

AN INVESTIGATION OF SOCIAL AND PSYCHOLOGICAL
CHARACTERISTICS OF COUNSELOR TRAINEES

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Major professor

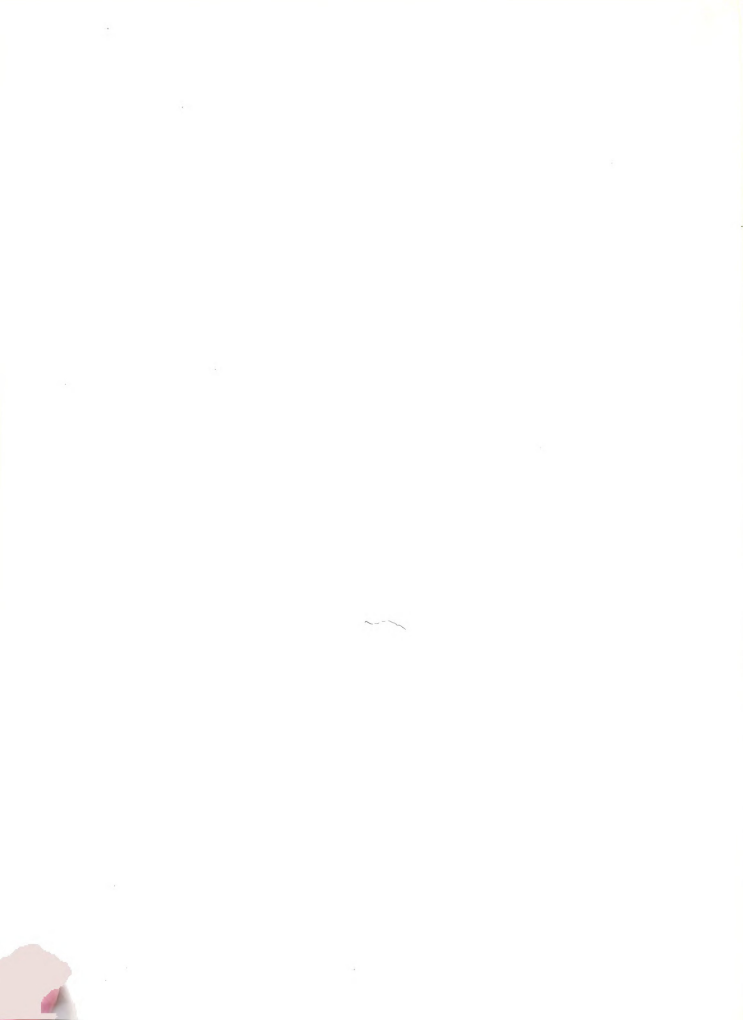
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ABSTRACT

AN INVESTIGATION OF SOCIAL AND PSYCHOLOGICAL CHARACTERISTICS OF COUNSELOR TRAINEES

by Delores Mabel Harms

Current selection practices of institutions offering graduate courses in counseling indicate an emphasis for selection on academic competence, yet not all counselor trainees are equally effective as counselors.

The purpose of the study is to investigate whether patterns exist in the personal-social history of the counselor trainee, and whether related patterns exist in his performance on a battery of tests. The existence of such patterns could generate more finite hypotheses to test the relationship of these patterns and the responses of the counselor trainee in a practicum interview.

The general direction of the study was based on the assumption that the life style of an individual is composed of such factors as a structure of behavior, experiences, social-identity, self-identity, and control. The interplay of these factors results in adaptation and/or change in the life style of the individual. As a general theory then, the



life style of an individual will be reflected in his response to client leads in a counseling situation. The general hypothesis proposed that the more personally creative individual would tend to be more affective in the counseling relationship, while the less personally creative individual would tend to be more cognitive in the counseling relationship.

Thirty enrollees in the National Defense Education Act Institute for Guidance and Counseling at Michigan State University during the academic year September 1962 to June 1963 were used in the study.

Data were obtained from the responses of counselor trainees to a tape-recorded structured interview and a battery of tests purporting to measure scholastic aptitude, teacher attitudes, certain personality variables, achievement in guidance and counseling, interests, creative thinking abilities, value orientations, dogmatism, and self-concept. Counselor trainee responses in a practicum interview were used to separate the subjects for purposes of comparison. Judges' ratings from first and last initial interviews during a ten-week practicum period were compared to measure the affective or cognitive response of the counselor trainee to client leads.



Gross differences in response were established at plus or minus two between the more affective subjects and the more cognitive subjects as compared to the total group of subjects. This analysis was applied to both the structured interview and the test data.

Findings of the study indicate that hypotheses of difference with respect to the more affective and more cognitive counselor trainees were generated in the areas of family relationships, occupational involvement, awareness, interests, spontaneous flexibility, and self-concept.

It appears that the education and training of counselors must include not only the acquisition of skills and techniques, but must also allow for the personal development of the individual. This approach implies that those selected must be capable not only of acquiring the appropriate skills, but also of being personally creative.



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1965

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OF COUNSELOR TRAINEES

By

Delores Mabel Harms

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CHAPTER I

INTRODUCTION

Criteria are necessary for the selection of counselor trainees. Selection criteria must be established which will be closely related to the predictive of potential effectiveness in counseling. McCully⁴⁸ has stated that, "Of all developmental tasks of professionalization, the formulation and promulgation of selection and training standards for entry into the occupation is probably most crucial."

There has been some assessment of certain personality variables and social characteristics of the counselor and its relation to counseling effectiveness; however, many dimensions in this relationship are unexplored and those which have been studied have thus far failed to provide adequate selection criteria. An almost entirely unexplored dimension is the broad area of social- and self-identity, referents, type of familism, and sphere of orientation; while another dimension lies in the area of creative thinking, dogmatism, self-concept, and values.

The Problem

What experiences in the broad personal-social history of the individual influence his responses to client leads? Is this history related to performance on tests designed to measure broad psychological patterns?

The purpose of the study is to investigate whether patterns exist in the personal-social history of the counselor trainee, and whether related patterns exist in his performance on a battery of tests. The existence of such patterns could generate more finite hypotheses to test the relationship of these patterns and the responses of the counselor trainee in a practicum interview.

Experiences are important in the development of personality. Analysis of the experiences of the individual is necessary, but insufficient. It is also necessary to analyze what and how a person perceives and also what and how he fails to perceive. These analyses may then indicate how the individual relates to and interacts with the world.

Adorno, et al., studied the authoritarian personality based on the total personality. Adorno² states that "Personality is not, however, to be hypostatized as an ultimate determinant. Far from being something which is given in the beginning, which remains fixed and acts upon the sur-

rounding world, personality evolves under the impact of the social environment and can never be isolated from the social totality within which it occurs." Although personality is a product of the past, it is not a mere object of the contemporary environment.

This study is an attempt to characterize the more affective and the more cognitive counselor trainees on the basis of sociological and psychological variables.

The selection of candidates for counselor training prompts this study of the identification of social characteristics and specific personality variables.

Delimitations

The findings of this study must be interpreted within the scope of the study. The group studied was small in size. The study was intended to be directional in nature and hypothesis-generating rather than hypothesis-testing. No attempt was made to obtain a geographically stratified sample, or to follow-up subjects beyond the period of study to test actual counseling effectiveness. No attempt was made to establish the superiority of affective or cognitive responses of counselor trainees. No attempt was made to establish a hierarchy of order of questions or sections in the structured interview.



Assumptions

It was assumed that personal interviews could reveal meanings, influences, and the importance of certain concepts in the personal history of individuals, and that the mental creativity, dogmatism, value orientations, and self-concept of the individual could be measured. It was also assumed that both affective and cognitive responses to client leads are possible in the interaction process of the interview, and that these responses could be rated on a scale from affective to cognitive.

Theory and General Hypotheses

This study was undertaken as an investigation of numerous social and psychological characteristics of counselor trainees. Although the areas investigated were broad and general in nature, they were not selected randomly; rather, theoretical constructs guided the determinations of which attitudes and behaviors would be most likely to yield tentative conclusions and more specific constructs and hypotheses.

The general direction of this study was based on the assumption that the life style of an individual is composed of such factors as a structure of behavior, experiences, social-identity, self-identity, and control. The interplay

of these factors results in adaptation and/or change in the life style of the individual. As a general theory then, the life style of an individual will be reflected in his responses to client leads in a counseling situation.

The experiences of the individual may have both historical actuality and psychological reality.²¹ These experiences influence the boundaries of the structure for behavior, and in turn are influenced by this structure. The boundaries of the structure for behavior may vary from fluid and open to rigid and closed. The individual may be able to use experiences to adapt to the existing structure for behavior. Or, the individual may change the structure for behavior to accommodate those unadaptable experiences which become so valuable to him that they must have a place in the structure.

Both the experiences and the structure for behavior are influential in the development of the social-identity and self-identity of the individual. The value system of the individual may or may not be closely tied to the value system of the culture. The intensity of this bond is directly related to the intensity of the social-identity of the individual. The development of self-identity is directly related to the testing of the value system of the culture through experiences. The process of testing may result in

the individual accepting and retaining a value or values of the culture in his personal value system. Should a conflict develop in the testing process about the importance of a value of the culture and a value of the individual, the individual is then faced with a decision-making situation. He may choose to reject the personal value, and retain the cultural value, or he may choose to reject the cultural value and retain the personal value, or he may choose to reject the process of decision-making. If he chooses to make a choice between the values, this then leads to a further decision-making situation--the choice of the importance of the development of a self-identity without the complete impairment of the social-identity, or the choice of the importance of the maintenance of the social-identity without the complete impairment of the self-identity.

The scope of experiences of the individual are then controlled by his ability or inability to live with a personal value system which may or may not be consonant with the value system of the culture. The individual will, therefore, exercise selective perception with respect to experiences that may be admitted to awareness. The degree of selective perception will be directly related to the degree of ambiguity that the individual can tolerate in his life style.

The individual who is able to admit to awareness the historical actuality and the psychological reality of his experiences would be a more personally creative individual. The structure for behavior for this individual would be more fluid and open, his experiential world (past and present) would be available to his awareness, there would be both social-identity and self-identity with an emphasis on self-identity, and control (selective perception) that would allow for ambiguity. This individual would admit to awareness the facts of the experience and his feelings about the experience because he would have tested his personal value system and found that admitting both of these aspects of his experience to awareness did not necessarily destroy either his self-identity or his social-identity, or damage the structure for behavior.

This individual would tend to be more affective in the counseling relationship because he would perceive this situation of interpersonal relations as broad, fluent, and open; a structure in which he could maintain self-identity and still be a participant with social-identity. He would be able to allow the client to admit to awareness both the facts and the feelings of a situation because this would not damage the structure for interpersonal relations.

The individual who is unable to admit to awareness either the historical actuality or the psychological reality of his experiences or both of these aspects would be a less personally creative individual. The structure for behavior for this individual would be more rigid and closed, portions of his experiential world (past and present) would not be available to his awareness, there would be both social-identity and self-identity with an emphasis on social-identity, and control (selective perception) would be rigorously applied to admission of experiences to awareness and would not allow for ambiguity. The admission of the facts of the experience and his feelings about the experience would more often not be admitted to awareness because any conflict between the personal value system and the cultural value system would be too damaging to the social-identity and to the structure for behavior.

This individual would tend to be more cognitive in the counseling relationship because he would perceive this situation of interpersonal relations as more constructed and less fluid; a structure in which he could maintain social-identity with little or no self-identity necessary for participation. He would be unable to allow the client to admit to awareness both the facts and the feelings of a

situation because this would damage the structure for interpersonal relations.

This general theory of life style and counselor responses becomes the hypothesis for this investigation as it relates to the counseling process and training program. The present investigation is not to test this hypothesis, but to explore it further for the possibility of ascertaining whether hypotheses could be more carefully specified. Therefore, this study was an investigation of the broad personal-social history of the counselor trainee and included the areas of family relationships, education, occupation, social relations, income, success, critical incident, and religion. This study also included an investigation of performance on a battery of tests including scholastic aptitude, certain personality variables, teacher attitudes, achievement in guidance and counseling, interests, creative thinking abilities, value orientations, dogmatism, and self-concept.

Definition of Terms

Several terms in this study have special meaning. The most frequently used terms are defined for purposes of this study as follows:

Social-identity - what an individual identifies as himself within a social context; within a social experience



Referent - that person, event, or situation used
by the actor as the frame of reference in the
organization of his perceptual field

Deprivation - the degree of want experienced by a
person when he compares himself to his referent
relationship whether it be a group, person, or
abstract idea

The definitions relating to the sphere of orientation
are those of Robert K. Merton:⁵⁴

Localite - an individual whose orientation is
toward local social structures; one whose major
interest is in the local community

Cosmopolite - an individual whose orientation is
toward the larger social structure, the Great
Society; one whose major interest is in the
world, but who has a minimum of interest in the
local community

Status - position of person with respect to any
other persons or person in relation to education,
income, occupation, and ethnicity

The definition relating to the self-concept is that
of The Greater Kansas City Mental Health Foundation:⁵¹

Self-concept - what an individual identifies as
himself through experiences; how an individual



sees himself

Awareness - open to experience; living with full presence in the present; receptive of experiences to consciousness

The definitions relating to affect, cognition, and authority are those of Horace B. English and Ava Champney

19
English:

Affect - 1. a class name for feeling, emotion, mood, temperament; 2. practically = an emotion; 3. a class name for a particular kind of feeling or emotion

Cognition - 1. a generic term for any process whereby an organism becomes aware or obtains knowledge of an object. It includes perceiving, recognizing, conceiving, judging, reasoning

Authority - a relation between two or more persons such that the commands, suggestions, or ideas of one of them influences the others

Authority figure - the person who--by virtue of his status, role, or recognized superiority in knowledge, strength, etc.--exerts the influence in the authority relation

Authoritarianism - 1. the method of control of others in which one person sets the tasks,

prescribes procedures, and judges results without permitting others to share in the decision process; 2. belief in the principle of authority in social relations; 3. belief in authority as a source of truth; 4. a personal tendency to crave or demand obedience subordination; or the complex of traits said to be associated with that tendency

Affective - rating by judge of an emotional (feeling) response by a counselor trainee from a practicum interview tape

Cognitive - rating by judge of a content (intellectual) response by a counselor trainee from a practicum interview tape

The definitions relating to the creative thinking tests are those of J. P. Guilford:³⁰

Creative thinking - abilities found in the group of divergent thinking factors

Divergent thinking - the ability to think with freedom in different directions, to discover, to structure a situation, including fluency, flexibility, and originality

The definition relating to the test of dogmatism is that of Milton Rokeach:⁶⁵

Dogmatism - the resistance to change of systems of
belief

The definition relating to the test of value orientation is that of Gordon Allport:⁴

Value orientation - the belief upon which the
individual acts by preference

National Defense Education Institute - group setting
for the training of counselors sponsored by the
United States Government

Organization of the Study

Chapter I has included a rationale for the study, the hypothesis, and definition of terms with special meanings. Literature relating to the study will be reviewed in Chapter II. Chapter III will present the population of the study, the method of collecting the data, and the procedure for analysis. The analysis and presentation of the data will be included in Chapter IV. Chapter V contains an interpretation of the data and implications for further study.



CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to review the literature relating to social and personality characteristics of counselors and to selection procedures for counselor training. A review of the study in which data were collected to determine the affective or cognitive quality of responses of the subjects in this research study is also included. The final section presents a description of the directive and non-directive types of counseling.

Social Characteristics of Counselors

Abeles¹ reported a study of characteristics of 130 graduate student counselor trainees at the University of Texas in 1958. Supervisors used a global rating to assess counselor trainees on a continuum from greater to lesser promise in future counseling proficiency. Tests used included the Miller Analogies Test, the Minnesota Multiphasic

Personality Inventory, the General Aptitude Test Battery, the Kuder Preference Test, and the Allport, Vernon, Lindzey Study of Values. Results of the study indicated that differences were found with respect to values, interests, and characterological aspects for male counselor trainees, but not female counselor trainees. Few test scales differentiated male counselor trainees with high promise of counseling proficiency from those of low promise of counseling proficiency. Female counselor trainees with high promise of counseling proficiency differed significantly on test data from those of low promise of counseling proficiency.

Abels¹ characterized male counselor trainees with high promise as placing themselves in a socially desirable light, being sensitive, worrying, being somewhat high strung, seeing themselves and their surroundings more objectively and dispassionately, lacking quarrelsomeness and domineering qualities, less concerned with being social leaders, and as willing to accept things and people as they are. Those counselor trainees with low promise were characterized as presenting themselves in a socially desirable light, critical of people, placing more importance on social leadership, having a greater need to dominate, taking things more personally and subjectively, but giving the impression of being very relaxed, self-confident, carefree, and somewhat impulsive.

Interest and value data characterized the counselor trainees with high promise as interested in "working with" people, while counselor trainees with low promise were characterized as being interested in "working around" people.

Erickson²⁰ surveyed counselors in the state of Michigan who were members of the state professional association to discover social characteristics of counselors, and obtain responses to a series of test cases. An attempt was then made to determine the degree of relationship between these social characteristics and the response typology of the counselors.

Michigan counselors were characterized as being over forty years of age, with five or more years of experience as a counselor, having at least a Master of Arts degree, mostly Protestant, and having migrated from other midwestern states. Father's occupation was rated most frequently as skilled, then semi-skilled, farmer, and professional. Most fathers terminated their education after elementary school, but some had college training. Entry into counseling was based on a variety of reasons including an interest in teaching, and the opportunity to counsel. Respondents stated that the best way to improve their status in the community was to participate in community organizations. Training and education, joining professional organizations, and attending

professional meetings were ways in which professional status could be improved. Erickson concluded that the values and orientations of a counselor will enter into his behavior in the counseling interview. However, the hypothesis suggesting a relationship between similarity of education and occupation of the counselor and his reactions to case data was not supported, nor was the hypothesis that the counselor will tend to sublimate his own motivations and personal biases in counseling situations. The hypothesis that in a conflict of the individual and institutional equilibrium the counselor will tend to support the individual was neither proved nor disproved.

⁸
 Brams investigated the relationship between some personality characteristics of counselor trainees and the effectiveness of their ability to communicate with clients in counseling interviews. Personality characteristics were indicated by a series of objective personality tests, including the Minnesota Multiphasic Personality Inventory, the Taylor Manifest Anxiety Scale, the Index of Adjustment and Values, and the Berkeley Public Opinion Questionnaire. Three ratings of communication effectiveness were obtained for each counselor trainee. Brams concluded that effective communication is positively related to the counselor trainee's

tolerance for ambiguity as measured by the Berkeley Public Opinion Questionnaire. Other relationships measured were inconclusive.

Rishel⁶³ attempted to determine how students best may be selected for initial entry into graduate programs of counselor education. Test data, grade point average, and effectiveness ratings were correlated. Scholastic aptitude and selected items from personality and interest inventories were reported as valid predictors of success in counselor education. Rishel stated that age, work experience, and teaching experience should be used as selectors only with extreme caution, if at all.

Personality Characteristics of Counselors

Cottle and Lewis¹⁴ attempted to construct a scale to differentiate counselors and other workers in education and psychology. The scale was constructed of items from the Strong Vocational Interest Blank for Men, the Minnesota Multiphasic Personality Inventory, and the Guilford-Zimmerman Temperament Survey. The counselor was characterized as being emotionally stable, objective in outlook, friendly, and having above average success in personal relations. Further research with this scale significantly differentiated teachers and counselor trainees.



Kriedt⁴⁴ attempted to determine the adequacy of the 1938 Strong Vocational Interest Blank key for psychology. A new key was constructed to better differentiate between sub-groups of experimental, clinical, guidance, and industrial psychologists. Guidance workers were differentiated from psychologists by stronger interests in interviewing, service to others, personnel work, and writing.

An attempt was made by Snyder⁷² in 1955 to find personality characteristics typical of clinical psychology students. The Minnesota Multiphasic Personality Inventory was administered to seniors and graduate students in a course in introduction to clinical psychology. Later, prediction ratings from psychology professors were obtained. The attempt to construct a valid scale from the MMPI was unsuccessful. Snyder characterized the "good students" as being more aggressive, independent, unconventional, and social; and less religious, neurotic, and having feelings of inferiority. The "poor students" were found to be more conventional, religious, having feelings of inadequacy, and neurotic concerns.

In 1962 Patterson⁶¹ reported a study of rehabilitation counselor trainees using a battery of tests for the purpose of providing normative data. The battery of tests included the Miller Analogies Test, the Minnesota Multiphasic Per-

sonality Inventory, the Edwards Personal Preference Schedule, the Strong Vocational Interest Blank, and the Kerr-Speroff Empathy Test. The rehabilitation counselor trainees were found to compare favorably in scholastic ability with other graduate students. They tended to be interested in helping, social welfare, and/or psychology professions, and personnel administration. The personality characteristics of these trainees were normal and similar to college students in general, but traits desirable in counselors were stronger in these trainees than in students in general. They had above average interest in people, and in understanding them. Patterson found that the rehabilitation counselor trainees tended to be confident of themselves, without undue guilt feelings, were willing and able to listen to others, and to accept suggestions.

³⁹
Hoffman investigated counselor subroles using client interviews to more thoroughly describe the larger role of the counselor. Results indicated that subroles could be categorized from verbatim transcriptions of interviews, but that a standardized personality pattern for the effective counselor was improbable because of the variety of behaviors used by the counselor. Hoffman concluded that further research was implied to investigate the relationship of certain



personality characteristics to patterns of subroles, to determine factors influencing the subrole pattern, and the importance of the use of an extended repertoire of subroles.

In an article in 1957, C. Gilbert Wrenn⁹² stated that no one knows what type of personality a counselor has, or needs to have. Studies of personality characteristics were cited. Wrenn concluded that, "...a counselor must have considerable psychological strength to handle the ego-involved counseling relationship, that he must be a socially perceptive (sensitive) person, and that he must have a firm sense of purpose and an articulate value structure."

Arbuckle⁵ stated that research on the education of the counselor points to a need for more research to determine whether or not there are specific counselor traits that definitely contribute in either a positive or negative way to the total effect of the counseling process. Arbuckle asserted that there is a need to first answer the question, "What is a counselor?"

Selection Procedures of Counselor Education Programs

In an early study of the selection and education of student personnel workers, Wrenn⁹⁴ listed two major unsolved problems: one, the selection of those who are encouraged to work toward certification or a graduate degree; two, the

balance of knowledge and practice in the graduate curriculum.

Results from a battery of tests measuring interests, scholastic aptitude, values, and personality variables indicated that males scored high on theoretical values and low on aesthetic values. The subjects showed interest in occupations related to science, human relations, and linguistics. They were characterized as high in Restraint, Emotional Stability, Friendliness, Objectivity, and Personal Relations. Wrenn concluded that somehow individuals must be found who are socially sensitive, emotionally mature, and intellectually able. They must be motivated toward science and service, and find satisfying the particular activities involved.

Surveys of selection procedures during the last decade were reported by Wellman,⁸⁶ Santavicca,⁶⁶ and the committee of a professional association.⁷⁹

Wellman⁸⁶ surveyed 151 institutions to determine the extent and nature of special admission requirements in graduate colleges offering programs for the preparation of college personnel workers. Academic achievement was the most frequently reported criterion for admission. Interviews, recommendations, and try-out experiences were listed as the second most frequent criterion. Interest in the field,

specified undergraduate preparation, teaching experience, work experience other than teaching, and counseling aptitude were the remaining criteria for admission. Wellman commented on the inadequacy of instruments measuring characteristics believed to be related to successful performance in the field, and the lack of valid objective criteria for selection.

⁶⁶
Santavicca surveyed current selection practices of institutions offering graduate courses in counseling. Emphasis for selection was on academic competence as judged by undergraduate record and scholastic aptitude as measured by tests. Consideration was then given to teaching experience, personal adjustment, social interest, work experience, health, and other criteria.

⁷⁹
The Sub-Committee on Counselor Trainee Selection of the American Psychological Association surveyed the practices and problems in universities training counseling psychologists. Specific selection procedures included an informal, unstructured interview, letters of recommendation, grade point average, tests, and practicum. One-half of the schools reported research was underway to evaluate selection methods, less than one-half were satisfied that they knew the essential traits on which to select, and over one-half were dissatisfied with present selection methods.

Hill³⁶ reported that Barry and Wolf classified the articles in the Personnel and Guidance Journal from 1952-57 and found fourteen of the 411 articles were concerned with counselor selection and preparation. Two of the fourteen articles dealt with research in counselor training. There was no major longitudinal study of selection, training, placement, and evaluation.

Hill³⁷ further stated that there have been pronouncements about the personal characteristics and competencies of counselors, but few are based on research. Studies of the character and status of counselors in training and guidance workers in service with a view to standardization have proved unsuccessful. This does not erase the selection problem, but only makes it more challenging.

Kinzer⁴³ disagreed with the specialization fostered by Title V of the National Defense Education Act of 1958. He did not propose criteria for selection, but emphasized the importance of selection procedures rather than curriculum, and placed major responsibility for such selection procedures with counselor educators.

Arnold Buchheimer is in the process of validating an instrument to predict counselor success based on kinescope scenes of counseling behavior. After each scene the testee

is required to select the counselor's next best statement.

Norman Kagan, David Krathwohl, and William Farquhar are currently validating a similar instrument in which the testee is required to identify the client's feelings after each scene.

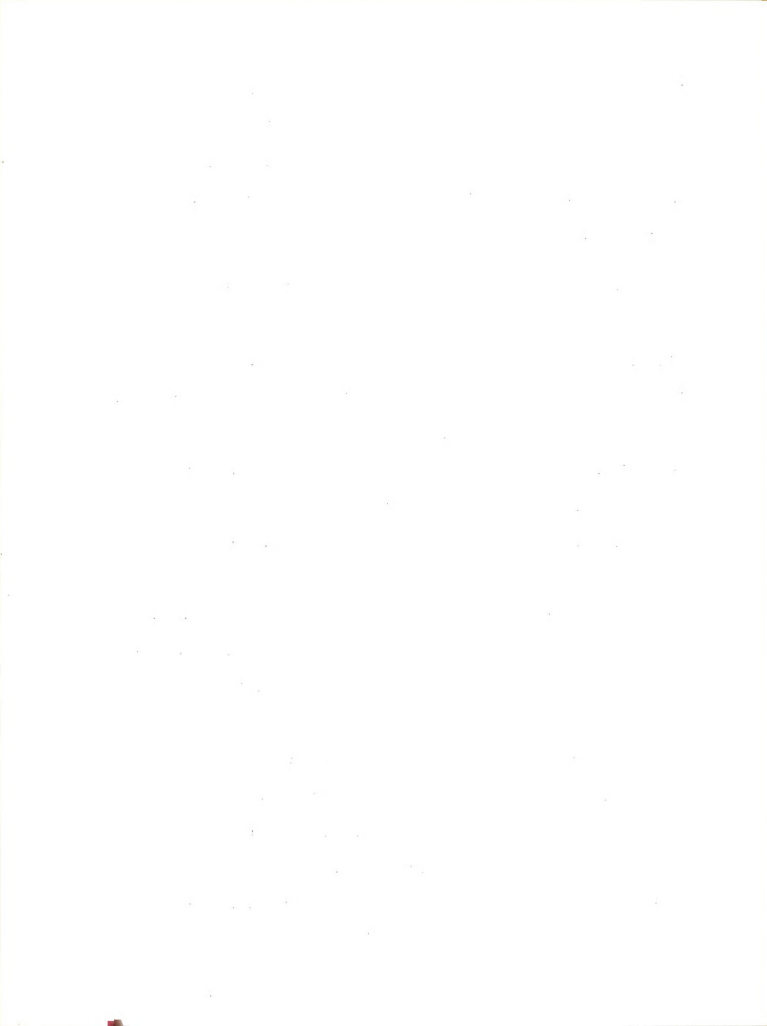
Effects of Group Counseling on Counseling Performance

In 1964, Betz⁷ reported a study of the effects of two different group counseling experiences on subsequent counseling behavior in practicum contact with counselees. Subjects were members of the National Defense Education Act Institute for Guidance and Counseling at Michigan State University during the academic year 1962-1963.

The study defined counselor performance on the basis of three dimensions, namely, response to affect/cognition, degree of counselor lead, and variability of techniques.

Betz hypothesized that there would be differences of rated response to affect/cognition, degree of lead, and variability of technique for affective treatment groups and cognitive treatment groups. Differences were based on a pre-treatment measurement and a post-treatment measurement.

It was also hypothesized that there would be differences between groups after treatment. The affective treatment group would respond to affect to a greater extent than the



cognitive treatment group after group counseling; the affective treatment group would be less leading than the cognitive treatment group after group counseling; the affective treatment group would be more variable in techniques than the cognitive treatment group after counseling.

Two experimental groups of counselor trainees were selected and assigned two treatments: (1) affective group counseling, and (2) cognitive group counseling. The groups were equated prior to treatment on scholastic aptitude, prior knowledge of counseling and guidance, age, and years of teaching experience. No significant differences were found between groups on the four variables. Betz concluded that neither group had a pre-experimental advantage in aptitude, achievement, age, or years of teaching experience. The subjects were randomly assigned to counseling groups. Three groups of five subjects were designated "affective treatment" and three groups were designated "cognitive treatment." Three experienced group counselors were each randomly assigned an affective treatment group and a cognitive group. Both types of treatment were assigned to participating counselors to reduce effects of the ability level of the counselor or his preference for a specific type of counseling.

Group leaders participated in planning sessions to clarify role expectations of "affective" and "cognitive" group counseling. Kagan's discussion of the modal expectations of the group leader was established as the operational plan for the functioning of group leaders. The leader role was defined as ". . . concerns himself more with feelings and elicitation of repressed and unconscious material than with cognitive discussion." The cognitive group leader focused on content rather than feelings expressed or implied by the group members. The leader role, as defined, became the single critical manipulated variable. Random selections of counselor response from tape recordings of group counseling sessions were judged on the basis of their being predominantly designed to elicit content. Betz concluded that treatment effects were established and maintained for the duration of the group counseling experience.

