

66-6999

GLAESS, Herman Lewis, 1926-  
DEVELOPING INTERPERSONAL RELATIONS  
IN A COLLEGE GIRLS' DORMITORY.

The University of Nebraska Teachers College,  
Ed.D., 1966  
Education, psychology

University Microfilms, Inc., Ann Arbor, Michigan

DEVELOPING INTERPERSONAL RELATIONS IN A COLLEGE GIRLS' DORMITORY

by

Herman L. Glaess

A DISSERTATION

Presented to the Faculty of

The University of Nebraska in the Teachers College

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

Department of Educational Psychology

Under the Supervision of Associate Professor Donald O. Clifton

Lincoln, Nebraska

January, 1966

THE UNIVERSITY OF NEBRASKA  
TEACHERS COLLEGE  
ADVANCED PROFESSIONAL DIVISION

TITLE

DEVELOPING INTERPERSONAL RELATIONS IN A

COLLEGE GIRLS' DORMITORY

BY

Herman L. Glaess

IN PARTIAL FULFILLMENT OF REQUIREMENTS  
FOR THE  
DOCTOR OF EDUCATION DEGREE

APPROVED BY

DATE

Associate Professor Donald O. Clifton

January 20, 1966

Professor Erwin H. Goldenstein

January 20, 1966

Professor William E. Hall

January 20, 1966

Associate Professor Kenneth D. Orton

January 20, 1966

Professor Howard E. Tempero

January 20, 1966

SUPERVISORY COMMITTEE

## ACKNOWLEDGMENTS

To the many helpful individuals who contributed abilities, time, and interest and without whose assistance this study could not have been made, I take this opportunity to acknowledge my most sincere appreciation:

To the administration of Concordia Teachers College, Seward, Nebraska, for cooperation and support during the entire project.

To the Dean of Women, JoAnn Brandhorst, for her verbal and active support of the development and study of interpersonal relationships.

To the subjects in Ruth East and West who demonstrated commendable cooperation during the administrations of the evaluation instruments.

To Wilfred C. Langefeld for the constant guidance and direction provided before and during the experiment.

To Robert Sylwester, Martin Kirch, Arden Grotelueschen, and Vance Hinrichs for their assistance and encouragement during the compilation of data and preparation of the manuscript.

To Dr. William E. Hall for his contributions to the field of human relationships and for his helpful guidance during the study.

To my parents, Mr. and Mrs. A. J. Glaess, for enriching an environment which nurtured an interest in the development of human relationships.

To my children: Anita, Mark, Marian, and Lori for their understanding and helpfulness in providing conditions conducive to research.

To my advisor, Dr. Donald O. Clifton, whose understanding, patience, direction, and assistance were constant positive manifestations of the principles upon which the study was based.

And, to my wife, Ruth, for her prolonged sacrifices, assistance, understanding and encouragement which supported my attempts in the positive approach to human relationships.

H.L.G.

# TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	1
Discussion of the Purpose . . . . .	2
Definition of Terms . . . . .	2
Discussion of Related Concepts . . . . .	3
Preview of the Study . . . . .	5
II REVIEW OF LITERATURE . . . . .	8
Theoretical Background . . . . .	8
Experimental Studies Involving Human Relations . . . . .	19
III DATA GATHERING INSTRUMENTS . . . . .	37
The Nominating Questionnaire . . . . .	38
Friendship Scale . . . . .	40
Attitude Scale . . . . .	48
Acquaintanceship Scale . . . . .	50
Statistical Studies . . . . .	55
IV METHODS AND PROCEDURES . . . . .	63
The Experimental and Comparison Groups . . . . .	63
The Experimental Group . . . . .	63
The Comparison Group . . . . .	65
Selection of the Activators . . . . .	66
The Activators . . . . .	67
The Formal Program . . . . .	75
First Week . . . . .	75
Second Week . . . . .	78
Third Week . . . . .	79
Fourth Week . . . . .	79
Fifth Week . . . . .	82
Sixth Week . . . . .	83
Seventh Week . . . . .	85
Eighth Week . . . . .	86
Ninth Week . . . . .	89
Tenth Week . . . . .	89
Eleventh Week . . . . .	90
Twelfth Week . . . . .	91
Thirteenth Week . . . . .	92
Fourteenth Week . . . . .	93
Fifteenth Week . . . . .	94
Sixteenth Week . . . . .	94
Seventeenth Week . . . . .	96

