients comprising 25 freshmen in the School of Social Work at the University of Manitoba and 19 youths in Grade XII enrolled in a Metropolitan Winnipeg High School. The average age of the two groups was 19.5 years and their ages ranged between 16 - 25 years inclusive. In conclusion we find our sample size compared with those of several other significant studies on attitudes quite favourably. Although LaPiere's sample was 128, DeFleur and Westie's was only 36, and Linn's was only 46. With 73 respondents after elimination, our sample size is a major strength in our study.

INSTRUMENT: (Multi-dimensional measurement instrument)

The attitude questionnaire consisted of 49 statements constructed on the basis of the Protestant Ethic with which the subject was asked to indicate his degree of agreement on a six point scale, = strongly disagree, disagree, mildly disagree, agree, strongly agree. The statements combined to form 5 scales consisting of 5-9 items each grouped in a Guttman type set. The

items on each scale were presented consecutively. Lie statements were also included in the questionnaire, for example, questions were periodically re-stated that would verify the response. The titles and descriptive information of the 5 scales are given in Table I. For example of the questionnaire see Appendix A. ()

The scales were decided upon by knowledge gleaned from a review of literature on attitudes and transience, by experience in working with youths of this age group, by direct participant observation with transients as volunteer C.R.Y.P.T. staff and by consensus of the four researchers involved. Periodically weighted scoring was reversed so as to help eliminate acquiescence of response sets, that is the tendency of some people to say "yes" to anything. Finally the level of motivation and intelligence of our sample of subjects would make it unlikely for acquiescence response set to play much of a role in determining their response. For these reasons we believe that acquiescence response set would not be a factor in our results.

PROCEDURE:

The attitude scales were administered (pre-tested) to a small pilot sample of subjects (10 C.R.Y.P.T. staff members who had been transients) who were questioned in order to make sure that the meaning of each statement was clear. They were then administered to the 46 transients using local "crash pads"

between February 23 and March 10, 1970, and to the two student sub-groups between March 10 and 25, 1970.

Before embarking on the research project we obtained the co-operation of the Committee Representing Youth Problems Today, (C.R.Y.P.T.) as C.R.Y.P.T. provided the necessary contacts with the transient half of the study.

The questionnaires were administered to the mobile youth at C.R.Y.P.T. and crash pads (Billets) secured through or known to C.R.Y.P.T. They were administered individually by one person to establish consistency in approach and an element of standardization. He introduced himself as a C.R.Y.P.T. staff member who had made the initial contact but otherwise contact was made by the one researcher by visiting known crash pads after 9:00 P.M. when the transients were most liable to be there.

The subjects were thanked for their co-operation and were given a general idea of the purpose and importance of the study in understanding youth. It was pointed out that the need for more extensive services for youth, particularly of the transients, could only be met by a more enlightened public, and that this research project was expected to provide some relevant information. They were also told that their answers were private and that only the researchers would see their questionnaires.

They did not receive payment in return for filling out the questionnaire.

Prior to filling out the attitude scales, the subjects were asked to complete a questionnaire asking for identifying information. This information was of a non-threatening nature and mainly served the function of establishing rapport and gradually preparing the youth for more personal details requested in the attitude scales. It also determined eligibility in terms of transiency. An explanation of the six point rating and also the five scales was then made for them. Stress was put on the fact that there was no right or wrong answer and that all that was required was their attitudes towards certain subjects and also that it was necessary to answer every question.

A total of 46 respondents were collected, twelve of which were eliminated because they did not meet the full requirements of transients, - being employed full or part-time in either C.R.Y.P.T. itself or in other areas. Some transients expressed disdain for the questionnaire as a whole and some objected to the wording of certain questions, however, only two potential respondents are known to have refused to participate in the survey. The researchers assumed that the subjects were well intentioned to respond meaningfully since they were interested in the results of the study.

The use of the two student sub-groups was necessitated by the age range available in the easily accessible non-transient youth concentrations. The first group of volunteer first year students, aged between 18 and 23, were enrolled in a Bachelor of Social Work program at the University of Manitoba. The researchers went to two classes and explained the method of answering the questionnaire. They were also on hand in the event that any problems should occur which might require explanation. These questionnaires were collected over a period of two weeks. Of the 25 completed questionnaires 5 had to be discarded as ineligible as the respondents were over 25 years of age. The second sub-group were male high school students ranging in age between 16 and 19 years who were in Grade 12 of a Metropolitan Winnipeg high school. The questionnaires were administered by a teacher with the permission of the principal. The teacher had been given precise instructions in order to keep consistency and standardization. The classes that were tested submitted to the questionnaire voluntarily and it was administered to them all on the same day. All the 19 questionnaires obtained from this group were accepted for the research project. Both sub-groups in Group B, also completed an identifying questionnaire before proceeding to the attitude scales.

DATA ANALYSIS:

The final number of questionnaires used in the research project was 73, 34 from Group A, transients and 39 from Group B, non-transients.

The attitudes scales were scored according to procedures of the Likert method of summated ratings. The meaning of a Likert score can best be represented by the following formula: (number of favourable responses X intensity of response) - (number of unfavourable responses X intensity of response.) A Likert scale position is thus influenced by the number or range, or favourable and unfavourable responses, by the consistency of favourable or unfavourable responses, and by their intensity. This is why it may be considered a multiple dimension scale.

As our interest was in comparing the mean attitude scores of two groups as well as to compare one respondent with another, weights were given to each response depending on which one of the Likert responses were chosen relevant to each attitude statement. The scoring of the responses was simple. It was arbitrarily decided to give high scores to responses that were favourable towards the values of the Protestant Ethic. The closer the adherence to the protestant Ethic the higher the score - therefore a maximum score of 6 could be obtained. Conversely if the respondent strongly disagreed with the Protestant Ethic he would be given a score

of 1 (one) which is the lowest possible score that could be obtained. A score of 1 does not imply anything in the nature of a wrong answer or deviance or any other judgemental decision on the part of the researchers of the respondent. It is merely a means to discover the attitudes of the individual and the group to which he belongs, in certain areas.

Once the scores for each item have been calculated the total for the attitude scales are calculated. For example the attitude scale towards family had seven items: therefore it would be possible to score a maximum of 42 (an answer of 6 for each of the 7 items or a minimum of 7 (an answer of 1 for each of the 7 items)* - see Table I in Instrument. So all scores would be between a low of 7 and a high of 42. The point of this weighting was to be able to compare the scores of one group against those of the other to determine whether the attitude responses of the two groups are different, the same, or containing some degree of similarity.

An internal consistency test was run to find out if each scale or area of the questionnaire was testing the same thing or things which were related to the Protestant Ethic. The items analyzed were chosen from those which had a minimum of 3.3 discriminatory power between the high and low score on a scale. (see Table II)^{**} Periodically weighted scoring was reversed so as to

* See Table I in Instrument

** See Table II in Instrument.

help eliminate acquiescence of response sets (that is the tendency of some people to say "yes" to anything). Finally the level of motivation and intelligence of our sample of subjects would make it unlikely for acquiescence response set to play much of a role in determining their responses. For these reasons we believe that acquiescence response set would not be a factor in our results. (see Table II)

Deutscher defines the concept of validity as the truth of an assertion that is made about something in the empirical world. The concept of reliability he defines as concentrating on the degree of consistency in the observations obtained from the devices employed. (1)

Smith, (2) Drech, Crutchfield, Ballackey, (3) ^{Newcomb} Turner and Converse (4) have all stated that the validity of a technique is dependent in an intimate way upon its reliability, i. e., the extent to which it yields consistent measures. However, more recently Irwin Deutscher states - quoting Gulliksen and Cronback and Meehl - that

" we may be content with the validity of an instrument if the items of which it is composed appear reasonably to represent the object of our interest. " (5)

Richard LaPiere adds to this when he states that

" the ultimate test of the validity of any social device or procedure is how

well it serves the special interests of those who use it." (6)

In the case of our research project this constituted the values of the Protestant Ethic.