Data were gathered by tape recording the initial interview of the subject's first practicum counselee, and the initial interview of the subject's fifth (and last) counselee. Approximately two months elapsed between T_1 and T_2 . Random segments of the total interview in typescript form were judged by two experts in the field of counseling on the dimensions of affect/cognition, degree of lead, and variability of techniques.

Betz concluded that the affective group changed in its response to affect between the pre- and post-measurements, but did not change in degree of lead or variability of technique. Betz also concluded that the cognitive group did not change in its response to affect or in degree of lead between the pre- and post-measurements. Judges did not agree in the variability of techniques dimension and the results were considered inconclusive. After group counseling the affective group held a significant advantage over the cognitive group in response to affect. There were no significant differences in degree of lead. Judges did not agree on the variability of techniques dimension and the results were considered inconclusive.

The terms "affective" and "cognitive" were not defined by Betz. Reference was made to the meaning of these terms by the use of words or phrases in parentheses following "affective" and "cognitive." Betz refers to ". . . an affective (emotional emphasis) group experience" and ". . . a cognitive (intellectual emphasis)."

Role of the Counselor

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In 1950, E. G. Williamson classified two general types of counseling: curative, and scientific. Non-directive counseling was classified as one of the therapeutic or cura-



tive types of counseling. Directive counseling was classified as one of the scientific types of counseling.

Williamson describes directive scientific counseling as ". . . a broadly conceived, life adjustment type of teacher-student learning experience."

Williamson divides the work of the directive counselor into six steps. "Analysis refers to the collection from a variety of sources data which provide for an adequate understanding of the student. Synthesis refers to the summarizing and organizing of the data from analysis in such a manner as to reveal the student's assets, liabilities, adjustments, and maladjustments. A case history or cumulative record form may be used to summarize the mass of data about the student's life, and test scores are summarized on a profile or psychograph. Diagnosis refers to the end result of diagnosing; it is the clinician's statement, or prediction, of the future development of the student's problem, i.e. whether he will readjust or what will be the probable outcome of a choice of a particular course of study. It is a statement of adjustments. Counseling refers to the steps taken by the student and by the counselor to bring about adjustment and readjustment. The final step in clinical work, follow-up, includes what the clinician does to assist the student with



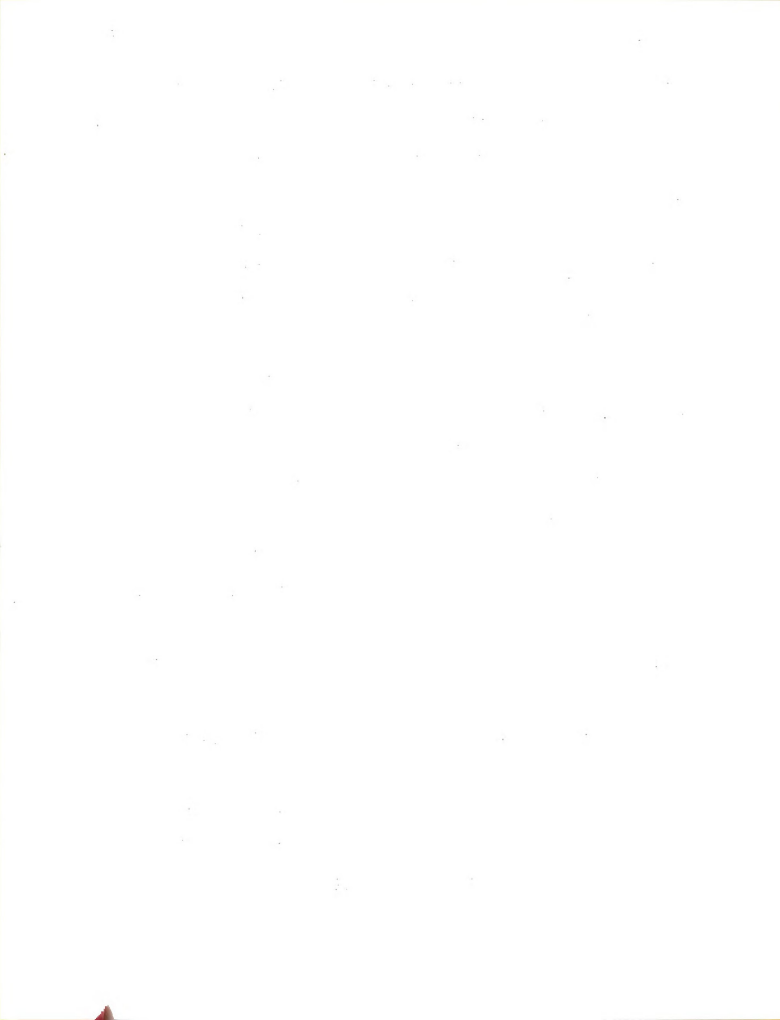
new problems, with recurrences of the original problems, and what is done to determine the effectiveness of counseling."

Williamson characterizes the directive scientific type of counseling as a long-time developmental process with the client taking full responsibility for participating in learning about himself with the counselor performing the secondary role of a "teaching assistant" who aids in the learning process of the client.

Within this theoretical framework, the responses of the counselor would tend to be interpretive, reasoning, intellectual; concerned with the definition of the problem of the client, the collection and interpretation of facts. The emphasis would be cognitive (intellectual).

In 1954, Carl Rogers⁶⁴ described the change that had taken place in his approach to therapy. His earlier thinking had been concerned with treating, changing, or curing a person. Now, Rogers is more concerned with the relationship which, provided by the counselor, the client may use for his own personal growth. "The failure of any such approach thru the intellect has forced me to recognize that change appears to come about through experience in a relationship."

Rogers' over-all hypothesis may be stated as follows: "If I can provide a certain type of relationship, the other



person will discover within himself the capacity to use that relationship for growth, and change and personal development will occur."

Rogers further states, "If I can create a relationship characterized on my part:

"by a genuineness and transparency, in which I am my real feelings;
by a warm acceptance of and prizing of the other person as a separate individual;
by a sensitive ability to see his world and himself as he sees them;

Then the other individual in the relationship:

will experience and understand aspects of himself which previously he has repressed;
will find himself becoming better integrated, more able to function effectively;
will become more similar to the person he would like to be;
will be more self-directing and self-confident;
will become more of a person, more unique and more self-expressive;
will be able to cope with the problems of life more adequately and more comfortably."

". . . It seems to me that we have here a general hypothesis which offers exciting possibilities for the development of creative, adaptive, autonomous persons."

The directions in therapy, Rogers states, then seem to be the experiencing of the potential self, full experiencing of an affectional relationship, liking one's self, a positive core of personality, and man becoming his organism.

The addition of awareness to ordinary (sensory and visceral) experiencing makes possible the full and undistorted awareness of that experiencing. The client can be aware of what he is actually experiencing, not simply what he can permit himself to experience after a thorough screening through a conceptual filter.

Rogers characterizes the therapeutic type of counseling as a process in which the counselor provides a receptive climate which the client will use to facilitate change and personal development with emphasis on a loosening of feelings and a change in the manner of experiencing.

Within this theoretical framework, the responses of the counselor would tend to be acceptant, sensitive, affectional; concerned with providing a relationship which the client may use for growth. The emphasis would be affective (feeling).

Summary

The study of social characteristics of counselor trainees leads to articles dealing with the social characteristics of counselors, personality characteristics of counselors, and selection procedures of counselor education programs.

Two studies attempted to characterize counselors and counselor trainees on the basis of social characteristics and test data. More studies were found which attempted to characterize counselor trainees solely on the basis of test data.

Surveys of selection procedures indicate that academic competence is the most important criterion.

CHAPTER III

DESIGN AND METHODOLOGY

Population of the Study

The research population was composed of thirty students enrolled in the National Defense Education Act Institute for Guidance and Counseling at Michigan State University during the academic year September 1962 to June 1963. It is assumed that the group was representative of the total population of all previous full-year Institute members because selection procedures for Institutes at Michigan State University are quite similar. The group may be representative of the total population of Institute members throughout the nation because the National Defense Education Act outlines certain selection procedures.

The population ranged in age from 23 to 54 years of age, consisted of 24 males, 6 females, 26 whites, 4 Negroes, 28 native-born Americans, 2 immigrants, 27 married persons and 3 single persons. The year prior to attendance at the Institute these enrollees were employed in ten states including

Alabama, Maryland, Michigan, Mississippi, New Jersey, New York, South Dakota, Washington, D. C., West Virginia, and Wisconsin. Previous experience with graduate study ranged from a minimum of one course to the Master of Arts degree in an academic area other than guidance and counseling.

Collecting the Data

Affective/Cognitive Response Quality

Collection of the data to determine the affective (feeling) or cognitive (content) quality of responses of the counselor trainee was undertaken as part of a study by Betz.⁷ Random units from typescripts of the initial interview of the subject's first practicum counselee, and the initial interview of the subject's last counselee were judged by two experts in the field of counseling.

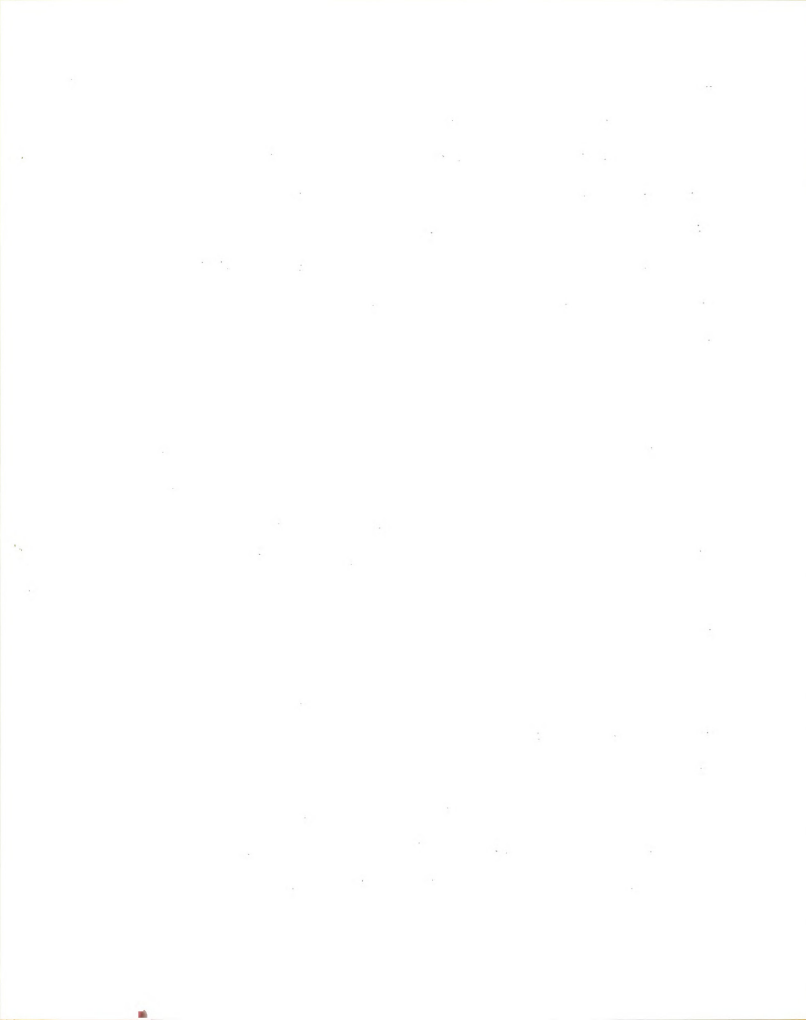
"Judge reliability for the affective/cognitive dimension ranged from .73 (T_2) to .59 (T_1). Both correlations could have occurred by chance only one time out of 100. The magnitude of the correlations is consistent with other reported judgments of the feeling/content dimension in content analysis research (Reid and Snyder, 1947; Snyder, 1945; Robinson, 1950; Bergman, 1951; Ellsworth, 1962). The dimension was considered to be adequately judged by the raters and is the best judged of the three dimensions."⁷

Test Data

One of the purposes of the study was to determine whether patterns exist in the performance of the more affective counselor trainee and the more cognitive counselor trainee on a battery of tests.

In September 1962 a series of tests were administered as part of the regular testing program for the Institute. These tests purported to measure scholastic aptitude, teacher attitudes, certain personality variables, achievement in guidance and counseling, and interests. The following tests were included: Miller Analogies Test,⁵⁶ Ohio State University Psychological,⁸² Minnesota Teacher Attitude Inventory,¹² Guilford-Zimmerman Temperament Survey,³⁴ Edwards Personal Preference Schedule,¹⁸ Minnesota Multiphasic Personality Inventory,³⁵ National Defense Education Act Comprehensive,⁷⁸ and Strong Vocational Interest Test.

A battery of tests were also administered in March 1963 at the end of the practicum experience. These tests purported to measure creative thinking abilities, value orientations, dogmatism, and self-concept. The following tests were included: Tests of Fluency, Flexibility and Originality,⁵⁰ the Study of Values,³ the Dogmatism Scale,⁶⁵ and the Twenty-Statements Problem (Who Am I?).⁵¹



Sociological Data

Another purpose of the study was to determine whether patterns exist in the personal-social history of the more affective counselor trainee and the more cognitive counselor trainee.

Sociological data were collected immediately following the administration of the second section of tests in March 1963. An interview schedule of 85 structured items was used. The schedule consisted of eight sections including identification, family relationships, education, occupation, social relations, success, status, critical incident, and religion. No attempt was made to define any specific words in the interview question to the interviewee, such as "critical incident," because categories were established from the responses of the interviewees. Interviews were conducted at a time and place convenient to the subject during a two-week period of time. All interviews were tape recorded, and transcripts prepared for purposes of analysis. Appendix A contains a complete interview schedule.

Instruments

Tests

As part of the regular testing program for the Institute, test scores were collected for the following tests: Miller



Analogies Test,⁵⁶ Ohio State University Psychological Test,⁸²
Minnesota Teacher Attitude Inventory,¹² Guilford-Zimmerman
Temperament Survey,³⁴ Edwards Personal Preference Schedule,¹⁸
Minnesota Multiphasic Personality Inventory,³⁵ National
Defense Education Act Comprehensive, and Strong Vocational
Interest Test.⁷⁸

The Miller Analogies Test⁵⁶ purports to measure scholastic aptitude at the graduate school level. The test consists of 100 analogy items based on many areas of knowledge: social science, chemistry, biology, physics, methodology, mathematics, and general information. Reliability coefficients from .85 to .89 were obtained from seniors and graduate students on alternate forms of the test. Coefficients from .92 to .94 were found on odd-even correlations. Validity of .40 was reported in a correlation of the grade point average of graduate students in education and psychology.

The Ohio State University Psychological Test⁸² is an instrument designed to evaluate scholastic aptitude. Reliability of .93 was reported on alternate forms of the test. Validity was established at .68 for the Point Hour Ratio of a full college year for college freshman.

The Minnesota Teacher Attitude Inventory¹² was designed to measure those attitudes of a teacher which predict how

well he will get along with pupils in inter-personal relationships and indirectly how well satisfied he will be with teaching as a vocation. Reliability estimates of .82 to .89 were reported for 100 unselected teachers using the Spearman-Brown formula. Validity was established at .59 to .60 in a combined rating of teacher's attitudes by pupils, principals, and educational specialists.

The Guilford-Zimmerman Temperament Survey³⁴ purports to measure ten traits for an individual including General Activity, Restraint, Ascendancy, Sociability, Emotional Stability, Objectivity, Friendliness, Thoughtfulness, Personal Relations, and Masculinity. Internal validity of .20 to .50 was reported by factor analysis for all traits except General Activity and Sociability. Reliability coefficients ranging from .75 to .87 were obtained for male and female college students based on odd-even correlations.

The Edwards Personal Preference Schedule¹⁸ purports to measure a number of relatively independent so-called normal personality variables including Achievement, Deference, Order, Exhibition, Autonomy, Affiliation, Intraception, Succorance, Dominance, Abasement, Nurturance, Change, Endurance, Heterosexuality, and Aggression. The variables these statements purport to measure have origin in a list of manifest needs

presented by H. A. Murray and others. Internal consistency by split-half ranged from .60 to .87. On a test-retest basis using University of Washington students, coefficients of correlation ranged from .74 to .88. Correlations of .22 to .18 were reported with the Taylor Manifest Anxiety Scale.

The Minnesota Multiphasic Personality Inventory³⁵ purports to measure personality traits commonly characteristic of disabling psychological abnormality, including hypochondriasis, depression, hysteria, psychopathic personality, masculinity-femininity, paranoia, psychasthenia, schizophrenia, and hypomania. Valid prediction of clinical cases against a neuropsychiatric staff diagnosis was the criterion of excellence rather than statistical measures of validity and reliability. However, some reliability studies involving statistical significance have been reported. Test-retest coefficients for six of the variables ranged from .57 to .83. A high score on a scale was reported to predict positively the corresponding clinical diagnosis in more than 60 per cent of new psychiatric admissions. This validity percentage was derived from a differentiation among various kinds of clinic cases.

The National Defense Education Act Guidance Comprehensive test purports to measure achievement in guidance and

counseling. Data regarding reliability and validity studies were not yet published, nor was the test available to other than NDEA Institutes.

The Strong Interest Test⁸ purports to measure one's interests interpreted in terms of various occupations. It is not a measure of specific or general abilities, including intelligence. A score expresses the extent to which a person possesses likes and dislikes which distinguish members of that occupational group from men or women in general. Odd-even reliability coefficients of .88 were reported for men and .74 to .94 for women. The group was composed of seniors at Stanford University. A biserial coefficient of correlation of .85 for men and a slightly lower correlation for women was reported for mean scores of members of an occupation from people-in-general.

For purposes of this study, the following additional tests were administered at the end of the practicum experience: Tests of Fluency, Flexibility and Originality,⁵⁰ the Study of Values,³ the Dogmatism Scale,⁶⁵ and the Twenty-Statements Problem (Who Am I?).⁵¹

Tests of Fluency, Flexibility and Originality⁵⁰ purport to measure creative thinking ability including Word Fluency, Associational Fluency, Ideational Fluency, Expres-

sional Fluency, Originality, and Spontaneous Flexibility. Reliability coefficients of correlation based on alternate (halves) forms of the tests of fluency were as follows: .75 for Word Fluency, .76 for Ideational Fluency, and .63 for Associational Fluency. Reliability estimates for Originality of .86 for the "obvious" score and .82 for the "remote" score were derived from alternate forms. Internal validity was derived by factor analysis and ranged from .18 for the "obvious" score to .42 for the "remote" score. Practical validity coefficients of .17 for the "obvious" score and .44 for the "remote" score were obtained for engineering students at the University of Southern California using grade point average as the criterion. The Alternate Uses test, purporting to measure Spontaneous Flexibility, is an experimental form and recommended for research purposes only. Reliability estimates of the original form on adults ranged from .68 to .81. Internal validity was obtained by factor analysis with factor loadings of .51 to .52 for the factor of Spontaneous Flexibility.

The Study of Values³ purports to measure the relative prominence of six basic interests or motives in personality: Theoretical, Economic, Aesthetic, Social, Political, and Religious. Scores may be divided into high, low, outstandingly high, or outstandingly low categories. Split-half

reliability coefficients ranged from .84 to .95 for the six motives, with a mean reliability coefficient of .90. An item analysis indicates a positive correlation for each item with the total score for its value significant at the .01 level of confidence. The mean test retest reliability coefficient was .89 for the one-month study, and .88 for the two-month interval.

The Dogmatism Scale⁶⁵ purports to measure individual differences in openness or closedness of belief systems. The Scale also serves to measure general authoritarianism and general tolerance. Odd-even reliability estimates on Form E ranged from .68 to .93 on college students and domiciled veterans.

The Twenty-Statements Problem (Who Am I?)⁵¹ purports to measure the systems of attitudes which define the self as an object of experience. Reliability of categories was indicated by the fact that three independent judges categorized more than 97 per cent of the responses of a random sample of 25 respondents in the same category. No respondent was placed in different modal categories by any two of the judges.

Interview Schedule

An interview schedule was used to collect the sociological data because it offered scope, and freedom of



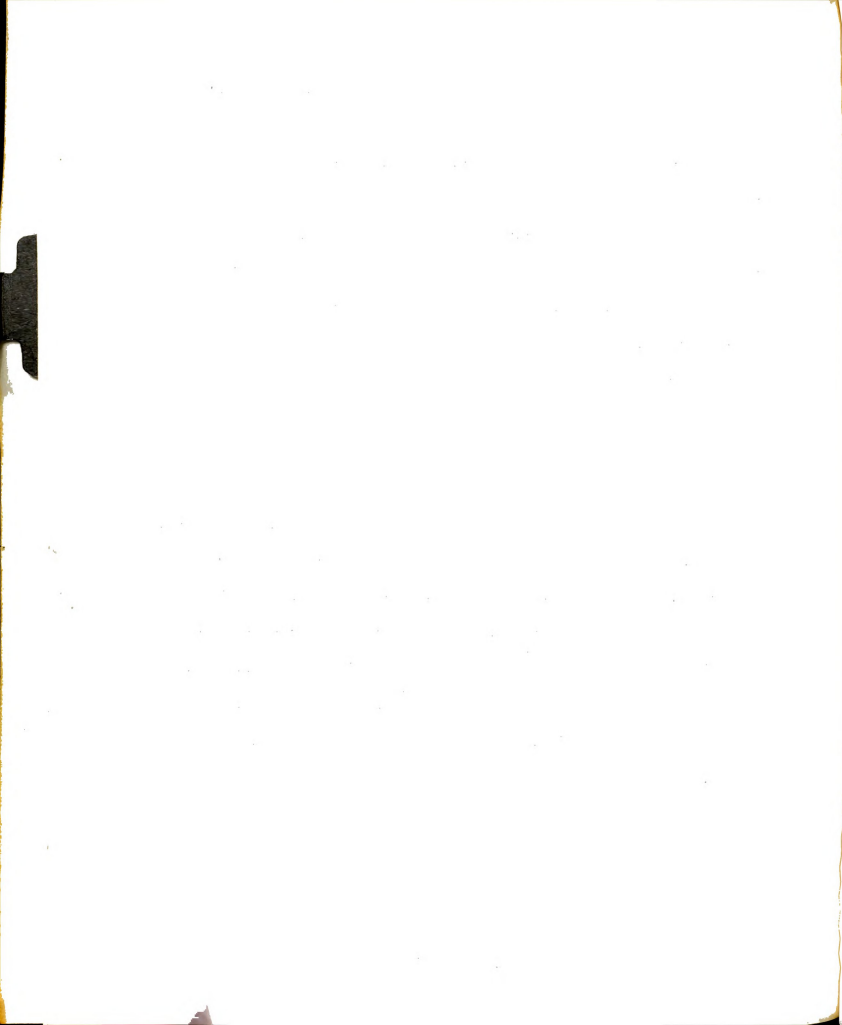
expression to the person being interviewed. One of the purposes of the study was to investigate the existence of patterns in the personal-social history of the counselor trainee. The existence of such patterns could generate more finite hypotheses to test the relationship of these patterns and the responses of the counselor trainee in a practicum interview. The interview schedule allowed for the assumption that patterns could exist in the personal-social history of the counselor trainee, without specifying the direction. These patterns could be the basis for generalizations in characterizing the more affective counselor trainee and the more cognitive counselor trainee.

The interview schedule consisted of 85 structured questions in eight sections including identification, family relationship, education, occupation, social relations, success, status, critical incident, and religion. Each question was structured with respect to one or more of the following concepts: rural-urban, localite-cosmopolite, status, familism, type of involvement (social, occupational, educational, religious), awareness, referent. The questions were constructed to cover the broadest possible survey of the life history of the individual in as great depth as practical. Some of the questions were patterned after those in the inter-

views conducted for the study of anti-semitism reported in
THE AUTHORITARIAN PERSONALITY.²

The interviewer requested clarification where necessary on any structured question by the use of unstructured questions such as, "Why?," "How?," "In what way?". These probing questions are not part of an interview schedule, but are generally considered a legitimate part of the technique of interviewing.

The structured questions were selected for the interview schedule on the basis of what they would reveal of what had meaning, influence, or importance in the personal-social history of the counselor trainee. It was not assumed that all sections would prove equally discriminating. The questions were arranged in an order corresponding to the life history of the individual to put the interviewee at ease. The first section of the interview schedule consisted of questions for identification. Questions relating to family relationships, education, occupation, social relations, income, success, status, critical incident, and religion followed in that order.



Procedure for Analysis of Data

Affective/Cognitive Response Quality

Counselor trainee responses in the practicum interview were used to separate the subjects for purposes of comparison. The judges' ratings from first and last initial interviews during the ten-week practicum period were compared to measure the affective or cognitive response of the counselor trainee to client leads. Ten subjects were rated as more affective in response growth from first to last initial interview during the ten-week practicum period, and ten subjects were rated as more cognitive in response growth from first to last initial interview during the ten-week practicum period. Ten subjects showed little or no change in response growth from first to last initial interview during the ten-week practicum period.

Test Data

Scores for the following tests were expressed in percentiles: Miller Analogies Test,⁵⁶ Ohio State University Psychological Test,⁸² Minnesota Teacher Attitude Inventory,¹² Guilford-Zimmerman Temperament Survey,³⁴ Edwards Personal Preference Schedule,¹⁸ National Defense Education Act Comprehensive,⁵⁰ and Tests of Fluency, Flexibility and Originality.



Raw scores were utilized for the Strong Vocational Interest Test,⁷⁸ the Study of Values,³ the Dogmatism Scale,⁶⁵ and The Twenty-Statements Problem (Who Am I?).⁵¹

The distribution of scores for each test for all subjects in the study was divided into quartiles. Quartile one (Q_1) included all scores falling at or below the twenty-fourth percentile. Quartile three (Q_3) included all scores falling at or above the seventy-fifth percentile. Scores falling between the twenty-fifth and the seventy-fourth percentile represented the interquartile range.

Sociological Data

Responses of the subjects to the structured interview questions were used in establishing categories for tabulation of responses. The responses of all subjects on each question were grouped according to similarity of response as expressed by the words used by the subjects. Resulting category headings represented the words used by the subjects in their responses. Responses which could not be categorized were placed in a miscellaneous category. Responses of the more affective and the more cognitive subjects were then tabulated for comparison.



CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

Chapter IV contains the analysis and presentation of the data. The presentation is divided into three parts: (1) sociological data related to identification, family relationships, education, occupation, social relations, success, status, critical incident, and religion; (2) test scores; (3) a summary of sociological concepts and social characteristics, and a summary of psychological variables and personality characteristics.

Analysis of the Data

The mean number of responses of the total group of subjects in any category for any question in the structured interview schedule or in any quartile for any tests was designated "expected response frequency." The number of responses of the more affective subjects and the number of responses of the more cognitive subjects in any category for any question in the structured interview or in any quartile



for any test was designated "observed response frequency."

The difference between the expected frequency and the observed frequency was designated as the "gross difference."

This gross difference was the difference in the number of responses of the more affective subjects and the number of responses of the more cognitive subjects from the total group of subjects. The criterion for this gross difference was established at a difference of plus or minus two (+2 or -2) between the expected frequency and the observed frequency. A difference of two was chosen for the study because of the small sample size and the directional nature of the research. A gross difference of plus or minus two indicates that 20 per cent of the observed subjects differed in responses from the total group of subjects, and could indicate direction for further research. A gross difference was considered to exist if the number of responses of the more affective subjects or the number of responses of the more cognitive subjects was two more or two less than the number of expected responses. Gross differences were considered not to exist when the number of responses of the more affective subjects or the more cognitive subjects was identical with the number of responses of the total group of subjects. Gross differences were considered not to exist when the difference in the number of responses was plus or minus one.



This indicates that 10 per cent of the observed subjects differed in responses from the total group of subjects, and was considered not sufficiently large to suggest direction for further research.

The analysis was applied to the sociological data and the test data. The resulting gross differences were used to describe the social and personality characteristics of the more affective and the more cognitive counselor trainees. These groups were then characterized with respect to both sociological and psychological variables. An attempt was made to suggest relationships between these sociological and psychological variables.

Presentation of the Data

Part One: Sociological Data

Identification data are grouped according to the subject, his father, his mother, and siblings. Table 4.1 presents the expected and observed frequencies and gross differences for the more affective and the more cognitive subjects.