Chapter		Page
	Eighteenth Week . . . . .	98
	Nineteenth Week . . . . .	98
	Twentieth Week . . . . .	99
	Twenty-first Week . . . . .	99
	Twenty-second Week . . . . .	99
	Twenty-third Week . . . . .	100
	Twenty-fourth Week . . . . .	101
	Twenty-fifth Week . . . . .	102
	Twenty-sixth Week . . . . .	102
	Statistical Analysis . . . . .	103
V	RESULTS . . . . .	107
	General Findings . . . . .	107
	Specific Findings . . . . .	117
	Friendship Scale Analyses . . . . .	118
	Subjects in Experimental and Comparison	
	Dormitories . . . . .	118
	Full Range Subjects . . . . .	121
	Attitude Scale Analyses . . . . .	127
	The Activators . . . . .	132
	Acquaintanceship Scale Analyses . . . . .	135
	Self Concept Analyses . . . . .	138
	Dormitory Subjects Self-Evaluation . . . . .	138
	Full Range Subjects' Self-Evaluation . . . . .	143
	Dormitory Atmosphere . . . . .	149
	Discussion . . . . .	152
	Noted Observations from the Dean of Women . . . . .	156
	Observations . . . . .	157
	Recommendations . . . . .	160
VI	SUMMARY AND CONCLUSIONS . . . . .	163
	Summary . . . . .	163
	The Experimental and Comparison Groups . . . . .	163
	The Data Gathering Instruments . . . . .	164
	The Program of Positive Interpersonal Relationships . . . . .	165
	Conclusions . . . . .	166
	General Conclusion . . . . .	166
	Specific Conclusions . . . . .	166
	BIBLIOGRAPHY . . . . .	168
	APPENDIXES . . . . .	173

# LIST OF TABLES

Table		Page
1	Nominating Questionnaire . . . . .	39
2	Thirty-one of the Original Statements Used to Describe Friendship Toward Others . . . . .	41
3	Directions Given to Ratees of Friendship Toward Others Statements . . . . .	42
4	Mean Rank Given to 24 Statements by Senior Girls and Research Class . . . . .	43
5	Mean Rankings of Twenty Statements of Friendship Scale of Thirty-eight Senior Girls . . . . .	45
6	Social Interaction Statements Ranked by 38 Concordia College Senior Girls and 15 Girls, Ages 17-20, Living in Hong Kong . . . . .	47
7	Mean Rank of Selected Statements for Friendship Scale . . . . .	49
8	Statements and Ratings of Attitude Scale . . . . .	51
9	The Acquaintanceship Scale . . . . .	52
10	Personal Checklist . . . . .	53
11	Number of Choices, Score, and Rank Order of Full Range Subjects at the October and May Administration of Attitude Scale . . . . .	57
12	Choices, Scores, and Rank Order of October and May Administration of Friendship Toward Others . . . . .	58
13	Rank Order of the Full Range Subjects in the Comparison Dormitory in the October Administration of Friendship and Attitude Scale . . . . .	59
14	Rank Order of Subjects in the Comparison Dormitory in the May Administration of the Friendship and Attitude Scales . . . . .	60
15	Correlations of the Scales . . . . .	61
16	Comparison of Selected Variables in Ruth East and Ruth West . . . . .	66



