A Descriptive Analysis of a Group Counseling Project at the High School Level

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A DESCRIPTIVE ANALYSIS OF A GROUP COUNSELING PROJECT
AT THE HIGH SCHOOL LEVEL

by
LaVerne L. Landon

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts

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CHAPTER I

THE PROBLEM AND THE PROCEDURE

Introduction. Counseling is the heart of the guidance program. Like the heart, it has its own function and it energizes the body, or the other activities of the guidance program. In its own sphere counseling depends upon a unique personal relationship between student and counselor in which the student is enabled to stand off from himself, as it were, see himself, his thought, his attitudes, his strivings clearly, objectively, honestly. Insofar as this learning pervades his approach to the other guidance services, whether vocation seeking or college planning, they have a good chance of enabling him to become himself at his best.

The high school counselor constantly asks himself how this relationship can be established with the four hundred or more students assigned to him. He asks himself further how he may deepen the personal contact he is establishing with his students. He asks himself, as he realizes more and more painfully his "human fallibility in understanding"\(^1\) the student before him, how he may more effectively be a counselor.

The Pilot Study. A project was set up in a Chicago public high school to study the modifications of two factors of personality of a group of freshmen after short-term group counseling. It was postulated that group counseling is something other than group guidance, group discussion, group leadership class, group psychotherapy. It was conceived as being distinct from individual counseling in a group situation. It was determined that the project should not involve teaching; but equally determined that it should involve learning.

Certain limitations dictated by the educational setting were incorporated. The length of the session corresponded to class time. The number of sessions was limited so that with introductory and terminating sessions the project could be contained within a half semester. Participants were chosen from one class so that the counseling sessions became a part of the school program; they did not supplant or disrupt any student's classes.

Students participating in the project were chosen at random from an honors class. It was to be a normal, not a maladjusted, "problem" group. It was to be a group in which "underachievers" or students with potential for greater achievement were likely to be found. Small counseling groups were to be heterogeneous groups reflecting in proportion a cross section of the student body. The group was to be "closed," i.e., new members were not added to the group once the sessions began. Students, however, were not required to remain; they entered and stayed on a volun-
Since group counseling was not looked upon as a substitute for individual counseling, time was left available in the project for individual conferences. They were not to be required, but counselor time was provided in case the need should arise. There was awareness that this area, the relationship and interplay between group and individual counseling, was to be subject to close observation. Differences between the clinical setting and the educational setting call for further, thorough thought.

There was to be especial awareness of the counselor's functions and the participants' functions; the project was not to be a discussion, a bull session, or a teaching situation. The counselor had had little previous experience in group counseling but more in teaching, little contact with psychotherapy but more with adult discussion groups. Sensitivity to the meaning of the counselor's role was therefore sharpened.

A great deal of the pertinent research and literature on group counseling has concerned college or university students or adults; most of the studies at the high school level have dealt with the delinquent adolescent. It was recognized that differences between the clinical therapy of maladjusted students and the counseling of normal students had to be noted; it was also recognized that differences between counseling of college students or young adults in the business or industrial world and counseling of students in the high school had to be con-
sidered carefully. Degree of maturity and social experience of the group members outside the protective school walls makes for differences in the counselor's role and function and the participants' role and function.

The Purpose of the Pilot Study. The project was designed to set up a group counseling situation within a high school setting. It had the following general objectives:

1. To try out and observe group counseling with normal students at the high school level.
2. To assess the effectiveness and efficiency of group counseling as it is herein conceived and designed.
3. To investigate the relation of group and individual counseling.

As the study progressed, many questions presented facets of the general problem. For instance, the following specific questions arose:

1. Is group counseling with normal students on a short-term basis efficient at the high school level?
2. What interplay operates between individual counseling and group counseling? Is group counseling equally effective with all students? Does group counseling strengthen and reinforce individual counseling?
3. What are the counselor's roles and functions in group counseling?
4. What learning takes place in group members?
5. What are the outcomes of group counseling?

6. How can these outcomes be evaluated objectively and honestly?

Evaluation of the Study. The content and the process of the sessions of the project are reported by the counselor from notes made after each session. Statements by participating students (occasionally the last few minutes of a session were given over to writing an evaluative response to a broad question) often reveal their perception of the process quite sharply.

In order to verify and objectify the counselor's observational report of the sessions and other personal meetings with the participating students, another measure of the change in students' attitudes was sought. The Bernreuter Personality Inventory was used to evaluate modification in two aspects of personality, self-confidence and sociability. The Mooney Problem Check List was administered in order to place students in groups according to areas of concern to them.