Gross differences were found in the identification data for the more affective subjects. Two less than the expected number were born in communities of less than 10,000 population. Of those married, two subjects more than the

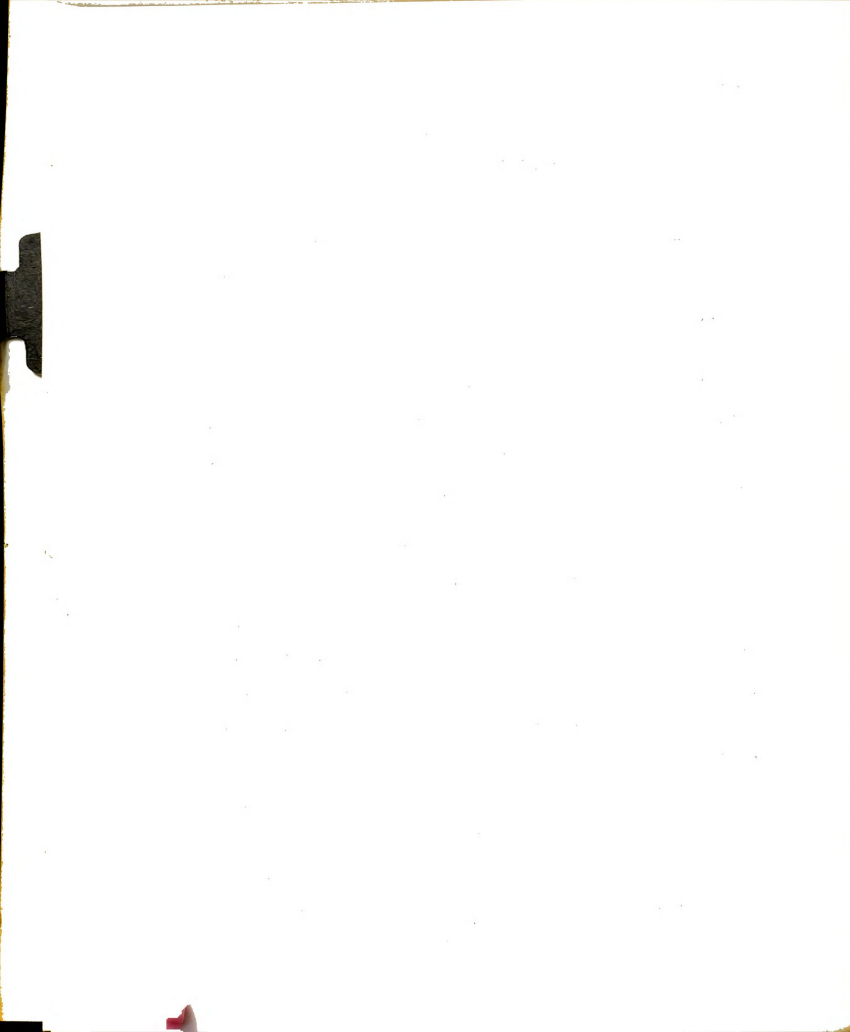


Table 4.1

Areas in Which Gross Differences for
Identification Data Occurred

Structured Interview Question* n = 10	Response Frequency**			Gross Difference***	
	Aff Obs	Exp	Cog Obs		
1. Sex-female	3	(2)	1	+1-1	NGD
2. Size of community of birth- less than 10,000 pop	3	(5)	6	-2+1	-GD
5. Number of children-					
none	3	(1)	0	+2-1	+GD
1 or 2	0	(3)	6	-3+3	-GD+GD
3 or more	6	(5)	4	+1-1	NGD
6. a. Size of community of father's birth-					
less than 10,000 pop	5	(7)	7	-2 0	-GD
more than 10,000 pop	4	(2)	1	+2-1	+GD
don't know	1	(1)	2	0+1	NGD
b. Generation in America: father-					
immigrant or first	3	(4)	6	-1+2	+GD
second or more	6	(5)	4	+1-1	NGD
c. Nationality: father-					
Anglo-Saxon	3	(2)	1	+1-1	NGD
Negro	2	(1)	1	+1 0	NGD
Irish	3	(2)	2	+1 0	NGD
Northern European	2	(3)	5	-1+2	+GD
Southern European	0	(1)	1	-1 0	NGD
8. Father's education-terminated after:					
college	1	(1)	3	0+2	+GD
high school	4	(3)	2	+1-1	NGD
elementary school	5	(5)	5	0 0	NGD
9. Father's occupation-					
professional, proprietary, business	1	(3)	4	-2+1	-GD
white collar	4	(2)	1	+1-1	+GD
manual, service and misc., land owners	5	(5)	5	0 0	NGD



Table 4.1 (continued)

Structured Interview Question* n = 10	Response Frequency**		Gross Difference***		
	Aff Obs	Exp	Cog Obs		
10. b. Reason subject thought father liked work- work had meaning in itself	1	(2)	4	-1+2	+GD
work enhanced indi- vidual, or parent described work to child	6****	(4)	1	+2-3	+GD-GD
11. Father's income- under \$5,000	1	(2)	3	-1+1	NGD
\$5,000-\$9,999	4	(5)	4	-1-1	NGD
over \$10,000	0	(2)	3	-2+1	-GD
don't know	5	(2)	0	+3-2	+GD-GD
12. Source of father's income- profit and fees	1	(3)	3	-2 0	-GD
salary or commission	7	(4)	1	+3-3	+GD-GD
wages	0	(1)	3	-1+2	+GD
combination of these	2	(2)	3	0+1	NGD
13. Generation in America: mother- immigrant or first	3	(4)	4	-1 0	NGD
second or more	7	(5)	5	+2 0	+GD
14. Size of community of child- hood: mother- less than 10,000 pop	8	(7)	7	+1 0	NGD
more than 10,000 pop	1	(3)	3	-2 0	-GD
15. Mother's education-terminated after:					
college	2	(2)	2	0 0	NGD
high school	5	(4)	3	+1-1	NGD
elementary school	2	(4)	5	-2+1	-GD
16. Mother's occupation- professional, proprietary, business	2	(2)	1	0-1	NGD
white collar	4	(2)	1	+2-1	+GD
manual, service and misc., land owners	1	(2)	3	-1+1	NGD



Table 4.1 (continued)

Structured Interview Question* n = 10	Response Frequency**			Gross Difference***	
	Aff Obs	Exp	Cog Obs		
17. Number of siblings-					
none or one	3	(2)	2	+1 0	NGD
two or three	3	(5)	6	-2+1	-GD
four or five	2	(1)	0	+1-1	NGD
six or more	2	(2)	2	0 0	NGD
18. Sibling's education-terminated after:					
college	17	(13)	5	+4-8	+GD-GD
high school	9	(15)	18	-6+3	-GD+GD
elementary school	0	(1)	0	-1-1	NGD

*Numbers correspond to numbered questions in structured interview schedule--see Appendix A.

**Response frequency of the more affective counselor-trainees.
Response frequency of the total sample.

Response frequency of the more cognitive counselor-trainees.

***+GD Gross difference of at least plus two between total sample (expected) response frequency and sample (observed) response frequency.

-GD Gross difference of at least minus two between total sample (expected) response frequency and sample (observed) response frequency.

NGD Identical responses between total sample (expected) response frequency and sample (observed) response frequency, or gross difference of not more than plus or minus one between total sample (expected) response frequency and sample (observed) response frequency.

****Less than ten responses, indicating remaining responses in miscellaneous response category.



the expected number had no children; three less (none) had families with one or two children.

Identification data concerned with the father of the more affective subjects showed gross differences. The father of two less than the expected number of subjects was born in a community of less than 10,000 population. The father of two less than the expected number of affectives was a professional, proprietor, or businessman; the father of two more than the expected number was a white collar worker. Two more than the expected number of affectives perceived their father as liking his work because it enhanced him as an individual, or because the father described his work to the subject. Two less than the expected number (none) of fathers of affectives earned over \$10,000. Three more than expected did not know the amount of the income of the father. Two less than the expected number of affective subjects stated that their father's source of income was profits and fees; three more than expected stated the source of income was salary or commission.

Gross differences were found in identification data with respect to the mother of the more affective subjects. The mother of two more than the expected number of affectives was a second generation American or more. Two less than the expected number spent their childhood in communities of more



than 10,000 population. The mother of two less than the expected number of affectives terminated her education after elementary school. The mother of two more than the expected number of affective subjects were white collar workers.

Gross differences were found for the more affective subjects with respect to siblings. Two less than the expected number of subjects had two to three siblings. The siblings of four more than the expected number of affectives terminated their education after college; six less than the expected number terminated their education after high school.

No gross differences were found for the affective group for the data relating to sex, father's generation in America, nationality of the father, and education of the father.

A gross difference was found in the identification data for the subjects in the more cognitive group. Three subjects more than the expected number had families with one or two children.

Gross differences were found in the identification data for the father of the more cognitive group of subjects. The father of two more than the expected number of cognitive subjects was an immigrant or first generation American; two more than the expected number were of northern European

extraction. Two more than the expected number of cognitives perceived their father as liking his work because it had meaning in itself; three less than the expected number because their father perceived work as enhancing the individual, or because he described his work to the subject. Two less than the expected number of cognitives did not know their father's income. The income of the father of three less than the expected number of cognitive subjects was salary or commission; the income of two more than the expected number was from wages.

A gross difference was found for the more cognitive subjects with respect to the education of the siblings. The siblings of eight less than the expected number of cognitives terminated their education after college; three more than the expected number terminated their education after high school.

No gross differences were found for the more cognitive group of subjects for data relating to the subject with respect to sex, size of community of birth, or number of siblings. No gross differences were found for the size of the community of birth for the father, or father's occupation. No gross differences were found in the identification data for the mother of the cognitive subjects.

No gross differences were found for either group of subjects for identification data relating to age, race, size

of community of childhood for subject or father, marital status, father's birthplace, how the father liked his work, or mother's birthplace and size of the community.

The second section on family relationships showed gross differences for both groups of subjects. These data are presented in Table 4.2.

Three more affective subjects than the expected number shared two kind of activities with their family when they were growing up, before they went to college; two less than the expected number shared three kind of activities. Two more affectives than the expected number stated that their father valued family, home, and children, or these things and some other thing. Three more affectives than the expected number stated that their mother valued these same things--family, home, and children. Two less than the expected number stated that their mother valued truth and honesty, or these things and something else. Two more affective subjects than the expected number said there was little or no disagreement between their parents; two less than the expected number said there was some disagreement. Two more than the expected number of affectives were disciplined by their mother; none of these subjects were disciplined by the father. Two more than the expected number of affective group were disciplined by the taking away of privileges



Table 4.2

Areas in Which Gross Differences for Family
Relationships Occurred

Structured Interview Question n = 10	Response Frequency		Cog Obs	Gross Difference	
	Aff Obs	Exp			
20. Number of activities shared with family-					
none or one	2	(3)	3	-1 0	NGD
two	7	(40	3	+3-1	+GD
three	0	(2)	4	-2+2	-GD+GD
21. Parent closest to-					
mother	5	(4)	3	+1-1	NGD
father	2	(3)	5	-1+2	+GD
both equally	2	(2)	1	0-1	NGD
22. a. Father's values-					
family, home, and					
children, or these					
and some other value	5	(3)	1	+2-2	+GD-GD
work virtues or educa-					
tion	0	(1)	2	-1+1	NGD
truth and honesty, or					
these and some other					
value	4	(4)	6	0+2	+GD
b. Mother's values-					
family, home, and					
children, or these					
and some other value	8	(5)	2	+3-3	+GD-GD
education	0	(1)	1	-1 0	NGD
truth and honesty, or					
these and some other					
value	1	(3)	4	-2+1	-GD
miscellaneous combina-					
tions	1	(2)	2	-1 0	NGD
24. a. Degree of disagreement					
between parents-					
none or little	6	(4)	5	+2+1	+GD
some	2	(4)	3	-2-1	-GD



Table 4.2 (continued)

Structured Interview Question n = 10	Response Frequency		Cog Obs	Gross Difference	
	Aff Obs	Exp			
24. b. Reason-					
finances	2	(1)	2	+1-1	NGD
decisions about children	2	(2)	2	0 0	NGD
father's activities	3	(2)	0	+1-2	-GD
other	1	(1)	2	0+1	NGD
26. How parent influenced-					
inspiration	0	(1)	4	-1+3	+GD
encouraged	3	(2)	0	=1-2	-GD
with parent more	2	(3)	2	-1-1	NGD
no differentiation	2	(2)	2	0 0	NGD
27. Who disciplined-					
mother	4	(2)	2	+2 0	+GD
father	0	(2)	3	-2+1	-GD
both	6	(6)	5	0-1	NGD
28. How disciplined-					
physical	2	(3)	3	-1 0	NGD
took away privileges or disapproval	3	(1)	1	+2 0	+GD
physical and verbal	0	(2)	5	-2+3	-GD+GD
physical and took away privileges	3	(2)	1	+1-1	NGD
physical and disapproval	2	(1)	0	+1-1	NGD



or by disapproval; none of the subjects were disciplined by a combination of physical and verbal methods.

No gross differences were found for the more affective group for the data relating to which parents they were closest to, the reason for disagreement between the parents, or how the parent influenced the subject to become the kind of person he is.

Two more than the expected number of more cognitive subjects shared three kind of activities with their family when they were growing up, before they went to college. Two more than the expected number of cognitive subjects were closest to their father. Two less than the expected number of cognitives stated that their father valued family, home, and children, or these things and something else; two more than the expected number stated their father valued truth and honesty, or these virtues and something else. Three less than the expected number of cognitives reported that their mother valued family, home, and children, or these things and something else. Two less (none) than the number of expected cognitives stated their parents disagreed about the father's activities. Three more than the expected number of subjects in the cognitive group stated that the parents who had more to do with their becoming the kind of person they are inspired them; two less than the expected number said



this parent encouraged them. Three more than the expected number of cognitives were disciplined by the use of both physical and verbal means.

No gross differences were found for the more cognitives for data relating to the degree of disagreement between the parents, or who disciplined them.

No gross differences were found for either group of subjects for the degree of happiness of the family and the way in which the family was happy, the sibling the subject was closest to and why, the reason the subject was close to a parent, who made the decisions in the family, the parent who had more to do with the subject becoming the kind of person he is, and the reason for discipline.

Data relating to the educational involvement of the subjects are presented in Table 4.3. Gross differences were found for both the more affectives and the more cognitives.

Three less than the expected number of more affective subjects attended high schools with less than 500 enrollment; three more than the expected number attended high schools with more than 500 enrollment. Two less than the expected number of these subjects attended a high school located in a community of less than 10,000 population; two more than the expected number attended a high school located in a community



Table 4.3
Areas in Which Gross Differences for
Education Occurred

Structured Interview Question n = 10	Response Frequency		Cog Obs	Gross Difference	
	Aff Obs	Exp			
30. a. High school enrollment-					
under 500	3	(6)	7	-3+1	-GD
over 500	7	(4)	3	+3-1	+GD
b. Size of community-					
less than 10,000 pop	4	(6)	9	-2+3	-GD+GD
more than 10,000 pop	6	(4)	1	+2-3	+GD-GD
31. High school clique membership					
yes	6	(5)	5	+1 0	NGD
no	1	(3)	5	-2+2	-GD+GD
no clique	3	(2)	0	+1-2	-GD
34. Undergraduate training-					
in Michigan	3	(5)	6	-2+1	-GD
outside Michigan	7	(5)	4	+2-1	+GD
Undergraduate enrollment-					
less than 1,000	2	(3)	2	+1-1	NGD
1,000-9,999	5	(3)	4	+2+1	+GD
10,000-19,999	0	(1)	0	-1-1	NGD
20,000+	1	(2)	2	-1 0	NGD
Degree received-					
B.S.	6	(7)	9	-1+2	+GD
B.A.	4	(3)	1	+1-2	-GD
Undergraduate major-					
science or math	1	(1)	2	0+1	NGD
English or social science, or these and some other area	4	(2)	3	+2+1	+GD
industrial arts or physical education	0	(1)	3	-1+2	+GD
education, or this and some other area	5	(4)	2	+1-2	-GD
Graduate training-					
yes	7	(9)	9	-2 0	-GD
no	3	(1)	1	+2 0	+GD

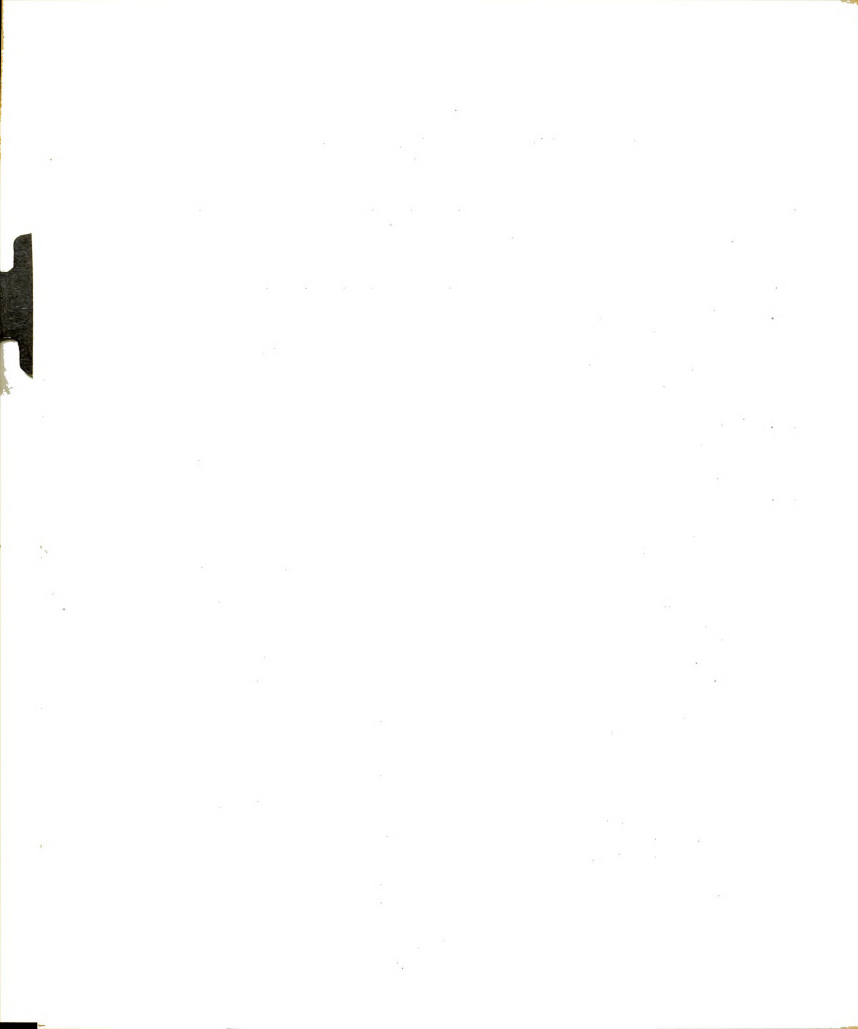


Table 4.3 (continued)

Structured Interview Question n = 10	Response Frequency				
	Aff		Cog	Gross	
	Obs	Exp	Obs	Difference	
34. Those who had graduate training-					
degree	4	(3)	2	+1-1	NGD
non-degree	3	(6)	7	-3+1	-GD
Place of training-					
in Michigan	3	(5)	6	-2+1	-GD
outside Michigan	4	(3)	3	+1 0	NGD
35. How finances supplied-					
subject worked	4	(3)	4	+1+1	NGD
G.I. Bill, and something					
else	4	(4)	5	0+1	NGD
scholarship	2	(1)	0	+1-1	NGD
36. Number of least difficult					
college courses-					
three or all	5	(3)	2	+2-1	+GD
one or two	5	(7)	8	-2+1	-GD
38. Who influenced educational					
development-					
immediate family	5	(3)	1	+2-2	+GD-GD
educators	2	(4)	4	-2 0	-GD
self or situation	0	(1)	3	-1+2	+GD
combination	2	(1)	2	+1+1	NGD

of more than 10,000 population. Two less than the expected number of affectives did not belong to a high school clique. Two less than the expected number of affectives received their undergraduate training in the state of Michigan; two more than the expected number received their undergraduate training outside of Michigan. Two more than the expected number of this group of affectives attended a college with an enrollment of 1,000-9,999. Two more than the expected number of affectives majored in English or social science, or these areas and something else. Two less than the expected number of affectives had previous graduate training. Of those who had previous graduate training, three less than the expected number were of non-degree status, and two less than the expected number received their training in the state of Michigan. Two more than the expected number of affectives found three or more college courses least difficult (easy); two less than the expected number found one or two college courses least difficult. Two more than the expected number of affectives indicated that their immediate family was most influential in their educational development; two less than the expected number indicated that educators were most influential in their educational development.

Gross differences were found for the more cognitive subjects in data relating to their educational development.

Three more than the expected number of cognitives attended a high school located in a community of less than 10,000 population; three less attended a high school located in a community of more than 10,000 population. Two more than the expected number of cognitives did not belong to a high school clique; two less (none) of the cognitives stated there were no cliques in their high school. A Bachelor of Science degree was earned by two more than the expected number of cognitives; two less than the expected number earned a Bachelor of Arts degree. Two more than the expected number of this group majored in industrial arts or physical education; two less majored in education, or education and some other area. Two less than the expected number of cognitives stated that their immediate family was most influential in their education development; two more than the expected number stated that they (self) or the situation was most influential in their educational development.

No gross differences were found for this more cognitive group in the data relating to high school enrollment size, place and size of school of undergraduate training, and extent and place of graduate training.

No gross differences were found for either group of subjects for intimate high school friends, least and most difficult or liked most and disliked high school subjects,

size of the community in which the undergraduate college was located, amount of finances supplied, most difficult or liked most and disliked college courses, and the reason for the influence of the person in their educational development.

Gross differences for both the more affective and the more cognitive groups relating to occupational involvement are shown in Table 4.4.

Two more than the expected number of more affective subjects stated that they based their decision to return or not return to their former position on future job connections. Two more than the expected number of affectives stated they were members of the "gang" at work because they got along. Two less than the expected number of affectives were very greatly or considerably bothered if they did not find ready acceptance into a group in which they were interested. Two less than the expected number of this group stated that to a great extent their occupation gave them a feeling of self-fulfillment; two more than the expected number said it gave considerable, some, or little self-fulfillment. Two more than the expected number of affective subjects based this answer on the fact that they were helping students, enjoyed what they were doing, or it gave satisfaction. Two less than the expected number of affectives stated it was very important or meant a great deal to be in a position from which promotions

Table 4.4

Areas in Which Gross Differences for
Occupation Occurred

Structured Interview Question n = 10	Response Frequency		Gross Difference	
	Aff	Cog		
	Obs	Exp	Obs	Difference
39. Return to former position-				
yes	4	(5)	7	-1+2 +GD
no	2	(3)	2	-1-1 NGD
don't know	3	(2)	1	+1-1 NGD
Reason-				
direct or peripheral job				
connections	5	(4)	7	-1+3 +GD
future job connections	4	(2)	0	+2-2 +GD-GD
negative	0	(1)	2	-1+1 NGD
42. Reason for "gang" membership				
in place of work-				
leader	1	(1)	0	0-1 NGD
professionally or socially				
accepted	3	(4)	6	-1+2 +GD
got along	4	(2)	1	+2-1 +GD
not socially accepted	1	(1)	1	0 0 NGD
44. If not accepted, how much does				
it bother-				
very greatly or consid-				
erably	2	(4)	6	-2+2 -GD+GD
some or not much	6	(5)	3	+1-2 -GD
45. a. Self-fulfillment-				
great extent	1	(3)	3	-2 0 -GD
considerable, some, or				
little	9	(7)	7	+2 0 +GD
b. Reason-				
helping students, enjoy				
what you are doing,				
satisfaction	8	(6)	6	+2 0 +GD
invest in others	1	(2)	2	-1 0 NGD
negative	1	(1)	1	0 0 NGD
47. a. Meaning of position with				
promotion-				
very important, or means				
a great deal	4	(6)	8	-2+2 -GD+GD



Table 4.4 (continued)

Structured Interview Question n = 10	Response Frequency		Gross		
	Aff Obs	Exp	Cog Obs	Difference	
47. a. relatively minor concern, not important or of no importance	5	(3)	1	+2-2	+GD-GD
don't know	1	(1)	1	0 0	NGD
b. Reason-					
accomplish something, something to strive for	0	(1)	3	-1+2	+GD
not interested	4	(3)	1	+1-2	-GD
48. Importance of job with a future-most important aspect	5	(4)	3	+1-1	NGD
fairly important, not too important	3	(6)	6	-3 0	-GD
49. Previous occupation experience-teacher; teacher-counselor; teacher and teacher-counselor	4	(5)	4	-1-1	NGD
teacher-administrator; teacher-counselor-administrator	4	(1)	2	+3-1	+GD
teacher-other; administrator-other	2	(3)	4	-1+1	NGD
50. Work cuts down on time for other things-					
no time, little time	7	(5)	3	+2-2	+GD-GD
some time	2	(4)	6	-2+2	-GD+GD
much time, all I want	1	(1)	1	0 0	NGD
51. Work comes before family, in practice-					
very often or quite often	2	(3)	5	-1+2	+GD
seldom, almost never, or never	4	(5)	4	-1-1	NGD
don't know	2	(1)	0	+1-1	NGD
52. Does it bother to place work before family-					
extremely, considerably	4	(2)	2	+2 0	+GD
somewhat, limited degree, or never	4	(6)	7	-2+1	-GD
no response	2	(1)	1	+1 0	NGD

Table 4.4 (continued)

Structured Interview Question n = 10	Response Frequency				Gross Difference	
	Aff Obs	Exp	Cog Obs			
53. How much does it bother you when such a situation arises-						
very much, considerably	4	(4)	6	0+2	+GD	
somewhat, not much, or						
never	6	(6)	4	0-2	-GD	
54. Importance of chance to be creative-						
absolute necessity, means						
a great deal	6	(5)	5	+1 0	NGD	
some importance, little						
importance	2	(4)	4	-2 0	-GD	
don't know	2	(1)	1	+1 0	NGD	
55. Came to be interested in counseling-						
relations with students,						
teaching experiences,						
concern for people	0	(4)	6	-4+2	-GD+GD	
counseling opportunity,						
academic courses, per-						
sonal education experi-						
ence	8	(3)	0	+5-3	+GD-GD	
miscellaneous combinations	2	(2)	3	0+1	NGD	
56. Decision to become counselor-						
relations with students,						
teaching experiences	1	(2)	4	-1+2	+GD	
academic courses, counseling						
opportunity, personal						
education experiences	8	(6)	4	+2-2	+GD-GD	
miscellaneous combinations	1	(2)	1	-1-1	NGD	
59. Best describes effective counselor-						
main interest in others,						
feeling for others	2	(2)	2	0 0	NGD	
self-description traits	2	(1)	0	+1-1	NGD	
feeling for others, and						
some other trait	4	(4)	7	0+3	+GD	

Table 4.4 (continued)

Structured Interview Question n = 10	Response Frequency				
	Aff		Cog	Gross	
	Obs	Exp	Obs	Difference	
60. Ultimate professional objective-					
specific job	8	(6)	7	+2+1	+GD
do the best I can, help					
others	2	(3)	3	-1 0	NGD
61. Who influenced life career choices-					
immediate family	7	(5)	4	+2-1	+GD
educators, employers	2	(1)	1	+1-1	NGD
self, situation, other	1	(3)	4	-2+1	-GD

were made; two more stated it was of a relatively minor concern, not important, or was of no importance. Three less than the expected number of these affectives reported that it was fairly important, or not too important to have a job which offered a future. Three more than the expected number of affective subjects had previous occupational experience which included teaching and administration or teaching, counseling, and administration. Two more than the expected number of affectives stated that their work left no time or little time for other things; two less of the affectives stated their work left some time for other things. Two more of the affective group said it bothered them extremely or considerably to have to place their work before their family; two less of these subjects stated it bothered them somewhat, to a limited degree, or never. The importance of having work which gave them a chance to be creative was of some importance or little importance to two less than the expected number of affective subjects. Four less (none) of the affectives came to be interested in counseling because of relations with students, teaching experiences, or their concern for people; five more than the expected number came to be interested because of the opportunity to counsel, academic courses, and personal educational experiences. Two more than the expected number of these subjects decided to become a counselor because of the

opportunity to counsel, academic courses, and personal educational experiences. Two more than the expected number of affectives stated a specific job as their ultimate professional objective. Two more than the expected number of this group of subjects said their immediate family was most influential in the development of their life career choices; two less than the expected number stated the self, situation, or others were most influential in this development.

Gross differences in occupational involvement were found for the more cognitive group with respect to the following data. Two more than the expected number of cognitive subjects were returning to their former position after the Institute. Three more than the expected number of these cognitives based their decision to return or not return on direct or peripheral job connections; two less than the expected number based their decision on future job connections. Two more than the expected number of cognitives said they were members of "the gang" at work because they were professionally or socially accepted. Two more than the expected number of this group of subjects were very greatly or considerably bothered if they did not find ready acceptance into a group in which they were interested; two less than the expected number were bothered some or not much by this situa-

tion. To be in a position from which promotions were made was very important or meant a great deal to two more than the expected number of cognitive subjects; it was of a relatively minor concern, not important compared to other things, or of no importance to two less than the expected number of cognitives. The importance was based on the fact that it meant you had accomplished something, or it gave something to strive for by two more than the expected number of cognitive subjects. Two less than the expected number of this group were not interested. Two less than the expected number of cognitives stated that their work left no time or little time for other things; two more than the expected number said there was some time for other things. Two more than the expected number of cognitives were bothered very much or considerably when a situation arose and they had to place their work before their family; two less than the expected number said it bothered them somewhat, not too much, or never. Two more than the expected number of cognitive came to be interested in counseling because of their relations with students, teaching experiences, or their concern for people; three less than the expected number became interested because of counseling opportunities, academic courses, or personal education experiences. Two more than the expected

number of cognitives stated they decided to become a counselor because of their relations with students, teaching experiences; two less than the expected number of this group decided to become a counselor because of counseling opportunities, academic courses, or personal education experiences. Three more than the expected number of cognitive subjects stated that a feeling for others, or this and some other trait best described an effective counselor.

No gross differences were found for the more affective group for data relating to the importance of a job with a future, previous occupational experience, in practice that work comes before the family, how much this bothers the subject, the importance of a chance to be creative, and the person who was most influential in the development of the subject's life career choices.

No gross differences were found for either group of subjects for the data relating to occupation prior to the Institute, whether the job gave a feeling of accomplishment and in what way, how the people the subject worked with felt about his becoming a counselor and why, whether he was considered to be one of "the gang" at the place where he worked, whether he wanted to be one of the gang and why, whether persons were usually promoted from his position, the reason for the importance of a job with a future, the way work cut down

on the time for other things, the reason for the importance of a chance to be creative, job expectations, job aspirations, and the way in which the person or persons influenced the subject's life career choices.