Table		Page
17	Percentage of Points Received by the Activators in Each Question of the Nominating Questionnaire . . . . .	69
18	Percentage of Points Received on the Nominating Questionnaire by Comparison Committee Members . . . . .	70
19	Percentage of Points Received by the Nine Subjects with the Fewest Points on the Sociometric Device . . . . .	72
20	Percentage of Points received by the Nine Subjects with the Fewest Choices on the Sociometric Device . . . . .	73
21	A Schematic of the Program of Positive Human Relationships . . . . .	74
22	The Invitation to the Activators . . . . .	77
23	A Program of Positive Social Interaction . . . . .	78
24	Using a Person's Name . . . . .	80
25	Showing Acceptance . . . . .	83
26	Attempting to Understand Others . . . . .	84
27	Information Sheet . . . . .	87
28	Selected Ideas from Fromm and Sorokin . . . . .	95
29	Week by Week in the Formal Program of Interpersonal Relations . . . . .	104
30	Mann-Whitney U Test Formula for Groups of Nine to 20 Subjects . . . . .	105
31	Mann-Whi-ney U Test Formula for Groups Larger than 20 Subjects . . . . .	105
32	Formula Used to Compute Chi-squared . . . . .	106
33	Subjects Numbers, Combined Scales Scores, and Rank Order of all Subjects in the Experimental and Comparison Dormitories . . . . .	109
34	Mann-Whitney U Test For Experimental and Comparison Dormitories Interpersonal Relationships Improvement as Indicated by Growth Scores . . . . .	110

Table		Page
35	Mann-Whitney U Test for Experimental and Comparison Dormitories' Commendable Behavior Choices on Friendship Scale . . . . .	119
36	Mann-Whitney U Test for Experimental and Comparison Dormitories' Expected Behavior Choices on Friendship Scale . . . . .	120
37	Mann-Whitney U Test for Experimental and Comparison Dormitories' Censurable Behavior Choices on Friendship Scale . . . . .	121
38	Mann-Whitney U Test for Experimental and Comparison Dormitories' Full Range Subjects Commendable Behavior Choices on Friendship Scale . . . . .	122
39	Mann-Whitney U Test for Experimental and Comparison Dormitories' Full Range Subjects Expected Behavior Choices on Friendship Scale . . . . .	123
40	Mann-Whitney U Test for Experimental and Comparison Dormitories' Full Range Subjects' Censurable Behavior Choices on Friendship Scale . . . . .	124
41	Mann-Whitney U Test for Experimental Dormitory's Activators and Comparison Dormitory's Matched Committee's Commendable Behavior Choices on Friendship Scale . . . . .	125
42	Mann-Whitney U Test for Experimental Dormitory's Activators and Comparison Dormitory's Matched Committee's Expected Behavior Choices on Friendship Scale . . . . .	126
43	Mann-Whitney U Test for Experimental Dormitory's Activators and Comparison Dormitory's Matched Committee's Censurable Behavior Choices on Friendship Scale . . . . .	127
44	Mann-Whitney U Test for Experimental and Comparison Dormitories' Commendable Behavior Choices on Attitude Scale . . . . .	128
45	Mann-Whitney U Test for Experimental and Comparison Dormitories' Expected Behavior Choices on Attitude Scale . . . . .	129

Table		Page
46	Mann-Whitney U Test for Experimental and Comparison Dormitories' Censurable Behavior Choices on Attitude Scale . . . . .	129
47	Mann-Whitney U Test for Experimental and Comparison Dormitories' Full Range Subjects' Commendable Behavior Choice on Attitude Scale . . . . .	130
48	Mann-Whitney U Test for Experimental and Comparison Dormitories' Full Range Subjects' Expected Behavior Choices on Attitude Scale . . . . .	131
49	Mann-Whitney U Test for Experimental and Comparison Dormitories' Full Range Subjects Censurable Behavior Choices on Attitude Scale . . . . .	132
50	Mann-Whitney U Test for Experimental Dormitory's Activators and Comparison Dormitory's Matched Committee's Commendable Behavior Choices in Attitude Scale . . . . .	133
51	Mann-Whitney U Test for Experimental Dormitory's Activators and Comparison Dormitory's Matched Committees' Expected Behavior Choices on Attitude Scale . . . . .	134
52	Mann-Whitney U Test for Experimental Dormitory's Activators and Comparison Dormitory's Matched Committees' Censurable Behavior Choices on Attitude Scale . . . . .	135
53	Chi-squared Values of Experimental and Comparison Dormitories Full Range Subject's Ratings of Acquaintanceship . . . . .	137
54	Self-Evaluation for Subjects in Experimental and Comparison Dormitories in Three Categories of Behavior as Measured by the: (a) Friendship Scale; (b) Attitude Scale . . . . .	139
55	Chi-squared Analyses of Experimental Dormitory's Subjects' Observed and Expected Self-Evaluation in Behavior as Measured by: (a) Friendship Scale; (b) Attitude Scale . . . . .	141
56	Self-Evaluation of Full Range Subjects in Experimental and Comparison Dormitories on Three Categories of Behavior as Measured by the: (a) Friendship Scale; (b) Attitude Scale . . . . .	145