We recognized after our final questionnaire was administered that there were certain weaknesses in our questionnaire apart from the general limitations of the techniques used and the controversy over the validity of the measurement of attitudes. In looking at the question of validity many persons feel that validity in questionnaires cannot be proven. Also scientifically pre-tested questionnaires were not found with which to measure the validity or reliability of our questionnaire. We were restricted to our own practical clinical experiences as a source from which to formulate what we believe to be significant questions to measure the attitude in the scales chosen.

A refinement of the questionnaire with a possible re-test to prove reliability is recommended as this is a definite weakness in our investigation. Perhaps a split-half test could also be made on the questionnaire to back up its reliability. An internal consistency test should have been done on the pilot sample in order to refine our questionnaire. Instead this test was made on the final questionnaire with a fortunate result of only losing 6 items in our drug scale. We should also have separated our drug section into two categories - hard drugs or clearly dangerous ones and those less so.

We feel that the transient population which we studied is not the same as that studied by Vincent and Tarasoff, Short

and the C.W.C.--all of whom studied a summer transient population which manifested different characteristics. Therefore, the information collected from these surveys is not strictly applicable to our population sample.

Insufficient time was left to complete the study analysis and in particular, to complete the statistical research -- test for Guttman uni-dimensionality and the use of eta -- (correlation ratio) for more precise comparison of the mean responses of the two sub-groupings in our total population. As a result we are using a vision means comparison in our analysis.

OBSERVATIONS FROM DATA

A closer examination of the responses to individual questions in the five attitude scales showed that certain of the attitude statements obtained responses that were grossly out of line with the mean of the remaining statements for that particular scale. These questions were then eliminated in calculation for the grand mean responses for the individual scales on the basis that they were measuring some other factor and were not, therefore, unidimensional with the remaining statements in that scale. Thus for example, statement 5 of the work scale was eliminated following calculation of the results and means and observing that it was out of line with the responses of the remaining statements if the discriminatory power were set at 1.2. When we re-examined that statement for its actual wording, we then discovered that what was likely happening was that we were measuring a different dimension, namely, attitude of the respondents to occupational status rather than their attitude to work and work ethic. Therefore, we eliminated this dimension from the scale even though it would be of interest to investigate the attitudes in this area as well.

Similarly when the results were processed for the drug scale, and with the discriminatory power still set at 1.2, we found we would have to eliminate six more questions, namely I, b, f and g and II, a, f and g.

When we did eliminate these six questions and processed the results, we found that what we had was in fact two separate scales, one composed of those drugs considered non-harmful by our transient population and the other of the harmful drugs.* () This gave a scale of fifteen and six statements respectively which could then be compared between the two behavioural groups.

* See pp 34-5 for explanation of distinction here.

CHAPTER IV

CONCLUSIONS FROM ANALYSIS OF THE DATA

Due to reasons which are more fully explained in Chapter V ~~Epilogue~~, discussion of statistical results and conclusions do not promise us any significant information. In summary, the reasons for this are due to errors in carrying out our data collection, inexperience in compiling our questionnaire, problems stemming from the questionnaire itself, such as what appears to be a lack of any statistical tool to apply to our data to determine if there are or are not any significant differences between our two behavioural sub-groups which would distinguish them into two attitudinally distinct sub-groups.

Without such a tool, no real conclusions about our data are really possible but from a straight visual comparison of results obtained from our two sub-groups, as depicted in graphs I-VI *) we see only one scale which actually appears to distinguish our transient and non-transient populations attitudinally into two separate populations. This is the scale which we will refer to hereafter as the "non-harmful drug" scale and which was separated out from the drug scale in general only after tabulation and examination of results and the application of the criterion of discriminatory power which was set at the weight of 1.2 (1) The remaining drugs in the drug scale have similarly been labelled "harmful drugs". ()

Although our non-transient population was composed, like the transient group, of a wide age range, and unlike our

* pp - 83

transient group, of two sub-sub-groups, one composed of high school students and the other of university students, yet these two sub-sub groups appear to have responded as a single unit with respect to each other, as compared with the transient group with regards to the non-harmful drug scale. Apart from this one striking scale, we see only minor differences of intensity or emphasis between the two behavioural groups with respect to the remaining scales in our questionnaire. Note in Table ^{III} I that the grand mean differences between the two behavioural groups ranges between .398 and .746 if we exclude the drug scale. The grand means for the drug scale could also be recalculated on the basis of the new separation we have introduced but since there seemed no purpose could be served in doing this since we are only using a visual comparison, which says very little indeed, if anything, we have not done this.

In viewing the graph labelled non-harmful drug scale, we see that the scale clearly distinguishes our two behavioural populations into two distinct attitudinal populations as well. ()

The authors borrowed the terms "harmful" and "non-harmful" drugs from our transient population whom we feel, on the basis of our participatory observation and discussions with them, have demonstrated to us that they were aware of some differences between drugs along these lines. Upon completion of our data collection and commencement of analyses of this data, we deduced that this observed distinction was brought out by the responses which we

obtained in the drug scale data. The drugs considered to be in the non-harmful category were Marijuana, hashish, L.S.D., "speed" or mescaline (benzadrine, crystal, etc). Heroin, solvents and the unknowns were in the harmful category for the winter transient population.

This group tended to regard information in the mass media which attempted to discourage the use of cannabis derivatives, L.S.D. and its derivatives in particular, as "establishment" propaganda based on the use of scare tactics and the use of doctored or pseudo-scientific reports on the alleged harmful nature of these popular drugs. It became, in the opinion of the authors, something of an act of defiance and almost a "cause" to defend, use and support the use of these drugs by this transient population. It was certainly argued that tobacco and alcohol were just as dangerous, if not more dangerous, to the user than these halucinogenic drugs were.

In summary then it seems it can be said that there are no significant differences in the expressed attitudes of our transient and our non-transient group with the exception of their response to the non-harmful drug scale. The strength of the sub-group responses to each of these scales was only minimal by standards of visual comparison whereas their response to the non-harmful drug scale polarized the two sub-populations almost completely.

Further it can be concluded that behaviourally different patterns among contemporary youth studied by us do not

seem to be significant in producing different attitude patterns as borne out by our results. Tittle and Hill (2) point out that the strength of the response to attitude questionnaires by respondents is proportional to the degree of experience they happen to have with the attitude object being measured. If this be so, it would then appear as though the experiences which our two behavioural groups/^{have}with the various attitude objects being measured in each of our original attitude scales is approximately equal. Only in the scale on non-harmful drugs do we note what seems to be a different degree of personal experience. We would be led to conclude from our results that the transient group seems to have had considerably greater experience with the use of the so-called non-harmful drugs than the non-transient group did, or that for some reason the non-transient group did not distinguish between harmful and non-harmful/^{drugs}as did our transient group.

A second set of conclusions that we are able to come to at this time relating back to the criticism by members of the Government and public of transient youth attitudes, and of their behaviour and the allusion that they were "too lazy to work", and that they were merely "middle class clowns" also seems to have undergone some modifications. This change is today witnessed in the fact that all levels of government, from the municipal to the federal, have in fact recognized

that there is a real need to be met for transient youth, that the needs are legitimate, and that they have been legitimate all along. This is seen in the fact that the legitimacy of youth on city welfare roles has become established, imposing a heavy financial burden and is to be placed on the agenda of the federal-provincial welfare ministers meeting taking place at the end of May, 1971. A second example of this recognition is the current discussion taking place in the province between the city government and the provincial government concerning who is to carry out and administer the aid to transient youth program carried out until recently by a youth inspired and youth administered though provincially financed program run by the Committee Representing Youth Problems Today or more popularly called CRYPT. These facts undermine the previous attitudes which regarded transiency as simply the product of lazy and shiftless minds and recognizes the real problems underlying transiency in our economy today with all its unemployment.