Data relating to the fifth section, social relations, are presented in Table 4.5. Gross differences were found for both groups of subjects.

Table 4.5

Areas in Which Gross Differences for
Social Relations Occurred

Structured Interview Question n = 10	Response Frequency			Gross Difference	
	Aff Obs	Exp	Cog Obs		
62. Professional organization membership- education, subject areas, and other	0	(1)	2	-1+1	NGD
education and subject area	6	(4)	2	+2-2	+GD-GD
education only	2	(3)	5	-1+2	+GD
subject area or other only	2	(1)	0	+1-1	NGD
64. Number of sparetime activities-					
none or one	4	(3)	2	+1-1	NGD
two	2	(3)	5	-1+2	+GD
three or four	4	(4)	3	0-1	NGD

Two more than the expected number of more affective subjects were members of education and subject area professional organizations.

No gross difference was found for this group for the number of spare-time activities.

Two less than the expected number of more cognitive subjects were members of education and subject area professional organizations; two more than the expected number were members only of educational organizations. Two kind of spare-time activities were engaged in by two more than the expected number of cognitive subjects.

No gross differences were found for either the more affectives or the more cognitives for data relating to official positions in professional organizations, membership in other organizations or official positions, close friends, or acquaintances.

The data for section six on income are presented in Table 4.6. No gross differences were found for any of the data with respect to the more cognitive subjects.

Two more than the expected number of more affective subjects stated money is really of considerable importance; two less than the expected number of subjects stated money was really important to a certain extent, of little importance, or not important at all.

No gross differences were found for either group of subjects for the data relating to the amount of total income,

Table 4.6
Areas in Which Gross Differences
for Income Occurred

Structured Interview Question n = 10	Response Frequency			Gross Difference	
	Aff Obs	Exp	Cog Obs		
69. Importance of money- considerable importance important to a certain extent, little impor- tance, or not important at all	5	(3)	2	+2-1	+GD
	5	(7)	6	-2-1	-GD

source of income, what the subject missed most that his last income did not permit, the reason for the importance of money, or the most important thing money can give a person.

Table 4.7 presents the data with respect to section seven on success. No gross differences were found for any of the data for the more cognitive subjects.

Two more than the expected number of more affective subjects stated that success was of some importance, had its place, or was of little importance in their life. Two more than the expected number based the importance of success on the fact that it gave a feeling of accomplishment.

No gross difference was found for either group for the main thing success has to offer a person.

Table 4.7

Areas in Which Gross Differences
for Success Occurred

Structured Interview Question n = 10	Response Frequency			Gross Difference	
	Aff Obs	Exp	Cog Obs		
71. a. Importance of success- most important thing	3	(4)	5	-1+1	NGD
some importance, has its place, little importance	6	(4)	3	+2-1	+GD
miscellaneous combina- tions	1	(2)	2	-1 0	NGD
b. Reason- feeling of accomplish- ment	4	(2)	2	+2 0	+GD
family provider	1	(2)	3	-1+1	NGD
have to succeed, or don't want to fail	5	(5)	4	0-1	NGD

Data for the question on status, section eight, are presented in Table 4.8. No gross difference was found for this data for the more cognitive group of subjects.

Two less than the expected number of more affective subjects stated their reason for having a higher status than their parents was sociologically based.

No gross difference was found for either group of subjects for the data relating to whether or not their status was higher than that of their parents.

Table 4.8

Areas in Which Gross Differences
for Status Occurred

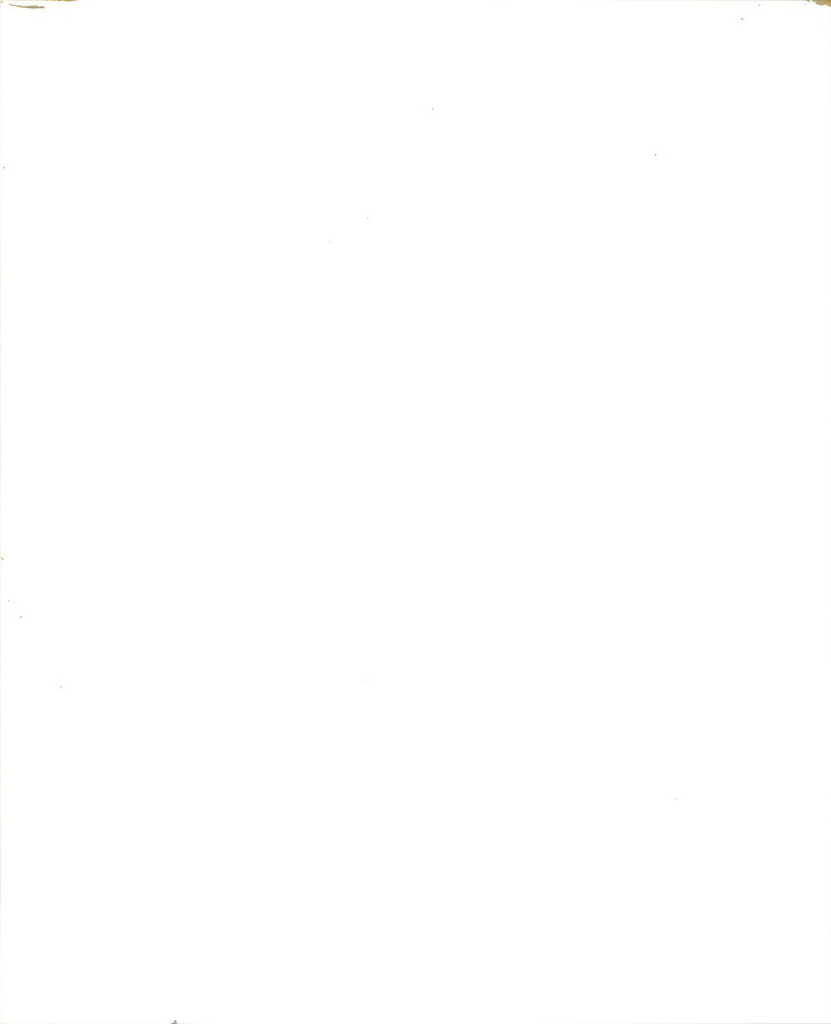
Structured Interview Question n = 10	Response Frequency		Cog Obs	Gross Difference	
	Aff Obs	Exp			
73. Way status is higher than parents-					
sociologically	3	(5)	6	-2+1	-GD
social status, power, or					
style of life	2	(2)	1	0-1	NGD

Data relating to the ninth section on critical incident are presented in Table 4.9. Gross differences were found for both groups of subjects.

Table 4.9

Areas in Which Gross Differences for
Critical Incident Occurred

Structured Interview Question n = 10	Response Frequency		Cog Obs	Gross Difference	
	Aff Obs	Exp			
74. Was there one most critical incident in life-					
yes	9	(8)	5	+1-3	-GD
no	1	(2)	5	-1+3	+GD
75. Degree of influence-					
major factor	7	(4)	3	+3-1	+GD
considerable, some or little	2	(3)	2	-1-1	NGD



Three less than the expected number of more cognitives stated that there had been a critical incident in their life; three more than the expected number stated there had not been a critical incident in their life. There was no gross difference on this question for the more affective subjects. No gross difference was found for either group of subjects for the nature of the critical incident.

Three more than the expected number of more affectives stated that if there had been a critical incident in their life, it was of major influence. There was no gross difference on this question for the more cognitive subjects.

Data on religion, section ten, are presented in Table 4.10. Gross differences appear for both the more affective and the more cognitive groups.

Two less than the expected number of more affective subjects had no early religious training; two more than the expected number of affectives conceived of God as a definite Being or described what He does; two less (none) than the expected number conceived of God as an idea.

No gross difference was found for the more affectives for the data relating to what they thought about the Bible, or about immortality.

Two more than the expected number of more cognitives received their early religious training in the church; three



Table 4.10

Areas in Which Gross Differences
for Religion Occurred

Structured Interview Question n = 10	Response Frequency		Cog Obs	Gross Difference	
	Aff Obs	Exp			
77. Early religious training-					
none	0	(2)	2	-2 0	-GD
church	4	(3)	5	+1+2	+GD
combination of church, home, or school	6	(6)	3	0-3	-GD
78. Conception of God-					
definite Being, or described					
what He does	7	(5)	2	+2-3	+GD-GD
idea	0	(2)	2	-2 0	-GD
indefinite or no idea	2	(2)	4	0+2	+GD
miscellaneous combinations	0	(1)	2	-1+1	NGD
79. a. Conception of Bible-					
literal interpretation	4	(3)	2	+1-1	NGD
human interpretation, its uses, or technical descriptions	4	(4)	6	0+2	+GD
negative reactions	1	(1)	0	0-1	NGD
miscellaneous combina- tions	1	(2)	2	-1 0	NGD
b. Conception of immortality-					
literal acceptance	5	(5)	3	0-2	-GD
human interpretation or uses	1	(1)	1	0 0	NGD
unsure	2	(3)	4	-1+1	NGD
negative reactions	1	(1)	2	0+1	NGD



less than the expected number received this training from a combination of church, home, or school. Three less than the expected number of cognitives conceived of God as a definite Being, or described what He does; two more than the expected number of cognitives were indefinite or had no idea of God. Two more than the expected number of cognitives gave a human interpretation, described the uses, or gave technical descriptions of the Bible. Two less than the expected number of cognitives gave a literal acceptance to the concept of immortality.

No gross differences were found for either group of subjects for church membership, denomination, monthly services attended, whether a conflict exists between science and religion, how religious the parents were, the religious differences from the parents or from the spouse, parental religious differences, whether the subject ever questioned his religious beliefs, and which ones the subject questioned.

Part Two: Test Data

The tests are grouped with respect to scholastic aptitude, personality variables, achievement, interest, creative thinking ability, dogmatism, values, and self-concept.

Table 4.11 presents the expected and observed frequencies and differences relating to scholastic aptitude for



Table 4.11

Areas in Which Gross Differences for
Scholastic Aptitude Occurred

Test	n = 10	Response Frequency		Cog Obs	Gross Difference	
		Aff Obs	Exp			
Ohio State University Psychological						
Total	75-99%ile	6	(5)	4	+1-1	NGD
	25-74	4	(5)	6	-1+1	NGD
	0-24	0	(0)	0		
Miller Analogies Test						
	75-99%ile	3	(2)	2	+1 0	NGD
	25-74	4	(3)	1	+1-2	-GD
	0-24	3	(5)	7	-2+2	-GD+GD

the more affective and the more cognitive subjects.

No gross differences were found for either group of subjects for the Ohio State University Psychological Test. On the Miller Analogies Test, two less than the expected number of cognitive subjects scored between the twenty-fifth and seventy-fourth percentiles; two more than the expected number of this group scored below the twenty-fourth percentile. Two less than the expected number of affective subjects scored below the twenty-fourth percentile.

The test data relating to specific personality variables are presented in Table 4.12. Data for the Minnesota Multiphasic Personality Inventory are not included because

Table 4.12

Areas in Which Gross Differences for
Personality Variable Occurred

Test n = 10		Response Frequency			Gross Difference	
		Aff Obs	Exp	Cog Obs		
Minnesota Teacher Attitude Inventory						
	75-99%ile	4	(3)	2	+1-1	NGD
	25-74	5	(6)	7	-1+1	NGD
	0-24	1	(1)	1	0 0	NGD
Guilford-Zimmerman Temperament Survey						
General Activity	75-99%ile	4	(4)	4	0 0	NGD
	25-74	4	(3)	3	+1 0	NGD
	0-24	2	(3)	3	-1 0	NGD
Restraint	75-99%ile	3	(2)	1	+1-1	NGD
	25-74	6	(7)	8	-1+1	NGD
	0-24	2	(1)	1	+1 0	NGD
Ascendancy	75-99%ile	4	(3)	2	+1-1	NGD
	25-74	4	(5)	5	-1 0	NGD
	0-24	2	(2)	3	0+1	NGD
Sociability	75-99%ile	4	(4)	2	0-2	-GD
	25-74	6	(5)	6	+1+1	NGD
	0-24	0	(1)	2	-1+1	NGD
Emotional Stability	75-99%ile	5	(4)	2	+1-2	-GD
	25-74	4	(5)	7	-1+2	+GD
	0-24	1	(1)	1	0 0	NGD
Objectivity	75-99%ile	5	(5)	4	0-1	NGD
	25-74	4	(5)	6	-1+1	NGD
	0-24	1	(1)	0	0-1	NGD
Friendliness	75-99%ile	2	(4)	5	-2+1	-GD
	25-74	6	(5)	4	+1-1	NGD
	0-24	2	(1)	1	+1 0	NGD
Thoughtfulness	75-99%ile	5	(4)	4	+1+1	NGD
	25-74	4	(4)	3	0-1	NGD
	0-24	1	(2)	2	-1 0	NGD



Table 4.12 (continued)

Test n = 10		Response Frequency		Cog Obs	Gross Difference	
		Aff Obs	Exp			
Personal Relations	75-99%ile	3	(4)	4	-1 0	NGD
	25-74	5	(4)	6	+1+2	+GD
	0-24	2	(1)	0	+1-1	NGD
Masculinity	75-99%ile	1	(1)	1	0 0	NGD
	25-74	9	(6)	6	+3+1	+GD
	0-24	0	(3)	2	-3-1	-GD
Edwards Personal Preference Schedule						
Achievement	75-99%ile	6	(3)	4	+3+1	+GD
	25-74	2	(4)	5	-2+1	-GD
	0-24	2	(3)	1	-1-2	-GD
Deference	75-99%ile	7	(4)	5	+3+1	+GD
	25-74	3	(6)	4	-3-2	-GD-GD
	0-24	0	(1)	1	-1 0	NGD
Order	75-99%ile	5	(4)	4	+1 0	NGD
	25-74	4	(5)	6	-1+1	NGD
	0-24	1	(1)	0	0-1	NGD
Exhibition	75-99%ile	3	(2)	3	+1+1	NGD
	25-74	5	(5)	3	0-2	-GD
	0-24	2	(3)	4	-1+1	NGD
Autonomy	75-99%ile	1	(1)	2	0+1	NGD
	25-74	8	(5)	4	+3-1	+GD
	0-24	1	(3)	4	-2+1	-GD
Affiliation	75-99%ile	1	(3)	2	-2-1	-GD
	25-74	5	(5)	7	0+2	+GD
	0-24	4	(2)	1	+2-1	+GD
Intraception	75-99%ile	5	(4)	2	+1-2	-GD
	25-74	5	(5)	7	0+2	+GD
	0-24	0	(1)	1	-1 0	NGD
Succorance	75-99%ile	0	(2)	2	-2 0	-GD
	25-74	5	(4)	4	+1 0	NGD
	0-24	5	(4)	4	+1 0	NGD
Dominance	75-99%ile	3	(2)	2	+1 0	NGD
	25-74	4	(5)	5	-1 0	NGD
	0-24	3	(3)	3	0 0	NGD



Table 4.12 (continued)

Test n = 10		Response Frequency		Cog Obs	Gross Difference	
		Aff Obs	Exp			
Abasement	75-99%ile	2	(3)	6	-1+3	+GD
	25-74	5	(5)	2	0-3	-GD
	0-24	3	(2)	2	+1 0	NGD
Nurturance	75-99%ile	2	(3)	3	-2 0	NGD
	25-74	6	(5)	6	+1+1	NGD
	0-24	2	(1)	1	+1 0	NGD
Change	75-99%ile	5	(3)	3	+2 0	+GD
	25-74	3	(6)	6	-3 0	-GD
	0-24	2	(1)	1	+1 0	NGD
Endurance	75-99%ile	5	(4)	2	+1-2	-GD
	25-74	3	(5)	6	-2+1	-GD
	0-24	2	(1)	2	+1+1	NGD
Heterosexuality	75-99%ile	1	(1)	0	0-1	NGD
	25-74	5	(5)	5	0 0	NGD
	0-24	4	(4)	5	0+1	NGD
Aggression	75-99%ile	3	(2)	0	+1-2	-GD
	25-74	3	(5)	7	-2+2	-GD+GD
	0-24	4	(4)	3	0-1	NGD



it was used for research purposes at the beginning of the Institute.

No gross differences were found for either group of subjects for the Minnesota Teacher Attitude Inventory.

Gross differences for both the more affectives and the more cognitives were found on the Guilford-Zimmerman Temperament Survey for the traits of "Sociability," "Emotional Stability," "Friendliness," and "Masculinity."

"Sociability" is described as having many friends and acquaintances, entering into conversations, liking social activities, seeking social contact, and seeking limelight. Two less than the expected number of cognitive subjects scored above the seventy-fifth percentile.

On "Emotional Stability" (evenness of moods, interests, energy, etc., optimism, cheerfulness, composure, feeling in good health), two less than the expected number of cognitives scored above the seventy-fifth percentile; two more than the expected number of these subjects scored between the twenty-fifth and seventy-fourth percentiles.

On "Personal Relations" (tolerance of people), two more than the expected number of cognitive subjects scored between the twenty-fifth and seventy-fourth percentiles.

Two less than the expected number of affective subjects scored above the seventy-fifth percentile on "Friendliness"



(tolerator of hostile action, acceptance of domination, respect for others).

On "Masculinity" (interest in masculine activities and vocations, not easily disgusted, hardboiled, resistant to fear, inhibition of emotional expressions, little interest in clothes and styles), three more than the expected number of affectives scored between the twenty-fifth and seventy-fourth percentiles; three less than the expected number of this group scored below the twenty-fourth percentile.

No gross differences were found for either group of subjects for the traits of "General Activity" (rapid pace of activities, energy, vitality), "Restraint" (serious-mindedness, self-control, deliberate), "Ascendance" (self-defense, leadership habits, speaking with individuals), "Objectivity" (being "thick-skinned"), and "Thoughtfulness" (reflectiveness, observing of behavior in others, interested in thinking, philosophically inclined).

Gross differences were found on the Edwards Personal Preference Schedule for both groups of subjects. Gross differences for the affective group were found for the needs of "Achievement," "Deference," "Autonomy," "Affiliation," "Success," "Change," "Endurance," and "Aggression."

"Achievement" is described in the Edwards' Manual¹⁸ as

to do one's best, to be successful, to accomplish tasks requiring skill and effort, to solve problems. Three more than the expected number of affectives scored above the seventy-fifth percentile; two less than the expected number scored between the twenty-fifth and seventy-fourth percentiles.

On "Deference" (to get suggestions from others, to find out what others think, to conform to custom and avoid the unconventional), three more than the expected number of affectives scored above the seventy-fifth percentile; three less than the expected number scored between the twenty-fifth and seventy-fourth percentiles.

On "Autonomy" (to be independent of others in making decisions, to do things that are unconventional, to avoid situations where one is expected to conform, to avoid responsibilities and obligations), three more than the expected number of affective subjects scored between the twenty-fifth and seventy-fourth percentiles; two less than the expected number scored below the twenty-fourth percentile.

On "Affiliation" (to participate in friendly groups, to make as many friends as possible, to share things with friends rather than alone, to form strong attachments), two less than the expected number of affectives scored above the seventy-fifth percentile; two more than the expected number of this group scored below the twenty-fourth percentile.

Two less than the expected number of affectives scored above the seventy-fifth percentile on "Succorance" (to have others provide help when in trouble, to have others be sympathetic and understanding about personal problems, to be helped by others when depressed).

On "Change" (to do new and different things, to experiment and try new things, to try new and different jobs, to move about the country and live in different places), two more than the expected number of affective subjects scored above the seventy-fifth percentile; three less than the expected number of this group scored between the twenty-fifth and seventy-fourth percentiles.

On "Endurance" (to keep at a job until it is finished, to keep at a puzzle or problem until it is solved, to work at a single job before taking others, to stick at a problem even though it may seem as if no progress is being made), two less than the expected number of affectives scored between the twenty-fifth and seventy-fourth percentiles.

Two less than the expected number of affectives scored between the twenty-fifty and seventy-fourth percentiles on "Aggression" (to attack contrary points of view, to tell others what one thinks of them, to get revenge for insults).

Gross differences were found for the more cognitive group of subjects for the needs of "Achievement," "Deference,"

"Exhibition," "Affiliation," "Intracception," "Abasement," "Endurance," and "Aggression."

Two less than the expected number of cognitive subjects scored below the twenty-fourth percentile for "Achievement."

Two less than the expected number of cognitives scored between the twenty-fourth and seventy-fifth percentiles on "Deference."

On "Exhibition" (to say witty and clever things, to talk about personal adventures and experiences, to be the center of attention), two less than the expected number of cognitives scored between the twenty-fourth and seventy-fifth percentiles.

Two more than the expected number of cognitive subjects scored between the twenty-fifth and seventy-fourth percentiles on "Affiliation."

On "Intracception" (to analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to analyze how others will act), two less than the expected number of cognitives scored above the seventy-fifth percentile;

two more than the expected number in this group scored between the twenty-fifth and seventy-fourth percentiles.

On "Abasement" (to feel guilty when one does something wrong, to accept blame when things do not go right, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects), three more than the expected number of cognitives scored above the seventy-fifth percentile; three less than the expected number scored between the twenty-fifth and seventy-fourth percentiles.

Two less than the expected number of cognitives scored above the seventy-fifth percentile on "Endurance."

Two less than the expected number of cognitive subjects scored above the seventy-fifth percentile, and two more than the expected number of this group scored between the twenty-fifth and seventy-fourth percentiles on "Aggression."

No gross differences were found for the manifest needs of "Order," "Dominance," "Nurturance," and "Heterosexuality."

Test data on achievement in guidance and counseling are presented in Table 4.13 for the National Defense Education Act Comprehensive. No gross difference was found on any of the six subtests for the more affective group of subjects.

Table 4.13

Areas in Which Gross Differences for Achievement Occurred

Test n = 10		Response Frequency		Cog Obs	Gross Difference	
		Aff Obs	Exp			
National Defense Education Act Comprehensive						
Test 1	75-99%ile	1	(2)	4	-1+3	+GD
	25-74	9	(8)	6	+1-2	-GD
	0-24	0	(0)	0		
Test 2	75-99%ile	0	(0)	0		
	25-74	10	(10)	10	0 0	NGD
	0-24	0	(0)	0		
Test 3	75-99%ile	0	(0)	0		
	25-74	10	(10)	10	0 0	NGD
	0-24	0	(0)	0		
Test 4	75-99%ile	1	(0)	0	+1 0	NGD
	25-74	9	(10)	10	-1 0	NGD
	0-24	0	(0)	0		
Test 5	75-99%ile	0	(0)	0		
	25-74	10	(10)	10	0 0	NGD
	0-24	0	(0)	0		
Test 6	75-99%ile	2	(1)	1	+1 0	NGD
	25-74	8	(9)	9	-1 0	NGD
	0-24	0	(0)	0		



Gross differences were found for the more cognitive group of subjects only on Test 1. Three more than the expected number of cognitives scored above the seventy-fifth percentile; two less than the expected number of this group scored between the twenty-fifth and seventy-fourth percentiles.

Test data relating to the Strong Interest Test are presented in Table 4.14. Scores were divided into primary and secondary interests.

Gross differences in primary interests for the more affective group of subjects were found in Groups IV, V, and VIII.

In Group IV, three more than the expected number of affective subjects indicated primary interests similar to carpenters; three more than the expected number indicated interests similar to mathematics or physical science teachers; and two more than the expected number in this group indicated interests similar to vocational agriculture teachers.

In Group V, two more than the expected number of affectives indicated primary interests similar to public administrators; five more than the expected number indicated interests similar to social science high school teachers; two less than the expected number indicated interests similar to social workers; and two less than the expected number of affectives indicated primary interests similar to ministers.



Table 4.14

Areas in Which Gross Differences for Interest Occurred

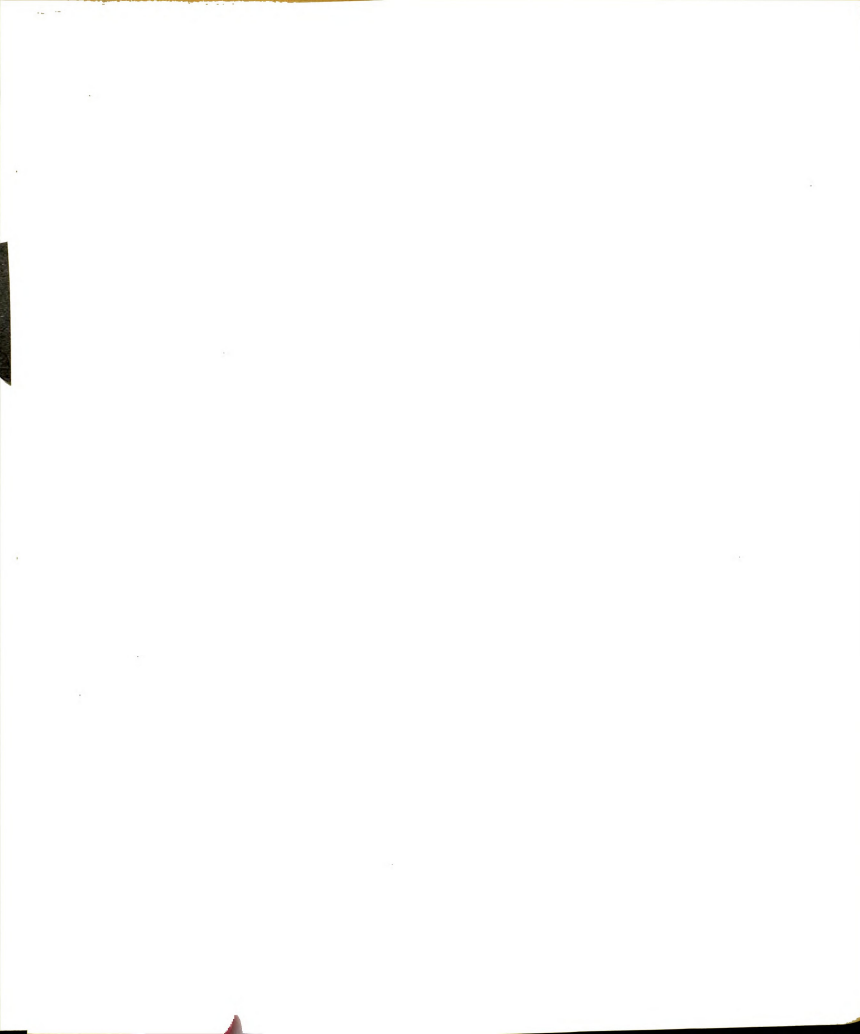
Test n = 10		Response Frequency			Gross Difference		
		Aff Obs	Exp	Cog Obs			
Strong Vocational Interest Test							
<u>Primary</u>							
Group I	Artist	0	(0)	0			
	Psychologist	1	(2)	1	-1-1	NGD	
	Architect	0	(1)	1	-1 0	NGD	
	Physician	1	(2)	1	-1-1	NGD	
	Osteopath	2	(3)	4	-1+1	NGD	
	Dentist	0	(0)	1	0+1	NGD	
	Veterinarian	1	(1)	1	0 0	NGD	
Group II	Mathematician	0	(0)	0			
	Physicist	0	(0)	0			
	Engineer	0	(0)	1	0+1	NGD	
Group III	Chemist	0	(0)	1	0+1	NGD	
	Production Manager	1	(0)	0	+1 0	NGD	
Group IV	Farmer	2	(1)	2	+1+1	NGD	
	Aviator	2	(1)	2	+1+1	NGD	
	Carpenter	3	(0)	0	+3 0	+GD	
	Printer	1	(1)	1	0 0	NGD	
	Math, phys sci teacher	5	(2)	1	+3-1	+GD	
	Ind arts teacher	1	(1)	2	0+1	NGD	
	Voc agr teacher	4	(2)	1	+2-1	+GD	
	Policeman	1	(1)	1	0 0	NGD	
	Forest service man	1	(1)	0	0-1	NGD	
	Group V	YMCA phys director	2	(2)	2	0 0	NGD
		Personnel director	4	(4)	3	0-1	NGD
		Public adminis- trator	7	(5)	4	+2-1	+GD
YMCA Secretary		1	(2)	0	-1-2	-GD	
Soc sci hs teacher		12	(7)	2	+5-5	+GD-GD	
City school supt		1	(1)	0	0-1	NGD	
Social worker		2	(4)	2	-2-2	-GD-GD	
Minister	0	(2)	0	-2-2	-GD-GD		

Table 4.14 (continued)

Test n = 10		Response Frequency		Cog Obs	Gross Difference	
		Aff	Exp			
		Obs	Exp			
Group VI	Musician (per- former)	2	(3)	2	-1-1	NGD
Group VII	CPA	0	(0)	0		
Group VIII	Senior CPA	2	(1)	0	+1-1	NGD
	Accountant	1	(1)	0	0-1	NGD
	Office man	7	(3)	0	+4-3	+GD-GD
	Purchasing agent	0	(0)	0		
	Banker	1	(0)	0	+1 0	NGD
	Mortician	2	(2)	2	0 0	NGD
	Pharmacist	1	(0)	0	+1 0	NGD
Group IX	Sales manager	2	(1)	1	+1 0	NGD
	Real estate sales- man	2	(2)	4	0+2	+GD
	Life insurance salesman	2	(2)	3	0+1	NGD
Group X	Advertising man	2	(1)	0	+1-1	NGD
	Lawyer	2	(1)	0	+1-1	NGD
	Author-journalist	0	(0)	0		
Group XI	President - mfg concern	0	(0)	0		
<u>Secondary</u>						
Group I	Artist	1	(1)	1	0 0	NGD
	Psychologist	2	(2)	3	0+1	NGD
	Architect	1	(2)	2	-1 0	NGD
	Physician	2	(4)	6	-2+2	-GD+GD
	Osteopath	6	(5)	3	+1-2	-GD
	Dentist	1	(4)	4	-3 0	-GD
	Veterinarian	0	(2)	2	-2 0	-GD
Group II	Mathematician	0	(1)	3	-1+2	+GD
	Physicist	0	(1)	2	-1+1	NGD
	Engineer	0	(1)	1	-1 0	NGD
	Chemist	0	(2)	2	-2 0	-GD
Group III	Production manager	4	(5)	6	-1+1	NGD
Group IV	Farmer	5	(4)	4	+1 0	NGD
	Aviator	5	(4)	4	+1 0	NGD
	Carpenter	1	(2)	3	-1+1	NGD

Table 4.14 (continued)

Test n = 10		Response Frequency		Cog Obs	Gross Difference	
		Aff Obs	Exp			
Group V	Printer	8	(7)	7	+1 0	NGD
	Math, phys sci teacher	5	(6)	7	-1+1	NGD
	Ind arts teacher	6	(1)	1	+5 0	+GD
	Voc agr teacher	6	(5)	6	+1+1	NGD
	Policeman	7	(6)	7	+1+1	NGD
	Forest service man	1	(3)	5	-2+2	-GD+GD
	YMCA phys director	6	(6)	6	0 0	NGD
	Personnel director	6	(5)	4	+1-1	NGD
	Public adminis- trator	2	(4)	4	-2 0	-GD
	YMCA secretary	9	(6)	6	+3 0	+GD
	Soc sci hs teacher	0	(2)	4	-2+2	-GD+GD
	City school supt	8	(6)	5	+2-1	+GD
	Social worker	7	(5)	6	+2+1	+GD
	Minister	6	(3)	1	+3+2	+GD+GD
Group VI	Musician (per- former)	6	(5)	7	+1+2	+GD
Group VII	CPA	5	(4)	2	+1-2	-GD
Group VIII	Senior CPA	7	(7)	9	0+2	+GD
Group IX	Accountant	7	(4)	2	+3-2	+GD-GD
	Office man	2	(4)	7	-2+3	-GD+GD
	Purchasing agent	4	(4)	4	0 0	NGD
	Banker	7	(6)	6	+1 0	NGD
	Mortician	6	(4)	5	+2+1	+GD
	Pharmacist	5	(6)	7	-1+1	NGD
	Sales manager	3	(3)	5	0+2	+GD
	Real estate sales- man	6	(5)	3	+1-2	-GD
	Life insurance salesman	6	(5)	4	+1-1	NGD
	Advertising man	3	(4)	7	-1+3	+GD
Group X	Lawyer	3	(6)	8	-3+2	-GD+GD
Group XI	Author-journalist	5	(6)	6	-1 0	NGD
	President - mfg concern	5	(4)	4	+1 0	NGD



In Group VIII, four more than the expected number of affective subjects indicated primary interests similar to office men.

