

COUNSELEE MODIFICATION OF INTERVIEW DATA AS DETERMINED
BY POST INTERVIEW EVALUATION

By

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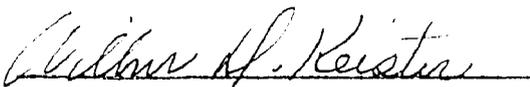

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

A. INTRODUCTION

"I didn't really mean that. What I meant to say was..."

Remarks to this effect are often heard during the course of the personal interview and indicate a source of concern to counselors who are responsible for promoting the "...growth of individuals in self-direction."¹

If the client has on occasion actually corrected errors in his conversation, how often has he thought of such inaccuracies without offering the results of his re-evaluation? What would be their effect upon the counseling process if they were known? Will clients who are given the opportunity to listen to their tape recorded interviews modify their responses made during the interview? It was with this latter question that this study was primarily concerned.

The counseling interview represents a situation in which the client should be permitted to grow in an atmosphere free of compulsion, the fear of ridicule, the threat of censure or of moralizing; where he can set forth in absolute trust the results of his best efforts to analyze his situation and to receive encouragement to move forward with increasing confidence in his ability to read the signs which point to the best place for him in society.

¹ Arthur J. Jones, Principles of Guidance, New York: McGraw-Hill Book Company, 1951, p. 71

Representative of the opinions of various writers in the field are the implications set forth in the definition of counseling by Willey and Andrew:²

"Counseling is a mutual learning process involving two individuals in an educational environment, one who is seeking help from a professionally trained person, and the other, who by reason of his breadth of training and background, utilizes many adjustment techniques and methods in assisting the individual to orient and direct himself toward a goal leading to maximum growth and development in a social and democratic society."

The goal of counseling, as implied above, is self direction. In reaching this goal, the client may make a variety of adjustments, and on a cumulative basis. These "adjustments" may be influenced by counseling action. What happens in one counseling contact may markedly influence subsequent interviews and counseling endeavors. The counselor's judgments, used to help the individual relate himself to his environment and find direction, must be made upon the basis of his evaluation of the client's remarks, of what he is willing to say. More complete and accurate data permit him to see more clearly the client's world as the client sees it.

The process of continual conceptualization is advanced as the counselor reacts to each bit of information the client is willing to divulge. Each correctly stated detail permits him to construct a more complete picture of the client; affords him a more complete awareness of the client's frame of reference without which he is seriously handicapped. In this regard, Kahn and Cannell³ suggest that "...an accurate interpreta-

²Roy de Verl Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance. New York: Harper and Brothers, 1955, p. 323

³Robert L. Kahn and Charles F. Cannell, The Dynamics of Interviewing. New York: John Wiley and Sons, 1957, p. 117

tion of answers can be made only when we know the frame of reference which the respondent is using."

Shostram and Brammer⁴ seem to have in mind the values of this progressive awareness to the counselor when they write that, "The internal frame of reference could be defined as the continuous attempt by the counselor in the interview to perceive the world as the client sees it, to perceive the client as he sees himself." Inaccurate information can only result in misconceptions and less complete understanding of his client's frame of reference and consequently less appropriate action. There must be a common understanding between the client and the counselor of all details pertinent to the client's approach to the solution of his problems.

The negative effect of the response which is made incorrectly, and for certain reasons left unchanged, is of greater significance, perhaps, than the influence of the interview response which was changed and whose import was registered in the counselor's appraisal of the proper context of the interview, and of the interview as a whole. Many factors, of course, may operate to cause responses to remain unchanged, uncorrected, or unmodified. It is conceivable, for instance, that the momentum of the conversation and the intent concentration of the participants upon the immediate subject of discussion sets the stage for the client to automatically put to the back of his mind items upon which he desired to elaborate. These items might easily be forgotten, for the moment, and only recalled when he is far from the counselor. Eventually they may be put

⁴Everett L. Shostram and Lawrence M. Brammer, The Dynamics of the Counseling Process. New York: McGraw-Hill Book Company, 1952, p. 31

aside as unimportant and not recounted in another interview.

Although this study was not particularly concerned with the reasons why clients changed their responses, but rather whether or not they would do so in a certain situation, it is important to note that authorities in the field of guidance and counseling are cognizant of the fact that they often do not relate accurate information. Frequently the question raised by the counselor is not understood, either literally or in regard to its intent. Even the most perceptive counselor often cannot know when this occurs and can only guard against it by posing questions as carefully as possible. The client may read into certain queries connotations which were not implied by the counselor, or view it from an entirely different frame of reference. An answer under such circumstances may be given as forthrightly as the client is able and yet convey erroneous information for counseling purposes.

Strang⁵ feels that clients may not give accurate information, not because of a desire to deceive, but because they are often not very reliable sources of facts. This may be because of factors present in the interviewee, such as "...self-concern or the desire to make a good impression, poor memory and judgment, lack of skill in analyzing a situation. Of them, Woodworth considers self-concern the most likely to have the effect of coloring testimony."

Darley and Williams⁶ see the interview situation as somewhat of a

⁵Ruth Strang, Counseling Techniques in College and Secondary School. New York: Harper and Brothers, 1949., p. 139

⁶John T. Darley and Cornelia T. Williams, "Conduct of the Interview" in Readings in Modern Methods of Counseling, Arthur H. Brayfield, Ed. New York: Appleton-Century-Crofts, 1950, p. 265

problem for both the interviewer and the interviewee. The interviewer is beset by his concern for conducting an unrehearsed session but the interviewee also has some attitudes of his own.

"He may be nervous in the presence of a stranger, he may feel that this is just one more step in the run-around he has been getting; he may be particularly anxious for some kind of help; he may give the appearance of arrogance, or anger, merely to cover up his uncertainty; or he may feel that this is another interview during which someone is going to pry into his personal affairs."

Kahn and Cannell⁷ recognize that all is not well in a situation where it would seem the flow of conversation would be uncomplicated. "Since we are all, by training and experience, communicators, why is an interview not a simple and efficiently performed interaction between an expert sender and an equally expert receiver of messages?" Following this query are a number of suggested reasons why it is not. Human beings are so expert in communicating that they unconsciously use devices they have perfected for their own protection in situations where they might inadvertently permit themselves to be made to appear ridiculous or inadequate or where they want to put their best foot forward. The client may certainly feel these pressures, as well as the interviewer. The result of this defensive attitude is that his comments are marred by omissions and inaccuracies. He listens but he does not listen; he hears but does not attend; he hears what he wants to hear; he hears and answers to his own thoughts which were aroused by the communication received. He is influenced by the speaker's voice, diction, dress, someone he resembles or something he was heard to say on another occasion. He absorbs what he chooses and

⁷ Kahn and Cannell, op. cit., p. 6

resists the balance. He is "...constantly evaluating, sorting, accepting, rejecting and assimilating."⁸

Comments by Megroth and Washburn,⁹ suggesting the client's part in the interview situation, seem to be clearly pertinent to this point.

"Self analysis and revelation are dependent on the ability of a person to evaluate. The more valid, the more refined the individual's evaluation of himself is, the more perspicacious will be his observation and the more accurate the data."

Counselors realize that the more accurate the data available, the more surely counseling can progress and that accuracy of data may be directly related to the ability of the counselee to evaluate himself.

Rogers¹⁰ supports this general idea with his belief that the individual is in a unique position to evaluate his thinking and that only he is qualified to judge his statements:

"Our experience corroborated the theoretical principle that self-evaluation is the most desirable mode of appraisal in a student centered course...Who is to say whether the student has put forth his best effort?...What has been the quality of his thinking as he has wrestled with the problems which his own purposes have posed? The person most competent to perform this task would appear to be the responsible individual who has experienced the purposes, who has observed intimately his efforts to achieve them--the learner who has been in the center of the process."

The references cited seem to indicate one aspect of the counseling process which may stand to benefit from further research. The client's

⁸Kahn and Cannell, op. cit., p. 7

⁹E. J. Megroth and V. Z. Washburn, "Teaching Evaluation," Journal of Educational Research 40: 66; 1946

¹⁰Carl Rogers, Client Centered Therapy, Boston: Houghton Mifflin Company, 1951, p. 415

reaction to his own interview responses may be a worthy area of investigation, for the effectiveness of the counseling interview depends, in large part, upon the ability of the counselee to contribute accurate information vital in the immediate counseling situation and also in successive meetings with him. While the counselee may not consciously proffer biased data counselors in the field recognize as commonplace his tendency to err in making even simple statements of fact. Forces which pressure both the client and the counselor, directly and indirectly, are operant during the interview and effect the flow of communication between them. The counselee, who is the central figure in this verbal interaction, may in the counseling setting be unable to accurately identify, evaluate and express his opinions, sentiments, attitudes and wishes. He may be unable to say what he wants to say.

B. THE PROBLEM

Recognizing the fact that certain limitations do exist in the personal interview which affect the eliciting of accurate information, it was the purpose of this study to attempt to determine whether or not clients desired to make modifications of their interview responses if afforded the opportunity to do so. The answers to four questions were sought:

1. Will clients who are given the opportunity to listen to their tape recorded interviews modify their responses made during their interviews?
2. If so, do certain topic or problem categories tend to be more frequently modified than others?

3. If modifications are made, are they made in varying degrees of intensity?

4. If modifications are made, do men and women tend to modify categories in the same degree?

C. ASSUMPTIONS

Some assumptions were basic to the study and were important to its development. They are as follows:

1. Clients sometimes operate under pressures which inhibit their sincere attempts to express themselves precisely.
2. Clients are not always satisfied with the accuracy or completeness of responses which they have made during counseling interviews.
3. Clients who desire to do so will modify responses which they feel are not accurately made.
4. Clients are often best qualified to evaluate the appropriateness of their responses.
5. Clients only are in a position to recognize some responses which are not correctly made.
6. Responses which are inaccurate and not corrected by the client may be taken at face value by the counselor and ultimately result in incorrect planning for problem solving.
7. Counselors operate at a disadvantage when they are the sole evaluators of the significance of the client's responses.
8. Counselors sometimes operate outside their clients' frames of reference.

9. Counselors are unable to accurately interpret all responses made by their clients.
10. Clients' clarification of their interview responses may result in greater efficiency of the subsequent counseling processes.
11. Subsequent interviews may progress more expeditiously to the satisfactory solution of problems when based upon the approach of both clients and counselors to the evaluation of clients' responses.
12. Accurate data is vital to the process of continual conceptualization.

D. DEFINITION OF TERMS

Throughout the study, two words will be used which have special meaning in the context. The term modify will be construed as embracing elements of the terms change and add. During the evaluation of their interviews, clients sometimes chose to supply other data relevant to that recorded, or to add new data, which, although it could not be identified directly with any recorded response, in the total picture exercised a qualifying influence. Therefore, in this study, modify will mean to qualify or otherwise change existing tape recorded responses or to add new data. The term response will refer to a statement of fact, a comment, or other observation by use of which the client communicates with the interviewer. Other terms which are peculiar to the study will be defined as they are introduced.

E. DELIMITATION

The student body of one campus is not necessarily comparable in all respects with that found on any other campus. Thus, the results of this study are not presumed to be descriptive of the situation which might be found at any other college but were peculiar to the institution described. The research was confined to a study of the pattern of tape recorded responses and written modifications and a description of some factors operant in the pattern which emerged.

CHAPTER II

RELATED LITERATURE

Although literature treating the interview in general is extensive, there appears to be none that is directly related to the subject of this study. A brief presentation of select references will serve to point out the vital role of interviewing in the counseling process, some of its inherent limitations, and research which relates indirectly to the study which was undertaken.

A. THE INTERVIEW IN THE COUNSELING PROCESS

The importance of the interview as a counseling technique is well described by Strang.¹

"The interview is the heart of the counseling process, to which other techniques are contributory. The essential feature of the interview is a dynamic face-to-face relationship in which the counselee is helped to develop insights that lead to self-realization. It is an experience, valuable in and for itself; a present period of time to be lived fully; it may serve as a model for wholehearted participation in other hours. It is a learning situation for both interviewer and interviewee."

Smith² says further that counseling is the heart of the guidance program. It is the central service to which all other services are related for the purpose of enhancement of counseling as an individualized service for pupils.

¹Ruth Strang, Counseling Techniques in College and Secondary School, New York: Harper and Brothers, 1949, p. 100

²Glenn E. Smith, Counseling in the Secondary Schools, New York: The Macmillan Company, 1955, p. 314

Willey and Andrew³ concur in this by suggesting that

"With some justification, counseling is frequently referred to as the 'heart' of the guidance program. This process is focused upon the effective use of all information gathered about the individual when self-insight and self-analysis can precede decisions, choices, and actions."

Blum and Balinsky⁴ discuss the merits of the interview and regard it as the "...most important technique in counseling."

Erickson and others⁵ speak of counseling as if it were essentially an interviewing process. They cite as its aim the assistance of one who has acquired skills and knowledge and the trust of his clients, to another, who, lacking those attributes, or for other reasons, is seeking help in making adjustments, in clarifying and solving problems, or in realizing self-clarification and self-realization.

Humphreys and Traxler⁶ regard the interview in much the same vein. In their discussion they express the belief that it provides the means of bringing to bear all of the information gathered concerning the individual that can be related to the diagnosis and improvement of his situation.

³Roy de Verl Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance, New York: Harper and Brothers, 1955, p. 386

⁴Milton L. Blum and Benjamin Balinsky, Counseling and Psychology, New York: Prentice-Hall, 1951, p. 106

⁵Clifford Erickson, The Counseling Interview, New York: Prentice-Hall, 1950, 174 p.; Charles G. Wrenn, Student Personnel Work in Colleges, New York: The Ronald Press Company, 1951, p. 59; E. G. Williamson and J. D. Foley, Counseling and Discipline, New York: McGraw-Hill Book Company, 1949, p. 208; Robert Hendry Mathewson, Guidance Policy and Practice, New York: Harper and Brothers, 1955, p. 168

⁶J. Anthony Humphreys and Arthur E. Traxler, Guidance Services, Chicago: Science Research Associates, 1954, p. 11

Warters,⁷ in discussing the uses of the interview for guidance purposes, says,

"The interview is useful not only for helping a worker become acquainted with a student and to obtain valuable information from him but also for helping a student to become acquainted with himself by giving him an opportunity to explore matters of personal importance by talking them over with an interested adult. Through these conversations or interviews the student comes to see himself more clearly because he comes to understand better than before how he feels and what he thinks about certain matters of special significance to him."

Traxler⁸ recognizes the fact that numerous instruments are used by guidance workers in gathering information about students, largely because certain facts are impersonally and reliably obtained in this manner. Some information is gathered, however, by objective measures which might well be obtained through use of the interview. He says,

"If time were available for extensive individual conferences, there can be little doubt that the most satisfactory procedure for the collection of information in some of the areas listed would be a personal interview with each individual. The interview is a particularly fortunate medium because of its flexibility, the possibility of pursuing main questions through a series of more detailed questions, and the opportunity for drawing pupils out and getting them to express themselves freely concerning activities, interests, plans and so forth. It is the most extensively used technique used in personnel work."