Further discussion

One of the major weaknesses in our project was the absence of a tried and tested ethical code against which we could compare the expressed attitudes of our current population to determine its degree of shift from the attitudes of previous generations. We realized too late that we could not actually find a clearly formulated and tested set of concepts such as that popularly called the Protestant ethic, for though such a formulation could probably be derived from the writings of Max Weber, we have no idea whatsoever to what degree they are actually adhered to by Canadian people and how this adherence changes and varies from sub-culture to sub-culture, age-grouping to age-grouping, region to region and from generation to generation. This study would be considerably more meaningful, therefore, if further surveys could be completed which would examine the expressed attitudes to the same scales we have developed of both male and female respondents, both summer and winter transient populations and with further investigation of the responses of the 25-45 year olds and the 46-65 year olds. Speculating that we would, in fact, find that there is a much different degree of response of our current population to the scales than that of our older generations for example, we might then be able to demonstrate an attitude shift, or establish the relative position of the Protestant ethic in Canada, or Winnipeg

when comparing current youth with older generations, and thereby determine if there is in fact any significant difference between our transient and non-transient populations. We may very well find that there is even less of a difference between these two sub-populations than appears to be the case now.

A second major weakness is to be found in the attitude questionnaire itself. Several weaknesses in fact are outstanding. Firstly, we have used a scale which we devised ourselves and which we did not test out properly. As later independent research showed us, each of our five attitude scales measured (3) not one but at least three different dimensions, that is, they were not unidimensional. Therefore, we do not really know what any of our responses mean although it is possible to demonstrate that 90% of the responses of each of the scales can be accounted for by three dimensions each.

Secondly, and in retrospect, we can now see that we should have concentrated on only one area of attitudes instead of five or six. We would then have been able to ask many more questions about one area and get a much fuller picture at least of that one area. Instead we dissipated our efforts with the net result that we know very little more than we knew upon commencement of the research project.

And for our final conclusion relating our literary research with our field study and questionnaire, we can now

conclude that if attitudes do not predict behaviour, (see earlier conclusion in library research section), then neither does it appear as though behaviour can predict attitudes.

In our response to the non-harmful drug section, we believe that what entered the picture besides greater or lesser experience with drugs themselves and greater or lesser distinguishing between harmful and non-harmful drugs, was a multitude not only of other attitudes but of beliefs and values, ideologies, "causes" and myths and that this whole constellation of ideas and feelings, together determines how a person reacts to an attitude questionnaire. The behaviour in itself is not sufficiently important as to be significant in determining the strength or nature of the response to the scales.

At the time of enquiry our status was not that of social workers or social work graduate students but merely that of volunteer G.R.Y.P.T. staff, a relationship we were careful to preserve during the seven months that we worked there. Through this participant observation of four to five nights each week, in discussions and casual conversations at crash pads, coffee drop-ins and G.R.Y.P.T. itself, we were able to fill in many of the gaps in our knowledge as to the attitudes of the transient youth. This informal relationship and the exigencies of long "rap" sessions opened up many invaluable conversations and the volunteering of a great deal of interesting information by these youth.

Many of these young people expressed quite openly that they only intended to remain transient for a couple of years and would then settle down to buying homes and to raising families. Many of them also seemed to want to talk to older people not so much for advice but rather to sound them out for their opinions and comments about their families, their relationships with their parents and their feelings of life in general. A few of them differed in their stated attitudes when these were discussed both at drop-in centres and in private homes which seemed to indicate that there were expectations to be met by conforming to the stated values of their peer groups. We also found that if an argument was stated

strongly enough they could often be influenced towards a different opinion especially on a one to one basis. However, a small population of these young people were emotionally disturbed and they found it difficult to relate rationally or in a coherent fashion.

Many of the attitudes towards harmful drugs definitely seemed more liberal and less conservative than with the non-transient group. However, surprisingly, in both groups there seemed to be a general lack of knowledge concerning drugs among the majority of the kids - many seemed to make up what they thought various forms of drugs would look like - experts being few and far between among the youth with whom we talked.

Most of the youth seemed to know what they wanted from the future, however, ^{but} seemed very uncertain as to the likelihood of ever reaching aspirations which realistically speak for the current economic and social situation of our country and times.

The results of this enquiry, however incomplete and imperfect, suggest a certain inescapable conclusion - that, in our opinion, the verbally expressed attitudes of transient youth and non-transient youth do not seem to be significantly different.

TABLE I.

ATTITUDE QUESTIONNAIRE DESCRIPTIVE INFORMATION

Scale	Maximum Scores	Minimum Scores	Description
Attitudes to work	42*	7	Concerned with general rather than specific aspects of work.
Attitudes to family	42	7	Concerned with general rather than with specific aspects of family.
Attitudes to drugs	126	21	Concerned with more specific aspects of drugs and their use.
Attitudes to Sex	54	9	Concerned with specific aspects of sex.
Attitudes to Religion	30	5	Concerned with general rather than specific aspects of religion and the church.

TABLE II

SCALE	MAXIMUM SCORE	MINIMUM SCORE
Attitudes to Work	42	7
Attitudes to Family	42	7
Attitudes to Drugs	* 90	15
At Attitudes to Sex	54	9
Attitudes to Religion	30	5

* Items B, F, G. in Question 1, and items A, F, G. in Question 2 were eliminated after the final questionnaire was administered as they did not meet the discriminatory power that was set at 3.3. See Appendix for computation and tables of discriminatory power scores of instrument scales.

TABLE III

ATTITUDE OBJECT	A TRANSIENT MEANS	B NON-TRANSIENT MEANS	GRAND MEANS	DIFF B-A
WORK	3.580	4.326	3.978	.746
FAMILY	3.857	4.498	4.120	.641
DRUGS	2.555	5.226	3.982	2.671
SEX	2.709	4.143	3.475	1.434
CHURCH & RELIGION	4.012	4.410	4.225	.398

A & B

APPENDIX A

Please answer the following questions which constitute background data for the research project. Do not write your name on this questionnaire. All questionnaires will be treated with the utmost of confidentiality and your anonymity will be totally preserved by the researchers.

1. Age ____ Sex M ____ F ____ Marital Status: Married ____ Single ____ Sept. ____
Divorced ____ Widowed ____
2. Residence ("family Home") town or city _____ Province _____
3. How long have you been away from home? (Please state in Months _____)
4. How long have you been living in this city? _____
5. Do you plan to remain in Winnipeg for more than three months?
6. Are you presently working at some job? Yes ____ No ____.
7. If you are presently working, please indicate which of the following categories of work it is:
 - a. Permanent job (steady work five days per week or more) _____
 - b. Temporary work (lasting only a short while) _____
 - c. Part time (either only once or twice per week or only a few hours per week) _____
 - d. Other (please specify.) _____
8. Are you eligible to draw Unemployment Insurance? _____
9. Do you have a trade? (carpenter, pipefitter, stenographer) Yes ____ NO ____
10. What was your last completed year of formal education? _____

The following is a list of statements with which you may either agree or disagree. Please indicate your feelings by marking one of the spaces provided under each statement. Please answer all of the questions.

1. Everyone capable of working should work (should get a job)
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly
2. One should not need to have a job (work) to get by in this society.
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly.
3. One should have to have a paying job to be "usefully" in this society.
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly
4. If a person doesn't want to work (get a job) then society should support him.
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly
5. A man's real worth should be determined by the kind of job he holds.
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly
6. People should work only when they need money.
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly
7. Pay should only be based upon a person's needs.
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly
8. Society should provide a person work on a day to day basis if he wants it.
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly

The following is a list of statements with which you may either agree or disagree. Please indicate your feelings by marking one of the spaces provided under each statement. Please answer all of the questions.