No gross differences of primary interests for the more affective subjects were found for Groups I, II, III, VI, VII, X, and XI.

Gross differences in primary interests were found for the more cognitive subjects in Groups V, VIII, and IX.

In Group V, two less than the expected number of cognitive subjects indicated primary interests similar to YMCA secretaries; five less than the expected number of subjects indicated interests similar to social science high school teachers; two less than the expected number indicated interests similar to social workers; and two less than the expected number of cognitives indicated primary interests similar to ministers.

In Group VIII, three less than the expected number of cognitives indicated primary interests similar to office men.

In Group IX, two more than the expected number of cognitive subjects indicated primary interests similar to real estate salesmen.

No gross differences in primary interests were found for the more cognitive subjects for Groups I, II, III, IV, VI, VII, X, and XI.

Gross differences of secondary interests were found for the more affectives for Groups I, II, IV, V, VIII, and X.

In Group I, two less than the expected number of affective subjects indicated secondary interests similar to physicians or veterinarians; three less than the expected number in this group indicated interests similar to dentists.

In Group II, two less than the expected number of affectives indicated secondary interests similar to chemists.

In Group IV, five more than the expected number of affective subjects indicated secondary interests similar to industrial arts teachers; two less than the expected number in this group indicated interests similar to forest service men.

In Group V, two less than the expected number of affectives indicated secondary interests similar to public administrators and social science high school teachers; two more than the expected number of affectives indicated interests similar to city school superintendents and social workers; three more than the expected number of affective subjects indicated secondary interests similar to YMCA secretaries and ministers.

In Group VIII, three more than the expected number of affectives indicated a secondary interest similar to accountants;

two more than the expected number of these subjects indicated interests similar to morticians; two less than the expected number of affective subjects indicated secondary interests similar to office men.

In Group X, three less than the expected number of affectives indicated secondary interests similar to lawyers.

No gross differences of secondary interests were found for the more affective group of subjects in Groups III, VI, and XI.

Gross differences for secondary interests were found for the more cognitive subjects in Groups I, II, IV, V, VI, VII, VIII, IX, and X.

In Group I, two more than the expected number of cognitive subjects indicated secondary interests similar to physicians; two less than the expected number of cognitives indicated interests similar to osteopaths.

In Group II, two more than the expected number of cognitive subjects indicated secondary interests similar to mathematicians.

Two more than the expected number of cognitives indicated secondary interests similar to forest service men in Group IV.

In Group V, two more than the expected number of cognitives indicated secondary interests similar to social science



high school teachers and ministers.

Two more than the expected number of cognitive subjects indicated secondary interests similar to musicians (performers), Group VI.

Two less than the expected number of cognitive subjects indicated secondary interests similar to CPA's, Group VII.

In Group VIII, two more than the expected number of cognitives indicated secondary interests similar to senior CPA's; two less than the expected number indicated interests similar to accountants; and three more than the expected number indicated secondary interests similar to office men.

In Group IX, two more than the expected number of cognitives indicated secondary interests similar to sales managers; two less subjects in this group indicated interests similar to real estate salesmen.

In Group X, three more than the expected number of cognitives indicated secondary interests similar to advertising men; two more than the expected number of this group of subjects indicated secondary interests similar to lawyers.

No gross differences in secondary interests were found for the more cognitive group of subjects for Groups III and XI.

Table 4.15 presents the test data relating to the Tests of Fluency, Flexibility and Originality.

Table 4.15

Areas in Which Gross Differences for
Creative Thinking Occurred

Test n = 10		Response Frequency		Cog Obs	Gross Difference	
		Aff Obs	Exp			
Tests of Fluency, Flexibility and Originality						
Word Fluency	75-99%ile	4	(3)	3	+1 0	NGD
	25-74	5	(5)	3	0-2	-GD
	0-24	1	(2)	4	-1+2	+GD
Associational Fluency	75-99%ile	8	(6)	6	+2 0	+GD
	25-74	1	(3)	3	-2 0	-GD
	0-24	1	(0)	1	+1+1	NGD
Ideational Fluency	75-99%ile	9	(9)	9	0 0	NGD
	25-74	1	(1)	1	0 0	NGD
	0-24	0	(0)	0		
Expressional Fluency	75-99%ile	7	(8)	7	-1-1	NGD
	25-74	3	(2)	3	+1+1	NGD
	0-24	0	(0)	0		
Alternate Uses	75-99%ile	6	(4)	2	+2-2	+GD-GD
	25-74	1	(3)	5	-2+2	-GD+GD
	0-24	3	(3)	3	0 0	NGD
Consequences:						
ideational						
fluency						
originality	75-99%ile	8	(6)	8	+2+2	+GD+GD
	25-74	2	(3)	1	-1-2	-GD
	0-24	0	(0)	1	0+1	NGD
	75-99%ile	1	(1)	0	0-1	NGD
	25-74	3	(3)	2	0-1	NGD
	0-24	6	(7)	8	-1+1	NGD

Gross differences were found for the more affective group on Associational Fluency, Alternate Uses, and on Consequences for the factor of ideational fluency.

On Associational Fluency (the ability to produce rapidly words from a restricted area of meaning), two more than the expected number of affective subjects scored above the seventy-fifth percentile; two less than the expected number of this group scored between the twenty-fifth and seventy-fourth percentiles.

On Alternate Uses (the ability to produce a variety of class ideas in connection with an object or other unit of thought), two more than the expected number of affective subjects scored above the seventy-fifth percentile; two less than the expected number in this group scored between the twenty-fifth and seventy-fourth percentiles.

On Consequences for the factor of ideational fluency (the ability to call up many ideas in a situation in which there is little restriction and quality does not count), two more than the expected number of affectives scored above the seventy-fifth percentile.

No gross differences were found for the more affective subjects for the tests of Word Fluency, Ideational Fluency, Expressional Fluency, and for the factor of originality on the Consequences test.



Gross differences for the more cognitives were found for the tests of Word Fluency, Alternate Uses, and for the factor of ideational fluency on the Consequences test.

On Word Fluency (the ability to produce rapidly words fulfilling specified symbolic [letter] properties), two less than the expected number of cognitives scored between the twenty-fifth and seventy-fourth percentiles; two more than the expected number of this group scored below the twenty-fourth percentile.

Two less than the expected number of cognitive scored above the seventy-fifth percentile, and two more scored between the twenty-fifth and seventy-fourth percentiles on Alternate Uses.

Two more than the expected number of cognitives scored above the seventy-fifth percentile, and two less scored between the twenty-fifth and seventy-fourth percentiles on the factor of ideational fluency on the Consequences test.

No gross differences were found for the more cognitive group on the tests of Associational Fluency, Ideational Fluency, Expressional Fluency, and for the factor of originality on the Consequences test.

Table 4.16 presents the test data relating to The Dogmatism Scale.

Table 4.16

Areas in Which Gross Differences for Dogmatism Occurred

Test n = 10	Response Frequency			
	Aff		Cog	Gross
	Obs	Exp	Obs	Difference
The Dogmatism Scale				
Range: +19 to -73	-4	+19	+16	Aff: ± 1 std dev
Median: -16	to	to	to	
Mean: -24.4	-49	-73	-73	Cog: ± 2 std dev
s: 22.9				

The more affective group of subjects scored within plus or minus one standard deviation from the mean. The more cognitive subjects scored within plus or minus two standard deviations from the mean.

Test data relating to The Study of Values are presented in Table 4.17. Scores were divided into outstandingly high, outstandingly low, high, and low categories.

A gross difference was found for the more affective group in the high category. Two less than the expected number of affectives scored high on the Religious motive (seeing high value in unity).

No gross difference was found in any of the motives for this group in the outstandingly high, outstandingly low, or low categories.

Table 4.17

Areas in Which Gross Differences for Values Occurred

Test n = 10		Response Frequency				Gross Difference	
		Aff	Exp	Cog			
		Obs		Obs			
The Study of Values							
Outstandingly high	Theoretical	1	(1)	1	0 0	NGD	
	Economic	0	(0)	0			
	Aesthetic	2	(1)	0	+1-1	NGD	
	Social	1	(2)	0	-1-2	-GD	
	Political	0	(0)	0			
	Religious	1	(2)	1	-1-1	NGD	
Outstandingly low	Theoretical	0	(0)	0			
	Economic	1	(2)	0	-1-2	-GD	
	Aesthetic	0	(0)	1	0+1	NGD	
	Social	0	(0)	1	0+1	NGD	
	Political	1	(1)	1	0 0	NGD	
	Religious	1	(1)	1	0 0	NGD	
High	Theoretical	0	(1)	2	-1+1	NGD	
	Economic	2	(1)	1	+1 0	NGD	
	Aesthetic	1	(1)	1	0 0	NGD	
	Social	4	(3)	4	+1+1	NGD	
	Political	0	(1)	2	-1+1	NGD	
	Religious	0	(2)	3	-2+1	-GD	
Low	Theoretical	1	(2)	2	-1 0	NGD	
	Economic	0	(1)	2	-1+1	NGD	
	Aesthetic	2	(2)	1	0-1	NGD	
	Social	0	(0)	1	0+1	NGD	
	Political	2	(2)	1	0-1	NGD	
	Religious	2	(1)	0	+1-1	NGD	



A gross difference was found in the outstandingly high category for the more cognitive group of subjects. Two less than the expected number of cognitives scored outstandingly high on the "Social" motive (love of people; the altruistic or philanthropic aspect of life; the social man prizes other persons as ends).

Two less than the expected number of cognitive subjects scored outstandingly low on the "Economic" motive (interested in what is useful; thoroughly "practical" and conforming well to the prevailing stereotype of the average American businessman).

No gross differences were found for the more cognitive subjects for high or low categories.

Test data relating to The Twenty-Statements Problem (Who Am I?) are presented in Table 4.18. The criterion for gross difference was established at 20 per cent of the expected frequency to more adequately reflect the increase in the number of possible responses. This was considered comparable to a gross difference of plus or minus two between the expected frequency and the observed frequency. The test was administered once in September 1962, and again in March 1963.

Gross differences were found for Categories A and C of the test for administration one (September 1962) for the



Table 4.18

Areas in Which Gross Differences for Self-Concept Occurred

Test n = 10		Response Frequency		Cog Obs	Gross Difference	
		Aff Obs	Exp			
The Twenty-Statements Problem (Who Am I?)						
September 1962	Category A	10	(8)	6	+2-2	+GD-GD
	Category B	49	(59)	63	-10+4	NGD
	Category C	18	(15)	18	+3+3	+GD+GD
	Category D	19	(16)	13	+3-3	NGD
	Incomplete Response	4	(1)	0	+3-1	+GD-GD
March 1963	Category A	5	(4)	5	+1+1	+GD+GD
	Category B	75	(81)	80	-6-1	NGD
	Category C	15	(9)	8	+6-1	+GD
	Category D	5	(5)	7	0+2	+GD
	Incomplete Response	0	(1)	0	-1-1	NGD

more affective group of subjects.

Two more than the expected number of responses of the affective subjects identified the self in Category A (identification of the self by physical attributes and other objective information; no other person necessary for validation of the self, e.g. "Mary Smith: 'I have blue eyes.' 'I live in Kansas City.'")

Three more than the expected number of responses of the affectives identified the self in Category C (abstract

statements that transcend specific social situations; action responses that do not pin the respondent down to specific behaviors but leave him free to behave in various ways in various situations while maintaining his style, e.g. "I am a good father;" "I believe in God;" "I am a friendly person.")

Three more than the expected number of responses of the more affectives did not complete the identification of the self.

No gross difference was found for the more affective subjects for Categories B and D.

On this first administration of the test, gross differences were found for the more cognitive subjects for Categories A and C. Two less than the expected number of responses of the cognitives identified the self in Category A; three more identified the self in Category C.

No gross difference was found for the more cognitive subjects for Categories B, D, and the Incomplete Response Category.

On the second administration of the test, gross differences were found for the more affective subjects for Categories A, C, and the Incomplete Response Category.

One less than the expected number of responses of the more affectives identified the self in Category A; six more identified the self in Category C.

No gross differences were found for the more affective subjects for Categories B, D, and the Category of Incomplete Response.

A gross difference was found on the second administration of the test for the more cognitive subjects for Categories A and D. One more than the expected number of responses of the more cognitive subjects identified the self in Category A; two more than the expected number of the more cognitives identified the self in Category D (statements which do not lead to a socially meaningful differentiation of the self; so vague they lead to no reliable expectations about behavior; statements which deny the question, "Who Am I?" e.g. "I am a thinking individual;" "I am a human being;" "I am a child of God.")

No gross differences were found for the more cognitive subjects for Categories B, C, and the Incomplete Response Category.

The number of responses in Category A decreased from the first administration to the second administration of the test for both the more affective and the more cognitive subjects.

The number of responses in Category B increased from the first administration to the second administration of the



test for both the more affective and the more cognitive subjects.

The number of responses in Category C decreased from the first administration to the second administration of the test for both the more affective and the more cognitive subjects.

The number of responses in Category D decreased from the first administration to the second administration of the test for both the more affective and the more cognitive subjects.

Summary of Social and Personality Characteristics

Each of the questions in the structured interview schedule was coded according to one or more of the following concepts: rural-urban, localite-cosmopolite, status, familism, type of involvement (social, occupational, educational, religious), awareness, referent.

A summary of these concepts and the social characteristics is presented in Table 4.19.

Gross differences appear for both the more affective and the more cognitive subjects with respect to the rural-urban, localite-cosmopolite, status, familism, social, occupational and educational involvement, religion and referent concepts. Although gross differences appear for both groups



Table 4.19

Summary of Social Characteristics

Concept	Gross Difference	
	Affective	Cognitive
Rural-urban	Father's birthplace - urban community	
Localite-cosmopolite	<p>Educational setting: cosmopolitan - high school located in urban community</p> <p>Educational level of siblings - college</p> <p>Source of income of father - salary or commission</p> <p>Occupational level of parents - white collar</p>	<p>Educational setting: local - high school located in rural community</p> <p>Educational level of siblings - high school</p> <p>Source of income of father - wages</p> <p>Educational level of father - college</p>
Familism	<p>Number of children in subject's family - none</p> <p>Family activities shared before going to college - two</p> <p>Parental values: similar - family, home and children</p> <p>Discipline - administered by mother; took away privileges or disapproval</p>	<p>Number of children in subject's family - one or two</p> <p>Family activities shared before going to college - three</p> <p>Parental values: dissimilar - father: truth and honesty</p> <p>Discipline - physical and verbal means</p>



Table 4.19 (continued)

Concept	Affective	Gross Difference	Cognitive
Social involvement deprivation	Meaning of work to father - work enhanced individual	Meaning of work to father - work had meaning in and of itself Parent identification - closest to father Type of parental influence - inspiration	113
	Occupational "gang" membership - based on ability to get along		
	Professional organization member- ship - education and subject area organizations		
	College courses - three or more courses easy		
Ease of learning	Varied experiences - teaching, administration, and/or counseling	High school clique - not a member	Occupational "gang" membership - professionally and socially accepted
Occupational involvement deprivation			



Table 4.19 (continued)

Concept	Gross Difference	Cognitive
Orientation: future - interested in future job connections		Orientation: past - interested in direct or peripheral job connections
Self-fulfillment from job - considerable; based on helping students, enjoyment, or satisfaction		
Importance of position with promotion - relatively minor concern		Importance of position with promotion - very important or means a great deal
Sparetime activities - job left little or no time for other things		Sparetime activities - job left time for these
Ultimate professional objective - specific job		
Interest in and decision to become counselor - counseling opportunity, academic courses, personal education experiences		Interest in and decision to become counselor - relations with students, teaching experiences, concern for people
Influence in occupational choice - immediate family		

Table 4.19 (continued)

Concept	Gross Difference	
	Affective	Cognitive
Educational involvement	Size of high school - over 500	
	Size of college - medium	
	Major - English or social science	Major - industrial arts or physical education
Religion	Concept of God - a Being	Concept of God - indefinite or no idea
		Concept of Bible - human interpretation, its uses, or technical descriptions
	Early religious training - fewer had none	Early religious training - supplied by church
	Critical incident - of major influence	
Awareness	Immediate family - most influential in educational development	Self or situation - most influential in educational development
	Ease of learning - college courses easy	Parent identification - closest to father
	Occupation - oriented to future	Occupation - oriented to past



Table 4.19 (continued)

Concept	Gross Difference	
	Affective	Cognitive
Social relations - based on skill		Social relations - based on acceptance
Critical incident - of major influence		Description of effective counselor - feeling for others
Money - of considerable importance		
Success - some importance because it gives a feeling of accomplishment		Type of parental influence - inspiration
God - a Being		

of subjects for these concepts, they differ in kind. Gross differences appear for the more affective subjects for the concepts of ease of learning and awareness, but not for the more cognitive subjects.

Gross differences appear in the rural-urban and localite-cosmopolite concepts for both the more affective and the more cognitive groups of subjects in educational setting. A gross difference in father's birthplace occurs for the more affective subjects, but not for the more cognitive subjects.

Gross differences in the concept of status appear for both the more affective and the more cognitive group of subjects in the occupational level of siblings and the source of income of the father. A gross difference appears only for the more affective subjects for the occupational level of the parents. A gross difference appears only for the more cognitive subjects for the educational level of the father.

Gross differences in the concept of familism appear for both groups of subjects with respect to the number of children in the subject's family, family activities, parental values, discipline, and the meaning of work to the father. A gross difference appears only for the more cognitive subjects in the type of parental influence and parent identification.

Gross differences in the concept of social involvement and deprivation appear for both the more affective and the more cognitive group of subjects for membership in the occupational "gang" and membership in professional organizations. A gross difference appears only for the more cognitive subjects for clique membership in high school.

A gross difference appears in the concept of ease of learning only for the more affective subjects with respect to college courses.

Gross differences in occupational involvement and deprivation occur for both groups of subjects for the reason for returning or not returning to the former position (future; past), for the importance of a position with promotion, and in the interest in and decision to become a counselor. A gross difference appears only for the more affective subjects for varied occupational experiences, the degree of self-fulfillment, the ultimate professional objective, and the influence in occupational choice. A gross difference appears only for the more cognitive subjects for sparetime activities.

Gross differences appear in educational involvement for both groups of subjects in the size of high school attended, and undergraduate major. A gross difference appears only for the more affective subjects for the size of college attended. A gross difference appears only for the more

cognitive subjects for the undergraduate degree received.

Gross differences in the concept of religion appear for both the more affective and the more cognitive subjects with respect to the concept of God and early religious training. A gross difference appears only for the more cognitive subjects in the concept of the Bible.

A gross difference appears only for the more affective subjects for the concepts of awareness and deprivation in the occurrence of a critical incident and its influence.

Gross differences in the concept of referent appear for both groups of subjects with respect to occupation and social relations. Gross differences appear only for the more affective subjects with respect to the immediate family, ease of learning, critical incident, money, success, and God. Gross differences appear only for the more cognitive group of subjects for self or situation, parent identification, description of effective counselor, and type of parental influence.

Gross differences appear for both the more affective and the more cognitive subjects with respect to the variables of personality traits, manifest needs, interests, creative thinking abilities, dogmatism, values, and self-concept. Although gross differences appear for both groups of subjects for these variables, they differ in kind. A gross difference

appears for the more cognitive subjects for the variable of scholastic aptitude, but not for the more affective subjects.

A summary of the personality characteristics of the more affective and the more cognitive subjects is presented in Table 4.20.

A gross difference appears only for the more cognitive subjects for the scholastic aptitude variable.

Gross differences appear in the personality trait variable for both groups of subjects. Gross differences appear for the more affective subjects for the personality trait of Masculinity. Gross differences appear only for the more cognitive subjects for the personality traits of Emotional Stability and Personal Relations.

Gross differences appear for both groups of subjects for the variable of manifest needs with respect to Affiliation. Gross differences appear only for the more affective subjects for the manifest needs of Achievement, Deference, Change and Autonomy. Gross differences appear only for the more cognitive subjects for the manifest needs of Abasement, Intraception, and Aggression.

Gross differences appear for both the more affective and the more cognitive subjects for the variable of interests. The more affective subjects have primary interests similar to

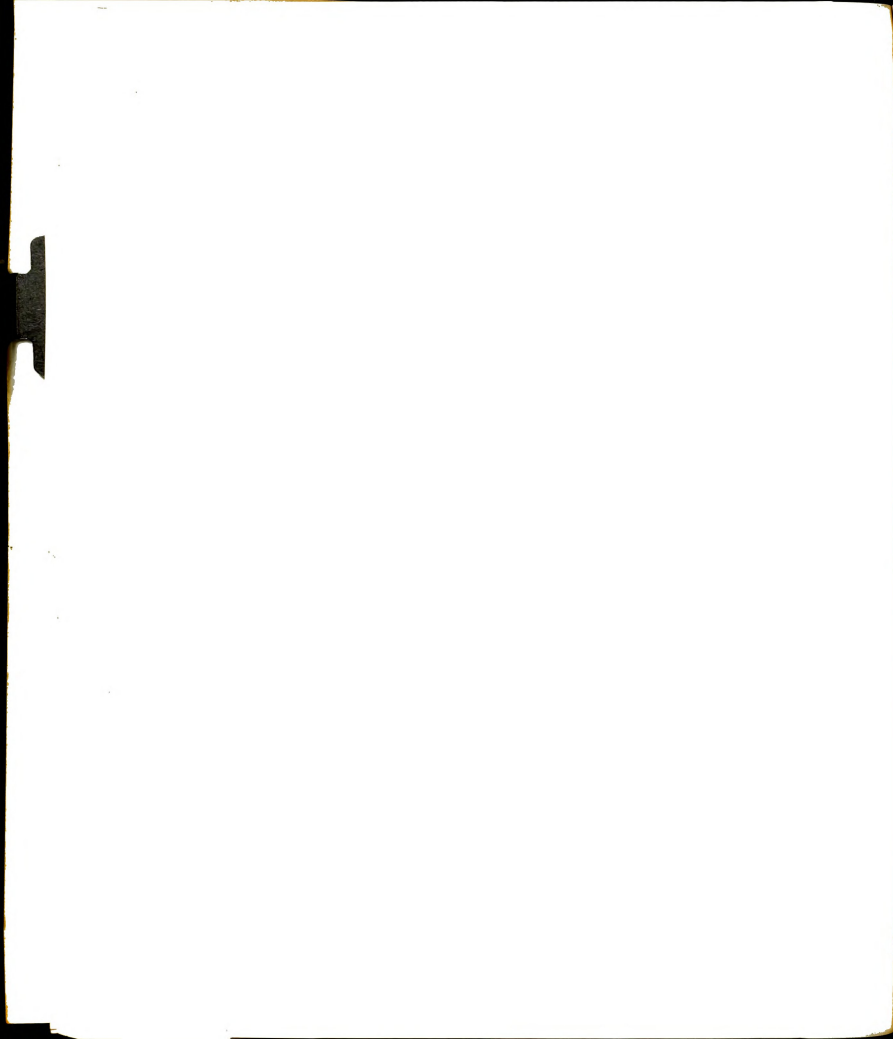


Table 4.20

Summary of Personality Characteristics

Variable	Gross Difference	
	Affective	Cognitive
Scholastic aptitude		More below twenty-fourth percentile
Personality traits	Moderate Masculinity	Moderate Emotional Stability Moderate Personal Relations
Manifest needs	High Achievement High Deference High Change Moderate Autonomy	High Abasement
	Low Affiliation	Moderate Affiliation Moderate Intraception Moderate Aggression
Interests		
Primary	More with interests similar to those in 7 occupations in 3 groups; fewer with interests similar to those in 2 occupations in 1 group	More with interests similar to those in 1 occupation in 1 group; fewer with interests similar to those in 5 occupations in 2 groups

Table 4.20 (continued)

Variable	Affective	Gross Difference	Cognitive
Secondary	More with interests similar to those in 7 occupations in 3 groups; fewer with interests similar to those in 9 occupations in 6 groups	More with interests similar to those in 11 occupations in 8 groups; fewer with interests similar to those in 4 occupations in 4 groups	
Creative thinking ability	High aptitude for Ideational Fluency High aptitude for Associational Fluency High aptitude for Spontaneous Flexibility	High aptitude for Ideational Fluency	122
Dogmatism	Moderate open mindedness and moderate closed mindedness	Moderate aptitude for Spontaneous Flexibility Low aptitude for Word Fluency	High open mindedness and high closed mindedness