Table		Page
57	Chi-squared Analyses of Experimental Dormitory's Full Range Subjects' Observed and Expected Self-Evaluation in Three Categories of Behavior as Measured by: (a) Friendship Scale; (b) Attitude Scale . . . . .	146
58	Chi-squared Analysis of Friendliness in the Experimental and Comparison Dormitories Based on a Question from the Information Sheet . . . . .	150
59	Chi-squared Analysis of Comparison of Senior College Year to Other College Years in the Experimental and Comparison Dormitories Based on a Question in the Answer Sheet . . . . .	151
60	Chi-squared Analysis of Subjects from the Experimental and Comparison Dormitories who Voluntarily Sought Counsel from the Dean of Women . . . . .	157

#### TABLE OF GRAPHS

Graph		Page
1	Mean Number of Choices Received on Four Administrations of Friendship Scale in the Comparison Dormitory . . . . .	112
2	Mean Number of Choices Received on Four Administrations of Friendship Scale in the Experimental Dormitory . . . . .	113
3	Mean Number of Choices Received on Four Administrations of Attitude Scale in Comparison Dormitory . . . . .	115
4	Mean Number of Choices Received on Four Administrations of Attitude Scale in the Experimental Dormitory . . . . .	116

## CHAPTER I

### INTRODUCTION

"Fully-functioning," and "self-actualizing" are terms receiving considerable attention in today's psychological literature. Kelley, Combs, Rogers, and Maslow use these phrases when speaking of the "adequate personality" (ASCD, 1962). Kelley (1962) stated that the adequate personality feeds on the ideas coming from others. Through enhancing relationships, the adequate personality can become less fearful and more confident. Interpersonal relationships assist one to become a fully functioning person.

Just as Spitz's (1946) classic investigation found that an absence of love (satisfying personal interaction) caused severe illness in infants, Sorokin (1959) asserted that the deficiency of the "love vitamin" was the partial cause of man's inability to live a life of altruism. Man's altruistic relationship is one ingredient of the recipe for a more adequate personality.

The research connected with this dissertation involved the development of positive human relationships. Two assumptions stated by Hall (1958) served as the basis for the study: (a) The greatest resource known to man is human resource; and, (b) The development of positive human relationships is the best method for the development of this resource.

#### Statement of the Problem

The purpose was to evaluate a program designed to develop positive human relationships in a college girls' dormitory. The program was

initiated by a peer-selected committee of nine girls who were college seniors. The purpose of the program was to develop an atmosphere of positive social interaction wherein individuals would be likely to demonstrate a more accepting attitude toward one another.

### Discussion of the Purpose

#### Definition of Terms

Human relationships referred to the interaction among people based upon their appraisal of each other and as displayed in their daily living with others.

Girls' dormitory referred to a housing unit at Concordia Teachers College, Seward, Nebraska. The dormitory had 58 living stations on four levels where two girls shared a room for sleeping and studying.

Selected committee of college senior girls referred to a group of nine girls who were selected by their dormitory peers. They were completing their final year of undergraduate study and, upon graduation, were certified to teach. Girls in the same situation selected the members of the committee on the basis of social acceptance. Choices were indicated on a forced-choice nominating questionnaire. All subjects lived in the same dormitory for three quarters of the academic year. The remaining quarter was spent at an off-campus student teaching station.