The value of the interview is recognized not only as an educational device but is applicable in other areas as well. Shaffer and Shoben⁹ rate it highly as a tool used in working directly with psychiatric or

⁷ Jane Warters, Techniques of Counseling, New York: McGraw-Hill Book Company, 1954, p. 299

⁸ Arthur E. Traxler, Techniques of Guidance, New York: Harper and Brothers, 1957, p. 32

⁹ Laurence Frederic Shaffer and Edward Joseph Shoben, Jr., The Psychology of Adjustment, Boston: Houghton Mifflin Company, 1956, p. 504

psychological patients and as the most significant of all procedures when pursuing mental hygiene case studies, for "Only from the person himself can a clinician obtain a full and clear picture of the motivations, dependences, hostilities, anxieties, conflicts, and mechanisms which underlie the adjustment problem."

The OSS Assessment Staff¹⁰ expressed similar sentiments by stating that "No procedure yet devised by psychologists for the study of a person can take the place of the clinical interview." The report, however, recognizes the value of other techniques used to understand the human personality and also that the interview is not infallible.

"...despite its uncertain reliability and validity the interview is an absolutely necessary tool in counseling those with educational-vocational problems. Through it we focus all of the results of discoveries made by other tools and techniques upon the counselee's problems. We invite him into joint analysis and planning which has as its end his free choice of aim and routes."

With all of its recognized limitations, Rothney and Roens¹¹ are emphatic in their defense of the personal interview when they say,

"The interview is certainly the instrument most commonly employed by counselors; probably the technique that is scorned most by the rigorous scientist; theoretically the device that has most potential value for counselors when it is used expertly; and practically the most essential of all steps used in the counseling process. There is no likelihood in the foreseeable future of counseling that any technique will replace the face-to-face personalized interview, and if its maximum potentialities are utilized, there seems to be no reason why such replacement should be attempted."

¹⁰United States Office of Strategic Services, Assessment of Men: Selection of Personnel for the Office of Strategic Services, Prepared by the OSS Assessment Staff, New York: Rinehart, 1948, pp. 113-119

¹¹John W. M. Rothney and Bert A. Roens, Counseling the Individual Student, New York: William Sloan Associates, 1949, p. 135

B. LIMITATIONS OF THE INTERVIEW

Although it is almost universally used in counseling, the interview is not without problems and limitations. As a technique, Bingham and Moore,¹² for instance, point out the subtleties of personal bias, both on the part of the client and the counselor, as affecting the kind of information derived. The counselor as well as the client may be aware of its existence in the interview situation. Inaccuracies can also be charged to unwillingness, prejudice, ignorance or inarticulateness. Probably the most troublesome factor, however, affecting interviews is the "...common tendency for statements of fact to reflect in some measure the emotional reactions of the two persons concerned, and their attitudes toward each other, and to be colored particularly by self-interest."

Of concern to alert counselors is the recognition, also, of the need to evaluate what the counselee said. This is considered a crucial factor in the personal interview, for every counselor must decide what he believes the client meant by his responses. It was recognized by Bingham and Moore¹³ and is succinctly put when they say,

"The distinction between evidence and inference cannot be too strongly emphasized. Indeed, one of the most difficult points to make clear to interviewers is this difference between the eliciting of evidence and the evaluation of evidence."

The counselor's judgment of the client's intent by his choice of words as he verbalizes his comments is influenced not only by the phrasing but also by the manner in which it was said. This makes the evalua-

¹²Walter Van Dyke Bingham and Bruce Victor Moore, How To Interview, New York: Harper and Brothers, 1941, pp. 2-4

¹³Bingham and Moore, op. cit., p. 129

tion of the data by the counselor a hazardous duty for his latitude for error is great. Bingham and Moore, above, suggested caution in regard to evidence and inference. Rothney and Roens¹⁴ extend this point by suggesting how inferences might be superimposed over evidence and result in distortion of that evidence.

"Validity of data obtained from interviews is always suspect because the results are contained in judgments made by one person. There is no known way to validate, in the true statistical sense, the evidence that an interviewer gets from the facial expression, tone of voice, or the set of the body of a subject. If a counselor reports that a subject seemed ill at ease, took a belligerent attitude, seemed disturbed when certain subjects were discussed, or blushed noticeably at the mention of some experience, there is no final criterion against which his judgment can be validated. If the interviewer's background has been broad and his training extensive, however, he often learns to observe such reactions and to use them as supplementary evidence to get effective shadings of his other data."

Yoder¹⁵ identifies interpretation as a source of error which he believes can operate in any interview. Why should interview data need to be interpreted? The client made simple statements of fact. Why are they not as trustworthy as test scores and the results from physical examinations? He answers by saying that

"...in interview reports the statements recorded are those of the interviewer. They show what the interviewer thinks and understands to have been disclosed by the interviewing process."

Wrenn¹⁶ feels that interpretation of data gathered in the interview

¹⁴Rothney and Roens, op. cit., p. 166

¹⁵Dale Yoder, Personnel Principles and Policies, New York: Prentice-Hall, 1952, p. 172

¹⁶Charles Gilbert Wrenn, Student Personnel Work in College, New York: The Ronald Press Company, 1951, pp. 80-103

is the most critical point in the counseling process but is sometimes frustrated because clients are not able to give some of the more important facts about themselves. He feels, also, that deriving significance from facts is not a simple matter for facts only have meaning as they can be related to other specific facts and the total pattern of characteristics making up the personality. He recognizes that sometimes bits of data do not seem to fit into the picture and that these, too, can be important or unreliable, a judgment which can be reached again only by the application of the skill of one man, the counselor.

Emotional and attitudinal reactions reflected in interviews are recognized as operating in the obstructions to communication as discussed by Kahn and Cannell.¹⁷ The result of having had much experience in communicating has raised a barrier between individuals who become cautious and extremely selective conversationalists. Communication habits have been developed which are intended not to make it a simple process, but "...to help protect ourselves against making some undesirable revelation or against putting ourselves in an unfavorable light." More desirably, we wish to put ourselves in the most favorable light possible. Such motivational factors are accompanied by psychological barriers which manifest themselves in the individual's inability to produce accurate information. The selective process of forgetting or unconscious repression or distortion influence the eliciting of accurate information. Language difficulties also prevent the wholly satisfactory flow of communication.

¹⁷ Robert L. Kahn and Charles F. Cannell, The Dynamics of Interviewing, New York: John Wiley and Sons, 1957, pp. 5-11

It is not a satisfactory substitute for the reality which it wishes to convey and its limitations may vary with individuals and discussion topics. Only the limited common understandings of the interviewer and client serve as the vehicle of communication.

Dunsmoor and Miller¹⁸ suggest that the students themselves may be a source of limitation to the effectiveness of the interview. The reasons may range from simple misunderstanding to nervousness in a strange situation or to more psychological origins.

"Be alert at all times for mis-information which may be a pertinent factor in the student's problem. Many problems of pupils grow out of an honest misunderstanding of regulations, conditions, or circumstances. Also the student may not have arrived at a proper evaluation of the situation. It is a mistake to take even obvious things for granted when dealing with some pupils."

Not the least significant of factors which may impose limitations upon the interview and affect its measure of success in eliciting accurate information is the type of interview employed. Newman, Bobbitt and Cameron¹⁹ identify the highly standardized interview with an oral personality questionnaire or test and feel that its short answers are easy to evaluate. The casual, informal interview, however, though it may result in much information, is less objective and reliable. Although many users of the interview are not aware of this problem and continue to use it, assuming both reliability and validity, well trained technicians have

¹⁸ C. C. Dunsmoor and L. M. Miller, Principles and Methods of Guidance, Scranton, Pennsylvania: International Textbook Company, 1949, p. 141

¹⁹ Signey H. Newman, Joseph M. Bobbitt and Dale C. Cameron, "The Reliability of the Interview Method in an Officer Candidate Evaluation Program," The American Psychologist I: 103-109; April, 1946

expressed concern about the lack of evidence regarding interview reliability or the rather low reliability which the technique yields.

It would appear as a result of a brief survey of the literature that the personal interview is indeed possessed of limitations. Further, it would appear that research, intended to correct certain of those limitations, may be justified in view of the strategic position which it holds in the counseling process.

Scholars who are aware of these conditions have, through their studies, attempted to develop approaches which will assure the eliciting of more accurate and complete information from their clients. Insofar as the present writer has been able to determine, investigations have commonly been directed to the efforts of the counselor and revolve around the devising of ways by which he can improve his techniques and do not consciously solicit the active participation of his clients beyond the normal demands of the counseling interview. One such approach has been to use recording devices which permit counselors and teachers to hear again and to critically evaluate their conversations.

C. THE USE OF RECORDING DEVICES IN INTERVIEW RESEARCH

Covner,²⁰ in an early attempt to improve the counselor's approach to data gathering, devised an experiment involving use of the phonograph. His purpose was to compare the accuracy and completeness of the data

²⁰Bernard J. Covner, "Studies in the Phonographic Recordings of Verbal Material; I. The Use of Phonographic Recordings in Counseling Practice and Research; II. A Device for Transcribing Phonographic Recordings of Verbal Material," Journal of Consulting Psychology, 6: 105-113, 149-153; 1942

found in the notes taken by the counselor during the personal interview with those which were included in typescripts made from the phonographic recordings. He learned that more experienced counselors wrote more complete notes than inexperienced counselors, but that neither approached 100 percent accuracy. His interest was centered completely in counselors, and his research was intended to determine their degree of skill in this important task.

Porter²¹ also made early experiments using phonographically recorded data. His concern was also for interview procedures as related particularly to the counselor. His efforts resulted in a check list of interviewing techniques which identified counselors as being directive or non-directive or positioned between the two extremes as indicated by a ten-point scale.

More recently Erickson²² has also regarded the recording of interviews to be of great value to the counselor who is attempting to evaluate and improve his technique. They say,

"The advent of recording equipment added an important tool to the counselor's kit. The use of these devices (wire, tape, disc) can be beneficial in almost all aspects of the interview. These devices are particularly helpful in a process of evaluation.

1. A playback of the interview gives the counselor a chance to re-examine his effectiveness. Freedom from the actual interview makes a more objective evaluation possible.

²¹Elias Hull Porter, "The Development and Evaluation of a Measure of Counseling Interview Procedures: I. The Development; Part II. The Evaluation," Educational and Psychological Measurement, 3: 105-126, 215-238, 1943

²²Erickson, op. cit., p. 47

2. He has an opportunity to study his voice, his inflections, and resulting meanings.
3. He can analyze his use of questions, reflections of clients' feelings, provisions of information.
4. He can study the appropriateness with which he and the counselee carried their individual and their mutual responsibilities.
5. He can search for clues missed, items that should have had further exploration.
6. He can get other counselors to study these recordings and to assist in evaluating the interview."

At least two of these ways in which the tape recorder may help the counselor improve his effectiveness may also be helpful to the client in his role as interviewee and increase the accuracy of information that he gives. Number one above, for example, may apply equally well to the client who may profit from an opportunity to re-examine his effectiveness. Freedom from the actual interview may make possible more objective evaluation of his comments. Number two could also apply to the client upon hearing his recording replayed for an opportunity to study his voice, inflections, and resulting meanings may help to make him a more effective communicator in the counseling interview. Four and five are not remote from the understanding of the client. He may recognize his failure to contribute his share of the interview responsibilities and may be reminded of clues missed or items that should have had further exploration. It seems that the power of evaluation may be developed in the client by use of this technique.

The effect of hearing his recording replayed may result in an atti-

tude similar to the one expressed by an associate of Rogers²³ who, following an interview session, said, "...we were mostly me working together on my situation as I found it."

The recognition by Covner²⁴ of the possibility of using recording devices to take notes, in that instance as part of a research study, is also noted by Cooper²⁵ who sees in it not only an opportunity to gather every comment of the client but also in other respects recognizes its value to counselors. Advantages of the tape recorder as an aid to interviewing are described in the passage below:

1. It is possible for a consultation to develop and progress naturally with a minimum of interference in the discussion.
2. It is possible to conduct a counseling period with a minimum of writing in the presence of the counselee because this might cause some apprehension on his part.
3. One can get an accurate verbal account of the entire consultation.
4. Emotional factors shown in the voice and other related factors should assist the guidance worker in making more adequate evaluations of statements made by the counsees.
5. Increasingly, it makes an objective vehicle whereby the counselor can evaluate his counseling technique.
6. It is possible to build an "action recording" library for all counsees which would be available at all times.
7. These recordings could be edited and reviewed in such a

²³Carl C. Rogers, "The Attitude and Orientation of the Counselor in Client Centered Therapy," Journal of Consulting Psychology 13: 82-94; April, 1949

²⁴Covner, loc. cit.

²⁵Theodore B. Cooper, "Using the Tape Recorder to Help the Counselor," Educational Screen, 35: 140; April, 1956

manner that they could be studied by students for developing proficiency in counseling techniques.

Further recognition of the tape recorder as an aid to instructors for the purpose of evaluating teaching procedures is the observation by Botsch.²⁶

"Recording actual lessons can give you the opportunity to evaluate yourself in terms of teaching technique removed from the emotional involvement of the classroom situation. You can learn to judge yourself more objectively and ultimately to realize more of your potential."

Her observation that the instructor may more effectively evaluate himself removed from the emotional involvement of the classroom suggests that the counselee, removed from the emotional involvement of the interview situation, may more effectively evaluate the accuracy of his remarks.

Literature in the field recognizes the need for obtaining more accurate information during the personal interview and has suggested ways whereby the eliciting of such information may be encouraged. Evaluation of techniques, however, has centered only around the responsibilities and activities of the counselor. None was found which endeavored to enlist the aid of the client in such research. The technique proposed by the present writer attempted to call upon the aid of the client in appraising the value of the information elicited during his personal interview and, thus, represents a different approach to the problem.

²⁶ Charlotte Ann Botsch, "I Use the Tape Recorder for Self Evaluation," Instructor, 64: 33-34; June, 1957

CHAPTER III

PROCEDURE AND MATERIALS

A. THE SUBJECTS

The subjects of this study were 50 freshmen students of Berry College. Quite by chance they were equally divided between the sexes which compared favorably with the distribution of 292 men and 300 women in all of the student body at that time of the investigation.

Although it was recognized that to have included all of the enrolled freshmen in the study would have permitted the deriving of more complete findings, it was felt that due to the time factor involved approximately one-fourth of the group could be used to compile comparable data and permit the writer to finish his study in a reasonable length of time.

Selection of the Subjects Subjects were selected by taking every fourth name from the alphabetized list of 205 freshmen who were enrolled for the fall semester of 1957. Since the writer was new to the faculty this same year, he had no prior knowledge of any student in the group.

In order to select the name from the first group of four students appearing on the list, which would determine how successive fourth names would occur, four numbered slips of paper were placed in a box and one was withdrawn whose number indicated that name. As it turned out, the first name on the original list was selected to head the first group of four. When it was learned through the registrar's office that a student had withdrawn, all of the names chosen were set aside from the list, the

remaining names re-assembled, and the process continued in rotation through the master list to fill the vacancy.

Description of the Institution It may be helpful in describing the nature of the subjects of this study to give a brief description of the institution which they attend.