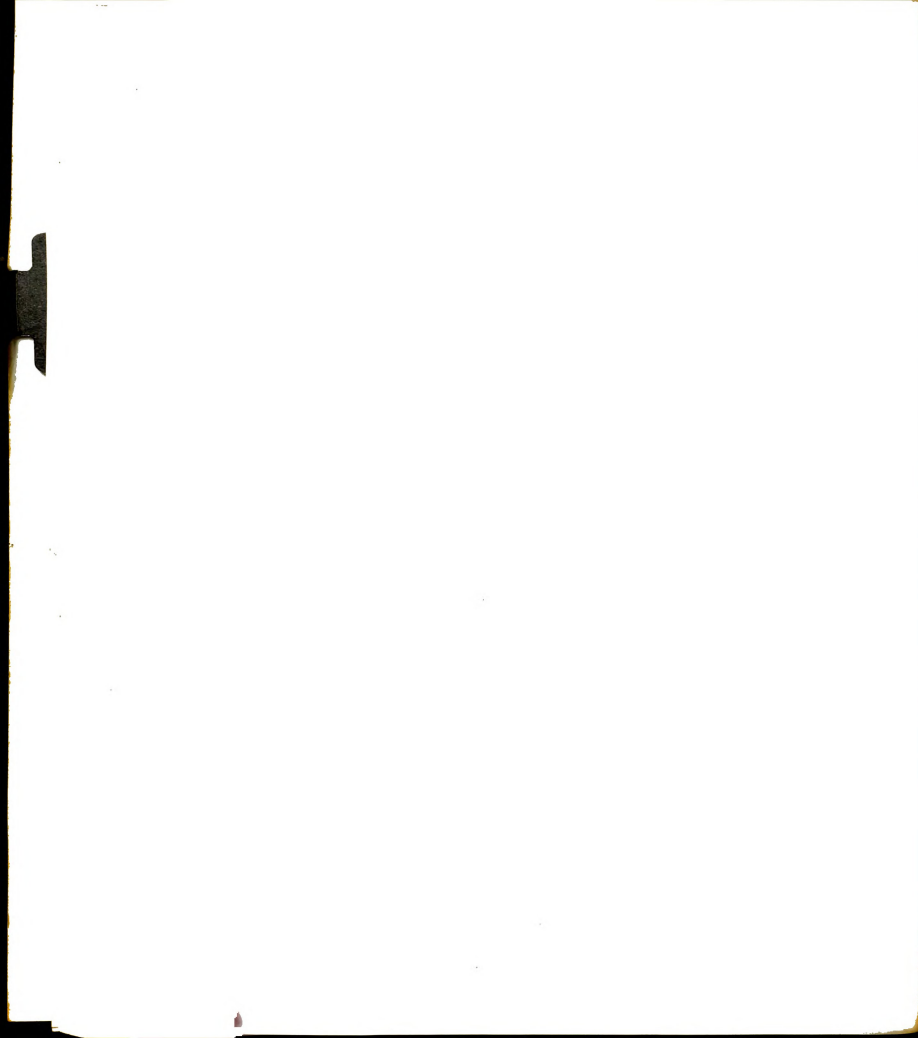
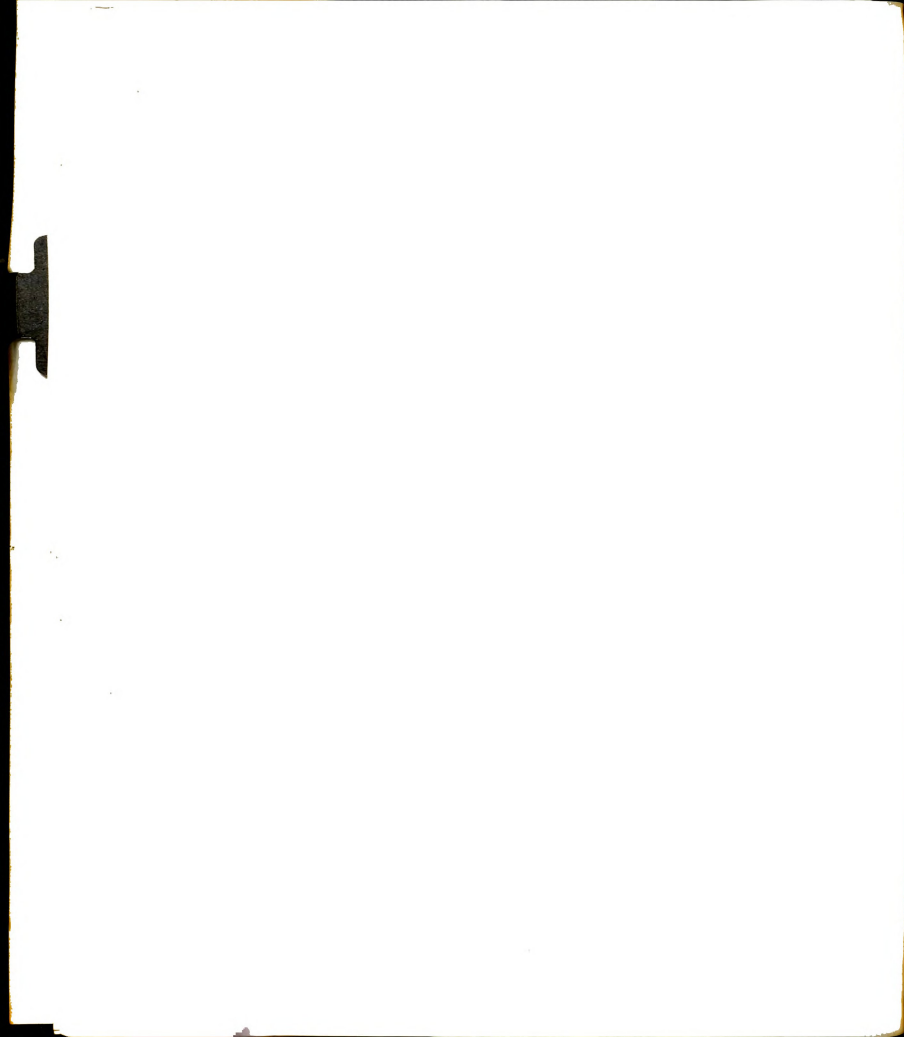


Table 4.20 (continued)

Variable	Gross Difference	
	Affective	Cognitive
Values	Fewer with high motivation by religious values	Fewer with outstandingly low motivation by economic values Fewer with outstandingly high motivation by social values
Self-concept	Identified by physical attributes and style of behavior	Identified by physical attributes, but fewer able to identify self in socially meaningful context

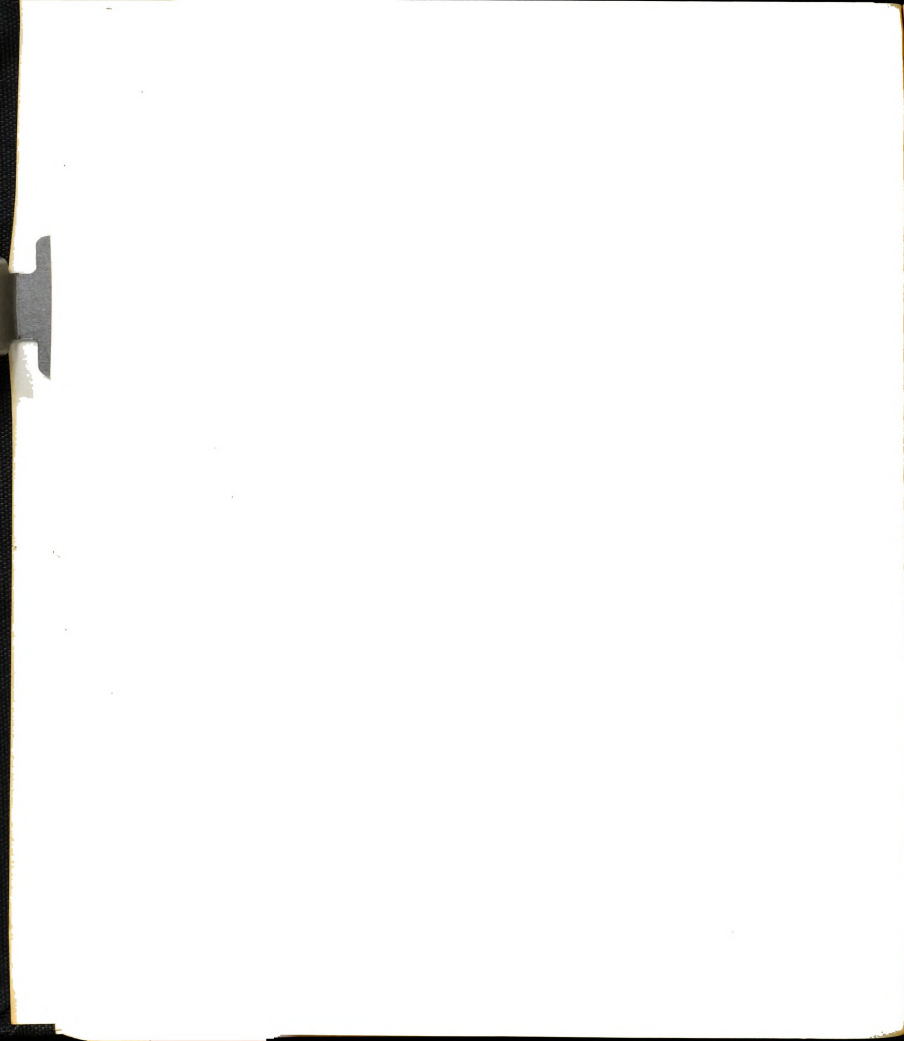


those engaged in seven occupations in three groups, and secondary interests similar to those engaged in seven occupations in three groups. The more cognitive subjects have primary interests similar to those engaged in one occupation in one group, and secondary interests similar to those engaged in eleven occupations in eight groups.

Gross differences appear in the variable of creative thinking abilities for both groups of subjects with respect to high aptitude for Ideational Fluency. Gross differences appear only for the more affective subjects for high aptitude in Spontaneous Flexibility and Associational Fluency. Gross differences appear only for the more cognitive subjects for moderate aptitude in Spontaneous Flexibility and low aptitude for Word Fluency.

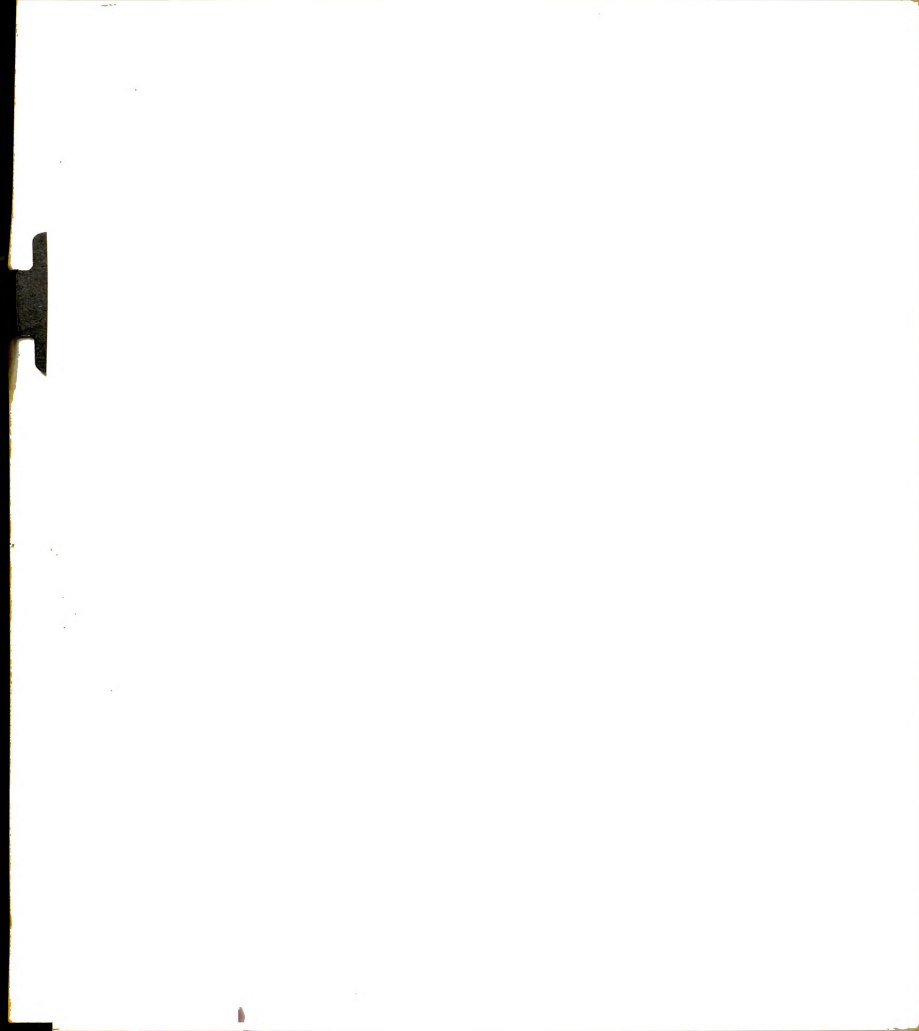
Gross differences appear for both the more affective and the more cognitive subjects with respect to the dogmatism variable. The more affective subjects appear to be moderately open minded and moderately closed minded. The more cognitive subjects appear to be highly open minded and highly closed minded.

Gross differences appear in the variable of values for both groups of subjects. Fewer of the more affective subjects are highly motivated by religious values. Fewer of the more cognitive subjects have an outstandingly low motivation by



economic values, and an outstandingly high motivation by social values.

Gross differences appear in the self-concept variable for both the more affective and the more cognitive group of subjects. The more affective subject identified the self by physical attributes and by style of behavior. The more cognitive subjects identified the self by physical attributes, but fewer identified the self in a socially meaningful context.



CHAPTER V

IMPLICATIONS AND SUMMARY

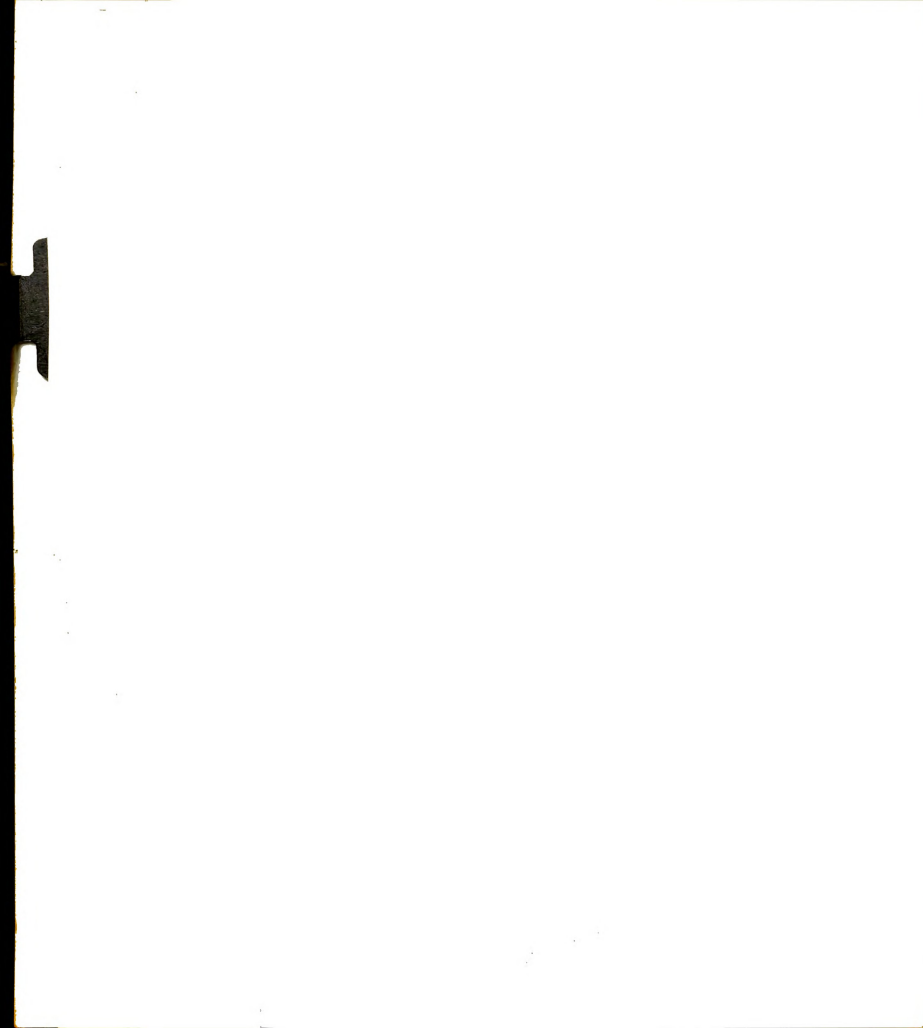
Chapter V is organized in three sections. The first section includes a description of the social characteristics of the more affective and the more cognitive subjects, followed by a description of the personality characteristics of these subjects.

The second section of the chapter is a discussion of the general theory and presentation of more finite hypotheses.

The final section presents implications for counselor education, further research, and a summary of the study.

Social Characteristics of Counselor Trainees

The sociological data revealed both similarities and gross differences in various areas. Items of similarity appeared in each area of the structured interview schedule for both the more affective and the more cognitive groups of subjects. Gross differences appeared in all areas for the more affective subjects. Gross differences appeared for the more cognitive subjects in all areas except income, success,



and status. A characterization of the more affective counselor trainee would resemble certain aspects of the total group of counselor trainees for each area, and yet reveal certain differences in each area. A characterization of the more cognitive counselor trainee would resemble certain aspects of the total group of counselor trainees for each area, and yet reveal certain differences in selected areas.

Both the more affective and the more cognitive subjects were similar to the total group of subjects in the area of identification with respect to age, sex, race, marital status, the birthplace of the father and the mother, the size of the community where the mother was born, and the size of the community where the subject or the father spent his childhood. The more affective subjects were also similar to the total group of subjects with respect to the ethnicity and educational level of the father. The more cognitive subjects were also similar to the total group of subjects with respect to the size of the community where the father was born and his level of occupation. Complete similarity was indicated between the cognitive subjects and the total group of subjects with respect to the identification data about the mother.

Differences in identification data reveal the more affective subjects as married, but with no children. The fathers of these subjects were born in urban communities, were



white collar workers and salaried, liked their work because it enhanced them as individuals, and a few earned more than \$10,000 a year. The mothers of these subjects had some high school education, and were also white collar workers. The mother's ancestors had been in America several generations. The siblings of the more affective subjects were college educated. The more cognitive subjects were married, with small families. The fathers of these subjects were immigrants or first generation Americans of northern European ethnicity. The fathers of these subjects liked their work because it had meaning in and of itself. Their income was from wages. The siblings of the more cognitive subjects were high school educated.

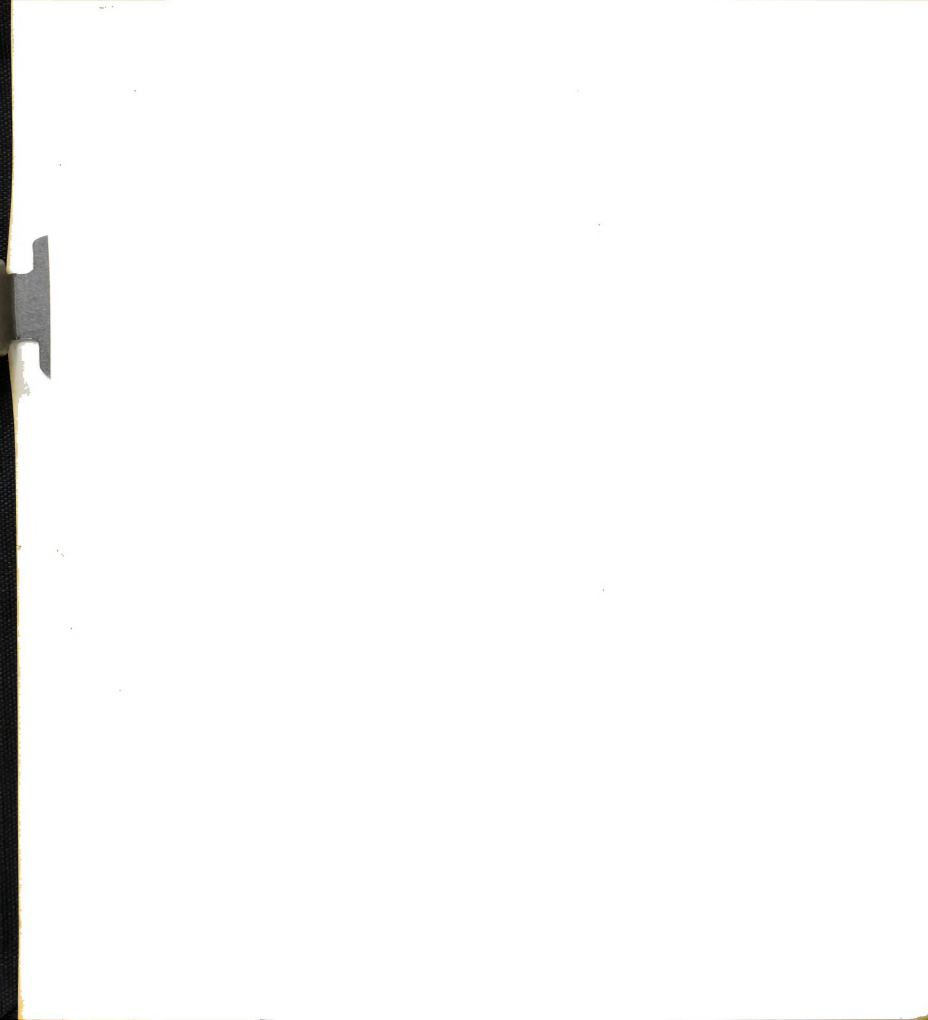
Both the more affective and the more cognitive subjects were similar to the total group of subjects in the area of family relationships with respect to the happiness of the family, close sibling relations and the reason for close parental relations, decision-making, the reasons for discipline, and the parent who had more to do with the subject becoming the kind of person he is. The more affective subjects were also similar to the total group of subjects with respect to close parental relations, the influence of the parent, or the reason for disagreement between the parents. The more cognitive subjects were also similar to the total group of subjects with



respect to the degree of disagreement between the parents, or who disciplined them.

Differences in family relationships reveal the more affective subjects as sharing two kinds of activities with the family. The subjects perceived both parents as valuing home, family, and children, with little or no disagreement between the parents. Discipline in the form of taking away privileges or disapproval was administered by the mother, but not the father. The more cognitive subjects shared three kinds of activities with the family. They were closest to their father who valued truth and honesty. A few mothers valued home, family, and children. The parents did not disagree about father's activities. Both physical and verbal means were used for discipline. Inspiration by the influential parent was the reason given by these cognitive subjects for becoming the kind of person they are.

Both the more affective and the more cognitive subjects were similar to the total group of subjects in the area of education with respect to high school friendships, ease of learning in high school, size of community where undergraduate school was located, the amount of financial assistance, and the reason for the influence of the person in their educational development. The more cognitive subjects were also similar to the total group of subjects with respect to size of high



school, the place and size of undergraduate school, and the extent and place of graduate school.

Differences in education data reveal the more affective subjects as having attended large high schools in urban communities, and belonging to a high school clique. They attended a medium-sized college outside of the state of Michigan and more majored in English or social science. They found a majority of college courses easy. Previous graduate work was done outside of the state of Michigan, with a degree as the objective. The more affective subjects stated their immediate family was most influential in their educational development. The more cognitive subjects attended small high schools in rural communities, and did not belong to a high school clique. They earned a Bachelor of Science degree, and more majored in industrial arts or physical education. They themselves, or the situation, was most influential in their educational development.

Both the more affective and the more cognitive subjects were similar to the total group of subjects in the area of occupation with respect to the occupation prior to the Institute, the feeling of accomplishment and the occupation, the attitudes of co-workers, "gang" membership, promotion, the reason for the importance of a job with a future, the effect of occupation on outside activities, the importance of a



chance to be creative, job expectations and aspirations, and the way in which the person or persons influenced the subject's life career choices. The more affective subjects were also similar to the total group of subjects with respect to the importance of a job with a future, previous occupational experience, the effects of choice between job and family, the importance of a chance to be creative, and the person most influential in the development of life career choices.

Differences in occupation data reveal the more affective subject as having had experiences including teaching, counseling, and administration, and an interest in future job connections. There was some self-fulfillment from their former job due to enjoyment, satisfaction, or helping students. Membership in "the gang" at work was based on their ability to get along, but they were not greatly bothered if they did not find ready acceptance into a group in which they were interested. A position with promotion was of minor concern to these affective subjects. Work left no time for other things, and they were extremely bothered when they had to place their work before their family. Personal education experiences, the opportunity to counsel, and academic courses were some of the reasons these subjects became interested in and decided to become counselors. A specific job was their



ultimate professional objective. The immediate family was most influential in the development of their life career choices. The more cognitive subjects were returning to their former position because of direct or peripheral job connections. Membership in "the gang" at work was due to professional and social acceptance, and they were greatly bothered if they were not readily accepted into a group in which they were interested. It was very important to them to be in a position from which promotions were made, because they meant they had accomplished something or it gave them something to strive for. There was time for other things, and they were greatly bothered if they had to place their work before their family. Their relations with students, teaching experiences, or their concern for people were some of the reasons these subjects became interested in and decided to become counselors. They stated that a feeling for others best describes an effective counselor.

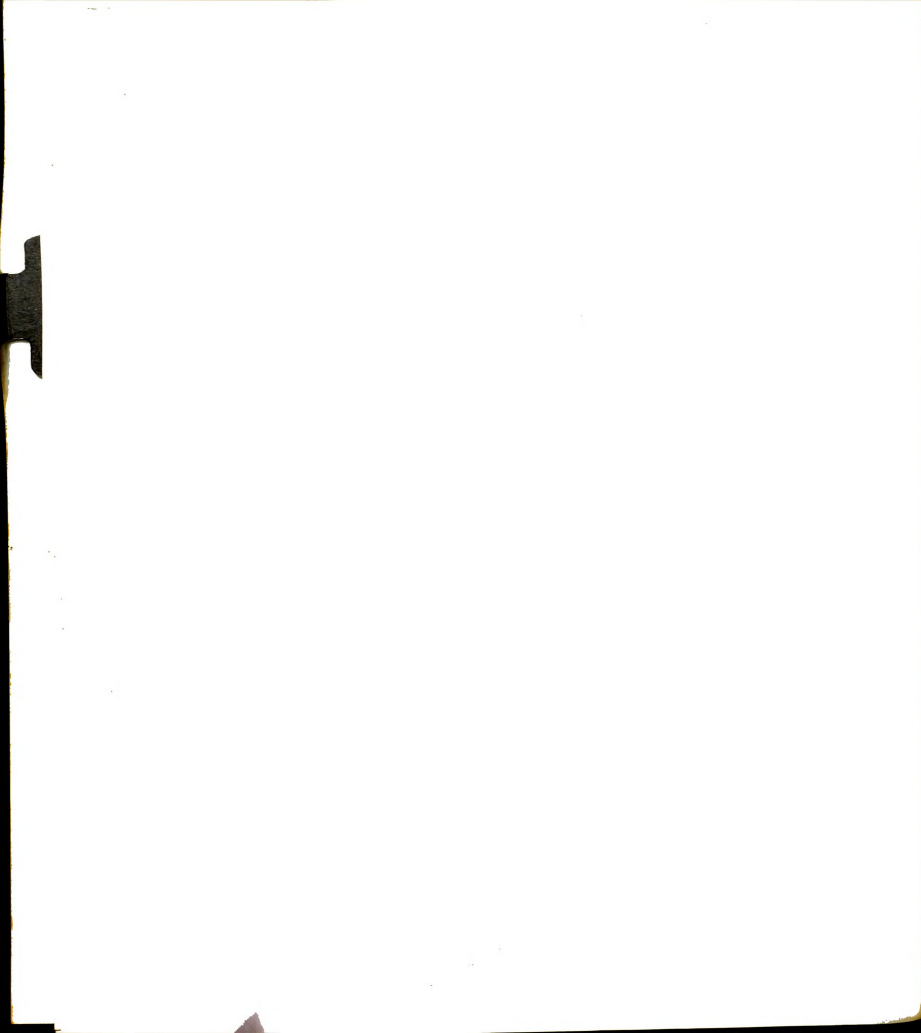
Both the more affective and the more cognitive subjects were similar to the total group of subjects in the area of social relations with respect to official positions in professional organizations, membership or official positions in other organizations, close friends, or acquaintances. The more affective subjects were also similar to the total group of subjects with respect to the number of sparetime activities.

Differences in social relations data reveal the more affective subjects as members of both education and subject area professional organizations. The more cognitive subjects were members only of education organizations, with time for other activities.

Both the more affective and the more cognitive subjects were similar to the total group of subjects in the area of income with respect to amount and source of income, what the subject missed most that his last income did not permit, the reason for the importance of money, or the most important thing money can give a person. The more cognitive subjects were also similar to the total group of subjects with respect to the importance of money.

Differences in income data reveal the more affective subjects as stating that money was of considerable importance to them. The more cognitive subjects cannot be characterized with respect to income because there were no gross differences.

Both the more affective and the more cognitive subjects were similar to the total group of subjects in the area of success with respect to the main thing success has to offer a person. The more cognitive subjects were also similar to the total group of subjects with respect to the importance of success and its reason for importance.



Differences in success data reveal the more affective subjects as stating that success was of some importance. The more cognitive subjects cannot be characterized with respect to success because there were no gross differences.

Both the more affective and the more cognitive subjects were similar to the total group of subjects in the area of status with respect to whether or not their status was higher than their parents. The more cognitive subjects were also similar to the total group in the way in which they viewed their status as compared to their parents.

Differences in status data reveal the more affective subjects as viewing their status as higher than that of their parents because of education, income, occupation, or ethnicity. The more cognitive subjects cannot be characterized with respect to status because there were no gross differences.

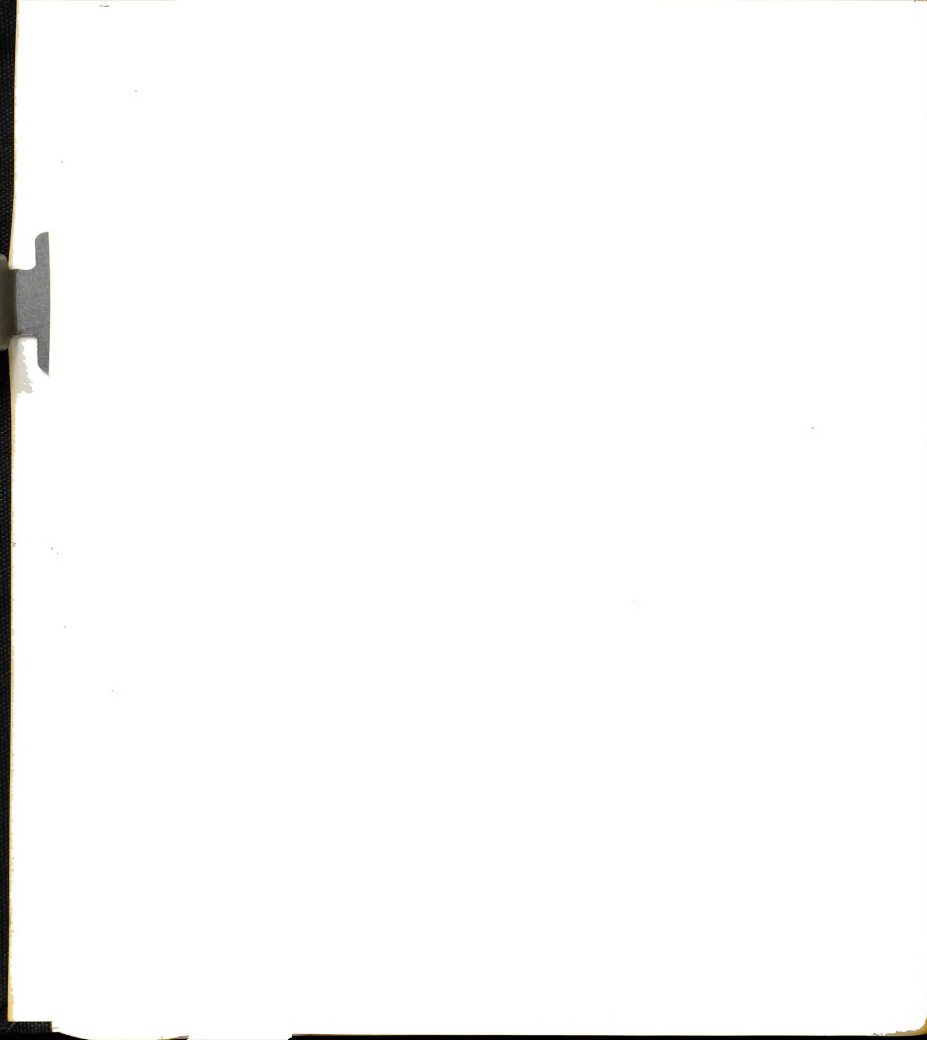
Both the more affective and the more cognitive subjects were similar to the total group of subjects in the area of critical incident with respect to the nature of the critical incident. The more affective subjects were also similar to the total group of subjects with respect to the occurrence of a critical incident in their life. The more cognitive subjects were also similar to the total group of subjects with respect to the degree of influence of a critical incident.