1. The family should be a major source of happiness for a young person.
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly
2. A person should want to spend special holidays such as birthdays, Thanksgiving, and Christmas at home with his (her) family.
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly
3. No matter where a person may be he (she) should attempt to maintain contact of some kind with his (her) home and family if he (she) has one.
 disagree disagree disagree agree agree agree
 strongly mildly mildly strongly

4. When a person is in need, he (she) should expect to be able to get help from his (her) family.
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
5. It is the responsibility of the family to prepare a young person to manage his life on his (her) own for when they decide to leave home.
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
6. The family should be the main source of a child's education.
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
7. A young person should be responsible to his family until he is ready to leave home
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |

The following is a list of statements with which you may either agree or disagree. Please indicate your feelings by marking one of the spaces provided under each statement. Please answer all of the questions.

1. There is no harm in a person...
- A. using marijuana ("pot", "grass")
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
- B. "sniffing" solvents (glue, nail polish remover, gasoline, etc.)
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
- C. using LSD ("acid")
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
- D. using hashish (hash)
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
- E. using "speed" (methadrine (crystal), dexadrine, etc.)
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
- F. using heroin ("smack" "H" "horse")
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
- G. using a drug which he (she) knows nothing about.
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
2. There is no harm in one person advising another person to try the following drugs:
- A. solvents (sniffing" glue, nail polish remover, gasoline, etc.,)
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
- B. marijuana ("pot", "grass")
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |
- C. LSD ("acid")
- | | | | | | |
|----------|----------|----------|--------|-------|----------|
| disagree | disagree | disagree | agree | agree | agree |
| strongly | | mildly | mildly | | strongly |

- D. Hashish ("Hash")
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
- E. "speed" (methadrine "crystal", dexadrine)
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
- F. heroin ("smack", "H", "horse")
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
- G. a drug about which neither person knows anything.
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
3. There is no such thing as a safe drug.
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly

The following is a list of statements with which you may either agree or disagree. Please indicate your feelings by marking one of the spaces provided under each statement. Please answer all of the questions.

4. A person can have a happy life without ever taking the following drugs:
 A. solvents (sniffing" glue, nail polish remover, gasoline, etc.)
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
- B. Marijuana ("pot", "grass")
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
- C. LSD ("acid")
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
- D. "speed" (methadrine "crystal", dexdrine)
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
- E. hashish ("hash")
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
- F. heroin ("smack", "H", "Horse")
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
- G. without taking any kind of stimulant drugs.
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly

The following is a list of statements with which you may either agree or disagree. Please indicate your feelings by marking one of the spaces provided under each statement. Please answer all of the questions.

1. A single person should marry a partner who is still a virgin.
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly
2. A single person should have sexual relationships (intercourse) only with persons over eighteen years of age.
 disagree disagree disagree agree agree agree
 strongly mildly mildly mildly strongly

3. There is nothing wrong in a single person participating in homosexual acts if he (she) so desires.

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

4. A person should only have sexual relationships with another person in private.

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

5. There is nothing wrong with indulging in pre-marital sexual intercourse with a person under eighteen years of age.

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

6. There is nothing wrong in participating in sexual intercourse in public places (parks, (public), common rooms or public lounges, etc.,)

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

7. There is nothing wrong with having sexual relationships (intercourse) with another person when you are already married.

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

8. There is nothing wrong with disrobing in a public place (public parks, public buildings, outside on the street, etc.)

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

9. There is nothing wrong with indulging in homosexual acts with a person under eighteen years of age if both partners so desire.

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

The following is a list of statements with which you may either agree or disagree. Please indicate your feelings by marking one of the spaces provided under each statement. Please answer all of the questions.

Considering the changing morals of our modern society, the church

1. should provide moral leadership in our society.

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

2. should meet the spiritual needs of the community

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

3. should meet the needs of the people in the community who need help.

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

4. should be an important institution in the community for young people even though they may not be going to church.

disagree disagree disagree agree agree agree
strongly mildly mildly strongly

5. should help people to realize the true meaning of life.

disagree disagree disagree agree agree agree

The following is a list of statements with which you may either agree or disagree. Please indicate your feelings by marking one of the spaces provided under each statement. Please answer all of the questions.

1. Even though a person may disagree with them, there are certain things in a society which he (she) cannot change.

2. disagree strongly disagree mildly disagree mildly agree mildly agree strongly agree strongly
 Considering the violence and rebellion one encounters in present day society, nevertheless, a democratic political system is still the best form of government.
3. disagree strongly disagree mildly disagree mildly agree mildly agree strongly agree strongly
 Democracy is out-dated.
4. disagree strongly disagree mildly disagree mildly agree mildly agree strongly agree strongly
 What Canada needs now is a new, strong leader.
5. disagree strongly disagree mildly disagree mildly agree mildly agree strongly agree strongly
 Considering all the abuse they take, Winnipeg policemen do a good job in maintaining law and order.
6. disagree strongly disagree mildly disagree mildly agree mildly agree strongly agree strongly
 Something should be done to stop all the unnecessary hassling (roughing up) of suspects by the Winnipeg Police.
7. disagree strongly disagree mildly disagree mildly agree mildly agree strongly agree strongly
 When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.
8. Please list the following in the order and degree of importance which they play in your life. If two or more have the same importance then give them the same number.
 education _____ your family _____ work _____ drugs _____ religion _____ sex _____
 freedom to travel _____ friends _____ marriage _____ freedom of speech _____
 law and order _____ stylish clothing _____ money _____ health _____ privacy _____

DESCRIPTIVE BACKGROUND:

Mean ages:

Transients 19.7
 Non-Transients 19.3
 Total group (73) 19.5

The mean length of time spent by the transient group on

the road was 16.71 months

Plans with respect to travelling: (transient youth)

26.5% of the transient youth group planned to remain in Winnipeg more than three months. 58.8% planned to move on within three months. 14.7% were undecided.

Employment: (transient)

94.1% of the transient youth population were unemployed.

The remainder were employed part-time in casual labor jobs.

14.7% were eligible for unemployment insurance.

Education: (transient)

Transients	Grade	%	Non-transients	Grade	%
	7	2.9		12	46.1
	8	8.8		B.A. I	53.9
	9	20.6			
	10	11.8			
	11	29.4			
	12	17.6			
	13	2.9			
	Trade	5.8			

Descriptive-2

Province of origin:

Ontario	44.1%
Quebec	25.8
Manitoba	26.5
Alberta	14.7
British Columbia	2.9
Nova Scotia	2.9
U.S.A.	
Kansas	<u>2.9</u>
	100.00

GROUP AWORK ATTITUDESRESPONDENT NUMBER

Questions from Section 1

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
1	2	2	3	4	2	5	2					5	4	5	5	1
2	2	2	5	5	2	5	2					5	3	5	2	1
3	5	5	6	5	5	2	4					3	2	4	5	6
4	5	5	3	4	5	4	6					4	6	5	5	4
5	2	1	1	1	2	5	1					2	2	1	1	1
6	3	2	4	2	5	3	2					4	3	5	5	1
7	2	5	2	6	2	3	2					3	2	3	1	4
8	3	5	2	2	2	3	1					2	2	2	1	1

GROUP B

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
1	5	5	6	4	5	6	5	6	5	6	6	2	6	3	5	6
2	2	3	6	4	3	3	3	5	5	6	6	5	6	5	5	0
3	5	4	2	6	5	4	5	5	4	3	1	6	2	5	5	1
4	3	5	6	4	2	6	6	5	6	6	6	6	6	4	4	6
5	2	2	2	1	1	1	1	1	1	3	2	2	5	4	1	2
6	3	3	5	2	3	5	3	5	6	6	6	5	3	5	6	6
7	6	4	6	4	4	5	2	5	3	6	3	5	5	5	6	5
8	3	3	6	6	5		5	2	5	6	2	1	5	2	2	2

GROUP AWORK ATTITUDESRESPONDENT NUMBER

Questions from Section 1

	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>
1	5	6	4		4	1	6	2	5	2	4	3	5	1	2	4
2	3	5	5		6	6	6	2	5	2	4	3	2	1	1	4
3	3	2	5		6	3	6	5	5	6	6	4	2	6	6	5
4	5	4	4		4	4	4	2	5	4	6	5	4	1	2	6
5	1	1	3		1	3	1	6	5	1	1	1	2	1	2	1
6	4	5	3		3	3	5	2	5	4	5	6	2	1	2	6
7	3	2	4		1	4	5	2	5	5	4	5	5	1	2	5
8	2	3	3		1	3	2	2	2	3	1	2	2	1	2	5