The project design and procedures are described in detail in Chapter IV. The significance and the urgency of a project in high school counseling come into sharp focus when one is

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aware of the many studies in related fields, in psychotherapy and social psychology, which hold tremendous potential for adaptation to educational counseling. An attempt is made, therefore, in Chapter II to identify the direction of recent thought pertinent to counseling and to indicate how studies in related fields may be orientated to the school counselor's work.
CHAPTER II

A REVIEW OF RELATED LITERATURE

School Counseling. Literature available to the school counselor interested in group counseling may be considered under several headings. There is the review-overall type written for counselors, reporting research in fields related to counseling, such as psychotherapy, and pointing out possible applications in school counseling. Bennett\(^1\) and Robinson\(^2\) both indicate the role group counseling may play in the total guidance program. Bennett is somewhat wary of group procedures in which the "leader becomes so completely identified with the group that he loses his status as adult counselor."\(^3\) She also sounds a warning regarding "possible influences of group pressures on individuals of independent mind and character whose unique contributions to life may need to be protected from the forces leading to conformity within the group."\(^4\) Robinson includes both discussion groups and

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3Bennett, op. cit., p. 102. 4Bennett, op. cit., pp. 102-03.
psychotherapeutic groups, suggesting that further studies with "counseling discussions" and "group psychotherapy with student groups"\(^5\) are needed.

A more recent book of the same type seems to indicate the growing importance of group counseling. *Group Guidance* by Jane Warters\(^6\) includes two chapters on group counseling. It may be noted that most of her references in these chapters are to studies labeled "psychotherapy" although she does state that school counselors are now demonstrating that group methods are useful in providing the "developmental and preventive type of counseling that is the major concern in school counseling programs."\(^7\) She distinguishes the terms "counseling" and "therapy" or "psychotherapy" on the basis of the "worker's competence and the seriousness and complexity of the client's problems . . . It is generally agreed that 'group counseling' is a more appropriate term than 'group therapy' for describing the work as it is ordinarily provided in schools and colleges."\(^8\)

Driver\(^9\) reports several studies in group work using discussion and other activities - sociodrama, psychodrama, role-

\(^5\)Robinson, *op. cit.*, pp. 267, 271.


\(^7\)Warters, *op. cit.*, p. 171.

\(^8\)Warters, *op. cit.*, p. 172.

playing - but includes only two with high school students. For her "a group project can be called 'multiple counseling' only if individual counseling accompanies the group activity."\(^{10}\) Even though the learning associated with counseling takes place through the "free" discussion, through the personal relationship of group members, through the interaction of group members with the leader, and in private interviews, the "leader-participant relationship . . . is insufficient to meet the requirements of 'counseling.'\(^{11}\) Yet later, she writes that the group members "have a potential for helping each other which the professional counselor does not possess: they are peers . . . ."\(^{12}\)

Where does the essence of counseling lie? Driver by using the term "multiple" would seem to imply that the participants assist the counselor in his role, yet she insists upon the private interview. Warters comments upon the term "multiple counseling" and observes that in medicine and psychotherapy "multiple therapy" involves two or more therapists while "group therapy" involves two or more clients or patients; she suggests that the two terms be distinguished in education and psychology in the same way.\(^{13}\)

\(^{10}\)Driver, op. cit., p. 19.

\(^{11}\)Ibid.

\(^{12}\)Driver, op. cit., p. 24.

\(^{13}\)Warters, op. cit., p. 172.
Erickson and Smith seem to acknowledge individual counseling as the only instrument of "personalized assistance" for personal problems, providing "an atmosphere conducive to close scrutiny of personal assets and limitations." Whether that atmosphere may not obtain in a group counseling session may be questioned, but their statement that the guidance activities affect the individual insofar as they reach him through counseling seems sound.

Group Therapy. The books written for school counselors lead to another kind of source material - reports of the work being accomplished in clinics and counseling centers by psychotherapists and counseling psychologists. Hobbs addresses himself to the question of "atmosphere ... that has to be built up if there is to be gain from the group experience"


15 "The greatest single weakness of incidental guidance lies in the fact that counseling is frequently not recognized as the medium through which the several activities of a guidance nature are brought to bear upon the individual pupil in a manner concomitant with his peculiar abilities, interests, and needs." p. 99.


a situation as in individual therapy where each member finds genuine acceptance in the therapist and in the other members and where he has "increasingly less need for defenses . . ." 19 As these attitudes of confidence and respect are "nurtured by the therapist and reinforced by the group, they are likely to become more significantly effective in the group situation." 20 This experience is for the "average" man " . . . of whom there is certainly more than an 'average' number." 21 Group therapy studies have been designed to "discover more efficient ways of working with the great numbers of essentially normal people . . . who quietly struggle along with their problems, . . . and who have tremendous potential for responding to assistance." 22

The group process seems to follow a general pattern - the members operate as "separate units," each concerned with his own problem; then participants begin to discuss other members' problems and the behavior of the group; and finally, "solutions appear . . . and concepts are acted upon, the members making gains in their personalities." 23 The challenge to the therapist

19 Hobbs, op. cit., p. 286.
20 Hobbs, op. cit., p. 287.
21 Hobbs, op. cit., p. 280.
22 Ibid.
is the releasing of the "therapeutic potential of the group itself. Group therapy, and not individual therapy in a group, is the goal." 24 It is noticeable that, although Hobbs' work was with the average, normal person, most of the psychotherapy studies have concerned themselves with maladjusted or disturbed persons; at the high school age, with special problems or with delinquents. 25, 26, 27 Also, Hobbs' work was with college and university students; differences in degree of social and psychological maturity between them and high school students must be taken into account in planning for the younger students.