Differences in critical incident data reveal the more affective subjects as stating the occurrence of a critical incident in their life had been of major influence. Differences in critical incident data reveal the more cognitive subjects as stating there had been no one critical incident in their life.

Both the more affective and the more cognitive subjects were similar to the total group of subjects in the area of religion with respect to church membership, denomination, monthly attendance, the existence of a conflict between science and religion, how religious the parents were, the religious differences from the parents or from the spouse, parental religious differences, the questioning of religious beliefs and the beliefs involved. The more affective subjects were also similar to the total group of subjects with respect to the concept of the Bible or immortality.

Differences in the religion data reveal the more affective subjects as conceiving of God as a Being; none of these subjects conceived of God as an idea. Differences in religion data reveal the more cognitive subjects as receiving their early religious training from the church. They were indefinite or had no concept of God, and gave the Bible a human interpretation.



Personality Characteristics of Counselor Trainees

The test data revealed both similarities and gross differences in various areas. Items of similarity appeared in each area of the test battery for both the more affective and the more cognitive groups of subjects. Gross differences appeared in all areas for the more cognitive subjects. Gross differences appeared for the more affective subjects in all areas except scholastic aptitude and achievement in guidance and counseling. A characterization of the more affective counselor trainee would resemble certain aspects of the total group of counselor trainees for each test area, and yet reveal certain differences in selected areas. A characterization of the more cognitive counselor trainee would resemble certain aspects of the total group of counselor trainees for each area, and yet reveal certain differences in each area.

Both the more affective and the more cognitive subjects were similar to the total group of subjects on a test of teacher attitudes. Neither of these groups can be characterized as different from the total group of subjects with respect to teacher attitudes.

Both the more affective and the more cognitive subjects were similar to the total group of subjects on a test of personality traits with respect to energy, self-control, self-defense, being "thick-skinned," and interested in thinking.



Differences in test data relating to personality traits reveal the more affective subjects as displaying a moderate inhibition of emotional expressions. The more cognitive subjects may be characterized as exhibiting moderate evenness of moods, and a moderate tolerance for people.

Both the more affective and the more cognitive subjects were similar to the total group of subjects on a test of manifest needs with respect to having things organized, to being a leader in groups to which one belongs, to helping friends when they are in trouble, and to engaging in social activities with the opposite sex.

Differences in test data relating to manifest needs reveal the more affective subjects as manifesting a high need to be successful, to find out what others think, and to do new and different things. They manifest a moderate need to be independent of others in making decisions, and a low need to participate in friendly groups. The more cognitive subjects manifest a high need to feel guilty when one does something wrong. They manifest a moderate need for participation in friendly groups, for analyzing one's motives and feelings, and for attacking contrary points of view.

Both the more affective and the more cognitive subjects were similar to the total group of subjects on a test of interests with respect to the biological science, engineering

and physical science, production manager, musician (performer), CPA, verbal or linguistic, or president of a manufacturing concern groups.

Differences in test data relating to interests reveal the more affective subjects as indicating primary interests similar to persons engaged in occupations in the technical and/or skilled trades, social service or welfare, and business detail groups. The more cognitive subjects indicate primary interests similar to persons engaged in occupations in the sales and business contact group.

Both the more affective and the more cognitive subjects were similar to the total group of subjects on a battery of mental creativity tests with respect to calling up many ideas where quality does not count, thinking rapidly of appropriate, connected wording, and producing remotely associated, clever or uncommon responses.

Differences in the test data reveal the more affective subjects as having a high aptitude to produce rapidly words from a restricted area of meaning, being able to produce a variety of class ideas, and calling up many ideas where quality does not count. The more cognitive subjects may be characterized as having a high aptitude to call up many ideas where quality does not count, having a moderate aptitude to produce a variety of class ideas, and a low aptitude for



producing rapidly words fulfilling specified symbols (letter) properties.

The more affective subjects are both moderately open minded and moderately closed minded. The more cognitive subjects are both highly open minded and highly closed minded.

Both the more affective and the more cognitive subjects were similar to the total group of subjects with respect to values in the low category.

Differences in test data relating to values reveal the more affective subjects as not being "highly" motivated by religious values. Differences reveal the more cognitive subjects as not having "outstandingly high" social motives, nor "outstandingly low" economic motives.

Both the more affective and the more cognitive subjects were similar to the total group of subjects on a test of self-concept with respect to identification of the self by statuses that are socially defined and can be socially validated.

Differences in the test data relating to self-concept reveal the more affective subjects as identifying the self by physical attributes and other objective information, and by action responses or style of behavior. The more cognitive subjects identify the self by physical attributes and other objective information, but are unable to identify themselves in a socially meaningful context.

Discussion and Finite Hypotheses

The general theory stated that the life style of an individual will be reflected in his responses to client leads in a counseling situation. It was proposed that the life style of an individual was composed of such factors as a structure for behavior, experiences, social-identity, self-identity, and control. The interplay of these factors will result in adaptation and/or change of the life style.

The general hypothesis proposed that the more personally creative individual would tend to be more affective in the counseling relationship, while the less personally creative individual would tend to be more cognitive in the counseling relationship.

The more affective counselor trainee would have a structure for behavior that would be fluid and open, containing many diverse elements and relationships; yet these diversities would appear to function in some kind of harmony. This structure for behavior would allow for adaptability of experiences, or would be changeable to accommodate the inclusion of certain experiences that would be unadaptable to the existing structure. The data appear to support this portion of the general hypothesis with respect to the perception of family relationships, high school peer relationships, and membership in the occupational "gang." A less



authoritarian pattern of family relationships would indicate less prescription of role relationship both within and without the family. This may be the reason for the existence of membership in a high school clique, and could represent the testing ground not only for skill in interpersonal relations but also for the development of individual values. This in turn is supported by the statements of the more affective counselor trainees with respect to membership in the occupational "gang" based on their ability to get along. The occurrence of a critical incident of major importance supports the fluidity and openness of the structure, as does their orientation to future job connections and diverse occupational experiences. These affectives appear to experience less deprivation because lack of group acceptance does not bother them. The existence of a diversity of elements in the structure for behavior appears to be supported in the data by a high degree of spontaneous flexibility, interests similar to several persons engaged in varying occupations, and identification of the self based on action responses that are predictive of the behavior rather than the context for the behavior. The diversity of elements also appears in the high manifest need for new and different things, for success, and for finding out what others think. Some degree of conflict appears because the more affective subjects also manifest

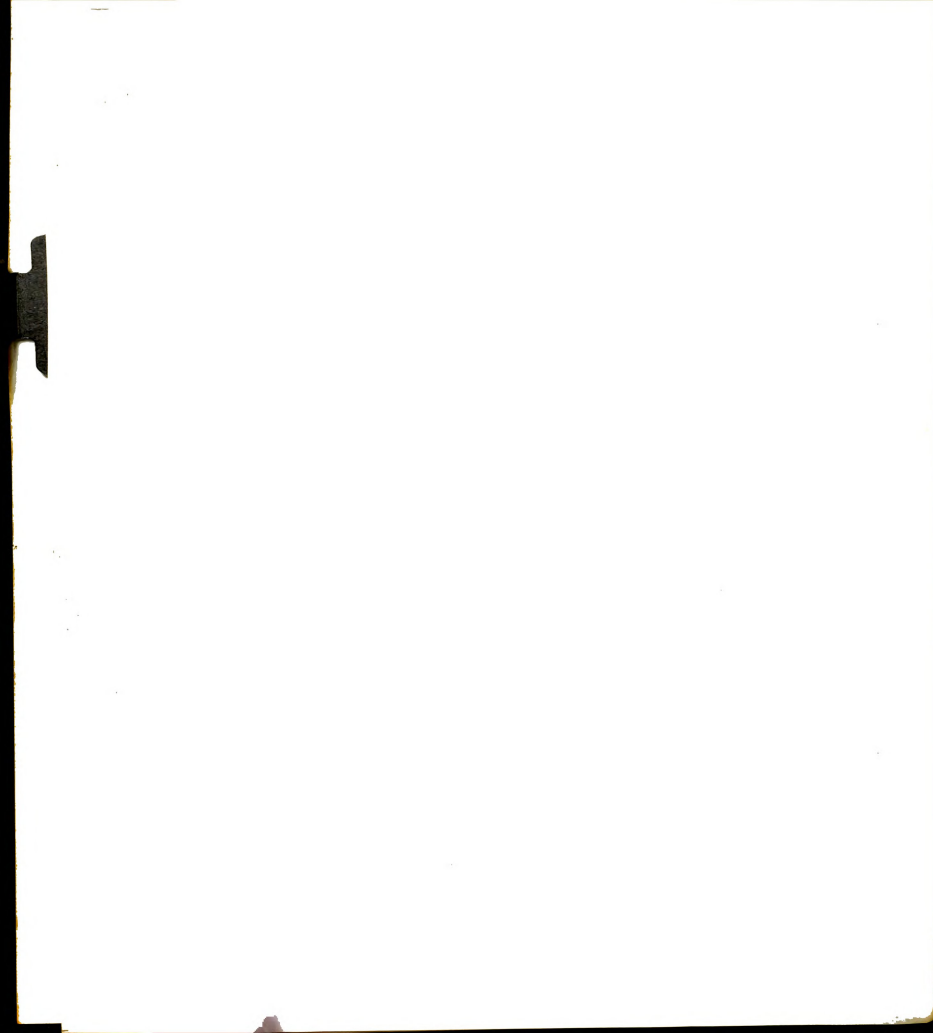
a moderate need to be independent of others in making decisions.

In contrast to this characterization, the more cognitive counselor trainee would have a structure for behavior that would be more rigid and closed, with little or no diversity of elements and relationships. The structure would tend to be more clearly defined for the more cognitive counselor trainee. The data appear to support this portion of the general hypothesis. The more cognitive subjects perceived their family relationships as more authoritarian with no characterization of the mother and a close identification to the father, no membership in a high school clique, and membership in the occupational "gang" based on professional and social acceptance. These subjects were oriented to the past with respect to their occupational outlook because of direct or peripheral connections. A return to the former setting would provide a tested structure for behavior. These subjects felt extreme social deprivation if they were not accepted into a group in which they were interested. The fact that there was no one critical incident in the life of the more cognitive subjects supports the proposition that the structure would be more rigid and closed. Awareness of any such incident might impair the functioning of the structure. The test data indicate support for this general hypothesis



because the more cognitive subjects express interests similar to those engaged in only one occupation, they have a moderate degree of spontaneous flexibility, and a high manifest need to feel guilty. The dogmatism scale indicates some conflict, however, because these subjects are both highly open and highly closed minded.

The experiences of the individual influence the boundaries of the structure for behavior, and in turn are influenced by this structure. It would appear that the more affective counselor trainee would have more of his experiential world available for awareness, there would be a variety of experiences, and the retention or rejection of a value tested by experience would be based on its importance to the individual. The data for the more affective subjects would indicate support for this part of the general hypothesis because there are a variety of educational and occupational experiences, and the diversity of the experiences within the structure for behavior appears to indicate adaptability and/or change. The concept of God as a Being may be indicative of the importance or unimportance of a value. Church membership and participation are important assets in some respect of our culture and as such are necessary. It is possible that these more affective subjects have changed their concept of God, but feel it is not so important that they must also change



the structure for behavior. Data with respect to the more cognitive subjects tend to support this portion of the general hypothesis by indicating fewer variety of experiences, and less diversity. There are no gross differences with which to characterize the mother of the more cognitive subjects. It is possible that these subjects are unable to perceive the mother in any but a stereotyped way. A conflict appears with respect to the concept of God. The more cognitive subjects have no idea or are indefinite about a concept of God even though their early religious training was supplied by the church. It may be that these cognitives have changed their view of God, but are unable to accept another position with respect to this concept because this would damage the structure for behavior too severely.

The theory further states that both the structure for behavior and the experiences are influential in the development of the social-identity and self-identity of the individual. The relationship of the value system of the individual and the value system of the culture are closely related to the intensity of social-identity. Should these two value systems be highly similar, then there would be an emphasis on social-identity. Should they be somewhat dissimilar, then there would be an emphasis on self-identify, but only if the individual felt that the value was so important that the

structure for behavior must be changed for the value to be accepted. Any conflict in this decision-making process would be dependent upon the degree of importance of the development of the self-identity and the maintenance of the social-identity. The data indicate that the more affective subjects had some social-identity based on membership in various groups, both occupational and peer groups, and that the immediate family was influential in the choices they made in the areas of educational development and occupation. There appears to be more emphasis on self-identity, and the test data support this portion of the general hypothesis because these subjects manifest a low need to participate in friendly groups, and they are not bothered very much if they do not find ready acceptance into a group in which they are interested. The data seem to indicate that the more cognitive subjects had more social-identity based on acceptance, as in occupational groups and professional organizations. They are extremely bothered when they do not find ready acceptance in a group in which they are interested, indicating a high degree of deprivation. Promotion is important to these subjects because it gives them a feeling of accomplishment, and they are oriented to the past with respect to their former occupation indicating a ready-made social-identity which would appear to be comfortable to them. The test data



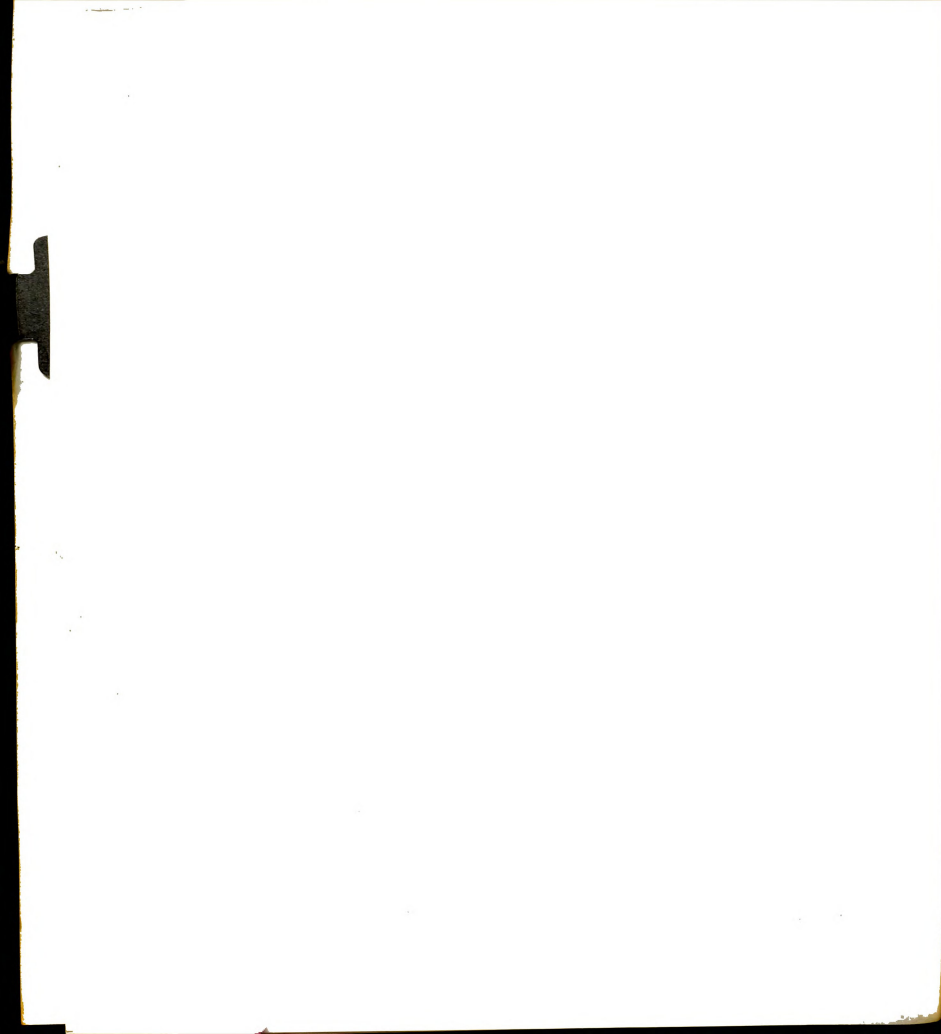
support this portion of the general hypothesis because these subjects manifest a moderate need for participating in friendly groups, and attacking contrary points of view, and a high need to feel guilty when one does something wrong.

The data appear to support the general hypothesis that the more affective subjects have more self-identity. These subjects base their membership in the occupational "gang" on their ability to get along; they are oriented to the future with respect to occupation; they appear to be occupationally involved with no sparetime for other things, and the job gave them some self-fulfillment. This appears to indicate some investment of the self in the occupation. These affectives identify the self not only by physical attributes but by action responses. These action responses lead to predictions about how they will behave, but not the context of the behavior. The data indicate that the more cognitive subjects have little self-identity. They do not appear to be very occupationally involved because they state that there is time for other things, and the test data indicate that these subjects have only a moderate need to analyze one's feelings and motives. The more cognitive subjects appear to have experienced more conflict in the area of self-identity because they state that they themselves or the situation were most influential in their life career choices, and yet



they do not appear to have invested much of themselves in their occupational choice. There appears to be some conflict in the identification of the self through test data. These more cognitive subjects identify the self by physical attributes, but are unable to identify the self in a socially meaningful context. These latter statements do not lead to reliable predictions about behavior.

The final portion of the theory stated that an individual will exercise selective perception with respect to experiences that may be admitted to awareness. The degree of selective perception will be directly related to the degree of ambiguity that the individual can tolerate in his life style. The more affective subjects appear to exercise less selective perception of experiences, and are able to tolerate more ambiguity in their life style. They are more cosmopolitan in orientation. The data appear to support this general hypothesis of selective perception because of the variety of educational and occupational experiences, the major influence of a critical incident, and the fact that these affectives stated that money, success, and status are of some importance but not the most important thing in their life. There appears to be some conflict in this area for these affectives are only moderately open and closed minded, and express a high manifest need to find out what others



think. Yet they have a high degree of spontaneous flexibility, many interests, and identify the self by action responses which are predictive of behavior but not the context of the behavior. The degree of dogmatism could indicate an adherence to social-identity as might the manifest need to find out what others think. The latter test data do not appear to be compatible with the former test data. The more cognitive subjects appear to exercise more selective perception of experiences, and are unable to tolerate much ambiguity in their life style. They are more local in their orientation. The data appear to support this general hypothesis of selective perception because of few diverse educational and occupational experiences, the absence of a critical incident in their life, and the lack of difference from the total group with respect to the values of money, success, and status. The question arises whether these values were kept out of the personal value system, or whether they were admitted because they were a part of the cultural value system and therefore were important to the cognitives. There appears to be a conflict also in this area because these more cognitive subjects are highly open and closed minded, and identify the self by physical attributes but are unable to identify the self in a socially meaningful context. Yet they manifest a moderate need for participation

in friendly groups, for analyzing one's motives and feelings, and for attacking contrary points of view, and they have few interests. The degree of dogmatism could indicate a high degree of selective perception based on social-identity, and a low degree of selective perception based on self-identity which for these subjects appears to be in conflict. This apparent conflict between self-identity and social-identity is also indicated by the inability of these subjects to identify the self in a socially meaningful context.

In conclusion, the more affective subjects may be characterized as complex individuals. They appear to be more cosmopolitan, more inner-directed, to have involved more of the self in the occupation, to have experienced less deprivation, perceived their family relationships as less authoritarian, are more spontaneously flexible, have many interests, and identify the self by physical attributes and style of behavior.

The more cognitive subjects may be characterized as less complex individuals. They appear to be more local in orientation, more other-directed, to have involved less of the self in the occupation, to have experienced more deprivation, perceived their family relationships as more authoritarian, are less spontaneously flexible, have few interests, and identify the self by physical attributes but are unable to identify the self in a socially meaningful context.

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It is therefore concluded that the following hypotheses of difference are generated by this study:

1. The more affective counselor trainee will perceive his family relationships as less authoritarian; the more cognitive counselor trainee will perceive his family relationships as more authoritarian.
2. The more affective counselor trainee will be more occupationally involved; the more cognitive counselor trainee will be less occupationally involved.
3. The more affective counselor trainee will be more aware and open to experience; the more cognitive counselor trainee will be less aware and open to experience.
4. The more affective counselor trainee will have many interests interpreted in terms of various occupations; the more cognitive counselor trainee will have few interests interpreted in terms of various occupations.
5. The more affective counselor trainee will be more spontaneously flexible; the more cognitive counselor trainee will be less spontaneously flexible.
6. The more affective counselor trainee will define the self by physical attributes and action responses; the more cognitive counselor trainee will define the self by physical attributes, but be unable to define the self in a socially meaningful manner.

In the studies dealing with the social characteristics of counselors, the data in this study appear to support the data in the study by Erickson²⁰ with respect to entry into counseling. The opportunity to counsel was one of the reasons given by the more affective counselor trainee, and



supports the data by Erickson.

The data in this study appear to support the data in the study by Rishel⁶³ with respect to interests. Rishel indicated that certain items from interest inventories were valid predictors of success in counselor education. The data in this study indicate some support for a difference in the pattern of interests for the more affective and the more cognitive subjects studied.

There appears to be no relationship between the data in this study and the data in the studies by Abeles¹ and Brams.⁸

In the studies dealing with personality characteristics of counselors, the data in this study in part appear to support the data in the study by Patterson.⁶¹ He found that rehabilitation counselors were willing to accept suggestions, and the data in this study indicate that the more affective counselor trainee may be described in this manner. The data also indicate support but with insufficient evidence that the more affective counselor trainee is willing and able to listen to others. The data do not support the finding by Patterson that the rehabilitation counselor tended to be without undue guilt feelings. The data in this study suggest that the more cognitive counselor trainee has a high manifest need for feelings of guilt.



In an article in 1957, Wrenn⁹² concluded that a counselor must have psychological strength to handle ego-involved relationships, be socially perceptive, have a firm sense of purpose, and have an articulate value structure. The data in this study do not support the results reported by Wrenn in 1952 with respect to values, and support only in part the areas of interests and personality traits. The data in this study indicate interests for the more affective counselor trainee similar to those engaged in occupations in the area of human relations. The data do not support the results with respect to interests in the areas of science and linguistics. The data in this study support the characterization of high Emotional Stability for the more affective counselor trainee and of high Personal Relations for the more cognitive counselor trainee, but with insufficient evidence. There is no support for the characterization of high Restraint, Friendliness, and Objectivity.

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Cottle and Lewis¹⁴ characterized the counselor as being emotionally stable, objective in outlook, friendly, and having above average success in personal relations. The data in this study for the more affective counselor trainee do not support the data in the study by Cottle and Lewis. The data give some support, but with insufficient evidence,



for the characterization of the more cognitive counselor trainee with respect to Emotional Stability and Personal Relations.

Implications for Counselor Education

The surveys by Wellman⁸⁶ and Santavicca⁶⁶ of current selection practices of institutions offering graduate courses in counseling indicate an emphasis for selection on academic competence. Yet counselor educators are aware that not all who complete training are equally effective as counselor.

This study would indicate that differences exist with respect to social and personality characteristics between those who are able to respond more affectively to client leads, and those who are able to respond more cognitively to client leads. Certainly academic competence should not be discarded as a selection criterion, but perhaps other distinguishing characteristics could be taken into consideration in the final selection process with more precision than they are now being utilized.

Wrenn⁹³ has indicated that science is giving us an increasingly complete description of our world, but it does not give us the meaning of man's place in that world. The sense of nearness to the rest of the world is a relatively new and very powerful influence for social change, and



emphasizes the close interpersonal relations which seem to be necessary for effective functioning in that "small world."

It becomes apparent that counselor educators are faced with the dilemma of education and/or training; of personal and academic creativity and/or the acquisition of skills; of academic freedom and/or indoctrination. The education and training of counselors must, of necessity, include not only the acquisition of skills and techniques, but must also allow for the personal development of the individual. This approach implies that those selected must be capable not only of acquiring the appropriate skills, but also of being personally creative.

Implications for Further Research

This research indicates the need for further study in the following areas:

1. There is a need to investigate the affective or cognitive responses of the counselor trainee in the practicum interview by attempting to categorize the words used with respect to affectivity (feeling) or cognition (content).
2. There is a need to investigate the relationship of any such categorization of counselor trainee responses with judge's ratings on an affective-cognitive continuum.
3. There is a need to refine the categories used in counting the responses of the counselor trainee to the questions



in the structured interview. This refinement would not necessarily be accomplished by adding more subjects.

4. After categories have been refined, there is a need to establish criteria for judging counselor trainee responses to these structured interview questions.

5. There is a need to develop in depth the areas of the structured interview in which gross differences occurred to indicate all possible relationships.

6. There is a need to further investigate the areas of the structured interview in which gross differences did not occur to ascertain whether these areas might yield gross differences.

7. There is a need to study the interrelations of the gross differences within each of the areas of social characteristics.

8. There is a need to study the interrelations that might exist between the areas of social characteristics.

9. There is a need to develop case studies from the sample population to characterize individual affective or cognitive counselor trainees.

10. The study needs to be replicated in other geographic areas of the United States.



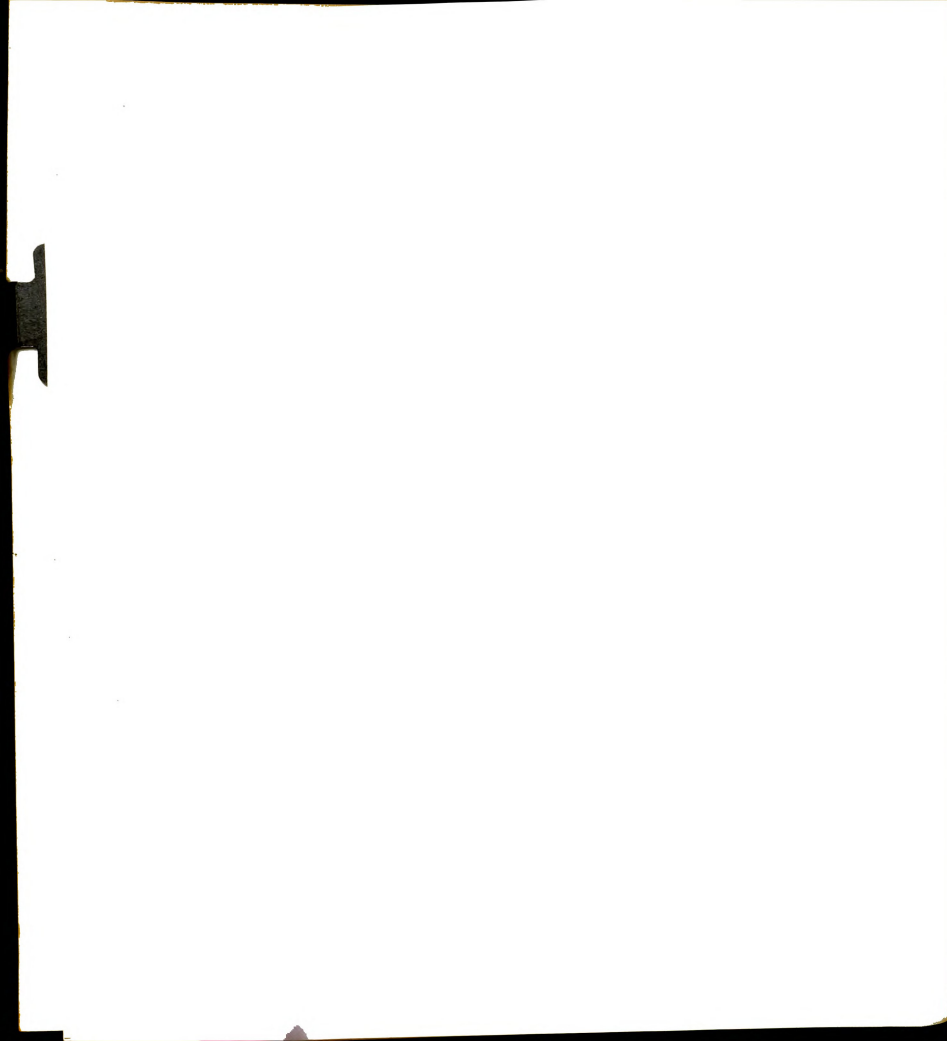
Summary of the Study

The study was designed to investigate the patterns existing in the personal-social history of counselor trainees and the patterns existing in the test performance of such counselor trainees in order to generate finite hypotheses about the relationship of these patterns and the responses of the counselor trainee to client leads in a practicum interview.

Thirty students enrolled in an NDEA Guidance and Counseling Institute at Michigan State University were tested and interviewed. The response growth of twenty of these subjects was determined by judge's ratings from another study.