GROUP B

	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>
1	5	4		5	6	4	5	4	5	6	6	5	1	5		5
2	4	4		5	6	3	5	4	2	3	5	2	6	5		5
3	4	5		3	3	4	5	6	5	1	6	6	4	5		5
4	5	4		4	6	4	5	6	6	6	6	5	6	4		5
5	2	1		3	1	1	1	1	1	2	1	1	1	2		2
6	3	3		3	6	4	4	6	5	6	6	3	5	5		5
7	5	4		2	1	4	5	3	5	2	4	5	6	2		6
8	2	4		3	4	3	2	3	5	2	2	3	2	2		2

GROUP AWORK ATTITUDESRESPONDENT NUMBER

Questions from Section 1

	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>
1	2	2	4	4	2	1	2			
2	2	4	2	4	1	1	5			
3	6	4	5	5	6	6	3			
4	6	4	5	5	6	1	5			
5	1	2	1	2	1	1	2			
6	6	4	3	3	2	2	3			
7	6	6	3	3	6	1	5			
8	3	2	3	1	5	1	5			

GROUP B

	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>
1	2		5	5	5	5	2	5	6	4
2	4		2	2	2	6	5	6	5	3
3	5		6	5	5	6	6	5	4	3
4	4		6	5	5	1	3	6	5	3
5	2		2	2	2	2	2	2	1	1
6	5		5	5	5	5	3	5	6	3
7	5		2	5	2	5	2	5	5	1
8	4		2	5	2	3	2	2	5	2

GROUP AATTITUDES TO FAMILYRESPONDENT NUMBER

Questions from Section 2

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
1	4	6	6	3	5	5	2					6	5	5	1	6
2	3	2	2	2	5	4	4					6	5	5	6	4
3	3	4	3	4	5	6	6					4	5	5	6	1
4	2	2	5	5	5	5	3					4	5	2	1	6
5	4	5	6	6	2	5	4					1	4	2	6	6
6	2	4	5	2	2	5	2					4	5	4	6	6
7	4	5	5	2	2	5	5					2	3	4	6	6

GROUP B

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
1	6	2	3	6	6	6	6	5	5	6	5	5	4	5	5	5
2	5	3	4	6	5	5	5	4	4	5	4	3	3	5	5	5
3	5	4	5	6	5	5	5	6	6	6	5	5	6	5	6	4
4	5	5	5	4	6	6	5	5	6	6	5	2	6	4	5	6
5	5	4	5	4	5	5	5	6	4	6	5	4	4	4	6	6
6	2	3	5	4	4	5	4	2	3	4	2	2	3	5	2	4
7	4	4	6	2	5	2	5	5	6	6	5	5	5	2	5	4

GROUP AATTITUDES TO FAMILYRESPONDENT NUMBER

Questions from Section 2

	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>
1	5	6	1		6	4	5	5	6	6	6	6	6	6	5	6
2	5	6	4		2	4	5	4	5	5	2	3	4	1	2	6
3	5	6	4		6	4	2	5	5	5	3	4	5	1	2	6
4	5	5	4		2	5	5	2	3	5	4	5	6	1	2	5
5	5	6	3		5	3	6	6	3	5	5	5	5	1	1	5
6	5	4	3		6	3	2	6	3	4	4	3	6	1	2	5
7	5	6	3		6	4	5	6	5	4	3	4	4	1	2	4

GROUP B

	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>
1	5	5		5	6	6	5	4	5	6	6	5	5	5		5
2	4	4		5	6	6	5	4	4	6	3	6	5	2		2
3	5	4		5	6	6	4	4	6	6	5	6	5	5		5
4	4	4		4	6	6	3	4	4	6	4	5	5	5		5
5	6	5		5	6	5	5	5	5	6	6	4	5	4		5
6	6	2		3	6	3	4	3	5	1	4	3	2	2		2
7	5	4		4	6	4	3	4	5	6	2	5	2	4		2

GROUP AATTITUDES TO FAMILYRESPONDENT NUMBER

Questions from Section 2

	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>
1	5	2	6	6	2	6	5			
2	4	3	5	5	3	2	5			
3	4	2	5	6	5	3	5			
4	4	2	4	2	3	1	3			
5	4	5	5	5	5	2	5			
6	3	2	2	4	2	4	2			
7	2	3	3	5	2	2	3			

GROUP B

	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>
1	5	5	5	5	2	4	4	5	6	5
2	3	1	4	3	5	4	3	5	4	4
3	5		5	3	5	4	4	5	6	6
4	5		5	4	5	4	4	3	6	4
5	3		5	4	4	4	5	5	6	5
6	2		5	2	2	4	3	4	2	4
7	2		5	4	4	3	3	5	5	4

GROUP AATTITUDES TO DRUGSQuestion #1

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
A	1	1	1	2	2	2	1					1	3	1	1	3
B	6	6	5	5	6	6	6					5	6	5	1	5
C	6	6	2	4	6	2	3					2	4	2	1	3
D	1	1	1	2	2	2	1					1	5	2	1	2
E	6	6	3	2	6	2	6					3	6	5	1	4
F	6	6	5	5	6	6	6					4	6	5	1	6
G	6	6	6	5	5	5	5					4	6	5	6	4

GROUP B

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
A	2	2	5	2	3	3	4	5	2	3	4	5	6	3	5	4
B	6	6	6	6	6	6	6	6	6	6	6	5	6	6	5	6
C	3	5	6	5	5	5	5	6	4	6	6	5	6	5	5	6
D	2	3	5	2	4	3	4	6	2	4	4	5	6	3	5	4
E	6	6	6	6	6	5	6	6	6	6	6	5	6	5	5	6
F	6	6	6	6	6	6	6	6	6	6	6	5	6	6	5	6
G	6	6	6	6	5	5	6	6	5	4	6	6	6	6	5	6

GROUP AATTITUDES TO DRUGSQUESTION #1

	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>
A	2	2	2	3	4	2	2			
B	6	6	6	6	6	5	5			
C	4	3	5	3	4	3	2			
D	2	2	4	3	1	2	2			
E	6	6	5	6	6	5	4			
F	6	6	6	6	6	5	5			
G	6	6	5	6	4	5	5			

GROUP B

	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>
A	3		3	5	2	4	1	5	5	3
B	5		5	6	6	5	6	3	6	6
C	5		5	6	6	5	6	6	6	6
D	3		5	5	6	5	2	6	6	4
E	5		5	6	6	5	6	6	6	6
F	6		5	6	6	6	6	6	6	6
G	6		5	6	6		6	6	6	6

GROUP AATTITUDES TO DRUGSQuestion #2

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
A	6	6	5	5	6	4	6					5	5	5	1	3
B	1	2	2	3	2	2	1					1	2	2	1	3
C	6	4	2	5	5	2	4					1	4	2	1	3
D	1	2	2	3	2	2	2					1	4	2	1	3
E	6	6	3	3	5	2	6					4	6	5	1	3
F	6	6	6	5	5	5	6					4	6	5	6	3
G	6		6	5	5	4	6					4	6	1	6	3

GROUP B

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
A	6	6	6	6	6	6	5	5	6	6	6	6	6	6	6	5
B	3	3	6	2	5	3	4	5	2	4	5	6	6	3	6	5
C	3	6	6	5	5	5	6	5	4	6	5	6	6	5	6	6
D	3	3	6	2	5	3	4	5	2	6	5	6	6	5	6	4
E	6	6	6	6	6	5	6	6	6	6	6	6	6	6	6	6
F	6	6	6	6	6	6	6	6	6	6	6	6	6	5	6	6
G	6	6	6	6	5	5	6	6	6	6	6	6	6	2	6	6

