

and poor school performance. This test consisted of an 11- item forced choice scale on which the responses were made in relation to a line drawing in which one person was making a statement, e.g. "You are doing poorly" and the student selected between two alternatives, "What would you think? (a) He should say what he thinks or (b) He should mind his own business."

Primary change measures

- a. Story completion test (Appendix 2, pp. 7-8) was included to provide an indirect measure of motivation for college in a similar fashion to that used by French (1958). This test consisted of the student's responding to the introductory part of a story, e.g. "Joe (Jane) is having a cup of coffee in a restaurant. He (she) is thinking of the time to come when..." by writing a completion to the story in four minutes. The student also estimated the length of time taken up by the story.
- b. Importance and possibility of college graduation (Appendix 2, p. 13) was included as a direct measure of motivation for college. The student rated both the importance and the likelihood of college graduation on a five-point scale.
- c. Semantic differential (Appendix 2, pp. 18-23) was included to assess student attitude using those ratings scales which had been previously found useful (Osgood, Tannenbaum, and Suci, 1957) with some additions. The students expressed his attitude toward relevant concepts, e.g. "College" by rating it on several dimensions, e.g. "good-bad", "dumb-smart".
- d. Interpersonal flexibility, or interpersonal understanding (Appendix 2, pp. 27-28 items 28-48) was included to measure the interpersonal aspect of Conceptual Level, or the capacity to look at others with