Berry College is located on a 30,000 acre campus in northwest Georgia, near Rome. As a private, Christian, self-help, four year co-educational liberal arts institution, it serves, primarily, young people of the southeastern United States, traditionally favoring those of modest means.

The College emphasizes three areas of study and experience which represent the nucleus of its philosophy; a sound academic program, a religious program and a work-experience program, which "...make the Berry system of education a unique system which receives its greatest strength from its dynamic individuality."¹ Included in the curriculum are courses which lead to two baccalaureate degrees, the Bachelor of Arts and the Bachelor of Science.

The school plant is maintained and run by the students who are directed by qualified supervisors. Two classes of workers are active, those who perform their required two days of work each week and those who are regular workers who have taken off for a semester to work full time in order to defray the major portion of tuition costs for the following semester. It is felt that the work program is important beyond the fact that

¹The Berry Schools Bulletin, Berry College Catalogue, Mount Berry, Georgia, 46: 1; 1958-1959

through it the physical plant is maintained, for²

"This work-experience program is an integral part of the general education program. While it makes it possible for the advantages of a Berry education to be extended to young men and women, irrespective of their financial circumstances, it also contributes vitally to their well-rounded education. It strengthens character, develops skills in community living, adds self-reliance and self-respect, and provides training in useful vocations and avocations."

Attendance at all Sunday morning services is required of all students. Active participation is encouraged in all other activities of a religious nature, such as Y.M.C.A., Y.W.C.A., choir, Religious Education Club and other similar groups. Traditionally, all Berry students wear prescribed uniforms for church attendance, as well as for class and work activities.

The Student Body From the above brief description, it would appear that it is not a typical college but is unique in some respects. The student body and members of the group which participated in the study represented a somewhat localized element of the rural South and was of modest means. From the 1958 Educational Survey of the Berry Schools³, it was learned that of 623 who were enrolled in the college, two out of three were from Georgia, and 97 percent were natives of Georgia and the five states surrounding it. The three percent whose homes were beyond the confines of this six-state area came from points as widely scattered as Michigan, Texas and California. Of the fifty who were interviewed, 74 percent were from Georgia, the remaining 13 were from North and South Caro-

² Bulletin, op. cit., p. 9

³ The Berry Schools and College, 1958 Educational Survey of the Berry Schools. Prepared under the direction of the 1958 Educational Survey Committee, authorized by the Board of Trustees, The Berry Schools, Mount Berry, Georgia, January, 1959, p. 246

lina, Alabama, West Virginia, Tennessee, Florida and Texas.

In the survey it was learned that the great majority of students represented homes located in rural communities and on farms. 71 percent lived out of town or were from towns having less than 2,500 inhabitants.⁴ Of the 50 interviewees, 76 percent lived on farms and only 12 were from urban areas.

Agriculture was the chief vocational pursuit of their parents. 288 gave as their fathers' occupation some activity related to agriculture and 15 percent listed farming as the occupation of their mothers. 132 fathers and 67 mothers worked in some kind of industry. Other parent occupations listed were business owner, business employee, teacher, preacher, government worker, homemaker, business woman, secretary and nurse.⁵

About 6 percent of the students reported that the family income was less than \$1,000 and 45 percent reported that it was less than \$3,000. Three reported incomes of \$10,000 or more.⁶

Listed by 88 percent as factors which caused them to come to Berry and which may have reflected their financial status were the opportunity to earn their way by working or the fact that they could not have attended elsewhere.⁷

Students evidenced a wide range of interests among fifteen study

⁴Survey, op. cit., p. 90

⁵Survey, op. cit., pp. 111-112

⁶Survey, op. cit., p. 113

⁷Survey, op. cit., p. 96

areas, however, those of greatest concentration were Business Administration, Elementary Education and Home Economics, which enrolled more than one-half of all students at the time of the survey.⁸

Previous Counseling Experience of the Subjects Choice of majors and minors among the students interviewed would seem not to have been, in part, the result of having discussed this with their high school counselors, for only three of the fifty who were interviewed had attended high schools having an organized counseling and guidance program. Almost without exception the remainder of the interviewees confessed having no idea what counseling is. In discussing this with them, and with other members of the student body, it was evident that their selection was often the result of the recommendations of friends, the desires of their parents, the influence of their teachers, their acquaintance with someone who had been a success in a certain field or, rarely, a rather comprehensive evaluation of their interests, abilities, aptitudes and other individual potentialities. Of the three students who had had counseling services available, one had often visited with her counselor, one had gone in once to have his schedule checked, and the third couldn't remember having ever spoken with him.

Of interest to the reader of this report in gaining some insight to the background of the students as a group, and to others who may be interested in the spontaneous reactions of students who had never before been contacted by a counselor, are the observations of 25 of the men and

⁸Survey, op. cit., p. 93

women interviewed when asked to give their estimate of the value of having a full time counselor available on the campus.*

One said that he believed he could figure out his own problems, and several could not think of anything to say, but others made the following comments:⁹

"There are quite a few boys on the campus who would like to talk to a counselor about a lot of things, like those we discussed, like what we like to do, our weaknesses and what we will really do with our training after we get out of college."

"I need someone to talk to when I'm down in the dumps; to help me figure out what I really like."

"A counselor would help because I get pretty confused sometimes."

"Counseling would help a man get ideas about himself and maybe he wouldn't make so many mistakes."

"Sometimes a man has troubles he just can't think out and needs someone to help him."

"It's a good thing to get things off your chest once in a while."

"This helped me a lot. I have had these things on my mind but never could say them. My folks never were able to help me much; talking like this, I mean."

"Counseling would be a value but only after you and the counselor got well acquainted; especially here where people don't talk much with strangers."

"Talking with a counselor now and then would be a help because I would know of other people who are having troubles like mine and would be able to help me see how to work them out."

"Talking with a counselor would help you find out more about yourself. A lot of guys would like to talk to someone about what they would like to do---they don't even know what they would like to do."

* This query was made after the card with its modifications had been turned in and the student was ready to leave.

⁹ Statements by interviewees, personal interviews.

"I would welcome the services of a counselor because all boys sometimes have problems and difficulties that need the help of someone who has had more experience than they to solve."

"If there were a counselor here a lot of fellows wouldn't just up and quit on the spur of the moment. Guys get all mixed up and need someone to help them get straightened around. You can talk to teachers sometimes, but they aren't usually much help. It would take a couple of trips to get used to a counselor so you could talk with him, though."

"There are a lot of students who don't know what they should or could do."

"Like in my case, it would help a person be aware of things he had never thought of before."

"This was an interesting conversation. I can't realize what the value was until I can think about it. Last summer I had some trouble and went to a teacher who told me what to do. I already knew what to do but I needed to hear myself explain it to an adult; it was the only way I could get started."

"Sometimes we need someone to talk to because we are so far from home, and college is so impersonal."

"A lot of students would like to talk to someone in strict confidence, now and then. It helped, to talk calmly, as we have, about some things I had never thought of."

"Some students come from homes where parents are uneducated and do not understand their problems. They need someone to talk with who will be kind. Many of them are poor and have not had a chance to learn about college and other things."

"Sometimes, even right now, I need someone to talk to, someone who will keep everything secret."

"I would like someone to talk to who would not be prejudiced and would just listen and be interested."

"Talking to a counselor would make me feel better if I had a problem of some kind, even if he didn't give me the answer."

"Just like this math, I guess if we had talked earlier in the semester I could have figured it out how to pass it. For one thing, I don't schedule my time, as you mentioned."

"You don't have to have a problem to need to talk to a

counselor. Sometimes you just would like to talk about anything, just to get things off your chest."

Although men were inclined to talk most freely and to evidence least concern for the thought of being interviewed, especially in the presence of a tape recorder, both men and women spoke rather enthusiastically and realistically about values to be obtained from conferring with a counselor. The observations cited provide evidence of a sense of need for the kind of services the counselor can offer and tend to further clarify the status of the subjects in that they needed this assistance and did not receive it.

Briefly, it would appear that members of this small group indicated that the freshman student body which they represented would welcome the services of a counselor on the campus.

B. THE INTERVIEWS

The personal interview may serve a number of purposes and may be classified variously as information gathering, information giving, rapport building, diagnostic, psychoanalytic, therapeutic and others. Those conducted for this study, however, although not all freshmen were contacted, most closely resemble the survey interview described by Strang.¹⁰

"The survey interview is a systematic canvass of all students in a particular group, such as the freshman class. It serves the purpose of supplementing and verifying information needed in the appraisal of every student, in checking on his adjustment to his physical and social environment, and on his health and vocational plans. Still more important, the initial survey interviews help establish a friendly relationship, which will pave the way for future contacts."

¹⁰Ruth Strang, Counseling Technics in College and Secondary School, New York: Harper and Brothers, 1949, p. 105

The primary purpose of the present writer in conducting the interviews was, of course, to gather data for this study; however, as an advisor to freshmen on the campus, he had other need to resort to private face-to-face consultations. This represented an opportunity to meet and become better acquainted with students whom he might not otherwise have so quickly contacted.

Talking with members of the group not only provided him insight, though limited, into the frames of reference of the students contacted, but also helped him to better understand the student body as a whole. This was a considerable advantage to him as a new faculty member.

Scheduling the Interviews When the list of 50 subjects had been compiled and seemed stable, each student was contacted by note or by telephone, and a mutually satisfactory date and hour for both the student and the counselor were arranged for his interview. Although it was necessary to change some dates, no student failed to appear and all interviews were completed within three weeks. This was an important consideration, for it meant that all subjects had had an opportunity to acquire similar measures of sophistication regarding college life.

The subjects were not informed that this was an experiment, but it may be assumed that eventually it was known, or at least suspected by many of them, for no other person who served as an advisor used the tape recorder or any of the devices peculiar to this study.

The Physical Facilities It was necessary, as a matter of convenience to students, to schedule interviews in one or the other of two locations. All of the men and several women were scheduled to meet the counselor in his home study, which is located on the main campus where

the dormitories for men are found. This is a well-lighted and tastefully appointed room having many books, pictures and other objects which often served as conversation pieces. The alternate meeting place was a classroom located a mile away on a section of the campus where dormitories for the women students are situated. This room is isolated, poorly lighted and generally drab. No attempt was made to measure the effect of the immediate environment in which the interviews were conducted.

Conduct of the Interviews Upon the arrival of each student, he was greeted cordially and engaged in conversation for a brief period of time. Immediately prior to beginning the interview, he was given a typewritten sheet which described the purpose of the personal interview and also introduced him to the tape recorder.

"Individual counseling is an important phase of life at Berry College. Through this activity with your instructors and work supervisors you are assisted to determine what things you do best so that, considered along with other attributes which you seem to possess, you can effectively plan to make the most of your opportunities while here.

Every available kind of information about you may be important in your planning and should be included in your record. Much of it can be discovered only by talking together as we are about to do now. Entrance examinations and questionnaires often do not afford you the opportunity to say some things which you consider important.

Your contributions, in this and other interviews, are of greatest value to you only when they are accurately transcribed in your record folder. Since your interviewer cannot write as fast as the conversation runs, a tape recorder has been installed. When the interview is finished the recording can be replayed as often as desired. It is hoped that you, too, will be interested in listening to a playback of our conversation and that you will have comments to make regarding its content."

Having read the material he was shown how the recorder was situated and where the microphone was placed.

There appears not to be complete agreement among writers as to the ethics surrounding use of the tape recorder. Biddle¹¹ feels that the student should not know that the recorder is being used, and that this is not unethical.

Marzolf¹² feels that the client should know that the recorder is being used. "Turn it off if he requests it--have this understood." Redlich, Dollard and Newman¹³ express their opinion that concealing the recorder is tricky and apt to destroy basic confidences.

For the purposes of this study, however, it seemed imperative that the student know immediately that his interview was to be recorded, as he would be informed of it, necessarily, when the time came to hear it re-played. It is possible that placement of the recorder may have had some influence upon the atmosphere of the interview environment.

In the present writer's study, the tape recorder was placed under his desk and was completely concealed. The placement was not decided upon with the intent of hiding it from the view of the client, but because it was most convenient to operate in that position. This would also have tended to have a minimum distracting influence, while in the alternate meeting place, the recorder was, necessarily, placed in view of the student and was, possibly, a source of distraction. Following both parts of their counseling sessions, in both locations, however,

¹¹Richard A. Biddle, "Play-Backs Improve My Counseling Technique," The Clearing House, 23: 229-232; December, 1948

¹²Stanley S. Marzolf, Psychological Diagnosis and Counseling in the Schools, New York: Henry Holt and Company, 1956, p. 175

¹³Fred C. Redlich, John Dollard and Richard Newman, "High Fidelity Recording of Psychotherapeutic Interviews," The American Journal of Psychiatry, 107: 42-48; 1950

some students did not hesitate to say they were made uneasy or were actually frightened by it.

In both locations, the microphone was placed near a stack of books which was to the client's left as he sat at the end of the desk to the counselor's left. It was about an arm's length from him and was concealed by a silk scarf draped casually across it.

After becoming familiar with the recording devices, students were assured that at any time during the course of the interview the recorder would be turned off if they requested it. No one asked that this be done.

Interview Content As an aid to the interviewer, a list of questions was compiled which was intended to serve not as a device to firmly structure the interview, but as a reminder of certain topics about which students might desire to talk. No effort was made to cover all of the questions listed, and they were not intended to be presented in any particular order. In most interviews all of the questions were eventually covered; in several, none was consciously referred to; in others, one or more was relied upon to start the conversation or to aid in keeping it going. It was observed that had no list been compiled in advance, a very similar one might have grown out of the interest areas evidenced by the students contacted.

1. What were your special interests in high school?
Do you feel that you are well prepared for your college work?
2. Have you decided upon a major field of study?
For what particular vocation will this prepare you?
Why have you chosen this type of work?
3. Which of your studies do you enjoy so much that you

would spend all of your time on it?
At which of them would you spend no time at all?

4. What have been your work experiences?
What have been your work experiences here at Berry?
5. What kinds of things do you believe you do best?
Least well?
How do these attributes relate to your chosen vocation?
6. What special strengths and weaknesses do you possess?
7. Do you feel that you get along well with others?
8. How would your friends describe you?
9. What leisure time activities interest you?
10. What would you like to be doing five years from now?

Although students were advised that it would take as long to listen to their recording as it did to record them, and in view of that fact we would endeavor not to converse for more than one-half hour, interviews sometimes extended beyond that time limit and approached an hour in length.

When an individual's interview had been completed, a typewritten sheet describing the purpose of the evaluation session was provided.

Usually after a counseling interview, a student does not have an opportunity to hear again the discussion in which he participated. It is possible that if he were given the opportunity to listen to his own conversation, answers to questions, and his comments in general, he might wish to make corrections, to change his statements, or to add information.

Such modifications, corrections or additions may make a difference in the ultimate solution of problems he may have, since the more complete and accurate the information available, the more effective the planning can be.

Listen carefully when the tape is played back. If at any time you detect a point at which you would like to make an adjustment, write a brief note of the change or addition, then continue to listen. You may replay the recording as often as you wish to hear it. When you are finished, please leave your notes with me.