A description was developed of the more affective and the more cognitive subjects. The structured interview responses about the personal-social history of the more affective and the more cognitive subjects was interpreted with respect to specific sociological concepts. The test performance of the more affective and the more cognitive counselor trainees was interpreted on the basis of what the test purported to measure.

Hypotheses were developed from the data relating to family relationships, occupational involvement, awareness, interests, flexibility of thinking ability, and identification of the self.



It was proposed that the more affective counselor trainee was more complex in characterization, and the more cognitive counselor trainee was less complex in characterization.

Implications for further study indicated a need to investigate counselor trainee responses by attempting to categorize the words used, and then investigate the relationship of these categories and judge's ratings of the responses. The categories used in judging the responses of the counselor trainee to structured interview questions need refinement so that criteria might be established for judging these responses. Areas showing gross differences need development in depth. Further study is needed of areas not yielding gross differences. Interrelations within and between the areas of social characteristics need further study. Case studies of individual affective and cognitive counselor trainees need to be developed from the data. The study needs to be replicated in other geographic areas of the United States.



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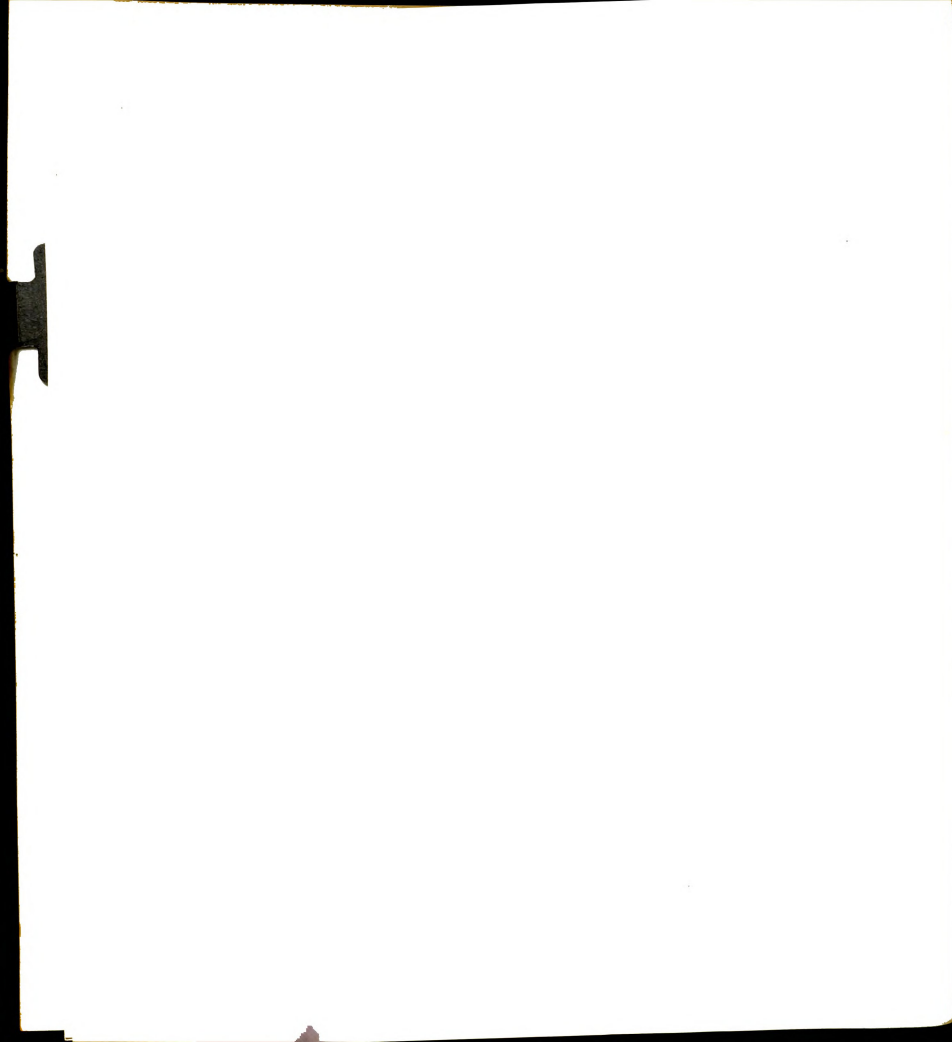
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APPENDIX A

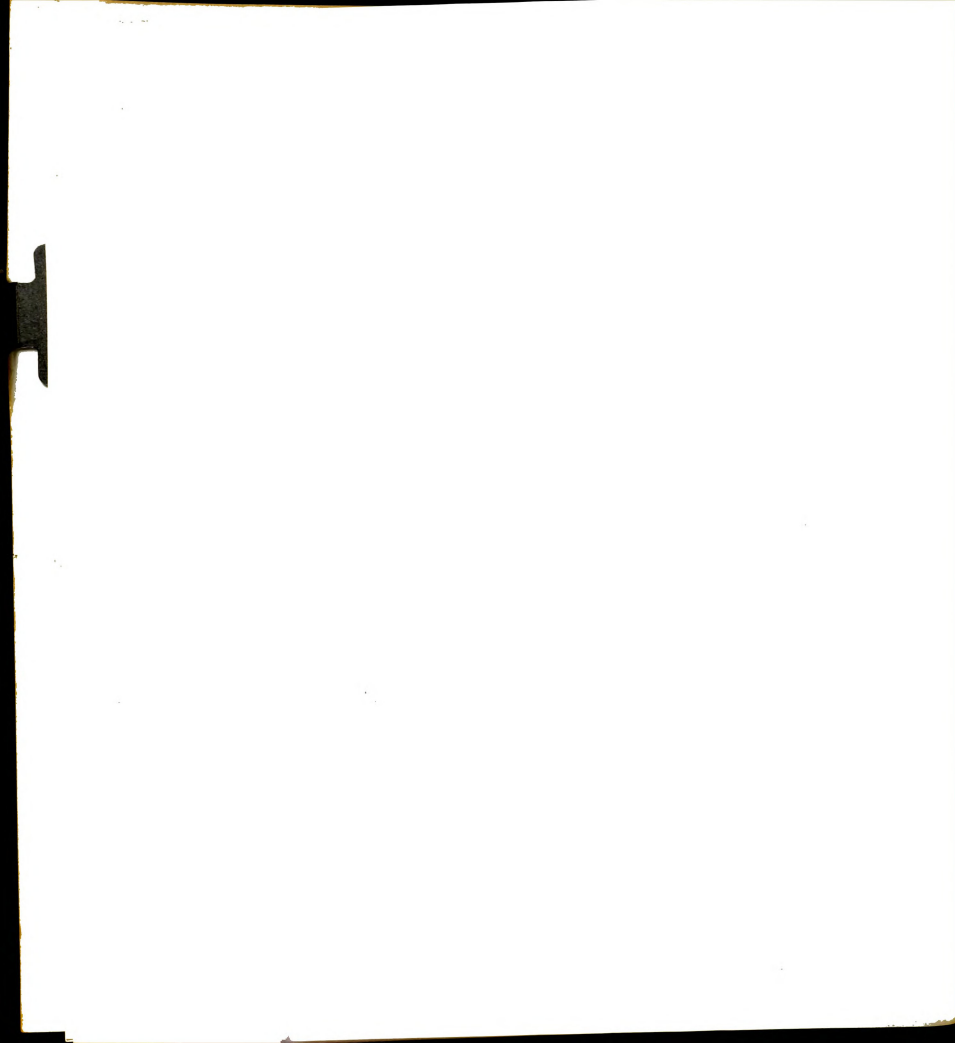
Structured Interview Schedule



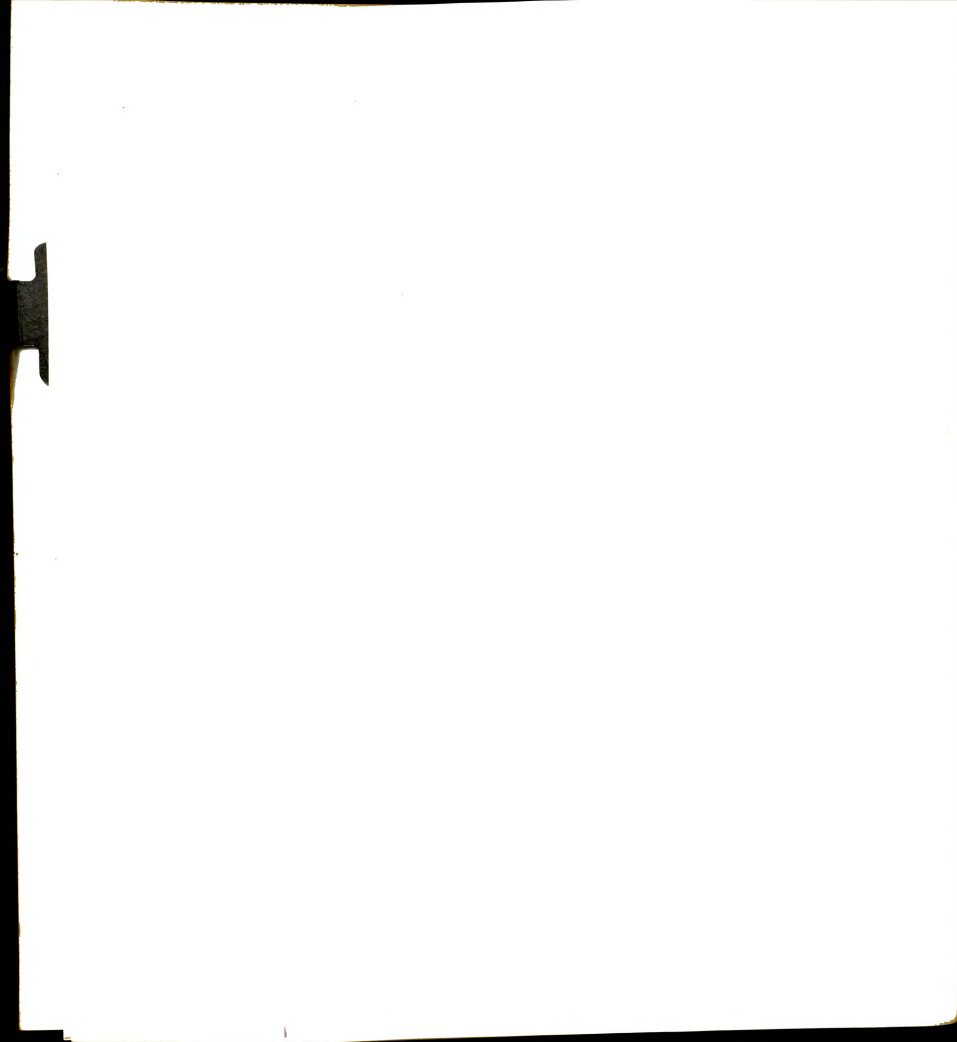
STRUCTURED INTERVIEW SCHEDULE

Identification

1. How old were you on your last birthday? Sex: M F
Race: W N
2. Where were you born? (city, state) Size of community
3. Which one of the following describes the place where you spent most of your childhood? Farm Open country, but not a farm Village under 2,500 Town 2,500-10,000 City of 10,000-100,000 (or in nearby suburbs) City of over 100,000 (or in nearby suburbs)
4. Are you at present: Single Married Divorced
Separated Widowed
5. How many children do you have? What are their ages?
6. Where was your father born? (city, state, country)
Size of community (If foreign born,) How old was he when he came to this country? (If born in the United States,) What generation is he in America?
7. Which one of the following describes the place where he spent most of his childhood? Farm Open country, but not a farm Village under 2,500 Town 2,500-10,000 City of 10,000-100,000 (or in nearby suburbs) City of over 100,000 (or in nearby suburbs)
8. How far did he go in school?
 - a. Completed one or more years of graduate work at college or university
 - b. Graduated from 4-year college, university, or professional school
 - c. Attended college for two or more years, or equivalent higher education
 - d. Graduated from high school, or equivalent secondary education
 - e. Attended high school, completed at least one year but did not graduate
 - f. Third to eighth grade (older persons), shifting to eighth grade (young adults)
 - g. Below third grade (older persons), shifting to below eighth grade (young adults)



9. What is your father's occupation? (If retired,) What was his occupation the major part of his life?
- *10. How has your father liked his work? Very much
Pretty well Indifferent Disliked some parts of it
Hated it
11. What was the approximate highest income he ever made?
12. From what source did he derive the major portion of his income?
 - a. Savings and investments, inherited--50% or more of the income
 - b. Savings and investments, gained by the earner--not retirement pensions
 - c. Profits and fees--including higher executives who share in profits
 - d. Salary or commission--including retirement earned thereby
 - e. Private aid or assistance--may be supplemented by part-time work
 - f. Public relief and non-respectable income, according to reputation
13. Where was your mother born? (city, state, country)
Size of community (If foreign born,) How old was she when she came to this country? (If born in the United States,) What generation is she in America?
14. Which one of the following describes the place where she spent most of her childhood? Farm Open country, but not a farm Village under 2,500 Town 2,500-10,000 City of 10,000-100,000 (or in nearby suburbs) City of over 100,000 (or in nearby suburbs)
15. How far did she go in school?
 - a. Completed one or more years of graduate work at college or university
 - b. Graduated from 4-year college, university, professional school
 - c. Attended college for two or more years, or equivalent higher education
 - d. Graduated from high school, or equivalent secondary education
 - e. Attended high school, completed at least one year but did not graduate



- f. Third to eighth grade (older persons,) shifting to eighth grade (young adults)
 - g. Below third grade (older persons), shifting to below eighth (young adults)
16. Did your mother ever work? Before or after marriage? What was her occupation?
17. How many brothers and sisters did you have? Younger? Older?
18. How far did they go in school?
- a. Completed one or more years of graduate work at college or university
 - b. Graduated from 4-year college, university, professional school
 - c. Attended college for two or more years, or equivalent higher education
 - d. Graduated from high school, or equivalent secondary education
 - e. Attended high school, completed at least one year but did not graduate
 - f. Third to eighth grade (older persons), shifting to eighth grade (young adults)
 - g. Below third grade (older persons), shifting to below eighth grade (young adults)

Family Relationships

- *19. What brothers or sisters were you closest to? (in relation to spacing in family) oldest, youngest, in between, what?
20. When you were growing up, before you went to college, what kind of activities did your family do together?
21. Which parent were you closest to?
22. What did your father value? your mother?
23. How happy would you say your family was when you were growing up? Very happy Somewhat happy Some tension Quite a bit of tension Completely unhappy



24. What was the degree of disagreement between your parents? None Very little Some A lot
Never agreed (if they disagreed) About what things did they disagree most?
- *25. Who made the decisions usually in your family? Father Mother Other: specify
- *26. Which parent do you think had more to do with your becoming the kind of person you are?
- *27. Who disciplined the children in your family? Father Mother Other: specify
- *28. How were you disciplined?
- *29. What were you disciplined for mainly?

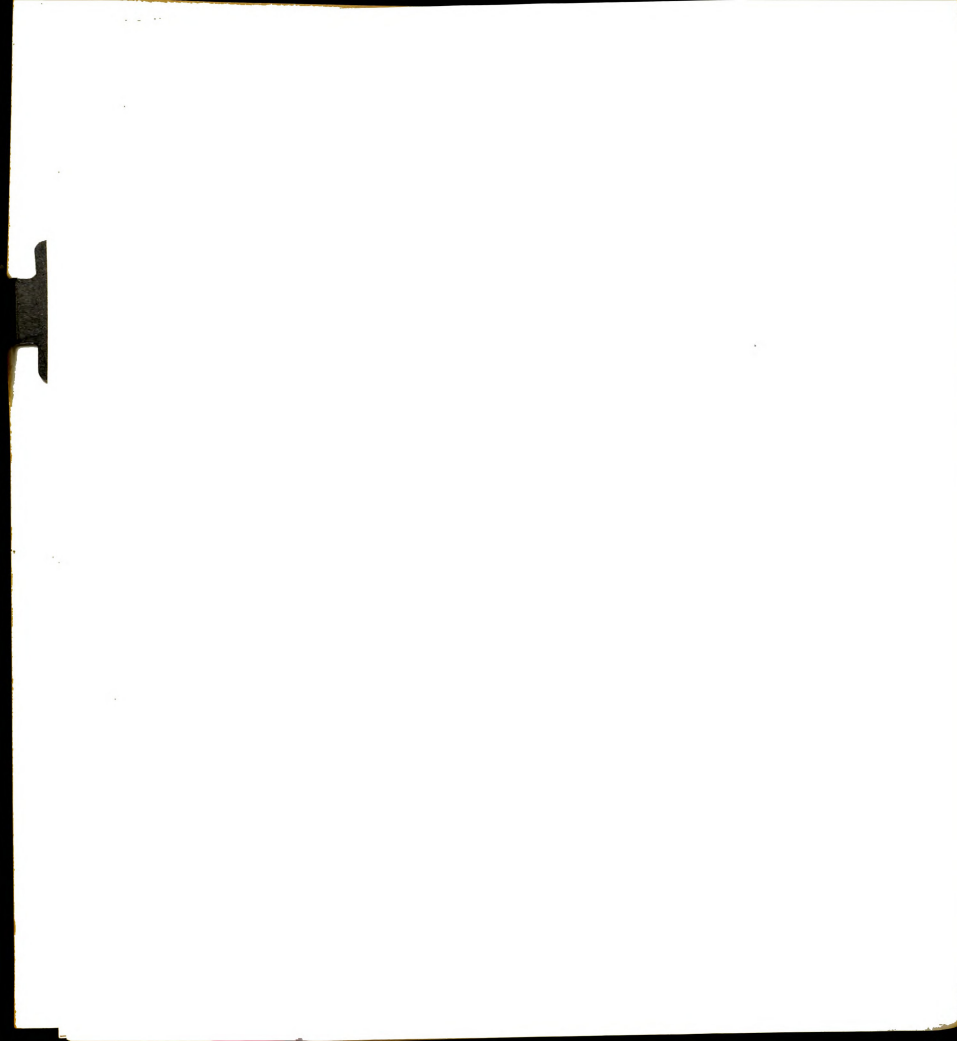
Education

30. What was the enrollment of your high school at the time you attended?

Which one of the following describes the place where the school was located? Open country, but not a farm
Village under 2,500 Town 2,500-10,000 City of 10,000-100,000 (or in nearby suburbs) City of over 100,000 (or in nearby suburbs)

31. In high school, did you belong to a clique? Did you have one intimate friend with whom you shared personal things? (In either case, if no) Did this bother you?
- *32. What were your least difficult subjects in high school? Most difficult?
- *33. Were those the subjects you liked the most? the least?
34. Where did you do your undergraduate training? (college or university, city, state) Size of enrollment at time of attendance

Which one of the following describes the place where the (college, university) was located? Open country
Village under 2,500 Town 2,500-10,000 City of 10,000-100,000 (or in nearby suburbs) City of over 100,000 (or in nearby suburbs)



	Majors	Minors	Degree	When received	Veteran
	Reason for attendance				

35. What proportion of the money did you supply for your education? 0 1/4 1/3 1/2 2/3 All of it
- *36. What were your least difficult courses in college?
Most difficult?
- *37. Were those the subjects you liked the most? the least?
38. As a student, what influenced you most in your educational development?

Occupation

39. What was your occupation before entering the Institute?
Are you on leave of absence? Do you plan to return?
Why? Why not?
40. Did (occupation) give you a feeling of accomplishment?
Very much To a considerable extent To some extent
Little or none None at all
41. How do the people you worked with feel about you becoming a counselor? Wholeheartedly approve
Approve to some degree Indifferent Disapprove
to some extent Completely disapprove
42. Were you considered to be one of the gang by the persons in your (place of work)? Very much For the most part
To some extent Hardly at all Never
43. How much do you want to be one of the gang? Very much
Quite a bit Somewhat Little or none I don't
44. If you don't find ready acceptance into a group in which you are interested, how much does it bother you?
Very greatly Considerably Some Not much
Not at all
45. To what extent did (occupation) give you a feeling of self-fulfillment? Great extent Considerable extent
Some extent Very little None at all
46. Are the people who get promoted in your (place of work) likely to be selected from among the people in your



kind of position? Almost entirely Often Sometimes
Seldom Never

47. How much does it mean to you to be in the kind of position from which promotions are usually made? Very important Means a great deal Relatively minor concern Not important compared to other things Of no importance
48. How important is it to you to have a job which offers a future? Most important aspect Fairly important Not too important Other things more important No importance at all
49. What jobs have you held prior to your last job? Where was this job located? Dates of employment
50. To what extent does your work cut down on the time available for other things? No time for other things Very little time Some time Much time All the time I want
51. Would you say that, in practice, your work comes before your family? Very often Quite often Seldom Almost never Never
52. Does it bother you to have to place your work before your family? Yes, extremely Considerably Somewhat To a limited degree Never
53. How much does it bother you when such a situation arises? Very much Considerably Somewhat Not too much Never
54. How important is it to you to have work which gives you a chance to be creative? Absolute necessity Means a great deal Some importance Little or no importance Not important at all
- *55. How did you come to be interested in counseling?
- *56. What made you decide to become a counselor?
57. What kind of job do you expect to have five years from now?



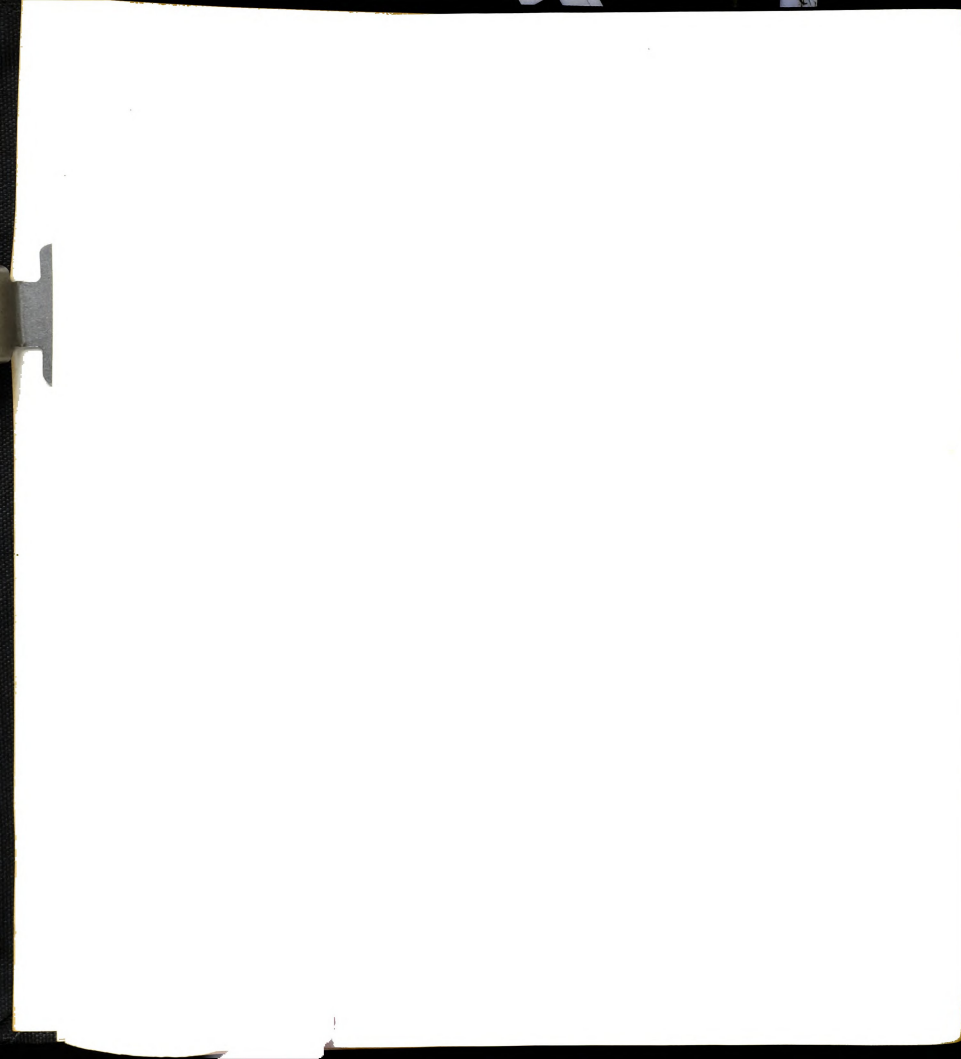
58. What kind of job would you like to have five years from now?
59. What do you feel best describes an effective counselor?
60. What is your ultimate professional objective?
61. In your life career choices, what was most influential in your development?

Social Relations

62. To what professional organizations do you belong? What official positions do you hold?
63. To what other organizations do you belong? What official positions do you hold?
64. What activities do you engage in in your spare time?
- *65. Do you have any close friends? (If yes,) What activities do you enjoy doing with them? What draws you to this person? (If no,) Do you have any acquaintances? (If yes,) What activities do you enjoy doing with them? What draws you to this person?

Income

66. What was the approximate annual income you derived from your last job?
67. From what source did you derive the major portion of your income?
 - a. Savings and investments, inherited--50% or more of the income
 - b. Savings and investments, gained by the earner--not retirement pensions
 - c. Profits and fees--including higher executives who share in profits
 - d. Salary or commission--including retirement earned thereby
 - e. Private aid or assistance--may be supplemented by part-time work
 - f. Public relief and non-respectable income, according to reputation



- *68. What did you miss most that your last income didn't permit?
- *69. How important is money really? Most important thing in life Of considerable importance Important to a certain extent Of little importance Not important at all
- *70. What is the most important thing money can give a person?

Success

71. How important is success in your life? Most important thing Somewhat important It has its place Of little importance Not important at all
72. What is the main thing success has to offer a person?

Status

73. Do you feel that your status is higher than that of your parents? In what ways?

Critical Incident

74. What was the one most critical incident in your life?
75. To what degree has it influenced your life? Major factor Considerable importance Some importance Little importance Not a factor at all

Religion

76. Are you a church member? Denomination How many church services do you attend in a month?
77. What kind of early religious training did you get?
- *78. What is your conception of God?
79. What do you think about the Bible? about immortality?
- *80. Do you believe there is a conflict between science and religion? (If no,) Do you then believe in a rationalized system of belief, or do you believe that science deals with the physical and religion with the spiritual, or do you reject science, or some other belief?



81. How religious would you say your parents were? Very religious Considerably religious Somewhat religious Very little religious Not religious at all
- *82. In what ways do you differ from your parents in religion? Husband (wife)?
- *83. In what ways do your parents differ in religious matters?
- *84. Have you ever questioned your religious beliefs? (If yes,) What were the beliefs you questioned? How did you resolve this situation?

Interview Reaction

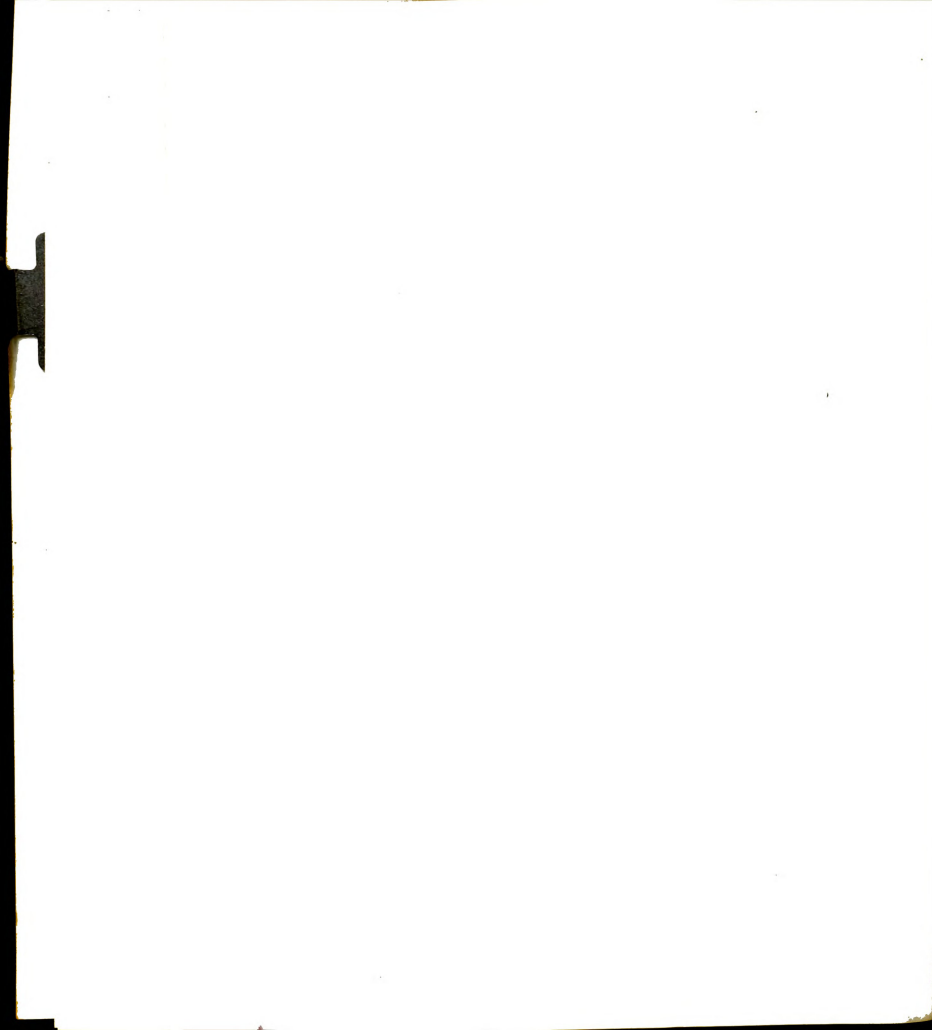
85. What are your reactions to these interview questions?

*Authoritarian Personality study.









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