

M

mentally retarded, the mentally ill, and anyone else who may be subjected to prejudice because of his appearance, or because of what he is. Negroes, Jews, freethinkers, and others would all fit this category at one time or another, since we seem to be dealing with the way society responds to deviance. Deviance is believed to be best understood if it is conceptualized as a social labeling process: a person becomes deviant when society defines him as such, and not necessarily due to any behavior of his own. Of course, some behaviors are looked upon negatively in a given society, and will lead to the person who engages in such behavior being a good candidate for the deviance role.

THE RESEARCH PROJECT

The purpose of this project is to research personality and attitudes as they relate to physical disability. Specifically, by means of a modified social distance scale, the attitudes of college students, the physically disabled themselves, rehabilitation counselors, and members of the lower class community will be studied, and the personality correlates of these attitudes assessed with the following measures: California F Scale to measure authoritarianism; Rokeach Dogmatism Scale; 10-item measure of the yeasaying-naysaying response set; the Personal Opinion Survey, a 30-item, true-false, paper-and-pencil creativity measure; preference for polygons varying in complexity-simplicity, which has also been related to creativity, with creative persons preferring complexity; a 10-item intraversion-extraversion measure; and the Marlowe-Crowne Social Desirability Scale. It is believed that the physically disabled and rehabilitation counselors may have negative attitudes toward the physically disabled, and this would interfere with the rehabilitation process. Also, by including attitudes toward Negroes in the social distance scale, we can assess the relative distance which the various samples wish to place between themselves and (a) the physically disabled and (b) Negroes. Use of the personality measures should enable us to obtain some understanding of what variables are associated with rejection of the physically disabled and of Negroes. We can also see to what extent prejudice is general, i.e., is the anti-Negro person also likely to be anti-physically disabled. It would seem likely that there would be much generality in prejudice, since the physically disabled person is, by nature of his disability, deviant and therefore subject to the same rejection that other deviants get.

The first two months of the project were concerned with administrative matters, mainly setting up the testing of subjects. Thus, actual data gathering has occurred for only four months. During this four months, 100 college students and 30 physically disabled persons have been tested. The testing is now proceeding at a reasonable pace, with no major problems encountered. Report of results would be premature at this time since only the college student sample has been fully tested.

However, some related studies have been carried out and completed. These studies help us understand better what is being measured and will provide added confidence in the results found with the measures and samples mentioned above. First, Eisenman and Foxman (1970) attempted to see if subjects' knowing that

they were about to express their attitudes toward the physically disabled would affect their scores on the creativity measures utilized, viz., the Personal Opinion Survey and the polygons. Three groups of subjects were utilized (a) subjects who merely took the creativity tests; (b) subjects who were told that after taking the creativity tests they would have to express their attitudes toward the physically disabled; and (c) subjects who were told that after taking the creativity tests they would have to report information about their relationships with their family. Since there were no significant differences in the scores or the correlations among the scores, the results suggest that expressing attitudes toward the physically disabled (or reporting family information) does not invalidate scores obtained on these creativity measures.

Second, Eisenman and Huber (1970) studied the effects of the attractiveness variable in influencing subjects' responses. Since the physically disabled may be rejected because their disability makes them unattractive, and since many studies have shown the importance of physical attractiveness in influencing subjects' responses, the Personal Opinion Survey measure of creativity and the Kipnis (1968) Insolence Scale were administered to subjects either by a female experimenter chosen for her physical attractiveness or by a female experimenter chosen for her physical unattractiveness. She was not physically disabled, since we wished to see if unattractiveness *per se* would influence the results. Consistent with our expectations, male subjects showed no relationship between Personal Opinion Survey scores and scores on the Kipnis Insolence Scale when the experimenter was an unattractive female, but a Pearson product-moment r of .48 was obtained in the condition in which the female was attractive ($p < .05$). Overall, the r between these two tests was .23 ($p < .05$) across all conditions, but an insignificant .19 for males across all conditions, and .30 ($p < .05$) for females across all conditions. The number of subjects was 143 in all, with 73 male college students and 70 female college students. There was additional evidence that female subjects were affected by the unattractive female experimenter. An empirically derived subscale of the Personal Opinion Survey is one called "adventurousness" (Eisenman, 1969) and seems to reflect a sensation-seeking orientation. The r between the adventurousness subscale and the Kipnis Insolence Scale was .46 for the 44 female subjects in the various conditions who were not tested by the unattractive experimenter ($p < .01$). For the 26 females tested by the unattractive experimenter the r was .00. Both the adventurousness subscale of the Personal Opinion Survey and the Kipnis Insolence Scale seem to reflect a rather impulsive, pleasure-seeking orientation. Since Barron (1963) has related creativity to impulsiveness we would expect correlations between the Personal Opinion Survey and the Insolence Scale. The effects of the unattractive experimenter seems to be to depress these expected correlations, so that they are insignificant. Perhaps the unattractive person has a negative motivational effect, so that subjects do not express their basic outward tendencies, such as pleasure-seeking, extraversion, etc. in the presence of such a person. While it is not totally clear just why the results were obtained, the findings do point up the importance of the attractiveness variable.