**Group Dynamics.** Many psychotherapists who have turned to group work acknowledge indebtedness to the work of Kurt Lewin 28 and others in the study of group processes and interaction. To him is ascribed the modern insistence that the person becomes himself in group interaction, and that group discussion and activity foster the uniqueness of the individual while developing

24Hobbs, op. cit., p. 305.


27Slavson, op. cit.

him socially.

Only through practical experience can one learn that peculiar democratic combination of conduct which includes responsibility toward the group, ability to recognize differences of opinion without considering the other person a criminal, and readiness to accept criticism in a matter of fact way while offering criticism with sensitivity for the other person's feeling. 29

The function of the school counselor in group work has been both confused and clarified by studies in group dynamics and group-centered leadership. 30, 31, 32, 33 They can help the counselor examine his role as leader and assess the social interaction and participation of members of his groups. All kinds of groups are considered, with participants of all ages, under various kinds of leaders. The school counselor becomes more aware of the significance of his own actions in the group and of what is happening in the group around him, but he is compelled to spiral again to the basic questions What is counseling? What is the role of the leader who is counselor?

29Lewin, op. cit., p. 52.


One of the great values of Lewin's work for the educator is his insistence that the individual's group is the setting, the basis for his perceptions, feeling, attitudes. He believed, too, in experimentation with groups and devised experimental designs that yielded fresh insight where untested cliches had long persisted; the school counselor realizes the crying need for objective measurement and observation and research in his field. Lewin's special interest in minority groups gives the counselor much to adapt for any "less privileged group" - ethnic groups, the deaf, the gifted student.

Studies of the learning that takes place in group discussion and of the developmental therapy that may occur in groups have tended to strengthen the role of group counseling as an integral part of the educational program. The counselor, however, must take cautious note of the danger of nonaccepting and evaluating attitudes showing through his apparently accepting and non-evaluating verbal responses. Attention to both faculties of listening and accepting is necessary for the school counselor, a good part of whose training has been in teaching. In group

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37 Gordon, op. cit.
discussion, listening and accepting by some members stimulates each member to "think better than he does alone."38 And he also is "roused to keener effort by his own contributions."39 The greater the interaction, the more information each member has at his disposal, and the more definite, therefore, the sentiments of group members toward each other.40

Group Counseling in Education. Counselors working in the educational field seem to be emphasizing two implications stemming from studies in group processes and in group psychotherapy. One stresses the fact that counseling is a learning experience and that "instruction may well draw upon and utilize the procedures of counseling ... ."41 The other sees more and more clearly that counseling in the educational setting has a rightful and legitimate role "as an educational instrument, a role that is not to be confused with that of psychiatry, clinical psychology, or medicine."42, 43 Research that re-examines findings of the

38 Gulley, op. cit., p. 274.
39 Ibid.
40 Klein, op. cit., pp. 91-92.
social scientist and the psychotherapist in the context of the school is needed to implement the wealth of knowledge about groups and social processes. Emphasis on counseling as a technique for persons who "are going through the normal processes of personal development" and who need "highly skilled teaching and learning" explicitly acknowledges counseling as an integral part of the educational program and implicitly involves group work in counseling.

Studies of group counseling in an educational setting have more frequently concerned college counseling and problem groups at the high school level; fewer studies have taken normal high school students as subjects. Peters and Farwell, in stating that most books on counseling are based "upon college and/or clinical counseling situations," cite two books, "one by Glenn E. Smith

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and the other by Hamrin and Paulson\textsuperscript{50} (which) stand out because they focus attention upon counseling in the high school setting.\textsuperscript{51} If there are significant differences in the counseling framework between colleges and high school, would not the high school counseling program be enhanced, they ask, by directly relevant research findings? The further question may be asked today, Would not the high school counseling program be enhanced by studies in group counseling?

Group situations seem foreign to Smith's concept of counseling as a private interview... counseling is an individualized function while teaching is primarily a group procedure.\textsuperscript{52} To him "the term 'group counseling' suggests a regressive practice ..."\textsuperscript{53} Hamrin and Paulson point up the significant differences between college and high school counseling by case studies showing adolescent problems and reactions in interviews.

That there might be some goals in group activities other than guidance in the sense of instruction and advice-giving is


\textsuperscript{52}Smith, \textit{op. cit.}, p. 325.

\textsuperscript{53}Smith, \textit{op. cit.}, p. 327.
indicated in recent books covering the guidance services where a chapter or two discusses group counseling or "counseling individuals within the group setting." Training prospective school counselors to work as counselors with small groups also has found its way into guidance literature.