Each student was then shown how to operate the recorder and was guided in manipulating the controls until he indicated that he felt confident of his ability to handle the instrument. He was assured, however, that the counselor would be nearby in case he should need help. With these instructions given, the counselor left the room, and the student proceeded to replay and listen to his interview.

C. CLASSIFICATION OF DATA

Categorizing the Interview Data As above, the basic purpose of the study was to learn whether or not students who were interviewed chose to modify their responses. This could have been done merely by counting the modifications. Of concern, also, was the kind of responses which were modified, and to what extent. To determine the latter two items, it was necessary to devise categories to which responses could be assigned.

In devising the list, the writer appealed to the literature in the field. Writers seem to agree, generally, as to the basic problem areas confronting youth and among their writings appear most frequently the following: financial, educational, vocational, social-personal-emotional, family and health.¹⁴

¹⁴Arthur J. Jones, Principles of Guidance, New York: McGraw-Hill Book Company, 1951, pp. 59-61; Paul Dressel, "Helping Pupils With Their Problems," in A Basic Text for Guidance Workers, Clifford E. Erickson, Ed. New York: Prentice-Hall, 1947, pp. 195-225; H. E. Pepinsky, "Therapeutic Counseling," in A Basic Text for Guidance Workers, Clifford E. Erickson, Ed. New York: Prentice-Hall, 1947, pp. 157-158; John C. Darley and Cornelia T. Williams, "Clinical Records of Individual Student Problems," in Readings in Modern Methods of Counseling, Arthur H. Brayfield, Ed. New York: Appleton-Century-Crofts, 1950, p. 99; Edward S. Bordin, "Diagnosis in Counseling and Psychotherapy," Educational and Psychological Measurement 6: 169-184; Summer, 1946.

In searching for a way to relate responses and modifications to categories, it was found that the conditions identifying problem areas, as defined by Jones¹⁵, most closely paralleled those found among the responses of students in this series of interviews. As all conditions did not arise in these interviews, however, certain ones were deleted and other more applicable ones were added. The following list finally evolved and is a composite one containing certain of those conditions noted by Jones, and also other conditions included by the present writer as a result of having studied the interviews. The ten categories are listed below, followed by typical conditions which served to identify responses as belonging on their particular classifications.

1. Financial

- Sacrifices of parents
- Need to pay own way
- Amount of support received
- Effect of uncertain financial conditions upon school plans
- Need to work extra hours
- College plans dependent upon finances

2. Educational

- Budgeting of time
- Study habits
- Application
- Dependence or independence
- Interest in college work
- Boredom
- Value of certain subjects
- Fear of failure
- Effort
- Like or dislike of teacher or college
- Length of assignments
- Preparation of assignments
- Preparation for college work
- High school interests
- Appraisal of performance in high school

¹⁵ Jones, loc. cit., pp. 59-61

Interference of athletics, or other, with college work
Orientation
Feeling of injustice
Choice of college
Selection of major
Indecision
Motivation

3. Vocational

Influence of parents or others
Choice of vocation
Fitness for certain vocation
Preparation necessary
Opportunities in chosen vocation
Values to be realized
Work experience
Relation to college work

4. Personal-Social-Emotional

Sensitiveness
Shyness
Agressiveness
Aversions
Likes
Confidence or the lack of it
Conceit
Carelessness
Contacts with people
Sportsmanship
Inferiority or superiority complex
Social mindedness
Emotional stability
Cheating, lying, stealing
Moral standards
Socialization
Use of leisure
Love
Citizenship

5. Familial

Attitude of parents toward college attendance
Parents' attitude toward choice of college
Domination by parents
Concern of parents
Cooperation of parents
Home conditions
Health of parents
Education of parents

6. Health

Physical defects such as sight or hearing

- Inability to excell in athletics
 - Physical coordination
 - Injuries
 - Nervous disorders
 - Concern for health
 - Residual effects
7. Avocational
 - Resources for enjoyment
 - Interest in sports and games
 - Interest in reading
 - Skill in handicrafts
 - Time element
 8. Religion
 - References to religious home background
 - Influence of religion upon personal life
 - Religious beliefs and doubts
 9. Military
 - Service preference
 - Career possibilities
 - Plans after college
 - Fear of military service
 - Effect upon selection of college work
 - Reasons for attitudes toward service
 10. View of personal skills
 - Identification of skill areas
 - Degree of proficiency
 - Variety of skills
 - Origin of skills
 - Identification of "no-skill" areas
 - Relationship of recognized skills to college work

When all of the recordings were completed and a typescript had been made of each, the responses of each student were identified with one of the series of 10 categories developed for tabulation purposes. The method of categorization involved three steps.

1. Reference was made to the student's card upon which he had recorded his modifications during the evaluation session.
2. For each modification, the proper interview was searched until the question was found which served initially to open

area of discussion in which the modified response was made, or to which it was indirectly related. This discussion area was terminated by the question which introduced the next area of discussion.

3. Finally, all of the responses within the scope of that area were categorized.

During her personal interview, for example, Doris presented the following list of modifications:

1. "I would try to keep from repeating myself so much."
2. "Now that I have been here a semester and a half, I have decided to stay four years."
3. "If I had my high school days to go over, I would take some typing because I think most everyone should be able to type some."
4. "Friends say I study too much and don't go to enough movies and parties."
5. "They say they didn't understand me at first, but after being around me and talking with me find I am quite different."
6. "I like to do leatherwork."
7. "I am in school so as not to disappoint my father who had expected my older sister to get a degree."

In the following excerpt from the interview of Doris, consecutive numbers enclosed in brackets will appear among her answers, thus, (5), (7), and so on. These numbers indicate responses which were identified for classification purposes and do not designate the category to which

those responses were assigned.

Selecting modification number six from those which are listed above, it was found that hobbies were discussed in the portion of her interview which follows. The question asked by the counselor which served to introduce the discussion area was, "What do you do for relaxation?"

(A) "Well, that's a question. (1) Well, I read some."

(Q) "What kind of material do you read?"

(A) (2) "I entered the Bible Missionary Association contest and I got books from that, (3) and I read those books, (4) and novels and fiction."

(Q) "Fiction? How many books did you read, oh, say a month, or a year, or any way you want to answer it?"

(A) (5) "Well, I haven't read too many books, (6) because my eyes are bad, and (7) I don't read too much. (8) But I do enjoy it, if I have time. (9) I can't read much at night."

(Q) "What does sewing do to your eyes?"

(A) "It's hard on them."

(Q) "Do you have any other physical deficiency that causes you to be careful what you do?"

(A) (11) "Just my eyes."

(Q) "You would sew all night, if it weren't for your eyes?"

(A) (12) "I enjoy bowling and skating."

(Q) "Now those are two athletic things that you didn't mention a while ago. There are a couple that you like. Now, sewing is the thing you do best, probably."

(A) (13) "I guess you'd say it's the one I enjoy most."

(Q) "And you include it among your hobbies. And you read."

(A) "A little."

(Q) "What else?"

(A) (14) "I cook."

(Q) "This is a hobby now; this is something you do for fun?
This is what you do in your spare time?"

(A) (15) "I love to baby-sit and play with children. I guess that's about all. I can't think of any more."

(Q) "If you could have your choice, which one of your studies would you put all of your time on?"

The portion of the interview reproduced here contains at least fifteen responses which were identifiable for the purpose of this study and grew out of the question which served to introduce it. Responses 1, 3, 4, 5, 7, 8, 12, 13, 14, and 15 were categorized as Avocational, while number 2 seemed to hold implications in the area of Religion and 6, 9, 10, and 11 belonged in the Health category. The procedure described was followed in categorizing all responses pertinent to the study. In some instances, arbitrary decisions were made by the present writer in deciding into which category a response should be placed, for some seemed to hold implications for more than one. Another interviewer, categorizing the various responses may have placed certain ones differently. In most cases, however, there was little doubt as to the proper category.

The Modifications Each of the 286 modifications was also placed in one of the 10 categories. Further, each was evaluated for its seeming significance to the interview and its possible influence upon subsequent

counseling activities.

It was found that certain modifications made by students were direct reversals of the original responses while others only slightly influenced their inference. After experimenting with several methods of scaling them, it was found that each one could be placed effectively into one of the following categories: Slight, Marked, Reversal, Extension, or New Data. A description of the five degrees of importance and the examples illustrating the method of approach follows.

Slight Modification In this category, the modification seemed to be relatively unimportant in its relation to the immediate topic of discussion and appeared to offer little qualifying influence upon information gathered in the interview as a whole.

Example "A"

(Q) "...but most of the time, in your spare time, you were in town with the guys?"

(A) "Yes, sir."

(Q) "What did these guys do?"

(A) "Oh, we'd just knock around pool halls."

Modification "Not exactly pool halls but small stores which have pool tables."

Example "B"

(Q) "He was close to you personally; you were good friends?"

(A) "Yes, sir. He was my coach for about nine years..."

Modification "I should have said my coach was a good friend and coached me for four years."

Marked Modification This type of modification contributed to a more complete understanding of the student regarding the topic being discussed, by strongly qualifying the original response without labeling it as wholly inaccurate. Some uncertainty sometimes seemed to remain in his mind as to the accuracy of his original response and/or to the appropriateness of his modification, but at the moment he felt that the modification, as stated, most satisfactorily conveyed the results of his evaluation. Often a second area of interest or concern was introduced. This type of modification was significant both in relation to the immediate context and to the interview as a whole.

Example "A"

(Q) "In all of your high school work, which activity did you enjoy most...?"

(A) "Glee Club, I suppose, singing more than anything else."

Modification "I said Glee Club was my most enjoyable activity in high school, but I think debate was really my most enjoyable activity."

Example "B"

(Q) "Do you like algebra?"

(A) "In high school, I did. I don't like it too much in college."

(Q) "What's giving you trouble now?"

(A) "Well, I think it's the teacher: I think it's the teacher."

Modification "Algebra was more my fault for not studying."

Extension Most modifications evidenced students' dissatisfaction with the completeness of their original responses. For the purpose of categorization, an Extension was regarded as added data whose purpose seemed to be to make the original comment more complete or more clear. Modifications occurring in this classification were often no more than the succinct re-statement of a thought that was verbalized in a confused or unclear manner.

Example "A"

(Q) "What kinds of special strengths and weaknesses would he (your friend) point out in your makeup?"

(A) "I like to run with the bunch too much."

Modification "A weakness is that I'm not forceful enough. I will let people run over me."

Example "B"

(Q) "What's your appraisal of the future? You and chemistry?"

(A) "I don't know. Everybody says I'm having a pretty rough time of it--being one of the ones that didn't have it in high school. I figure, later, if I'm having the same hard time they are, I don't figure all of us are going to fail, and I figure we'll get by somehow, and if I ever get the hang of it, I believe I can do it then."

Modification "Trouble in chemistry can also be the instructor moves too fast."

Example "C"

(A) "I believe that in some ways physics will be easier than chemistry."

(Q) "What ways?"

(A) "Well, you have so much...so many laws, and chemistry seems like...a lot of those chemistry laws you can't depend on in chemistry and the reactions of it. I mean, you can't always depend on what's going to happen by a book."

Modification "Chemistry laws are confusing and the experiments in chemistry aren't always reliable."

New Data Occasionally, for reasons known only to the student, data was included among his modifications which could not be related to any question or area of discussion.

Examples

"My father was a barber for twenty years."

"I would try to keep from repeating myself so much."

"'Sir' is repeated too often."

The Questions Certain questions were categorized according to the ten divisions used for responses and modifications. To qualify for categorization, questions were identified in the following manner. Each modification was traced to its subject matter discussion area; the question which introduced the area of discussion, so identified, was then categorized. Fewer questions than modifications were isolated, for certain discussion areas resulted in more than one modification.

When all modifications, questions and responses had been categorized, they were put in tabular form for further study.

CHAPTER IV

THE RESULTS

A. TREATMENT OF THE DATA

In planning treatment of the data resulting from the procedures outlined in Chapter III, several approaches appeared possible. It appeared desirable, initially, to note such differences as might emerge regarding the relative modifications in the various areas and to submit these differences to appropriate tests of statistical significance.

Further inspection of the data, however, both in terms of source and amounts, made such tests somewhat meaningless, and it was decided that with one exception, a simple reduction to, and a comparison of, percentages would be most realistic. This conclusion was reached on the basis of the fact that in most instances the "N" was extremely small and upon the observation that, considering the individuality of contents and yield of the interviews, any special statistical treatment might be misleading, if not meaningless. This is not to say that the percentage approach cannot be similarly misleading, however, for the question of numbers is involved here too. These limitations are pointed out in the interpretation of the findings.

The one exception to the above was the application of a test of significance of the differences between percentages of modifications made by men and women in the areas of Educational, Vocational, and Social-Personal-Emotional. The numbers appeared sufficient to apply such a test.

B. ANALYSIS OF THE DATA

That the subjects used in this study chose to modify certain of their responses made during a personal interview is shown in the number and percent of questions, responses, and modifications in Table I. As will be noted, a total of 206 questions asked elicited 1,397 responses. Upon hearing the tapes, the 50 subjects made approximately one modification out of each five responses.

Although it would seem that a given percentage of the total questions in each category would elicit a like percentage of the total responses in each category, it will be observed that proportionally fewer responses were made in response to questions in certain areas and proportionally more in other areas, suggesting that although introductory questions were identified with certain areas, they apparently tended to result in discussion patterns which prompted responses related to other scattered categories. This tendency on the part of the client to respond with responses seemingly not related to the discussion topic was noted by Robinson.¹

"...we know in fact that a particular client response may be to one part of the counselor's remarks and not to another or may actually be in response to some previous speech or to some association of ideas within the client."

To add meaning to the data in Table I and to clarify portions of it for the reader, in view of the fact that the above suggested discrepancy exists, it must be made clear that in column 1 in the Educational category, for example, the number 71 indicates the number of questions which

¹Francis P. Robinson, "The Unit in Interview Analysis," Educational and Psychological Measurement, 9: 709-710; Winter, 1949

TABLE I

NUMBER AND PERCENT OF QUESTIONS, RESPONSES,
AND MODIFICATIONS IN EACH OF TEN CATEGORIES
FOR 25 FRESHMEN MEN AND 25 FRESHMEN WOMEN*

<u>Category</u>	<u>Counselor Questions</u>		<u>Student Responses</u>		<u>Student Response Modifications</u>	
	1		2		3	
	<u>Number</u>	<u>Percent of Total</u>	<u>Number</u>	<u>Percent of Total</u>	<u>Number</u>	<u>Percent of Total</u>
Financial	0	0	3	.21	6	2.10
Educational	71	34.47	463	33.14	84	29.37
Vocational	55	26.70	343	24.55	65	22.73
Social-Personal- Emotional	46	22.33	303	21.69	82	28.67
Familial	2	.97	27	1.93	8	2.80
Health	0	0	25	1.79	0	0
Avocational	19	9.22	156	11.17	21	7.34
Religion	0	0	2	.14	7	2.45
Military	2	.97	19	1.36	1	.35
View of Personal Skills	11	5.34	56	4.01	12	4.20
<u>TOTALS</u>	<u>206</u>	<u>100.00</u>	<u>1397</u>	<u>99.99</u>	<u>286</u>	<u>100.01</u>

*Due to the rounding off of decimals, columns of percents, in this table and in those which follow, do not always total 100.

were identified by modifications made by students. Other questions of an educational sort, not so isolated, were not included. The percentage 34.47, also reported in column 1, is the percentage which the number 71 represents of the total of 206 questions, all of which were identified in a like manner by the 286 modifications.