Develop an atmosphere of positive social interaction referred to the use of such techniques as: knowing everyone living in the dormitory, pleasantly greeting others and using their name whenever possible, responding to noticed needs, attempting to bring others into the group, and, in general attempting to be a sincere friend.

The experimenter sought to discover how humans would respond to a continuing program of positive social interaction. The program was to instigate a behavioral change in an atmosphere where each individual would receive the assurance of his own worth and in turn more fully appreciate the worth and uniqueness of others.

#### Discussion of Related Concepts

Gardner (1963, p. 15) said that social renewal depends ultimately on individuals who can live in a hospitable environment. The self-renewing man must be concerned with self-development, self-knowledge, courage to fail, motivation, and love. Love in the self-renewing man was described by Gardner as being mutually fruitful with other humans. The capability of accepting and giving love is present. Gardner spoke of empathy when mentioning that the self-renewing man can see life through another's eyes, and feel another's triumphs, defeats, hopes, fears, anger, and pity. If one is incapable of achieving such relationships, he is described as being imprisoned. The love of the self-renewing man dissolves the rigidities of the isolated self, forces new perspectives, and alters judgment.

If, according to Sorokin (1959), unselfish and wise love is a life-giving force, necessary for physical, mental, and moral health, then man must learn to love wisely. If children deprived of love tend to become morally, socially, and mentally defective and if love is a powerful antidote against criminal, morbid, and suicidal tendencies, then such learning and actions of love can be effective antidotes for social ills. If love is the loftiest educational force for the enlightenment and moral ennoblement of mankind, and if love is the heart and soul of all

moral and religious values, steps must be taken to bring love out of the abstract into reality. If a minimum of love is necessary for a durable, creative, harmonious, and humanely progressive society, then conscious efforts to show love become necessities. If reproduction, accumulation, and circulation of love-energy in the whole human universe are necessary conditions to militate against inter-individual and inter-group strife, then healthy positive human interactions are necessities for a society founded on the worth of the individual.

Lewin (1951) discovered that verbal communication in itself is not the most effective manner of changing an individual's behavior. In itself the mere preaching about love is an inferior method of effecting change in behavior. If mere exhortation would be sufficient, then our world should be filled with more feeling of love for others. Many prisoners, rioters, and criminals of our day have heard the Biblical words, "Love one another." These same words are not unknown to the thousands of parents who inflict bodily and emotional wounds upon their children.

In the course of offering guidance for becoming an education person, Voeks (1964, p. 156) suggested that much of the hostility that is felt toward another is caused by the shabby treatment given to that person. Shabby treatment increases the hostility. On the other hand, it was suggested that if one treats another as kindly as possible, both are more serene, happier. There is a deepened respect for ourselves and deepened liking for the other person. A type of circle is set in motion where there is more acceptance for the other and for the self. Directions for burying antagonisms were given when it was



suggested that by heeding the needs and wishes of another, mutual worlds would be brightened. Voeks (1964, p. 156) said, "When you actively recognize the value of others, you do this with yourself. Deep respect for others and deep respect for oneself are reciprocally linked."

According to Combs (1962, p. 53), the adequate personality is characterized by an essentially positive view of self where the individual sees himself as a person who is liked, wanted, acceptable, able; as a person of dignity and integrity, of worth and importance. Concepts of self are learned. People discover their self-concept, not from mere telling, but from personal experiences involving other humans. Hall (1958) indicated that individuals manifesting a high measured degree of social acceptance (interacting ability) are in a position to enhance this potential in others. Combs (1962, p. 59) reiterated Hall's statement with the words,

Apparently one learns to accept himself and others as a function of having experienced acceptance. Acceptance can be experienced in the relationships of the child with his family, his peer group, or his teachers in the public schools.