Articles in journals refer to and discuss group counseling, but few objective studies are reported. Caplan described his method as "counseling with more than one individual at a time, but with each on a coordinate basis . . . a challenge to the widely held 'one-to-one' counseling method." He worked with boys, twelve to fifteen years of age, who were in long-term

54Warters, op. cit.


frequent conflict with school authorities. Groups of six boys met for ten fifty-minute weekly interviews with facilities available for concurrent individual counseling. "As group counseling is thought to be a real social situation, it seems particularly appropriate for work with adolescents, many of whose problems are social in nature."61 The study resulted in positive change in self-concept, which the author states may represent only temporary change since there was no follow-up.

Shaw and Grubb, in their study of hostility and underachievement, conclude that group therapy situations may offer "unexplored possibilities"62 for such problems. It was in response to the specific problem of underachievers that John Broedel and others set up an extensive project in group counseling. They also state that group counseling seems particularly appropriate for adolescents since they believe "their peers can and want to understand them. They use their peers as models and they want to win peers' acceptance."63 Mixed groups (boys and girls) composed of six to eight members met twice weekly for eight weeks. They

61Caplan, op. cit., p. 124.
failed to improve their grades significantly over the eighteen-month follow-up. Even though there were gains in acceptance of self "(it was) expecting too much to complete treatment within an eight-week period." 64 Out of this report and the Caplan report came the significant implication of the importance of frequent staff meetings of counselors with consultants 65 and of "closer cooperation between the counseling staff and the teaching faculty in order to achieve in teachers greater awareness of the needs (of the underachievers) ... and to interpret for them the change which they may observe in the classroom." 66

Other studies have been set up to compare the effectiveness and efficiency of group counseling and individual counseling. Davis, working with seniors with low citizenship ratings, compared results of ten students each having two periods of individual counseling and ten students meeting as a group for twenty fifty-minute periods. 67 He concluded that "group guidance results in greater improvement of behavior as measured by citizenship grade than does individual counseling when the same amount of counselor

64 Broedel, op. cit., p. 168.

65 Caplan, op. cit., p. 125.

66 Broedel, op. cit., p. 169.

Baymur and Patterson\textsuperscript{69} compared individual counseling, group counseling, and "what is designated as one-session motivational group counseling."\textsuperscript{70} The group counseling with junior year boys and girls continued for nine sessions weekly (fewer than planned due to school holidays); individual counseling also was on a weekly basis, twelve weeks for 35 to 55 minutes. It was felt that the group counseling was "quite limited" as to the number of sessions and other factors which prevented the counselor from "exercising a therapeutic rather than a teaching attitude."\textsuperscript{71}

In the comment following the paper David Tiedeman, of Harvard College, asserts that he understands from his colleague Raymond C. Hummel, who is conversant with studies of high school counseling, that counseling "is not frequently studied in the general operating context of the high school."\textsuperscript{72} Broedel, too, in the report of his study writes that there is an "appalling lack of experimental evidence to support training practices,

\textsuperscript{68}Davis, op. cit., p. 145.


\textsuperscript{70}Baymur and Patterson, op. cit., p. 83.

\textsuperscript{71}Baymur and Patterson, op. cit., p. 87.

\textsuperscript{72}Ibid.
utilization of staff, and the application of therapeutic techniques in groups." Perhaps more studies which offer objective evaluation of group counseling in high school would tend to release the energies which seem to be waiting for release in student groups.

Thus, recent research in other disciplines offers ideas unexplored, as yet, in education. Education, in turn, in adapting and modifying these ideas to good use in the educational setting may return them deepened and sharpened with the vigor and creativeness of the normal person growing to full stature as a social being.

73Broedel, op. cit., p. 169.
CHAPTER III

GROUP COUNSELING

Psychiatry has considered the reaction of the individual to the group as an indication of his health, and the pressure of the group upon him as a force in molding personality. The rapid oscillations of effect and counter-effect make the group a rich resource and it is appropriately seized upon as one of the ways of understanding the individual and modifying his adjustment.\(^1\)

The group can be used in a planned design for the purposes of revealing an individual's personality (primarily to himself) and enabling him with the help of the group and its leader to effect his own (and the others') maturing. Groups of maladjusted youngsters have been helped in controlled social situations calling forth normal reactions; it would seem that the group could be used with normal students in the educational setting to foster personal and social growth often associated with individual counseling.

Studies of the group and of the behavior of the individual within the group are numerous, but "exact knowledge of the meaning and influence of the group is scant."\(^2\) Psychiatrists work-


\(^2\)Ibid.
ing with maladjusted individuals have turned to the educational
datmosphere to plumb the "learning process" of counseling and
the pressure and motivating stimulus of groups. Group counsel-
ing of normal individuals in the educational setting and sound
evaluation of it seem urgent today. No dogmatic permanency is
attributed to the thought about it set forth in this paper. Con-
ceptions of counseling in the high school should deepen, in fact,
as this paper analyzes the results of the pilot study reported.
As insight into counseling in group sharpens, communication in the
sense of description and evaluation should also become more
explicit.