GROUP AATTITUDES TO DRUGSQuestion #2

	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>	<u>43</u>
A	6	6	5	6	6	5	5				
B	5	2	3	3	6	3	3				
G	6	2	4	3	6	3	5				
D	6	2	3	3	6	3	3				
E	6	6	5	6	6	5	3				
F	6	6	5	6	6	5	5				
G	6	6	5	6	6	5	5				

GROUP B

	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>
A	6		5	6	5	5	6	6	6	6
B	4		5	6	3	5	1	6	6	3
C	5		5	6	5	5	5	6	6	6
D	4		5	6	5	6	2	6	6	6
E	6		5	6	5	6	6	6	6	6
F	6		5	6	5	6	6	6	6	6
G	6		5	6	6	5	6	6	6	6

GROUP A

DRUGS - SCALE III

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
A	1	1	1	2	6	2	1					2	2	2	1	3
B	4	1	2	2	2	2	2					3	4	2	1	3
C	3	1	2	2	6	2	2					3	3	2	1	3
D	1	1	2	2	5	2	1					3	1	2	1	3
E	4	1	2	2	2	2	2					3	3	2	1	3
F	1	1	1	2	6	2	1					3	1	2	1	3
G	3	1	1	2	5	2	1					3	4	2	1	3

GROUP B

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
A	5	6	6		6	6	6	5	5	6	5	6	6	6	6	6
B	4	6	6		6	6	6	5	5	6	5	6	6	6	6	5
C	4	6	6		6	6	6	5	5	6	6	6	6	6	6	5
D	5	6	6		6	6	6	5	6	6	6	6	6	6	6	6
E	4	6	6		6	6	6	5	5	6	5	6	6	6	6	5
F	5	6	6		6	6	6	5	6	6	6	6	6	6	6	6
G	4	6	6		6	6	6	5	6	6	4	6	6	6	6	6

GROUP ADRUGS -- SCALE III

	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>
A	1	1	3		1	2	2	1	2	1	1	1	1	1	1	2
B	2	2	3		1	5	2	1	2	1	1	1	1	1	4	2
C	2	2	3		1	4	2	1	2	1	1	1	1	1	3	2
D	2	1	3		1	2	2	1	2	1	1	1	1	1	3	1
E	2	2	3		1	4	2	1	2	1	1	1	1	1	3	2
F	2	1	3		1	3	2	1	2	1	1	1	1	1	5	1
G	2	2	3		1	4	2	1	2	1	1	1	3	1	4	3

GROUP B

	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>
A	6	6		5	6	4	5	5	6	6	6	6	6	6		6
B	6	6		4	6	4	5	5	6	6	5	6	6	6		6
C	6	6		6	6	4	5	5	6	6	6	6	6	6		6
D	6	6		6	6	4	5	5	6	6	6	6	6	6		6
E	6	6		4	6	4	5	5	6	6	5	4	6	6		6
F	6	6		6	6	4	5	5	6	6	6	6	6	6		6
G	6	6		4	6	4	6	5	6	6	5	5	6	6		3

GROUP A

DRUGS * SCALE III

		<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>	<u>43</u>	<u>44</u>
A	A	1	2	2	1	2	1	2					
B	B	1	2	2	1	2	1	2					
C	C	1	2	2	1	2	1	2					
D	D	1	2	2	1	2	1	2					
E	E	1	2	2	1	2	1	2					
F	F	1	2	2	1	2	1	2					
G	G	1	2	2	1	4	1	2					

GROUP B

		<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>38</u>	<u>40</u>	<u>41</u>	<u>42</u>	<u>43</u>	<u>44</u>
A	A	6		5	5	5	6	6	6	6	6		
B	B	6		5	5	5	6	6	6	6	6		
C	C	6		5	5	5	6	6	6	6	6		
D	D	6		5	5	5	6	6	6	6	6		
E	E	6		5	5	5	6	6	6	6	6		
F	F	6		5	5	5	6	6	6	6	6		
G	G	6		5	5	5	6	6	6	6	6		

GROUP ASCALE IV - Questions from Section on Sex Attitudes

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
1	3	2	3	4	5	4	3					2	4	1	1	1
2	3	2	2	2	2	3	3					1	3	3	6	1
3	4	5	5	5	2	4	2					6	4	3	6	6
4	4	2	2	5	2	5	5					1	4	3	1	4
5	3	1	3	2	2	2	1					1	2	3	6	3
6	4	3	2	4	2	5	5					6	6	5	1	6
7	4	3	2	3	2	2	5					6	3	4	1	3
8	4	2	2	2	2	2	3					6	4	5	6	4
9	3	3	2	6	5	2	6					1	5	4	1	4

GROUP B

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
1	2	2	5	3	2	3	4	3	1	4	1	5	3	2	2	4
2	3	2	6	3	4	4	4	5	1	5	4	2	4	2	2	5
3	4	4	5	4	5	4	4	1	1	2	1	1	4	2	1	4
4	4	3	2	6	5	6	5	5	5	6	6	4	6	5	5	6
5	3	2	6	2	4	4	3	5	2	3	3	5	6	4	4	1
6	3	5	6	3	6	6	4	6	1	2	5	5	6	5	5	5
7	4	2	5	5	3	6	6	5	6	2	6	5	6	5	5	6
8	4	4	6	6	5	6	6	5	6	5	6	5	6	4	6	6
9	4	3	2	2	4	6	4	6	6	6	6	6	4	6	6	4

GROUP ASCALE IV - Questions from Section on Sex Attitudes

	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1	4	4	4		3	3	2	4	2	3	1	3	2	1	3	3
2	6	3	3		6	3	2	5	2	4	1	3	2	1	3	2
3	3	3	4		6	4	2	5	4	4	4	4	5	6	4	3
4	5	6	4		5	3	5	4	6	5	2	2	5	1	4	4
5	5	3	3		3	4	2	3	4	4	3	4	2	6	3	2
6	5	6	4		6	4	6	4	4	5	5	5	5	6	3	5
7	4	3	3		1	3	2	6	6	5	6	5	4	6	3	6
8	5	6	4		6	4	6	6	5	3	4	5	5	6	4	6
9	5	6	4		6	4	3	5	4	3	5	2	3	6	4	6

GROUP B

	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1	3	1		4	5		4	1	1	6	1	4	1	1		2
2	6	2		4	5	4	2	3	4	1	2	4	5	6		2
3	4	5		4	5	4	2	4	6	1	6	2	5	6		5
4	5	4		5	5	5	5	6	5	1	5	6	5	6		5
5	6	1		3	6	3	5	5	3	6	3	6	5	6		5
6	5	4		4	6	5	6	6	6	6	6	6	5	6		4
7	6	6		3	6	3	1	5	3	6	5	4	4	4		5
8	3	2		3	6	6	6	5	5	6	2	5	2	5		5
9	3	2		5	2	4	6	3	2	3	4	5	5	6		5

GROUP A

SCALE IV - Questions from Section on Sex Attitudes

	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>
1	1	1	2	3	3	2	2			
2	3	2	2	3	5	2	2			
3	4	5	5	1	1	5	2			
4	3	5	5	2	5	2	2			
5	3	2	2	4	2	2	2			
6	4	5	5	4	6	2	3			
7	4	3	4	1	3	2	2			
8	5	4	5	5	6	2	5			
9	6	3	2	2	5	2	6			

GROUP B

	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>	<u>41</u>	<u>42</u>
1	3		4	3	3	3	1	3	1	1
2	5		5	3	3	3	1	4	3	4
3	4		5	3	5	4	6	4	4	6
4	6		5	5	4	3	4	6	6	6
5	4		5	5	2	3	2	5	3	1
6	6		5	6	6	5	3	6	6	6
7	4		3	3	6	4	2	6	4	2
8	6		5	5	4	5	3	4	4	6
9	6		5	5	5	3	1	5	3	2