#### Preview of the Study

The present experiment was more than just the exchange of pleasantries between friendly and outgoing senior girls living in a dormitory. Sincere efforts were made to involve all students, including those who according to the nominating questionnaire appeared to be withdrawn and separated from the group. Peer-selected committee members became sensitive to the needs of others and then made efforts to assist whenever possible. Activities to develop awareness of others and their environment were planned to foster a situation where individuals would learn

to accept and trust each other as friends. An atmosphere conducive to a greater exchange of ideas and philosophies was desired. Plans were instigated for working cooperatively on meaningful projects. The program was inaugurated in the dormitory by nine peer-selected students, or activators. The investigator held weekly meetings with each activator.

A reason for the experiment was not difficult to find. The researcher agreed with Cantril (1957) who said that abstractions represented by our scientific formulations, our ethical, political, legal, and religious system will only become real when checked against life's situations. When abstractions become functional in an individual's life, they will serve as a determinant of experience and behavior. Cantril wrote, "Principles are not sufficient, but practice should be given in living a life that coincides with verbalized ideals." The experiment had special appeal for the researcher as steps were taken to bring the abstractions connected with "Love thy neighbor" into reality.

To conduct the study, data gathering instruments were used to assess behavioral changes in the subjects. A description of the instruments is given in Chapter III. The dormitory chosen for the inauguration of the formal program of positive human interaction was Ruth East. The experimenter was not involved in the assigning of rooms to any of the residents. The dormitory is located on the campus of Concordia Teachers College, Seward, Nebraska. For comparison purposes a dormitory on another campus was sought. However, it was impossible to locate such a residence where all the students were training to be Lutheran teachers; were spending one quarter in an off-campus student teaching situation; and were graduating at the end of the academic year. Consequently,

Ruth West, a dormitory located on the same campus, was selected because it met the necessary requirements.

While the proximity of the experimental and comparison units posed a major problem, the importance of the study outweighed the anticipated difficulties. The measured results, although important, were secondary to the principles underlying the research.

PREVIEW

## CHAPTER II

### REVIEW OF LITERATURE

The related literature was chosen according to Good (1963:156) who stated that the survey of related literature should provide guiding hypotheses, suggestive methods of investigation, and comparative data for interpretative purposes.

The first section of the chapter will be devoted to theoretical backgrounds of interpersonal relations with emphasis on various suggested hypotheses, needs, and procedures connected with social interaction.

The second section of the chapter will be devoted to related research experiments. Whereas numerous individuals have been concerned with human relations activities in industry, classrooms, and temporary groups, few have been involved in the initiation of a formal program of social interaction, and the later evaluation of the effects.

#### Theoretical Background

The present experiment sought to develop an atmosphere where positive human relationships would be fostered. The concepts and principles of human interaction as stated by Hall (1958:276-281) were guiding hypotheses.

Hall stated that personality development is based on two concepts: (a) It is held that the most valuable resource yet known to man is man himself. (b) It is believed that the most significant and successful way to develop this resource is through the improvement of human relations. Positive human relations are fostered on the basis of three

principles. 1. Every human being possesses potential to make a contribution to society and the manifestation of this potential causes the personality to reach a higher level. 2. People respond easily and favorably to recognition given for desirable behavior. Attention, approval, and affection are necessary human reinforcements for acceptable behavior. 3. An investment relationship is the most desirable and necessary way to cultivate the type of personality which will foster positive human relations.

On the basis of these principles, the author stated that the Nebraska Human Resources Research Foundation is developing three products: (a) A change in the students as expressed in their attitude and behavior; (b) Experience devised to promote human relations skills; and, (c) A significant difference in attitude and activity of the people in communities where investments of human relations have been made.

Details of the Teen-age, Family, Child's, Orthopedic, Communications, and Special Functions Projects providing for the development of positive human relations were explained. Measuring instruments used to evaluate the behavioral changes connected with the projects were explained. In addition to interviews and observations, a Binet-like manual was developed to categorize responses of subjects. An objective social rating scale with reliability coefficients from .96 to .98 was mentioned. When Hall spoke of human relations and the investment principle, he did not give special attention to the origin of interaction.