Final
attitudes b
lege classes
measures w
and Smith
item on th
there are a
from 1 to
wrong." Es
indicate a
who taught
lower (less
which the i
for the effe
taught abou
moral judg
Whether the
tested after
implications
prejudice an
about autho
others, it m
toward thos

For be
will be carri
scale. Age, s
ability that
the four stir
disabled" th
ate, who is 5
attributes, w
rejection, an
abled.

In add
these relate
subjects. The
specific kind
physical disa
disorders, wh
tion), I.Q. ev

Another
occupational
cians and co
the subjects
maximum po

Finally, a study by Eisenman (1970) suggested that it is possible to modify attitudes by giving information about authoritarianism. Specifically, several college classes were taught about the authoritarian personality, and pre- and post-measures were taken on their moral judgments, using a test devised by Eisenman and Smith (1966) to measure moral judgments in mitigating circumstances. Each item on this scale refers to some behavior commonly considered immoral, but there are always mitigating circumstances present. Subjects rate the behaviors from 1 to 7 with 1 representing "totally good" and 7 representing "totally wrong." Extreme toward the "totally wrong" side of the scale are believed to indicate a rather condemning, moralistic stance. It was predicted that instructors who taught about the authoritarian personality would have students who made lower (less condemning) scores on the post-test. Control classes were utilized, in which the instructor did not teach about authoritarianism, and statistical control for the effects of pre-testing was used. It was found that students who were taught about the authoritarian personality had significantly lower scores on the moral judgments scale than students who did not receive such instruction. Whether the student had received the pretest on moral judgments or was simply tested after learning about authoritarianism had no effect. These findings have implications for the important point about changing prejudicial attitudes, since prejudice and authoritarianism often go together. To the extent that information about authoritarianism can make students less moralistic in their judgments of others, it may be possible to reduce some of the prejudice that students harbor toward those who are "different", such as the physically disabled.

*the liberal
dream*

For both the second and third years of this project, a more detailed study will be carried out regarding the stimulus person presented on the social distance scale. Age, sex, and education will be added to the dimensions of race and disability that the subjects are currently asked to respond to. That is, while one of the four stimulus persons now presented is "a white person who is physically disabled" the additional procedure will involve "a white, female, college graduate, who is 50 years old, and physically disabled." By systematic variation of the attributes, we will be able to find out which variables play the greatest part in rejection, and which variables mitigate or enhance rejection of the physically disabled.

In addition, many background variables will be considered to see how these relate to the personality and attitudinal measures of physically disabled subjects. These background variables will be: age, sex, birth order, social class, specific kind of physical disability (including present functioning), length of physical disability, marital status, previous physical disorders, previous mental disorders, where payments come from, home background (social worker evaluation), I.Q. evaluation, and speech evaluation.

Another addition for the next period is a study of the effectiveness of occupational therapy, physical therapy, and psychotherapy by having the physicians and counselors involved in the rehabilitation process rate the progress of the subjects on a 1-to-7 scale, with 1 representing no progress and 7 representing maximum possible progress.

Finally, the next two years of the project will involve a follow-up on patients who return, to see how these patients who do not successfully stay out of the hospital compare to those who have successfully avoided re-hospitalization. All tests will be repeated on these patients, giving us some idea of both the stability of the test scores and how the patient who is re-hospitalized changes after having been in rehabilitation treatment.

This program of research should help us understand better some of the problems faced by physically disabled persons in our society. Since our society places such a strong evaluation on good looks and on fitting in with the group, the person who is notably different may be subjected to prejudice. This would seem especially true of those "notably different" people who happen to have the social stigma of being physically disabled, mentally retarded, or mentally ill. Many people will reject such individuals, making therapeutic progress difficult for the rejected individual. We all need some degree of love and acceptance, and when we are rejected because of the kind of person we are, we feel great loss of self-esteem. Therapists might consider this problem in treating persons who have any of the above-mentioned characteristics.

Amie Stone
penally
shot

REFERENCES

- Barron, F. *Creativity and psychological health*. Princeton, N.J.: Van Nostrand, 1963.
- Eisenman, R. Components of creativity, verbal conditioning, and risk taking. *Perceptual and Motor Skills*, 1969, 39, 686-700.
- Eisenman, R. Teaching about the authoritarian personality: Effects on moral judgment. *Psychological Record*, 1970, 20, 33-40.
- Eisenman, R. and Foxman, D. Creativity: Reported family patterns and scoring methodology. *Psychological Reports*, 1970, 26, 615-621.
- Eisenman, R. and Huber, H. Creativity, insolence, and attractiveness of the female experimenter. *Perceptual and Motor Skills*, 1970, 30, 515-520.
- Eisenman, R. and Smith, J. F. Moral judgment and effort in human figure drawings. *Perceptual and Motor Skills*, 1966, 23, 951-954.
- Kipnis, D. Studies in character structure. *Journal of Personality and Social Psychology*, 1968, 8, 217-227.

Matern
Project
Handic

ten r
hand
moth
were

The C
provides a c
capped chil
necticut.

CCRC

the sub-nor
not dealing
tardation is
familial ret

After

was made t
children in
families al
The basic
sive interv
developing

TER

Center.

MIC

BAR

WIL