This is true also of the amounts reported in the number and percent columns 2 and 3 for the Education category. Each of the 463 responses, however, did not necessarily result from discussions related to the 71 questions but, rather, certain ones may have occurred in a discussion related to any one of the other 9 areas. This seems to verify Robinson's² statement noted above, that client's responses may occasionally appear to be random and not directed to the question or topic under discussion. For example, during a discussion prompted by an initial question related to Education, a client may have injected data related to another category. Thus, responses were classified not as to the initial question in whose discussion area they occurred, but as to one of 10 problem categories devised for their classification.

That this discrepancy occurred, however, may reflect the permissive atmosphere of the interviews. The counselor provided occasional stimulus questions, but often the lead of the client was pursued, for the intent was not only to gather information but also to gain insight into his frame of reference. This, it was felt, could less effectively be done, by the present writer, in a more directive or structured atmosphere. The approach permitted the client to feel free, perhaps even encouraged him,

²Robinson, loc. cit.

to include other incidental bits of data not actually related to the topic introduced by the identified initial question.

In view of the above, and since the primary purpose of this study was to determine whether or not students chose to modify their tape recorded responses, irrespective of how they were elicited, the relationship of questions to responses and modifications will receive only incidental attention throughout the remainder of this report.

It is evident upon further examination of Table I that students in the more or less permissive situation described above desired to talk most about five categories; Educational, Vocational, Social-Personal-Emotional, Avocational, and View of Personal Skills. They account for nearly 95 percent of all responses, leaving some 5 percent to be distributed among the remaining five categories. Three of the above five categories contain decidedly higher proportions of responses than the other two, with Educational, Vocational and Social-Personal-Emotional accounting for 79 percent of the total. The Avocational category contains 11 percent and View of Personal Skills, 4 percent. The descending order of importance to students, based on the number and percent of responses in each category, is as follows: Educational, Vocational, Social-Personal-Emotional, Avocational, View of Personal Skills, Familial, Health, Military, Financial, and Religion.

The modifications followed a similar over-all pattern in the three high categories, suggesting that the data in Table I provides evidence that the second question under investigation, "Do certain topic or problem categories tend to be more frequently modified than others?", must be answered in the affirmative. The order of Social-Personal-Emotional

and Vocational was reversed, however, indicating, possibly, an ego involvement, a greater sensitivity to, and desire to correct, impressions created during the interview related to the person's self. As with the responses, the greatest number of modifications was made in the category of Educational, possibly because students were immediately involved with such problems and actively engaged in trying to solve them. Of the total number of modifications, 29 percent were related to this category and 29 percent to the Social-Personal-Emotional category. Vocational maintained position number three as before, possibly for similar reasons--immediacy of the problems. Vocational choice is strongly related to selection of college subjects and, thus, in a sense, becomes an Educational one as well. Avocational and View of Personal Skills fell into fourth and fifth place again, and Familial, Religion, Financial, Military, and Health followed.

The college from which the study population was drawn is very strongly oriented to religion and exists primarily for students whose education-financial problems are often insurmountable without its aid. It is interesting to note, however, that the categories, Religion and Financial, attracted less than one-half of 1 percent of the responses and less than 5 percent of the modifications. On the other hand, since Christian ethics and a strong religious program are a major pillar in the philosophical structure of the institution, many students enroll for that reason. The atmosphere is such that one does not continually encounter conflicting values to disturb his religious thoughts. This lack of conflict may result in a feeling of contentment, thereby eliminating Religion as a problem area, or at least in placing it among those which seem insignificant

as problems.

The work program assures students in good standing of a measure of security on the campus. For their two days of work each week, they receive their room and board, and if they so desire, they may withdraw from classes to work full time for a semester or during the summer, thereby defraying a major portion of their next semester's tuition charges. The sense of security inherent in such a program may tend to eliminate Financial as a critical category.

That Familial was not an area of great concern may be a normal reaction of youth who are away from home and enjoying a new-found freedom, or feeling of independence, upon emancipation from home ties.

The small amount of concern for military obligations may stem, in part, from the fact that these were first semester freshmen who were not immediately faced with the prospect of being required to discharge their service responsibilities. Further research among those who were nearer to being graduated may have shown a greater concern in this area.

Relationship of Responses and Modifications In the three high frequency categories, Educational, Vocational and Social-Personal-Emotional, the largest proportion of modifications were found in the area of Educational interests and problems where 29 percent of the 286 modifications were made, to which were related 33 percent of the total responses. Similarly, 25 percent of the total number of responses in the Vocational area were related to 23 percent of the modifications. In the third ranking category, Social-Personal-Emotional, however, 22 percent of the responses prompted 29 percent of the tabulated modifications.

The data in Table II, showing a comparison of percentages of ques-

TABLE II

PERCENTS OF 206 QUESTIONS ASKED BY THE
COUNSELOR AND OF 1,397 RESPONSES AND 286
MODIFICATIONS MADE BY 50 FRESHMEN

<u>Categories</u>	<u>Questions</u>	<u>Responses</u>	<u>Modifications</u>
Financial	0	.21	2.10
Educational	34.47	33.14	29.37
Vocational	26.70	24.55	22.73
Social-Personal-Emotional	22.33	21.69	28.67
Familial	.97	1.92	2.80
Health	0	1.79	0
Avocational	9.22	11.17	7.34
Religion	0	.14	2.15
Military	.97	1.36	.35
View of Personal Skills	5.34	4.01	4.20

tions, responses and modifications, suggests a similar disregard for a given number or percentage of responses or modifications to prompt a like percentage of the other throughout all of the remaining categories.

Three other categories, Health, Avocational and Military display a tendency for a proportionally larger incidence of responses to attract proportionally fewer modifications, while in the remaining categories of Financial, Familial, Religion and View of Personal Skills, a given number of comments attracted a larger proportion of modifications.

Although the following are not large percentages, they serve to illustrate graphically the tendency of students to scatter their responses among discussion topic areas other than those which were related to the subject introduced by specific questions. No modifications were made in the Health category, therefore no Health question could be identified as having introduced an area of discussion. About 2 percent of all responses were related to matters of Health, however, suggesting that they were made as side responses to other "non-health" questions. Slightly more than 2 percent of all modifications were made regarding the category of Religion, but no questions of that classification were identified as having introduced a discussion area. Less than 1 percent of the total responses were related to matters of religion. No questions related to Finances were identified as having introduced an area of discussion. The small percent of modifications in this category was also prompted by discussion introduced by questions related to other categories and resulted in less than 1 percent of the total responses.

Modifications from all categories except that of Health, which elicited none, identified questions related directly to only seven categor-

ies, Educational, Vocational, Social-Personal-Emotional, Familial, Avocational, Military, and View of Personal Skills. Questions raised in those categories resulted in a spread of responses reaching into all ten and in modifications reaching into all except Health. No definite pattern of relationship was established between the number of modifications and responses elicited except the fact that certain categories, namely, Educational, Vocational, and Social-Personal-Emotional attracted, individually, a markedly larger percentage of each item than did any of the other categories.

The above approach to consideration of the relationship of responses and modifications was to determine the relationship of the frequency of occurrence in a given category to the total number of occurrences among all categories, thus 463 Educational responses became 33.14% of the 1397 responses in all categories. Another approach, however, treats the data differently and results in the percentages in Table III.

The concern of this study was in the importance of the modifications made. Another way to evaluate the importance of the data was to relate the number of modifications occurring within a given category to the number of responses within the same category. Table III shows the percentages derived in each category: for men, in column 1; women, in column 2; and for the two combined in column 3. In the Familial category of column 3, for example, 8 modifications represent 30 percent of the 27 responses within that category as contrasted with the derivation in Table I where the 8 modifications represent 3 percent of the total of the 286 modifications. This approach results in a changed pattern of emphasis.

Each method of evaluation, however, results in information which

TABLE III

INTERCATEGORY RELATIONSHIPS OF RESPONSES AND MODIFICATIONS

<u>Category</u>	COLUMN I Men			COLUMN II Women			COLUMN III Combined Men and Women		
	<u>Comments</u>	<u>Modif.</u>	<u>Percents</u>	<u>Comments</u>	<u>Modif.</u>	<u>Percents</u>	<u>Comments</u>	<u>Modif.</u>	<u>Percents</u>
Financial	0	5	0	3	1	33.33	3	6	200.00
Educational	236	48	20.34	227	36	15.86	463	84	18.14
Vocational	210	41	19.52	133	24	18.05	343	65	18.95
Social-Personal-Emotional	142	43	30.28	161	39	24.22	303	82	27.06
Familial	9	3	33.33	18	5	27.78	27	8	29.63
Health	20	0	0	5	0	0	25	0	0
Avocational	106	13	12.26	50	8	16.00	156	21	13.46
Religion	2	4	200.00	0	3	0	2	7	350.00
Military	19	1	5.26	0	0	0	19	1	5.26
View of Personal Skills	26	5	19.23	30	7	23.33	56	12	21.43

is worthy of the counselor's attention. The inter-category relationship shown in Table III provides the counselor with a more specific detail by relating modifications to responses occurring within the category. His attention will be quickly drawn to categories whose responses elicit a high percentage of modifications regardless of the number of responses and modifications involved. Such categories are worthy of further investigation to determine the reasons why this relationship exists.

The patterns of responses, modifications, and questions described in the study may be of value to counselors in other ways. They may not realize that students are not always satisfied with their performances in the counseling interview, that they sometimes wish to change what they have said, say it more completely or to add information which is entirely new, though at the moment, seemingly irrelevant. To be forewarned that clients have demonstrated a desire to make such modifications in varying degrees among the various areas of discussion may prompt counselors to adjust their counseling techniques in order that freer responses will be encouraged during the interview in those areas having a high percentage of modifications, and, perhaps in all areas. Knowing that responses and modifications seemed consistently to arise in areas which had not been probed at all may suggest the advisability of providing opportunities and incentives designed to encourage response in those areas.

The fact that questions seem to elicit responses reaching into all categories might suggest the advisability of permitting the client to talk without interruption after the initial question has been answered, for the extra data provided may be instrumental in constructing a clearer

understanding of his frame of reference and thereby further the process of conceptualization.

Order of Frequency of Questions, Responses, and Modifications Inspection of Tables IV and V reveals, on the basis of percentages of the total number of responses and modifications occurring in each category, that men and women did not respond in the same rank order. This order is more clearly presented in Table VI and affords the answer to the fourth hypothesis as stated in Chapter I: "If modifications are made, do men and women tend to modify categories in the same degree."

Both men and women offered the greatest number of responses when discussing matters regarding Educational subjects, 17 percent and 16 percent, respectively. The greatest number of modifications, 17 percent, appeared in the same category for men. Women, on the other hand, most frequently modified the discussion area related to the Social-Personal-Emotional category with a total of 14 percent. Second in the order of importance for men, judged by the number of responses made, was the Vocational category with 15 percent, followed by the Social-Personal-Emotional with 16 percent. For the women, this order was reversed, showing Social-Personal-Emotional with 11 percent and Vocational with 9 percent. Of the modifications categorized as Social-Personal-Emotional, 15 percent placed that category second in order of frequency for men with the corresponding position for women taken by the Educational category with 13 percent. The Vocational category ranked third for both sexes, 14 percent for men and 8 percent for women. The Avocational category was in fourth place for both men and women with 8 percent and 4 percent of the responses, respectively, and 5 percent and 3 percent of the modifications. The category,

TABLE IV

THE NUMBER AND PERCENT OF 206 QUESTIONS ASKED BY
THE COUNSELOR WITH THE NUMBER AND PERCENT OF 1,397
RESPONSES AND 286 MODIFICATIONS MADE BY MEN*

<u>Category</u>	<u>Questions</u>		<u>Responses</u>		<u>Modifications</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Financial	0	0	0	0	5	1.75
Educational	42	20.39	236	16.89	48	16.79
Vocational	38	18.45	210	15.03	41	14.34
Social-Personal- Emotional	26	12.62	142	10.16	43	15.03
Familial	0	0	9	.64	3	1.05
Health	0	0	20	1.43	0	0
Avocational	13	6.31	106	7.59	13	4.55
Religion	0	0	2	.14	4	1.40
Military	2	.97	19	1.36	1	.35
View of Personal Skills	<u>5</u>	<u>2.43</u>	<u>26</u>	<u>1.86</u>	<u>5</u>	<u>1.75</u>
<u>TOTALS</u>	<u>126</u>	<u>61.17</u>	<u>770</u>	<u>55.10</u>	<u>163</u>	<u>57.01</u>

*To facilitate interpretation by the reader, the data for men is presented in this table. The numbers and percents are portions of the total number of questions, responses, and modifications for men and women combined.

TABLE V

THE NUMBER AND PERCENT OF 206 QUESTIONS ASKED BY
THE COUNSELOR WITH THE NUMBER AND PERCENT OF 1,397
RESPONSES AND 286 MODIFICATIONS MADE BY WOMEN*

<u>Category</u>	<u>Questions</u>		<u>Responses</u>		<u>Modifications</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Financial	0	0	3	.21	1	.35
Educational	29	14.08	227	16.25	36	12.59
Vocational	17	8.25	133	9.52	24	8.39
Social-Personal- Emotional	20	9.71	161	11.52	39	13.64
Familial	2	.97	18	1.29	5	1.75
Health	0	0	5	.36	0	0
Avocational	6	2.91	50	3.58	8	2.80
Religion	0	0	0	0	3	1.05
Military	0	0	0	0	0	0
View of Personal Skills	<u>6</u>	<u>2.91</u>	<u>30</u>	<u>2.15</u>	<u>7</u>	<u>2.45</u>
<u>TOTALS</u>	<u>80</u>	<u>38.83</u>	<u>627</u>	<u>44.88</u>	<u>123</u>	<u>43.02</u>

*To facilitate interpretation by the reader, the data for women is presented in this table. The numbers and percents are portions of the total number of questions, responses, and modifications for men and women combined.

TABLE VI

THE ORDER OF FREQUENCY OF DISTRIBUTION OF QUESTIONS,
RESPONSES, AND MODIFICATIONS FOR MEN AND WOMEN

<u>Categories</u>	<u>Questions</u>		<u>Responses</u>		<u>Modifications</u>	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
Financial	7	6	10	8	5	8
Educational	1	1	1	1	1	2
Vocational	2	3	2	3	3	3
Social-Personal-Emotional	3	2	3	2	2	1
Familial	7	5	8	6	7	6
Health	7	6	6	7	9	9
Avocational	4	4	4	4	4	4
Religion	7	6	9	9	6	7
Military	6	6	7	9	8	9
View of Personal Skills	5	4	5	5	5	5

View of Personal Skills, fell into fifth place for both men and women with 2 percent of the responses and modifications in each position. For men, under modifications, the Financial category also qualified for fifth place, with View of Personal Skills with 2 percent of the total modifications. For women, View of Personal Skills was fifth. Beyond this point categories were represented by very small percentages and they were scattered, though not widely, as to rank order among responses and modifications for men and women.