Definition. Counseling may be thought of as the dynamic
of a person consciously growing. Since a person is a social being
as well as an individual, he is assisted in his growth by another
person or persons. The person assisting becomes a professional
counselor according to the degree to which he recognizes his role
or function, the thoroughness of his preparation, and the depth
or fulness of his being (personality). He directs or uses in a
designed situation the occasions that call for personal growth
in his counselee and facilitates the perception and reorganiza-
tion that the counselee obtains in himself.

Thus, counseling always involves at least two persons, one
of whom is urgently involved in personal growth, the other is
concerned about him. The burden or energy of counseling lies

3T. Maxwell Jones, The Therapeutic Community (New York:
with the counselee. Within the situation or process of counseling he evaluates himself and makes decisions, determined and "set" to carry them out. Although the skills or "devices" of counseling may at first seem to reside within the counselor, they will, as counseling proceeds, become a conscious operation of the counselee as he perceives what he is doing in counseling.

The counselor facilitates the counseling process deliberately by his actions and words, and he facilitates it unconsciously, as it were, by his attitude-value system, i.e., himself. The importance of the counselor's skill and knowledge is not denied when his wisdom in living is emphasized.

With these considerations, then, (1) that counseling flourishes primarily on the energy of the counselee, (2) that counseling may occur in various life experiences, e.g., in human interactions which may not involve the skill of the counselor as in the case of an associate who simply listens to and understands a "gripe," and (3) that a counselor assists not only by his skill but also by his being, the concept of group counseling can be approached.

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Group counseling enlists the advantages of a group situation in assisting an individual in his personal growth. It is not group guidance, in which information is imparted to a fairly large group in rather intimate, significant fashion.\textsuperscript{7} It is not group therapy, where special psychological or psychiatric skills are employed with maladjusted or seriously disturbed persons.

Group counseling is not a mass production method or a mere economical substitute for individual counseling. It is not individual counseling applied to groups. It is not group discussion, though group discussion may be one of the techniques group counseling employs.

Perhaps Slavson's definition of group therapy\textsuperscript{8} could be modified to produce a working definition of group counseling. Thus, group counseling is the direct and dynamic interaction among several persons in a face-to-face informal relation under the leadership of a trained counselor in which the personality of each member is fundamentally modified. As more becomes known about the "mechanisms of group life and their role in development, in education . . ."\textsuperscript{9} we may more accurately define group counseling.


\textsuperscript{9}Slavson, \textit{op. cit.}, p. 1.
counseling in the educational setting.

There is not complete agreement among writer-counselors as to whether counseling, defined as demanding a one-to-one relationship, can obtain in group situations. Some question whether group counseling (conceding the possibility of such) can go on without concurrent individual counseling. The hypothesis here stated is that true counseling can go on in a group where free face-to-face interaction takes place among its members and the ultimate for direction lies with the leader-counselor. Group counseling may, indeed, probably will result in the increased demand for individual counseling, which may or may not involve the same counselor.

Advantages. In considering how group counseling achieves the objectives of counseling, the advantages and the uniqueness of group counseling become clearer. The group offers to counselees, to adolescents especially, a permissive, supportive peer atmosphere in which to talk things over. It permits them the experience of individual counseling, how it feels to talk about oneself freely and openly. It gives reality to the dictum that other persons have similar questions and problems. It makes members acutely aware of how they are influenced by and how they influence others in communication. It enables them to endure more

10"The most important value to character formation of group experience is the modification or elimination of egocentricity and psychological insularity." Slavson, op. cit., p. 1.
objectivity about themselves. As group members become aware of and experience what happens in the group process – action, reaction, interaction – the more sophisticated they become about themselves.

The group allows the members to test their feelings and modified attitudes immediately in a life situation. The often seemingly impassable gap between decision (or changed attitude) and action may be bridged immediately; at least some action may be initiated in the group, strengthening resolution or insight or new "patterns and feeling tones." As Slavson points out, if the counselee were removed from all social contacts and restricted to association with a therapist only, no improvement would occur. "Improvement comes from cooperation in the set therapy situation and the client's participation in life."

The group encourages individual growth by enabling the person to contribute to his group. As he comes gradually to share responsibility with the counselor for listening to and understanding and supporting others, he himself is helped. Driver calls this growth issuing from contributing to the group "perhaps the most significant lesson learned in multiple counseling."

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Further, the group stimulates the individual to effort greater than that he would put forth alone. To Gulley "one of the unique values of (the) group ... is the fact that the individual is roused to keener effort by his own contributions; that is, one member of the group who is prodded by his participation is himself." 13

The "individual" spoken of thus far is a composite of many persons. Each one will enter the group in his own way, and the group will influence him in his own way. It is conceivable that one may "take counsel" and apply the experience of others to himself without participating orally. Another may deepen his understanding of himself as he listens to others and restrains his habit of expressing only and always his own point of view. Another may suddenly find something new within himself as he tries to communicate his feeling and "get his idea across" to the others.

The counselor, too, grows with each group session. Thus, as the "individual," the "counselor," and the "group" are discussed, the newness of each experience and the constant change and the uniqueness of each group must warn against any self-satisfied and blinding approach to any group, as to any student in individual counseling.