Watson (1963:281-290) differentiated between three styles of interaction. The special function of social interaction was distinguished from familial and work-oriented forms. The writer developed five

different criteria and showed the distinct features of the types of interaction: (a) integration of individuals with society; (b) satisfaction of personal needs; (c) investment of self; (d) conversation style; and, (e) conversational resource. Watson stated that in the involvement of self today, there is an increased emphasis upon the negative rather than on the positive. The writer explained that in all kinds of interaction, including sociability, there has been an increase in the degree to which an individual presents himself as weak or troubled and in need of help.

Watson considered the act of sociability as a defense mechanism. Through sociability an individual may obtain reassurance from others about one's own reality and importance. The transition to college life was considered as a situation which causes this anxiety. Individuals may receive assurance of their value from healthy familial interaction, or when production is noted in work-oriented interaction. In social interaction, efforts are required if there is to be something of interest to talk about, and these interests center around leisure-time activities or areas of personal expertness. Although it requires time, energy, and inventiveness, for social interaction, helpful resources need cultivation.

The experiment carried on in the Concordia dormitory was such an effort where activators' time, energy, and inventiveness was used to reassure people of their value.

The dormitory project depended upon the quality of relationships and the abilities of the activators. Bennis (1964:665-692) was concerned with the social and personal conditions that determined the quality of relationships. Bennis stated that the ideal social conditions

which support improved relationships included an open-system, interdependence, consensus, clarity, and reality. In addition to the social conditions (externals), five personal competencies (internal) were reviewed. The personal competencies which tend to increase interpersonal relationships were: (a) capacity to receive and send information and feelings reliably; (b) capacity to evoke the expression of feelings; (c) capacity to process information reliably and creatively; (d) capacity to implement a course of action; and (e) capacity to learn in each of the above areas.

Characteristics connected with the five capacities included: ability to listen; ability to perceive; sensitivity to another's feelings; confidence to express a thought, belief, or feeling; conceptualization and diagnosis of interpersonal experiences; behavioral flexibility when diagnosis indicates; and an attitude that permits and encourages analysis and interpretation of ones interpersonal experiences.

Bennis gave emphasis to the idea that interpersonal relationships are learned through activity rather than by only reading, but he did not attempt to describe necessary training for high ability in interpersonal relationships.

Although Rogers (1959) did not describe the necessary training, he did present a general law where he suggested that psychotherapy principles be applied to human relationships. In the statement of his general law, he used the word "congruence," and explained it as an accurate matching of experience, awareness, and communication. To the present examiner it seemed reasonable that the activators in the dormitory should be aware of people and be able to communicate with others.

Roger's general law was based on three assumptions: (a) a minimal willingness on the part of two people to be in contact; (b) an ability and minimal willingness on the part of each to receive communications from the other; and, (c) assuming the contact to continue over a period of time.

In the following statement of the law, the perceptions of the receiver of the communications is noted as being a vital part of congruency:

The more that Y experiences the communications of X as a congruence of experience, awareness, and communication, the more the ensuing relationship will involve: a tendency toward reciprocal communication with a quality of increasing congruence; a tendency toward more mutually accurate understanding of the communications; improved psychological adjustment and functioning in both parties; mutual satisfaction in the relationship.

Conversely the greater the communicated incongruence of experience and awareness, the more the ensuing relationship will involve: further communication with the same quality; disintegration of accurate understanding; less adequate psychological adjustment and functioning in both parties; and mutual dissatisfaction in the relationship.

Many of Roger's concepts were presented earlier in the form of hypotheses and corollaries by Festinger (1954:117-140). Festinger added the idea of competitive behavior as he hypothesized that social influence processes and some types of competitive behavior were both manifestations of the same socio-psychological process and can be viewed identically on the conceptual level. Humans have a desire for evaluation based on comparison with others. In the dormitory situation there seemingly was considerable opportunity for comparison with other people.

Due to the thoroughness and relativeness of the theoretical presentation, it was deemed expedient to give selected hypothesis and