GROUP A

SCALE V Attitudes to Church and Religion

	<u>1</u>	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	2	2	5	2	4	4					4	2	5	6	4
2	2	5	5	5	5	4	5					4	5	5	6	4
3	2	5	6	5	5	4	5					5	6	5	6	6
4	2	5	6	2	5	4	4					3	5	5	6	6
5	2	6	6	5	2	6	4					1	4	4	6	6

GROUP B

	<u>1</u>	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	4	2	5	5	4	5	1	4	5	6	1	3	3	3	4	2
2	5	2	5	5	5	4	2	4	5	4	5	4	5	3	2	3
3	5	4	4	6	6	5	2	6	5	6	5	5	5	6	4	5
4	4	3	5	5	6	3	5	6	5	6	5	6	5	4	5	2
5	5	2	4	5	5	4	5	5	5	6	6	6	4	4	5	3

GROUP A

SCALE V Attitudes to Church and Religion

		<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>
I	1	5	5	4		3	4	1	3	4	2	1	2	2	1	4	
S	2	5	6	3		3	4	5	6	5	6	1	3	5	1	4	
E	3	5	5	4		6	4	5	4	6	5	5	4	5	1	5	
A	4	5	5	3		6	4	5	6	4	1	5	4	5	1	4	
C	5	5	6	4		3	3	5	6	6	5	5	2	5	1	5	

GROUP B

		<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>
I	1	4	2		4	6	1	2	2	4	6	4	6	2	5		
S	2	5	1		4	6	4	2	6	5	6	6	6	5	5		
E	3	5	5		6	6	4	2	6	5	6	6	6	4	5		
A	4	5	3		4	6	3	2	2	4	6	6	4	4	2		
C	5	5	4		5	6	2	2	5	4	6	5	5	4	2		

GROUP A

SCALE V Attitudes to Church and Religion

I
2
3
4
533 34 35 36 37 38 39 40 41 42

1	1	4	2	3	2	2	4		
2	4	4	2	3	2	2	5		
3	4	4	2	3	2	5	5		
4	4	4	5	3	4	3	5		
5	1	2	2	5	2	2	5		

GROUP B

33 34 35 36 37 38 39 40 41 42I
2
3
4
5

1	2		5	4	6	4	5	5	2	2
2	4		5	4	5	4	5	5	2	6
3	6		5	5	5	5	6	5	1	6
4	5		5	5	6	5	5	6	5	3
5	5		5	4	6	5	5	5	4	5

DETERMINING DISCRIMINATORY POWER (D.P.)

Select ten high means of the Group (y) and calculate the mean of the means (\bar{y}); then the ten low means of the group (x); calculate their means (\bar{x}). The discriminatory power is then determined by subtracting the mean of the low means from the mean of the high means. $\bar{y}-\bar{x} = D.P.$

Upon calculating the discriminatory power for each set of responses, the following responses were eliminated because they fell below the arbitrarily chosen discriminatory power weight of 3.3:

Work ethic	=	Statement 5
		Section 1 b, f & g
Drugs ethic	=	Section 2 a, f & g

On the basis of the discriminatory power calculations, it was concluded that the questions eliminated in the drug section actually constituted a group unto themselves which we then labeled Harmful Drugs to distinguish them from the rest which we now refer to as the Non-Harmful drugs.

Please note the visual comparison of these two drug sections in the accompanying graphic representation on pages

WORK ETHICNO OF RESPONDENTS PER WEIGHTED SCALEATTITUDE RESPONSE STATEMENT

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
LO=x	1	5	5	3	3	10	2	7	9
Weighted Scale	2	5	5	6	3	1	8	3	1
	3			1	4	4			
	4					1			
	5					3			7
	6	10	10	10	10	1	10	10	3
	Mean low = x	1.5	1.5	1.8	2.1	1.0	1.8	1.3	1.1
Mean hi = y	6.0	6.0	6.0	6.0	3.9	6.0	6.0	5.3	
Discrimin- atory power = y-x	4.5	4.5	4.2	3.0	<u>2.9</u>	4.2	4.7	4.2	

FAMILYSECTION 2

<u>Question</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
1	2	1	2	3	3	2	1
2	5	9	3	7	3	8	9
3	2		5		4		
4	1						
5						3	
6	10	10	10	10	10	7	10
Lo ten = x	2.2	1.9	2.3	1.7	2.1	1.8	1.9
Hi ten = y	6.0	6.0	6.0	6.0	6.0	5.7	6.0
y-x = Discriminatory Power	3.8	4.1	3.7	4.3	3.9	3.9	4.1

DRUGSSECTION 3

Question 1

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>f</u>	<u>g</u>
1	10	2	2	10	2	2	2
2		0	8		3	0	0
3		2			5	2	1
4		1				3	5
5	8	5		3		3	2
6	2	10	10	7	10	10	10

Low 10 = x

1.0 3.7 1.8 1.0 2.3 3.5 3.5

Hi 10 = y

5.2 6.0 6.0 5.7 6.0 6.0 6.0

y-x = Discriminatory
Power4.2 2.3 4.2 4.7 3.7 2.5 2.5Question 2

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>f</u>	<u>g</u>
1	2	10	6	8	2	1	2
2	0		4	2	1	0	2
3	1				5	2	1
4	2				2	2	4
5	5					5	1
6	10	10	10	10	10	10	10

Low 10 = x

3.8 1.0 1.4 1.2 2.7 4.0 3.0

High 10 = y

6.0 6.0 6.0 6.0 6.0 6.0 6.0

y-x = Discriminatory

2.2 5.0 4.6 4.8 3.3 2.0 3.0

SEX ATTITUDESSection 4

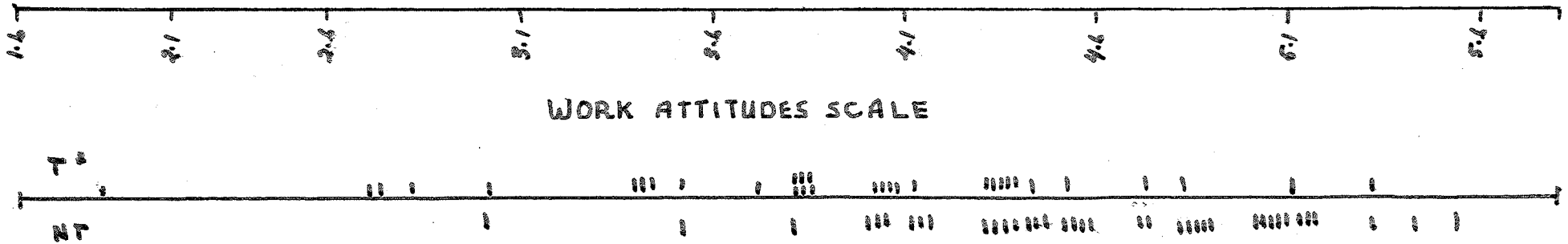
Question	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
1	10	7	8	4	6	2	4	0	3
2		3	2	6	4	4	6	9	7
3						4		1	
4	5								
5	4	4			1				
6	1	6	10	10	9	10	10	10	10
Low ten = x	1.0	1.3	1.2	1.6	1.4	2.2	1.6	2.1	1.7
High ten = y	4.6	5.6	6.0	6.0	5.9	6.0	6.0	6.0	6.0
y-x = Discrim- inatory power	3.6	4.3	4.8	4.4	4.5	3.8	4.4	3.9	4.3

ROLE OF THE CHURCHSection 5

Question	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1	7	3	2	2	3
2	3	7	5	6	7
3			1	2	
4			2		
5	4				
6	6	10	10	10	10
Low ten = x	1.3	1.8	2.3	2.0	1.7
High ten = y	5.6	6.0	6.0	6.0	6.0
y - x = Discriminatory Power	4.3	4.2	3.7	4.0	4.3