The inter-category relationship of comments and modifications resulted in the following arrangement of rank-order placement of modifications for men and women. It is not comparable to the order shown in Table VI.

<u>Men</u>	<u>Women</u>
1. Religion	1. Financial
2. Familial	2. Familial
3. Social-Personal-Emotional	3. Social-Personal-Emotional
4. Educational	4. View of Personal Skills
5. Vocational	5. Vocational
6. View of Personal Skills	6. Avocational
7. Avocational	7. Educational
8. Military	
9. Financial	
Health	

This distribution does not seem to be particularly meaningful because of extreme variations introduced by the pairing of very small numbers of responses or modifications. Repeated samplings resulting in sustained occurrence of certain percentages in given categories may warrant further investigation.

Categorization of Modifications by Degree Modifications were categorized according to their possible degree of importance to the process of counseling. Table VII is a tabulation of the number and their percent-

TABLE VII

DISTRIBUTION, BY NUMBERS, OF DEGREE OF RESPONSE MODIFICATIONS
BY CATEGORY AND SEX

Categories	Slight		Marked		Reversal		Extension		New Data		Total number of Modifica- tions in each Category	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
Financial		1	2				3				5	1
Educational	4	1	2	3	1	3	40	27	1	2	48	36
Vocational	4	2	3	1	1		33	21			41	21
Social-Personal- Emotional	2		1		1		36	36	3	3	43	39
Familial		1			1		1	1	1	3	3	5
Health												0
Avocational	1	1					12	7			13	8
Religion							4	3			4	3
Military							1				1	0
View of Personal Skills	<u>—</u>	<u>1</u>	<u>—</u>	<u>1</u>	<u>—</u>	<u>1</u>	<u>5</u>	<u>4</u>	<u>—</u>	<u>—</u>	<u>5</u>	<u>7</u>
Totals by Sexes	11	7	8	5	4	4	135	99	5	8	163	123
TOTALS COMBINED	18		13		8		234		13		286	

TABLE VII-A

DISTRIBUTION, BY PERCENTS, OF DEGREE OF RESPONSE MODIFICATIONS
BY CATEGORY AND SEX

Categories	MODIFICATION						CATEGORIES					
	Slight		Marked		Reversal		Extension		New Data		Totals	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
Financial	0	.35	.70	0	0	0	1.05	0	0	0	1.75	.35
Educational	1.40	.35	.70	1.05	.35	1.05	13.99	9.44	.35	.70	16.79	12.59
Vocational	1.40	.70	1.05	.35	.35	0	11.54	7.34	0	0	14.34	8.39
Social-Personal- Emotional	.70	0	.35	0	.35	0	12.59	12.59	1.05	1.05	15.04	13.64
Familial	0	.35	0	0	.35	0	.35	.35	.35	1.05	1.05	1.75
Health	0	0	0	0	0	0	0	0	0	0	0	0
Avocational	.35	.35	0	0	0	0	4.20	2.45	0	0	4.55	2.80
Religion	0	0	0	0	0	0	1.40	1.05	0	0	1.40	1.05
Military	0	0	0	0	0	0	.35	0	0	0	.35	0
View of Personal Skills	<u>0</u>	<u>.35</u>	<u>0</u>	<u>.35</u>	<u>0</u>	<u>.35</u>	<u>1.75</u>	<u>1.40</u>	<u>0</u>	<u>0</u>	<u>1.75</u>	<u>2.45</u>
Totals by Sexes	3.85	2.45	2.80	1.75	1.40	1.40	47.22	34.62	1.75	2.80	57.02	43.02
TOTALS COMBINED	6.30		4.55		2.80		81.84		4.55		100.04	

ages of modifications made by men and women as they occurred in each of the five modification categories, Slight, Marked, Reversal, Extension, and New Data.

Of all of the modifications, 82 percent were classified as Extensions of discussion topics and represented select bits of information added to that which had been given during the personal interviews. Their purpose seemed to be to clarify or to make more complete the response to a question or other incentive to communicate with the counselor. Men and women did not respond with similar emphasis in this category, however, as the former made 47 percent of the total number of modifications and the latter about 35 percent—a difference of 12 percent.

In two of the remaining categories, Slight and Marked, men tended to make most modifications. In the Reversal classification, men and women modified an equal percentage, and in the New Data category, women exceeded the men by 1 percent.

A test of the significance of the difference between the percentages of modifications by men and women in the three highest ranking categories, was applied upon the null hypothesis that no true difference existed between the percentage of modifications. It was found, using Garrett's³ formula for determining the significance of the difference between the percentages that there was not sufficient difference to be significant at even the .10 level. If the study were to be repeated among the same population, similar results could be expected.

³Henry E. Garrett, Statistics in Psychology and Education, New York: Longmans, Green and Company, 1955, p. 237

It would appear, upon consideration of the data, that the technique employed in this experiment served more effectively as an extension of the interview than as a device to elicit altered responses.

As has been suggested elsewhere in this study, the real test of this approach to interview evaluation is in the practical application by the counselor as he works with individual students. Tabulated data do not give consideration to the individual whose "one of a kind among many" modifications may be the key to his success or failure in college, perhaps in life. Whether or not his reaction can be pigeon-holed precisely in a table of categories is of little concern to him when he is perplexed, or to the counselor who feels the responsibility for helping him to find a way out of his quandary.

As the study progressed, it became more apparent that this technique, as it was applied in one community, provided the kind of information that the counselor may have elicited through extended time spent in talking with the client. Of course, unless he actually found time to talk further, he could not have gathered the extra information, however, the modifications elicited were predominately of the category termed Extension. Few modifications that could be termed Slight, Marked, Reversals, or New Data were offered. It may have been comforting to the present writer to have discovered many more that, for example, could have been classified as Reversals for the "about face" attitude on the part of students would probably have been a more exciting discovery. As it turned out, nevertheless, the significance of the modifications made was such that the counselor found it necessary to restructure his conceptualizations about most of the students with whom he talked during the experiment, upon the basis

of the modifications which they chose to make.

Space does not permit an extensive analysis of the counseling implications of each of the subjects involved in the study. In an effort to demonstrate some of the possibilities of this approach to deriving more accurate and complete information from the counseling interview, however, the present writer presents in the following pages a description of his reactions to portions of one of the fifty interviews and the client's modifications of his responses which were made therein. The complete interview is not reproduced, but rather the modifications and excerpts related to them are presented.

The usual procedure in the personal interview situation results in a compilation of the interviewer's impressions of the client and of what he actually said, or to what the counselor felt that he implied by his various comments. This presentation duplicates that situation, but also goes further and considers the client's reaction to what he actually said or implied. This, then, is not a usual approach, but one which introduces another element which may be effective in eliciting from the client through his own re-appraisal of his role in the conversation more accurate and complete information.

Among the data compiled for the study as a whole, approximately eight out of ten modifications were classified as belonging in the category termed Extension. Fred deviated from this pattern only in the fact that all of his modifications could be placed in that category. Each represented an attempt to say more concerning an area about which the interview centered for a while. Certain ones among them probably have little significance for subsequent counseling activities or for evaluation of the

interview just completed. It is possible to speculate upon the implications of all of them, however.

The excerpts from the interview will be presented first and labeled Responses, following which will be the writer's reaction to what transpired in the discussion of the interest or problem area introduced by the initial question. The client's reaction to a response or thought voiced by him during the conversation will then be introduced and labeled Modification, following which will appear the counselor's reconstructed appraisal as a result of the influence of the modification.

C. FRED; IMPLICATIONS OF RESPONSE MODIFICATIONS

Fred attended a large consolidated high school having forty-four teachers and approximately 1150 students and entered college with a B-average. He seemed reasonably well prepared to do college work and at the time of his interview had earned a C⁺ average for his first semester courses.

The oldest of six children, he was born and reared on a small farm in South Georgia. In addition to spending a great deal of time helping to care for his five brothers and sisters, he did most of the farming, as his father was a worker in a textile mill. The combined earnings realized from mill pay and sale of farm products amounted to less than \$2,500 per year. Since the age of twelve he had earned enough money to purchase his own clothing and other necessities and had saved enough extra that he could pay for his first year of college tuition and other expenses.

During his last year in high school he had run the farm, worked in

the textile mill from 4:15 in the afternoon until 12:15 at night, and had a job on the side raising chickens.

He is approximately 5' 5" tall and weighs about 145 pounds. He is mild-mannered, courteous, soft-spoken, and serene. He lends the impression that he will figure things out for himself and that once he makes up his mind, he will stand by his decision.

Upon listening to his interview he found it in his interest to make eleven modifications related to responses he had made during the forty-five minute conversation.

THE INTERVIEW

Responses

(Q) "Why did you decide to come here?"

(A) "Well, my sister graduated a year before me in high school, and she was real smart. She made good grades, and everything, and she went to G. S. C. W., (Georgia State College for Women) and she did real well down there, her Freshman year. When I graduated I figured, if she could do it, I didn't see any reason why I couldn't do it. And, so she wanted me to go, and Mother wanted me to go, and Daddy wanted me to go, but I just didn't have any anxiety towards college until then. After she did good, I said, 'Shoot' - Mama's got sixteen brothers and sisters, and nobody else - none of my cousins or anything ever went to college, and I says, 'Shoot' - if one of my sisters can do it,

I can do it too, so I just decided I was going to school."

Fred would probably have become a farmer and he would have been satisfied with that work because he enjoyed the activities centered around farm life. When his sister went away to college, however, and did well, he decided that he might be able to do the same thing. He was encouraged by his parents and sister to attend although he had, until that time, not been anxious to go to college. He had been offered scholarships to two universities, but had not chosen to attend because the institutions were too large. He finally selected his present college because it was small, affording him the opportunity to know more people. He was also influenced by the fact that his agriculture teacher had recommended it to him.

Motivation may influence a student's general attitude and/or his selection of courses. If he is determined to stay, for whatever reason, to know with some degree of certainty what that reason is may be a clue to more adequate counseling. Fred was not convinced that he should be in college, but had decided that if his sister could do it, then he could do it; also, he had bowed to the will of his parents who wanted him to come.

Professional judgment had determined that his capacity to successfully undertake college studies ought not to present a serious obstacle, for at least two other institutions of higher learning were willing to invest in him. Certain of his high school instructors and others concerned with such matters concurred in this, else he would not have received the awards.

Modification

"I also came to college because some of the people in our community just seemed to believe I wouldn't stick because they didn't think that I would stay away from home and doing the farming at home that I have done for the past three years myself and liked so well. So I decided to show them that I could."

If the counselor had been uncertain about his reason for being in college, but was suspicious that it is for reasons other than the desire to further his education, the above modification is revealing. Fred has decided to show his neighbors and friends that he can do it, in spite of the fact that he did not pursue a college preparatory curriculum in high school, and that he has no great desire to attend.

The counselor is reasonably certain that this response to a challenge served as a prime source of motivation to Fred, and he feels more strongly, now, that home influence also pressured him. Fred feels honor-bound to do well. The counselor realizes that this may be a perplexing and frustrating situation for him and stands forewarned that it may become necessary to counsel with him further in this regard. Fred may perform so poorly that it becomes necessary for him to leave college, or he may stay by resorting to any means to make the necessary grades in order to satisfy his ego. Personality, social and study problems may arise which can be traced back to this brief modification. He may need to realize that, ultimately, the most desirable course of action is to return to the farm that he loves so much, in spite of the fact that those who wanted him to come will say, "I told you so."

Whatever the outcome, the counselor is now more fully inside the student's frame of reference. He begins to see from the student's

point of view the extent of a situation which may present numerous difficulties.

Responses

(Q) "If you don't play a musical instrument right now, or if you didn't when you were in high school, what specialty did you have in high school?"

(A) "Sports was, until I got hurt."

(Q) "Until you got hurt?"

(A) "Yes, sir. I got hurt in the tenth grade, and my Dad made me quit football, and after that I just played - I mean, I wasn't on the school team. That's all I was allowed to do."

(Q) "Broken leg, or broken collar bone?"

(A) "My back."

(Q) "Hurt your back?"

(A) "Sometimes when I reach down and, you know, pick up something real heavy, or something - it won't hurt me then, but then, when I lay down and go to get up, it hurts."

(Q) "Did you fracture any of those discs?"

(A) "Slipped a disc."

(Q) "Slipped a disc. Were you a pretty hot football man?"

(A) "No, I just loved to play."

(Q) "Now, you were a sports man; what else did you do in high school? Extra-curricular, that is?"

(A) "I was interested in F. F. A. I was more interested in it than anything else, besides sports. More than sports, too, after I got hurt. It was about all I did, too - just about. I did a lot of work in that."

(Q) "Did you do anything special - raise cattle, or ---?"

(A) "I raised cattle, and corn, and cotton."

(Q) "All three?"

(A) "Yes, sir."

(Q) "Is that unusual for an F. F. A. high school person, to specialize in three areas?"

(A) "Not especially. Anybody that's interested in them, would like to do them. I didn't raise 'em in large quantity, I mean - but I did something in all three."

(Q) "Did you win prizes?"

(A) "Yes, sir, in the District Fair. And then I went on to the state, and I won second on my Holstein, and third on my Jersey, at the State Fair."

(Q) "What do you plan to do with this experience that you've had?"

(A) "I plan to major in Ag, here - and work at an Experiment Station, I hope."

Fred found it necessary to make an adjustment in high school that may have influenced his ultimate vocational choice and to which he may not yet have become fully reconciled. The field of sports was his main interest, even more than farming, but when he was injured, he was obliged to turn away from that area of activity and centered the major portion of

his energies on agriculture. Any indecision regarding vocational choice may stem from a frustrated desire to be active, perhaps even teach, in the field of athletics. He may, also, be aware that the injury he received may influence the kinds of agricultural activities he will be permitted to pursue.

The counselor observes that upon changing interest areas, he seemed to have applied himself diligently for he received several awards and finally was given the opportunity to attend either of two universities, tuition free. Now he has decided upon an agriculture major and Experiment Station work as his career, but assures the counselor that he had pursued no special course of study in high school.

Modification

"Had agriculture major in high school."

This appears to be a relatively insignificant remark. However, it serves to emphasize his strong interest in the field of agriculture and may serve, finally, as the springboard to further investigation of his choice of major in college. It also may have helped to correct, in his thinking, and in the thinking of the counselor, an impression that he had taken courses at random with no special interest in mind.

Responses

(Q) "What's your appraisal of the future? You and chemistry?"

(A) "I don't know. Everybody says I'm having a pretty rough time of it, being one of the ones that didn't have it in high school. I figure later - if I'm having the same hard time as they are, I don't fig-

ure all of us are going to fail, and I figure we'll get by somehow. I figure if I ever get the hand of it, I believe I can do it then."

(Q) "Have you discussed your problem with Mr. - - - ?"

(A) "Mr. - - - - ."

(Q) "Mr. - - - - ? He knows you're having trouble, but he doesn't know how concerned you are?"

(A) "No, I haven't discussed it with him. He told us, right after our first test, that he was going to discuss it with all of us, and part of us have lab on Tuesday, and part on Thursday, and he told us to come there during lab period on Thursday, but I didn't have lab on Thursday, I had it on Tuesday, and I didn't get to go."