Psychotherapists have pointed to an assumption of group therapy that may well be pondered by counselors in the school setting. "The chief characteristic of the therapy group is its similarity to the family . . . among (the assumptions) is that emotional disorientation and dissocial behavior originate in family (group) relations . . .14 Very few school problems have their origins in the school. Some counselors, faced with a problem seeming to demand environmental (home) change and not being able to effect that adjustment, have been discouraged. Perhaps a school situation resembling the family but permissive and strengthening may help to heal the wounds sustained in a defective family situation.

The small group, probing into personal and social concerns, posing questions of ultimate values, can trace its roots to the peripatetics of the Lyceum. Group discussion for personal growth has a long educational history. The group is essentially an educational tool. The counseling group today can again strive to make knowledge personal and to purify opinion into truth.

Objectives. The objectives of group counseling are much the same as for individual counseling. Group counseling promotes personal growth in the searching out and accepting of oneself. It tends to ease the release of tension, personal and social

14Slavson, op. cit., p. 18.
defense mechanisms, and to allow the counselee to see himself objectively.

There is no group goal or group problem as such, but there may be more specific objectives for particular groups. Some individuals may be grouped together on account of reading or speech difficulties, lack of self-control in rehabilitative discipline cases, frequent truancy or tardiness, hostility to authority, inept study habits, academic underachievement. Group counseling, moreover, offers an instrument, educational and familial, to be more creatively used in simple personal development of normal students in learning to live productively with others and to test their leadership potential. The objectives of group counseling will further emerge as leadership and participantship are considered, for the objectives of counseling are sought in every attitude and gesture.

Leadership. The counselor is responsible for the counseling group. He must help the group establish a friendly but frank atmosphere in which the members can explore themselves, their reactions, their values. He must help them define their "problems" and watch over them in restraint as they try the "structure" or limits of the group.

Leadership demands careful planning as to the size and composition of the group; the length, duration, and interval of the sessions; the physical setting; the methods to be used; the recording of the sessions; and the evaluation of the whole process. It is recommended that the group have from six to ten members;
that aggressive and passive members be balanced; that there be equal numbers of boys and girls unless there is special reason for one-sex grouping. It is further recommended that there be heterogeneity in the membership - representative variations in family, social, economic, racial backgrounds.\(^\text{15, 16, 17, 18}\)

Leadership also demands planning of group initiation and setting of atmosphere. An individual induction interview or a preliminary group session may allow the counselor to sort out his groups; it also helps the participants to begin to see what is expected of them and what they may expect from it. There are many ways of initiating a group project; planning of beginnings depends upon the specific objectives and the particular composition of the group and also whether and in what way the proposed members have been exposed to counseling previously. An induction interview paves the way for later individual counseling concurrent with or following upon the group sessions. A preliminary session sets the group tone - an introductory time of making all arrangements about time and place of meeting, length of and number of sessions.

\(^{15}\)Driver, op. cit., p. 63.


\(^{17}\)Ohlsen, op. cit., p. 6.

In arranging the physical setting for the group meeting, the counselor provides for maximum relaxation and informal interaction among participants—a round table or chairs in a circle with no table intervening. Hobbs specifies a quiet, comfortable room, neither too cramped nor too spacious.\(^{19}\) Corsini warns against a living-room or clinic atmosphere.\(^{20}\) Seating should be flexible with no permanently assigned chairs or places. An available chalkboard may come in handy but is not necessary.

The counselor-leader must also decide upon methods to be used and procedures to be followed. Specific methods chosen depend a great deal upon the personality (and philosophy) of the counselor and upon the group itself and its progress. Even the decision to allow the group to take responsibility for itself is a "structuring" by the counselor. Free discussion is most frequently used; role-playing, sociodrama, case study, self-appraisal, personality inventories, sociometric charts, et cetera, may also be employed as the opportunity or the need arises. The use of all except discussion depends upon the group and the individual participants and the problem or concern of the moment.

Leadership for the group counselor not only involves counseling the individual in such a limpid manner that the other participants, observing his attitude and imitating his ways,

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\(^{19}\text{Hobbs, op. cit., p. 294.}\)

strengthen the counselor's role by their understanding and facilitate attitude change by their acceptance, it also involves his encouraging participants' growth in leadership roles. "... the main responsibility of designated leadership is to release potential resources within the group and to help the group grow."\(^{21}\)

The counselor detects hostility, dependence, identification, differentiation, and other attitudes as they show up in individual members; he strives to understand the participant and help him relate to the others and feel successful, and thus, secure and confident in the group.

**Participation.** In the permissive atmosphere of group counseling, the participants quickly seem to relax and breathe deeply - they are among their "own" - and in their comments and their actions they soon imitate the counselor. They listen attentively, manifest understanding, support one another in various ways. As intimacy grows, so do frankness and thoughtful consideration though they may seem contradictory. Participants become aware also of what they are doing, of the effects they have upon one another. Depending upon the particular group, the deeper the awareness of group dynamics the better.