APPENDIX C - VISUAL COMPARISON

WORK ATTITUDES SCALE



FAMILY ATTITUDES SCALE



SEX-ATTITUDES SCALE

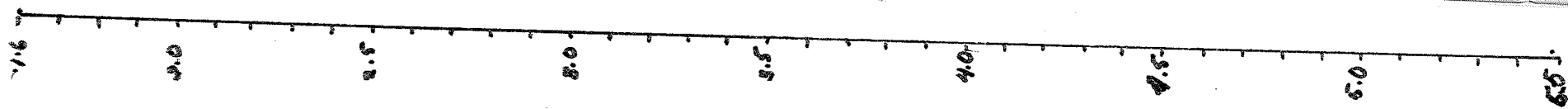


CHURCH-RELIGION ATTITUDES SCALE

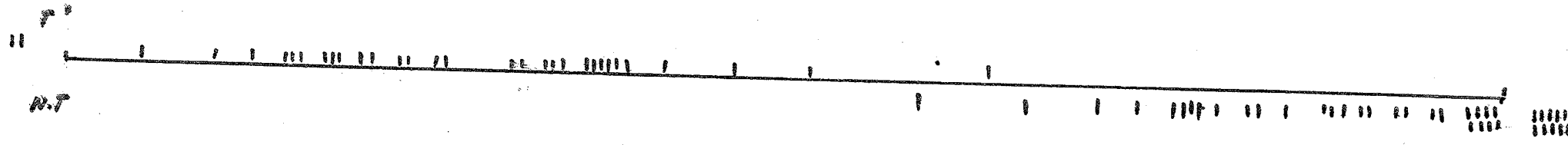


T TRANSIENT n = 34

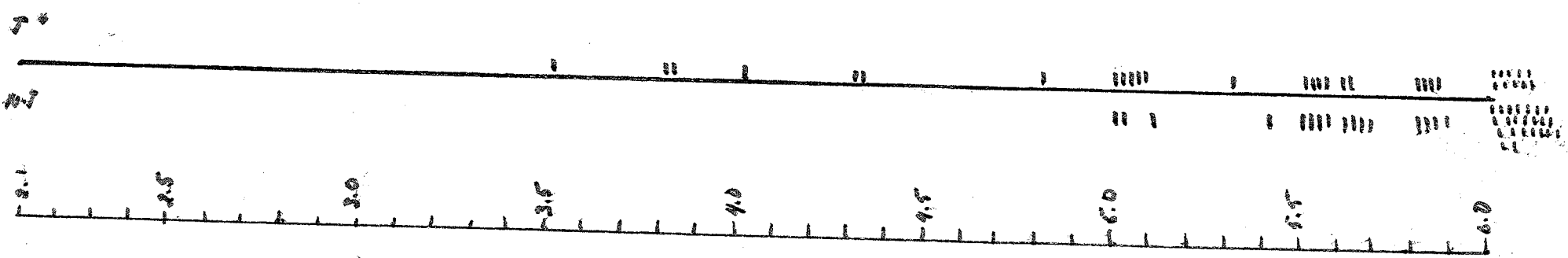
NT NON-TRANSIENT n = 39



NON-HARMFUL DRUGS SCALE



HARMFUL DRUGS SCALE



* TRANSIENTS N = 24
 NON-TRANSIENTS N = 39

FOOTNOTESPROLOGUE

1. For definition of behaviourally different groups see page 8.
2. For exposition of "Attitudes to certain selected areas of human concern", See Definitions page 8.
3. Ibid page 8

CHAPTER I

1. See "Transient Youth: Report of an inquiry in the summer of 1969 by the Canadian Welfare Council" - The publisher The Canadian Welfare Council, Ottawa, February, 1970. This study does include a brief attitude study which sets out to enquire into the youths' "attitudes to self and society", as well as to ask them to speculate about their own and Canadian society's future. "Research Report of Summer Transient Youth". Vincent, David and Tarasoff, Nayda, Winnipeg. Community Welfare Planning Council; October, 1969. "Research Report of Summer Transient Youth Projects" Short, R., Winnipeg: Community Welfare Planning Council, 1968 (mimeographed).
2. For attitudes of the community to transient youth see the following articles appearing in "The Tribune" of Winnipeg "I am sick of ... Yippies, militants and nonsense", April 18, 1970, p. 17 and "Borowski criticizes planned youth hostel", April 25, 1970. In this article the Provincial Minister of Highways and Transportation, Mr. Joseph Borowski declared of transient youth "It's wrong to build youth hostels for middle class clowns who are too lazy to work, ... it is disgraceful to see our parks littered with kids".
3. Mrs. Wassel and others who complained on T.V. and radio about immoral behaviour of teenagers in public places.
4. "to know is to predict, to predict is to control".
5. Lapiere, Richard T. "Attitudes vs Actions", Social Forces Vol. 13, 1934.
6. Ibid
7. Ibid
8. Tittle, Charles and Hill, Richard J. "Attitude measurement and Prediction of Behaviour: an Evaluation of Conditions and Measurement Techniques", Sociometry, June 1967 pp 199-213
9. Tausky & Piedmont - Career Anchorage: Managerial Mobility, Motivations - American Sociological Review, Oct. 1965
10. Wicker, Allan. Unpublished mimeograph which was to have been published in January-February, 1970 but wasn't. Social Forces 1970
11. Op. cit. Tittle & Hill

12. DeFleur, Melvin L. and Westie, Frank. R. "Verbal attitudes and overt acts: an experiment on the salience of attitudes" American Sociological Review, Vol 23, Dec. 1958 pp 667-673
13. Linn, Lawrence S. "Verbal attitudes and overt behaviour: a study of racial discrimination: Social Forces, Vol 43 1963-64, pp 353-364.
14. Turner, Ralph, "Is the Concept of Attitude Obsolete" Paper presented at a Sociology Conference in San Francisco in 1968.
15. Deutscher, Irving. "Words & Deeds: Social Science and Social Policy ", Social Problems, Vol 13 #3 winter 1966 pp 235-254
16. Lapiere - op cit
17. Blumer, Herbert "Attitudes and the Social Act" Social Problems, Vol 3 No. 2 October 1955 pp 59-65
18. "Transient Youth" brief of the Canadian Welfare Council, 1970.

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1. Lapiere, Richard T.
2. Defleur, Melvin L. and Westie, Frank R.
3. Thomas, William Isaac and Znaniecki, Florian - The Polish Peasant in Europe and America - monograph. The Gorman Press, Boston 1918-20.
4. Linn, Lawrence
5. Deutscher, Irwin "Looking Backward: Case Studies on the Progress of Methodology" Sociological Research. Feb. 1969 p.35
6. Ibid
7. Ibid
8. Tittle, Charles and Hill, Richard
9. Defleur, Melvin
10. Turner, Ralph
11. Ibid
12. Blemar, Herbert
13. Deutscher, Irwin op. cit.
14. Transient Youth - op. cit.

CHAPTER II continued

15. Short, Robert - Community Welfare Planning Council, Winnipeg 1968
16. Transient Youth op. cit.
17. Vincent, David and Tarasoff, Nadya - Brief for Community Welfare Planning Council, Winnipeg, 1969.
18. Ibid
19. Ibid
20. Byles, Robert, Deviancy, Social Control & Alienation Interim Report, Toronto, 1968
21. Unwin, J. Robertson.

CHAPTER III

1. Deutscher, Irwin op. cit.
2. Smith, G. Milton, A simplified Guide to Statistics for Psychology & Education, Holt, Reinhart & Winston, Inc., New York, January, 1964. p. 99
3. Drech, David Individual in society, a Textbook of Social Psychology; McGraw-Hill Book Company, Inc., New York, 1962 p. 157
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4. Newcomb, Theodore M. Social Psychology: The Study of Human Interaction, (pretest version, 1962)
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Converse, Philip E. p. 58
5. Deutscher, Irwin op. cit.
6. Iapiere, Richard

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1. Discriminatory power
2. Tittle, Chas. R. and Hill, Richard J. op. cit.
3. Comment on the print out done for us, as well as about the multi-dimensionality of our scales.

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