(Q) "You haven't talked to him?"

(A) "No, I haven't talked to him about it yet."

(Q) "Ought you?"

(A) "I think I should."

Students are in the most advantageous position to analyze their difficulties, and with encouragement, may devise the most realistic means of coping with them. As evidenced in the taped interview, chemistry has become a major stumbling block to this student who has rationalized his way around it by assuring himself that not everyone will fail and thereby implying that he may be one of the lucky ones. His friends have consoled him by assuring him that this is what he can expect since he did not have it in high school. Lulled by the feeling that fate will be with him, he

has not even visited his professor to discuss the matter. This is, perhaps, a point of difficulty which the counselor should have detected immediately, but he did not, and had it not been again called to his attention, it would have gone unattended.

Modification

"Trouble in chemistry can also be the instructor moves too fast. If I could pass my first course in chemistry, I believe I can pass the chemistry in the future."

Prompted by hearing himself talk about the problem as he listened to the tape he made one tentative probe in the direction of the root of the problem. He also reiterated the essence of one hopeful comment, to effect, that if he could get through the first course, he could handle chemistry in the future.

Observing that he has pinpointed a source of difficulty, and that he has not given up completely, the counselor, in his next meeting with Fred might begin to assist by creating an atmosphere in which corrective measures can be devised. He might, for example, be encouraged to analyze his use of available study time and his study habits in general.

The instructor might be approached to determine whether or not extra hours with material of a more elementary nature would possibly help Fred to grasp that which is being presented in class, or, having been approached about the matter might review his method of presentation, (he is a relatively inexperienced teacher), to assure himself that he is not actually presenting the material at too rapid a pace. Observations during lecture and laboratory periods may also have suggested to the instructor possible sources of Fred's difficulty, which, when passed along to the counselor,

could serve as points to consider with Fred when discussing the problem.

His modification evidences a willingness to explore an area of difficulty and concern which was not apparent in the interview. It was not made lightly, for he frequently turned off the recorder and sat quietly thinking about what he had said, and on several occasions ran the tape back and listened again.

Responses

(Q) "You don't have any roommates?"

(A) "I mean that would study. You know, somebody always playing around, sort of leads you into it. If I start studying, somebody'll turn on the radio, and start playing - or somebody else'll come in and start playing, and I'll have to get up and get into it."

(Q) "Have you tried reasoning with them?"

(A) "I've got one I can reason with. He'll just about leave me alone - we have the same subjects together - all of 'em. All three of us do, as a matter of fact. Two of us want to study, and the other one -- he just don't -- well, me and him just don't get along - we don't see eye to eye in anything, I don't think. Anything I find he does, I want to aggravate him about it, and anything I do, he wants to aggravate me about it."

(Q) "It sure works both ways."

(A) "Uh huh."

Fred made a casual comment regarding roommates which lead the counse-

lor to assume that he roomed alone, which, in turn, prompted him to ask the question which introduced the interview portion reproduced.

In addition to pointing up a personality clash with one of his roommates, Fred implies that his study difficulties, at least in part, stem from the inconsiderate actions of both of them. Disturbances are initiated by them, otherwise, they would not occur, and that he would not become involved if they were not always playing around. The counselor, feeling that Fred is conscientious, hard working, serious of purpose and laboring under the handicap of not having had chemistry in high school, may consider a move designed to improve his study conditions.

The most expedient and simple adjustment would be either to find another room for Fred or to find one for the student with whom there is a mutual dislike, either of which could readily be handled by the Dean of Men, thereby neatly disposing of the problem, for this may well be the reason for his poor performance in chemistry.

Modification

"I lead the play in the room a good bit of the time."

Upon hearing himself discuss the matter he felt compelled to make a confession which markedly influenced the counselor's appraisal of the situation and his approach to its correction, for it appears now that his study time is not jeopardized only through the thoughtless behavior of his friends, but that he, too, is occasionally the instigator of the play sessions.

The counselor now corrects his appraisal of the situation, and of Fred, for it seems that he is a willing participant in the play; is, in

fact, a leader "a good bit of the time." Perhaps rather than a simple change of rooms, some change should be developed in Fred. This may not be too difficult, for he has not been reluctant to admit his part in the play, and he has a history of mature behavior and responsible action at home and in high school.

The matter may be approached through a discussion of the proper role of the college citizen in the dormitory or through a re-consideration of the motive behind his coming to college, or simply through the effect of this sort of behavior on his chances for success in his chemistry course.

The counselor realizes that Fred may be in college because his family and friends appealed to his sense of pride in challenging him to enroll, and that that same pride may also be called upon to ensure his good citizenship while on the campus.

Responses

(Q) "How about working in an experiment station - would that be sort of working for yourself?"

(A) "I guess it would, in a way - but, somebody else telling you how much you can make, and telling you what you'll make, and ---."

(Q) "That doesn't happen on the farm?"

(A) "No, sir. You just gamble at what you'll make -- hoping for a good year."

(Q) "As a farmer?"

(A) "Yes, sir."

Fred talked at some length about the virtues of farming, chief of which was, in his mind, independence. He seemed to be interested, also,

in experiment station work, which to the counselor seemed to offer less independence and prompted the introductory question.

The farm life he had known had permitted him to be independent with an opportunity to make a lot of money, or a little, or none at all, depending upon his own resourcefulness and industry balanced against trends which he could not control. This was an appealing situation to Fred. In his tape recorded comments, he implied that he would rather be an independent farmer and gamble on success than to work on an experiment station and be told what to do and how much he could make, but he did not at any time say that he would choose to return to the farm as his life work. This seems to be an inconsistency which should be pressed further for clarification. He is undecided what his vocation should be. The counselor judges that if he can pass chemistry he will become an experiment station worker.

Modification

"There may be several other ways to look at this comparison of working on farm and experiment station. The experiment station has some strong points over farming, such as being able to know that you have an income to live on."

Hearing his recorded conversation prompted him to examine his thinking further for a moment about the two positions. Farming offers many attractions, but work on the experiment station would not only be related to farming, but would also offer the security of a steady income.

Fred had not fully decided upon a career. This modification suggests that he is still weighing values of the two possibilities. This prompts the counselor to make occupational literature available to him, especially in the two areas discussed and to encourage him to plan further research into the possibilities in the two fields of endeavor.

Responses

- (Q) "If you're successful with your chemistry, and your other subjects, during your four years of college work, and if you can work your college experiences out to suit yourself, what will you do?"
- (A) "Work in an experiment station."
- (Q) "Experiment station? Supposing you have extreme difficulties with this chemistry?"
- (A) "I don't hardly see what I ---."
- (Q) "Do you have an alternate plan? At this moment you intend, fully, to be an experiment station ---."
- (A) "That's what I prefer to do."
- (Q) "But you're having considerable difficulty with chemistry. Now, if you foul up there, what?"
- (A) "I like math, but I couldn't stand to teach it. I mean, I like to have my mind on math, but I wouldn't like to teach it."
- (Q) "What could you do with math? Are you good in that?"
- (A) "Yes, sir, I can do math pretty good."
- (Q) "What could you do with math, if it were to become a major, for example?"
- (A) "Well, you, you can go into -- business, businesses, that may do you a lot of good. And, in the Armed Services - if you take a lot of math, advanced math, they like that."
- (Q) "You mentioned physics a while ago. Would you major

in physics? Could you? Are you sufficiently equipped in that?"

(A) "Well, I'd try to do it, I believe, if I saw I couldn't pass chemistry."

(Q) "All right - now we have you for a physics major here, for a minute. What will you do with this physics major when you have finished your four years here? You said, go into business. Some special kind of business?"

(A) "Well, these businesses that deal with government experiments - with the atomic - atom - and such as that."

Fred realizes that he may fail chemistry. If he does, unless he can take it over and pass it, he will surely be prevented from gaining employment as an experiment station research worker. He has not at any time, to this point, said that he will return to farming if this should occur. In fact, he seems to have only one alternative in mind - to do some kind of work involving mathematics, at which he feels he is proficient. He mentions two possibilities; some kind of business, as he terms it, in one of the nearby atomic energy plants, or in a branch of the Armed Services.

It appears that he has done some thinking about the matter of his second choice of vocation if he should fail chemistry, but the thought of failure is so new to him that he is not armed with much factual information. It is possible that this is the first time he has sat down and actually come to grips with the problem.

In addition to helping him to overcome his deficiency, the counselor might, as suggested before, also make occupational literature available so that he can become more fully acquainted with opportunities in the

fields he has mentioned.

Modification

"I might go into armed services if I don't pass chemistry."

This is a reinforcement of his taped comment which says that there would be opportunities in the Armed Services if he is sufficiently proficient in mathematics.

He may be casting around wildly to find an alternate vocation to experiment station work for he has named two which are remote from occupations related to farming. He may have settled upon these because he has heard that each needs the services of people who are well trained in mathematics.

He might wisely, upon encouragement of the counselor, give some time to considering what he believes his goals to be in life, and in what manner he desires to attain them. Apparently he has thought of security, which was mentioned in an earlier modification. A period of introspection and evaluation may help him to collect his thoughts and to narrow down the field of choice.

The modification, in this instance, seems to reflect evidence of this narrowing process. Upon hearing himself talk about the problem he has chosen to place slightly more emphasis on the Armed Services and less on work in the atomic plant.

Responses

(Q) "What branch of the Military did you have in mind, when you thought you might go to the Service?"

(A) "The Army, to start with - then, I was going in the

Marines, when I got out of high school. Right before I graduated, that's what I planned to do - go in the Marines."

(Q) "What did you think you would do in the Marine Corps? You were thinking of it as a career, weren't you?"

(A) "I was thinking of trying the Marine Corps, first. I didn't have any idea what I'd do - just to be in it."

(Q) "Just to be in the Marines? What do you suppose prompted you to want to go in the Military Service, as a career?"

(A) "One of my uncles, I guess. He didn't want me to - he wanted me to come to college. He's been in for thirteen years now, and, I don't know, it seemed like he got several things so easy - I don't know, I didn't see why -- I thought I'd like that."

(Q) "What does he do?"

(A) "He's a helicopter pilot. He works four days a week, four hours a day, and makes good money."

(Q) "How much money does he make?"

(A) "\$406.00, I think - plus flight pay."

(Q) "Would that satisfy you - that amount of income?"

(A) "I believe it would."

(Q) "What would you do with all your extra time? Here, you've pictured yourself as a helicopter pilot, maybe - and you fly only four hours a day, four days a week. What would you do with all that other time?"

(A) "I don't know. I hadn't thought of that."

Fred loves the farm, as he has repeatedly avowed, and he is interested in experiment station work, but for reasons not known to the counselor, he is rather strongly attracted by the Armed Services and has, obviously, been thinking rather earnestly since his high school days about joining. While reasons for this interest are not very clear, one may assume that glamour plays a part. Then, too, his uncle described a very choice situation to Fred, who had always worked so hard, and for such long hours, to earn barely enough to live on. The prospect of earning \$406.00 plus flight pay each month for a few hours of exciting work was not easy to ignore. He is probably not aware of the long period of intensive training necessary to qualify as a helicopter pilot, the strict physical requirements or the responsibility and danger involved.

The counselor will wish to include in his discussion and presentation of occupational literature a treatment of that which serves to clarify Fred's thinking about the Service.

Modification

"I believe if I was in the Army and had lots of extra time I could have a small farm if I was stationed in a place long enough."

Fred's attachment to the farm is strong. The counselor will explore further his true feeling about farming as an occupation, for he repeatedly mentions it as a desirable activity. In this instance he has included it in his mental image of life in the Army.

This modification betrays a certain lack of information regarding military life and emphasizes, again, the need for further study. He mentions the possibility of serving with the Military so frequently during

the interview that this area should surely be discussed further for certain naiveties indicate his great lack of awareness of military life.

Responses

- (Q) "How are you making out with your other subjects?"
- (A) "I'm doing all right with all of them except -- I don't know about Western Civ. Dr. - - - - doesn't grade. He just gives you points, and at the end of the semester, he just adds them up and sets a curve. It's the easiest course I've got, but I can't answer the questions the way he wants them. I can learn Western Civ., but I can't answer them the way he wants them."
- (Q) "You feel that, in your mind, you understand what he wants - but you can't put it down to his satisfaction?"
- (A) "I can understand what I can read - take my notes, and I can read over them, and I can put down what some of my notes say, but that isn't the way he wants it, or something - I don't know."
- (Q) "Have you ever talked to him about that?"
- (A) "I'm going to talk to him before I go home tomorrow, this afternoon, or tomorrow, one."

Fred is confident of his ability to cope with all of his subjects except chemistry and Western Civilization. In chemistry he is aware of the nature of his handicap, but in Western Civilization, which he feels that he understands, he is at a loss to identify the nature of his difficulty. He suggests that certain study skills, note taking and reading,

are adequate. The counselor is satisfied that he has thought enough about it to have appraised the situation and come to the conclusion that a talk with his professor is in order.

Modification

"My main trouble in Western Civilization is my lack of ability to keep my mind on the subject."

In his modification he has indicated the main source of his trouble is his lack of ability to concentrate. Now the counselor has something concrete to build upon and may have been afforded a clue to his difficulties in chemistry, also. The disturbances in his room may be amplified by his inability to concentrate. Perhaps he is not really interested in his college work, but would rather be back on the farm doing the things he so often says he prefers to do. Perhaps he really is in college only because some friends thought he couldn't do it, or because he does not want to be out-performed by his sister or to disappoint his parents.

The counselor will be interested to learn what his consultation with his professor reveals. A follow-up with that person is probably in order to learn whether or not Fred mentioned his lack of ability to concentrate and to hear what his appraisal of Fred's performance is, for this is a man with many years of teaching experience.

Responses

(Q) "If we were to call on one of your buddies - anyone you bring to mind - how would this person describe you?"

(A) "Well, I don't know - it would be different on differ-

ent people."

(Q) "Well, just pick one out at random?"

(A) "I know one that wouldn't say such good things about me."

(Q) "What would he say?"

(A) "He'd probably say I was -- I don't know what he'd say. I don't 'spect he'd say much good for me. He might, if you just asked him -- but if you got down, and really found out what he thought, I don't expect it'd be very good."

(Q) "Well, name something. You must have something in mind."

(A) "Well, he'd say I was grouchy, and he'd say -- he thought I was a smart aleck, I guess, or something to that effect."

(Q) "Any truth in that?"

(A) "Towards him, it is."

Fred has, in his short time at college, caused at least one person to dislike him. The counselor is inclined to assume that it is one of his roommates who has been discussed before. Apparently it is an active and mutual dislike. He does not hesitate to state clearly that he is not kindly disposed toward this person, though he does him the honor of suggesting that he would probably not say anything derogatory about him unless he was pinned down and obliged to be truthful. He is enough of a student of human nature to realize that not everyone would make the same comments about him.

The counselor feels that he and Fred might wish to probe further in-

to the problem surrounding this conflict of personalities. There may be an association between this belligerence toward his roommate and his less than satisfactory performance in at least two courses.

Modification

"The person that I said would be against me may not feel the way I think he does at all."