As participants become acquainted with role-playing, case studies, self-inventories, *et cetera*, they may also suggest and initiate methods as the situation calls for them. There is a

great deal to be learned - many experimental studies are now in progress - about the behavior of individuals in groups, both leaders and participants. The fields of social psychology and group dynamics are constantly producing studies whose premises and conclusions may be put to good use in education.

Essential, however, are the attitudes of confidence and respect which free the participant from his defenses and promote his growth. If the counselor is successful in fostering these basic attitudes, the effect of the group seems stronger than the influence of the counselor in individual counseling. Hobbs, in pointing up the importance of the delicate balance of careful nurturing by the counselor and affirmative reinforcing by the group, deems this

... the something added that makes group therapy a qualitatively different experience from individual counseling. ... It is one thing to be understood and accepted by a therapist, it is a considerably more potent experience to be understood and accepted by several people who are also honestly sharing their feelings in a joint search for a more satisfying life.22

Adolescents in searching for a more satisfying way of life are growing toward a more independent, interdependent, adult social life. In their peer group normal individuals ordinarily talk freely and frequently (one might say almost constantly); they touch off sparks of energy in one another; they penetrate one another's protective barriers, frankly commenting on withdrawal, good-naturedly bantering through rationalization.

22Hobbs, op. cit., p. 287.
Usually they take incisive thrusts (by their peers) at their self-deceptions in good part. They accept some adults in a similar way with a little more reserve and diffidence, but the adult world as such makes them nervously self-conscious.

It is as though they are themselves with their peer group and try to be someone else, imitating stereotypes of adults, when they consciously move into the adult world. Where in their development do individuals lose the ability to laugh, the ability to accept criticism, the ability to tangle with ideas apart from personalities, the ability to stand firm against social pressures to blind, ingratiating conformity? How do they keep their sights on an ideal, but fashion it more and more to reality by coming closer to themselves? At what point and how, in other words, do individuals deny their potential, continuing to exist but stop growing? Perhaps in the impartial, cliche-free evaluation and development of group counseling, the counselor may contribute to education today.

Perhaps the greatest single shortcoming of our school system is its tendency to concern itself almost exclusively with the dissemination of information. School should be the most important influence outside of the home for the molding of whole persons. Yet individual purpose, character, and values, the bases of which are laid in the home, are often inadequately developed by institutions which could by precept and deeper teaching, assume a major share in supporting them most successfully.23

The counselor allows the group members to fulfill their roles as "therapeutic agents," limiting his own activity. As

the sessions go on, more and more often does reflection of feeling, clarification, interpretation, acceptance, and the lessening of tension, come from group members. The counselor need not be so inactive that the group becomes a laissez faire mob; but he need not be a domineering leader either. He must not allow the group to control, i.e., to force conformity and smother creative and independent thought on the part of group members. His responsibility is to each individual, not to the group as such. The ability to be in the "we-group" without losing perspective on the adult guidance role requires "great social sensitivity and real maturity of personality." The counselor's consistency of attitude and his relations with the "other people who are outside the one-to-one relationship, and yet very much a part of it" helps the student learn how to operate better in his varied relationships.

Difficulties encountered in ordinary group discussion are to be found in group counseling - pairing, side-talking, monopolizing, excessive silences, hostile-aggressive behavior, and withdrawal. In problem-solving groups these difficulties


25 Sechrest, op. cit., pp. 36-37.

obstruct the movement of the group; in group counseling they are
the matter to be worked on because they reflect the personality
deflections which bring the student to group counseling. The
counselor adds to his fund of knowledge and experience with each
group.

Group methods are often discussed in terms of "leader-
centered" (directive) and "group-centered" (nondirective). Direc-
tive group counseling frequently uses circular discussion
methods to analyze, and the final analysis is accomplished by
the counselor, the "expert." Nondirective group counseling de-
pends upon the capacity of the participants for self-actualization
and movement forward toward maturity. The counselor sets limits
on himself rather than on the group. He takes care, for example,
"not to be judgmental, not to direct the course of the discussion,
and not to give advice, suggestions, solutions, conclusions, and
the like." 27

As in individual counseling, there seems to be no pure
leader-centered group counseling nor pure group-centered group
counseling; there is, rather, a continuum along which a group
slides depending upon its members and its counselor and the
situation in which it finds itself. 28

Evaluation. The effectiveness of group counseling sessions
has been gauged in three ways: (1) by reflected judgment of

27 Warters, op. cit., p. 217.
28 Driver, op. cit., p. 92.
participants, (2) by judgments of the counselor, and (3) by measurable facts thought to be results of the sessions.

Participants estimate changes in their attitudes as reflected in their perception and their behavior. The counselor’s judgments are based upon his recorded observations. The more objective these evaluations are, of course, the more indicative they are of the value of the group counseling. A participant's evaluation of his learning and attitude change has more reality if it mentions specifics, e.g., "I used to turn down the corridor to avoid walking into a gathering of people; now I can join the group without too many tremors."