He is willing to accept the possibility that he might be wrong about this person and what he would say. The counselor chooses to recognize in this modification a trait of character which would respond favorably to a campaign to patch up the differences of opinion between the two and to improve the atmosphere of their dormitory room when they are there together, thereby solving not only that problem but, possibly, others as well. It is also some evidence of insight not evident in the initial responses, a point of interest to the counselor.

Responses

- (Q) "Come back to these friends, that we were thinking about a while ago. What would they say in this regard?"
- (A) "A tendency to do some things up here that I wouldn't do at home. I'd say that was just a weakness of character."
- (Q) "Do you think that is peculiar to you, or do most fellows do things when they're away from home that they wouldn't do at home?"
- (A) "I think most of - I know most of the boys up here do,

about the same things I do, that I don't expect they'd do at home. Most of them - some of them will."

The conversation had dwelt upon strengths and weaknesses and what he considered to be some examples in his character. The introductory question was then asked regarding the possible opinions of his friends.

The counselor considers it advisable to plan to discuss this matter of appropriate behavior with him, for this also could reflect in his performance of his college work. Fred might be encouraged to survey the code of ethics which has guided him thus far and to relate it to his life in a new community.

It may be supposed that what Fred's remarks tend to suggest as questionable deviations from his normal pattern of behavior are actually relatively innocuous. He has been tied down with much work for several years with minimum opportunities to do what the average healthy, enthusiastic youth was doing. The things he is doing away from home may be normal in his new environment, but would not have been at home. His concern rises out of his confusion regarding what is proper in the new situation. The counselor labels it a problem of adjustment, but one which should be discussed at greater length, for Fred may need to erect some guideposts to serve him until he becomes orientated.

Modification

"I don't do near as much here that I wouldn't do at home as most of the boys do."

He has been observant and is aware of the fact that some boys who are away do many things that they would not have done while still at home, but tempers his earlier comments by saying that he has not in-

dulged as deeply as most. This is a suggestion that the earlier remarks were an exaggeration. The fact that he feels that he has not strayed as far as most boys may reflect his home training and may also serve as a measure of what his performance may be in the future. The counselor feels, now, that there is less need for concern for Fred's satisfactory adjustment to life in his new environment.

Although every modification did not seem to be particularly significant, as was suggested in the introductory remarks to this section, there were those which caused the counselor to adjust his thinking about Fred and his problems. Certain of them seemed to be of immediate significance, worthy of a follow-up discussion on the earliest possible date, while others held implications for Fred's long range planning both as a college student and in his approach to the world of work. Virtually all of them were significant as components in the process of continual conceptualization.

The opportunity to listen to his recording was probably significant to Fred, too, who said when the evaluation session was finished, "It made me realize that what I say isn't always said the way I think it is - it comes out different." The present writer dares to hope that, Fred, having listened to his own voice talking about his problems, will be prompted hereafter to more efficiently evaluate the results of mental processes put in motion by stimuli arising during the interview.

The reader may feel that some, or all, of the modifications would have been voiced, either directly or indirectly, in a subsequent interview. This is a logical assumption to make; however, as a result of this technique the counselor has the data now, and it may vitally influence

the cooperative efforts of the student and counselor from this moment. Information received too late is of questionable value.

D. SUMMARY

Analysis of the data indicates that students who participated in this study were not content with many of the responses which they made during their personal interviews. Upon hearing the recordings replayed they chose to modify 20% of those that were identified for purposes of this investigation.

Of the total number of modifications, 82 percent were related to the degree category, Extension. These modifications represented information which was added to that which had already been given during the interview and represented, it seemed, a desire to say more about, or to clarify responses with which the students were not quite satisfied. The above Extensions were concentrated in the three categories, Educational, Vocational, and Social-Personal-Emotional. Responses, too, were concentrated in the same three areas.

The categories, Religion, Financial, and Military attracted fewest responses, while Financial, Religion, Familial, and Military resulted in the smallest accumulations of modifications.

Men and women did not modify responses in the same rank order, however, the categories of Educational, Vocational, and Social-Personal-Emotional were first on their respective lists. Placement among the remaining categories was similar for both sexes.

As a pronounced desire to correct erroneously stated remarks did not exist among the students contacted, the technique under scrutiny seemed

to function best as an extension of the interview in that situation. Its real importance does not lie in the derivation and comparison of percents, or other statistically derived data. As pictured in the excerpts from the interview of Fred, the greatest value is to be realized through the relationship of modifications to responses as they effect the growth of each individual with whom the counselor works.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. SUMMARY

As a source of accurate information, the interview is not regarded as infallible. Numerous writers attest at once to its weaknesses and to its indispensability. Counselors cannot counsel without resorting to it; individual counseling cannot progress without it. Recognizing it as an essential tool having imperfections, counselors ply it with vigor, but often resort to the use of other devices whereby its findings are checked or augmented. There is yet need for more adequate means of acquiring accurate data about individuals and for evaluating information produced through the medium of the personal interview.

Aware of its limitations and the need for correct information in dealing with students' problems, the present writer explored a possible new approach to the evaluation of interview data, that of allowing subjects to listen to their taped interview responses and making such modifications as they wished to make. It is new in that the medium employed was a departure from traditional approaches and also in that it solicited the free response of the individual in the evaluation of his own responses. It is a medium which has been used by counselors to increase their effectiveness in conducting the personal interview, but one which has not solicited the aid of the client in that process of evaluation.

The study was undertaken with four basic questions in mind:

1. Will clients who are given the opportunity to listen to their tape recorded interviews modify their responses made during their interviews?
2. If so, do certain topic problem categories tend to be more frequently modified than others?
3. If modifications are made, are they made in varying degrees of intensity?
4. If modifications are made, do men and women tend to modify categories in the same degree?

In order to test these hypotheses, an experiment was designed which solicited the cooperation of 50 first-semester freshmen enrolled in a Southern college. With each a rapport-building, information gathering, personal interview was recorded on magnetic tape. When the interview was completed the subject immediately replayed it, in private, and listened for certain of his responses which were not made to his satisfaction. Modifications of those responses were written on cards and given to the present writer.

Typescripts which were made of all recordings were then examined and certain of the remarks of each student were identified with one of a series of ten problem-interest categories developed for classification purposes. These included, Financial, Educational, Vocational, Social-Personal-Emotional, Familial, Health, Avocational, Religion, Military, and View of Personal Skills.

Categorizing the interview remarks involved first the examination of the individual cards upon which modifications were listed. Each modification was then traced through its interview until the question which

introduced the discussion area to which it was related was identified. Finally all responses within that area were categorized.

Each of the modifications recorded on cards by students was also placed in one of the ten categories, but in addition, was classified into one of five special categories related to its possible degree of importance to the interview and its possible influence upon subsequent counseling activities. The five categories mentioned were, Slight, Marked, Reversal, Extension, and New Data. Finally, questions which were identified by the modifications were also categorized into one of the 10 classification categories.

Questions, responses, and modifications were then tabulated and percentages were derived for the purpose of analysis.

B. CONCLUSIONS

The findings resulting from analysis of the data permit the following reactions to the four initial hypotheses:

1. Students who comprised the participating group chose to modify approximately 20 percent of the comments which they made and which were identified for purposes of the study.
2. Of the total number of modifications, 82 percent were classified as Extensions of information offered during the interview and were concentrated in three categories, Educational, Vocational, and Social-Personal-Emotional.
3. Little concern was evidenced for the categories, Religion,

Financial, and Military, which attracted fewest responses. Fewest modifications were assigned to the categories, Military, Financial, Religion, and Familial. Only to the category, Health, were no modifications assigned, and Military received but one.

4. Men and women did not modify responses to the same degree. Three areas, Educational, Social-Personal-~~Emotional~~, and Vocational, which accounted for 81 percent of the responses, were among the first three categories occurring in each order of distribution by sex. Placement among the remaining categories was comparable for in only two instances did they vary more than two positions in the rank-order list.

It is interesting to note that the students who participated in this experiment emphasized concern in categories which have been identified as typical problem-interest areas of youth by writers in the field. It is apparent, though, that little interest was evidenced on the part of individual students and the group as a whole, to correct erroneously stated responses. It would appear, then, in this situation, that this technique performed most effectively as an extension of the personal interview. The study may serve, primarily, to identify one method whereby interview data may be evaluated for its accuracy or whereby its accuracy may be increased for the ultimate benefit of both the client and the counselor in determining the direction of further counseling efforts. Use of the tape recorder, as suggested in this study, may contribute to the effectiveness of the interview as a counseling technique.

C. RECOMMENDATIONS

Other avenues of investigation, related to the present study but beyond its scope, may also merit the attention of scholars.

The Effect Of Cultural Factors Upon Responses And Modifications

The present study was conducted among a student body primarily of Southern, rural extraction and of modest average economic status. There was a tendency among the group to be reluctant to talk freely. The college was atypical in several respects, attracting a select type of student through its strong emphasis on religious training and insistence upon participation in religious activities, emphasis upon a required two-day-a-week work program for every student which required health standards above normal, and unusually high moral standards. These factors undoubtedly influenced the findings of this study.

Further research may profitably be done among a more typical community where such traditions do not exert strong influence among the population. One might anticipate changed patterns of modifications among a similar series of problem-interest categories.

Use Of The Tape Recorder In Teaching Evaluation As Megroth¹ said, "...it does not seem too much to say that students could learn to evaluate by evaluating--if they were allowed to do so."

An experimental study using the tape recorder in counseling sessions, and listening booths adjoining the counselor's office where clients could go to replay, in private, their recorded interviews, may disclose that

¹ E. J. Megroth and V. Z. Washburn, "Teaching Evaluation" Journal of Educational Research 40: 63-69; September, 1946.

evidence does accrue to suggest the effectiveness of this approach to developing the evaluative power of students. Growth may become apparent in other areas of educational endeavor and provision may be made in the study to estimate its extent, but it may first be noted in the counseling situation in the student's ability to orient his thinking, to make appraisals and judgments and to communicate the results of such processes to the counselor in a more succinct manner than is sometimes done.

Significance Of Multiple Response In the present study, questions related to specific areas of discussion tended to result in discussion patterns which prompted responses related to other scattered categories as well as to the one proposed. This tendency was noted by Robinson² in an early study. Through use of the tape recorder and interview typescripts it may be possible to measure this rather precisely. Of concern to counselors may be answers to such questions as the following:

1. Is this tendency of such proportions that it may be of concern to counselors?
2. In what manner is it significant in the personal interview situation?
3. Is the frequency of deviations influenced by the counselor's approach, i.e., directive, non-directive, or eclectic?

Effect Of Time Lapse Upon Modifications Recorded interviews in this study were replayed immediately by the client. There was little time for him to think about what he had said or about the comments of the

² Francis P. Robinson, "The Unit in Interview Analysis," Educational and Psychological Measurement 9: 709-710; Winter, 1949.

counselor. Further research into the effect of varying lengths of time between the recording of the personal interview and the replaying of it may disclose significant trends in number and quality of modifications and their ultimate effect upon the counseling process. There may prove to be an optimum length of time beyond which clients become progressively less concerned about matters which at the time of the interview were of considerable importance. It may also identify problems and interests that persist, or others, which, although of an urgent nature at the time of the interview became increasingly less significant.

Application Of The Tape Recorder In Counseling Problem Students

Although discipline should not be the constant concern of the counselor, he occasionally finds himself confronted by a client whose adjustment or skill deficiency is related to his generally unsatisfactory deportment.

This type of person is often difficult to reach by the usual methods and may require repeated conferences before his problems are clarified and he gains sufficient insight to devise means of coping with them.

A study designed to explore the use of the tape recorder in conjunction with the personal interview, as was done in this study, may reveal that the role change exerts a strong influence upon the client. It may be learned that the client whom the counselor finds difficulty in reaching is quickly reached by himself as he listens to his tape recorded voice. He may assume a detached air, become a critical listener to the conversants who are concerned about his problems. This technique may have significant value to clinical counselors who work constantly with clients who are not classed as having normal problems.

Use Of The Technique In Group Guidance In the personal interviews

conducted for this study, individual students were permitted to hear their tape recorded conversations replayed and were encouraged to modify comments which did not accurately convey their true meaning. The number of modifications amounted to 20% of all of the comments which were tabulated for the purposes of the study. The number and type of modifications seemed to hold significance for the counselor's appraisal of the students' frames of reference. It has also been suggested that the individual's ability to evaluate, at least to evaluate the accuracy of his own comments, may have been strengthened.

Application of the technique may result in significant findings in group work. A panel or group discussion results in many spontaneous remarks or impromptu speeches which may be as vulnerable as clients' comments made during the personal interview. Participants may be as dissatisfied with the accuracy and completeness of their comments made in group situations as they are in their personal interview experiences.

Longitudinal Study The present study was confined to the responses made by members of a portion of a freshman class (the first semester enrollees only) and thereby affords highly localized moment-in-time results, which may be sufficient only to create an awareness that this is an area worthy of further research efforts.

One such survey prompts the counselor to be alert in certain areas of discussion and to phrase questions in a manner, or to use specialized techniques, which will encourage students to express more freely and completely their reactions to the stimulus. Modifications made do afford him a more advantageous position inside his client's frame of reference and the process of continual conceptualization is served by the restruct-

ured observations and the added data. Counselors, however, do not work only with first semester freshmen but rather with all classes of students.

A survey begun at the freshman level and continued through four years of college would afford counselors progressive data which would permit anticipation of trends in successive years of advancement which in turn would permit adjustment of techniques to best serve all levels of achievement, and may indicate areas where more intensified study is needed.

Cross Sectional Study The longitudinal study could eventually result in a comprehensive diagnosis of two groups of students over a period of time and also permit interim samplings of results as desired. Counselors may, however, wish to know quickly the reactions of a sampling of the whole student body. A cross sectional study would provide such a picture.

Client Role Status When the client enters the counselor's office he immediately assumes a role in the setting. He is cooperative, belligerent, friendly, aloof, suspicious, self-assertive or other. Throughout the interview he is confronted by the counselor who may appear to him to dominate the scene completely, to seem uninterested, impatient, hostile, frivolous or deeply interested. Rapport between client and counselor may not be such that the client responds freely and without reservations to queries proffered by the counselor and thus he may divulge only a portion of the facts, and a part of those, distorted.

When he encounters his tape recorded comments, privately, what then is his role status as he listens to himself and the counselor discuss his problem-interest patterns? What significant change has developed in his status as he moves from his active personal contact with the counselor

with its attendant pressures to the relatively detached and passive role as a listener to his own discourse?

Comparison Of Tape Recorded Versus Written Modifications Immediate-ly complications arise, regarding equipment and regarding the element of time. This would necessitate the use of two recorders and a method of transcribing the modifications for entry into the permanent record folders, as desired. Of some concern would be students' abilities to operate two recording devices. The tape recorder may carry the taped interview and a small office type dictating recorder the modifications. The method of arranging details would be for the researcher to decide; the thought persists that clients who are not possessed of fluency in writing may display some eloquence in speaking their modifications. A student who participated in this study serves as an example of one who wanted to make modifications but could not write them down, for he said, "Mr. . . . , I know just what you want but I don't know how to put it on paper."

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