The evaluation of the counselor is more accurate if it is based upon some running record continued throughout the counseling sessions. Most logbooks try to note both content and behavior patterns of participants. Measurable facts supporting participants' and leader's claims for positive outcomes are important insofar as they can be shown to be related to the attitude-behavior change. New programs are best started on a small scale with "built-in evaluation procedures as an integral part of the process." 29

A pilot study was set up to evaluate the effectiveness of short-term group counseling at the high school level in modifying individual traits of self-confidence and sociability. The project was carried on at the John Marshall Harlan High School, a general public high school on the far south side of Chicago. Neither the school population nor the school in its guidance program presents an unusual situation, but a description of both will place the project among its participants and within its school organization.

The Community and the School. The school is racially integrated with its students coming, for the most part, from middle-class professional or skilled-labor families. Sixty per cent of the graduates continue their education in college. Since there have been only two graduating classes as yet, figures as to the number of graduates finishing college are not available. A cursory examination of school statistics shows a rather high stability school population and, as in most schools, a steadily increasing enrollment.

The school’s general educational program is geared to fit
the needs and abilities of its students. The curriculum provides a five-track program offering in English, for example, honors, star, essential, and basic classes in addition to the regular classes. Guidance services have been involved largely to the extent of identifying and placing students in the appropriate classes, retesting students in essential and basic classes at regular intervals, and noting discrepancies between academic achievement and performance on scores of the Chicago Public Schools Testing Program batteries. Test interpretation had been conducted with large groups (one hundred or more), providing little opportunity for discussion of individual scores. Groups of class size involving students with comparable range of scores have recently been set up for interpretation. The trend is in the right direction; the general picture is one with students carrying much undigested information about themselves, uncertain of where they are going, and what they are becoming, indeed, of what they are - a fallow field for counseling.

The school's guidance program is being reorganized toward the goal of a "unified team approach" \(^1\) with personal responsibility for "inescapable" guidance services to each student. The school has turned its back upon saddling its counselors with types of functions and has instead assigned its counselors to

groups of persons. These persons include students and their division teachers. Thus, the counseling service is developing gradually as the "heart" of the school's guidance program.

The group counseling project was planned to dovetail as smoothly as possible with the school's organization and its educational plan. Although the organization of group sessions was not a primary objective, possible organizational obstacles and facilities were observed carefully. If group counseling is possible on a schoolwide basis, then it must fit in with school organization. The counseling service as conceived in the project is an integral part of the educational program; it is not an adjunct to education.

Objectives. The following objectives were built into the planning:

1. Group counseling, not group guidance, was to be sought.
2. The group sessions were so scheduled as to be an integral part of the school program.
3. Evaluation of the group sessions was incorporated into the procedure. It was to be based upon participants' and the counselor's judgments and upon modified attitudes as measured by objective inventory.

Answers were sought to the following specific questions:

1. Is group counseling with normal students on a short-term basis efficient at the high school level? What are its advantages? limitations?
2. What interplay operates between individual counseling and group counseling? Is group counseling equally effective with all students? Will group counseling lead into individual counseling? Will group counseling strengthen and reinforce individual counseling?

3. What are the school counselor's roles and functions in group counseling?

4. What learning takes place in group counseling?

5. What are the outcomes of group counseling? Are attitudes modified? Is behavior changed?

6. How can these outcomes be evaluated objectively and honestly?

Description of the Total Process

Planning of the pilot project took into consideration general ideas concerning group counseling - size of group, membership, length of sessions, number of sessions, kind of group participation, counselor participation - and also general concepts regarding the place of counseling in the school program. Although the concepts found in the current literature were accepted for purposes of planning the project, they were also subjected to analysis as the project continued. Observations of their specific functioning in this project are offered.

Group Formation. A first-year biology class was selected. Twenty-seven of the thirty class members were in the second semester of the freshman year. Weekly sessions for three small
groups of nine members each were scheduled for the study period of the three non-laboratory days. The group size thus lay well within the limits suggested by previous studies.\(^2\), \(^3\), \(^4\)

Further, there was no conflict of group meetings with a scheduled class; group counseling thus could be made available to any student with a weekly study period.

**Group Membership.** Membership in the counseling sessions was restricted to the freshman students in the biology class. Although the project was not set up as a problem-solving group in which all the members faced some common problem such as irregular attendance or multiple failure, it was felt that the same grade level and similar age-level grouping would tend to point up developmental questions and concerns. Ages of the students ranged from 13 years, 8 months to 15 years, 10 months; the mean age was 14 years, 10 months. Boys and girls were assigned to small groups in proportionate numbers - 5 boys, 4 girls in one group, 4 boys, 5 girls in the other two groups.\(^5\)


Considered in the male-female alignment were the problem areas indicated by the students on the Mooney Problem Check List. To one group were assigned four boys and five girls who had checked highest totals in the Social-Psychological Relations category; to another group were assigned five boys and four girls who had checked highest totals in the Personal-Psychological Relations and Health-Physical Development categories; to the third group, four boys and five girls who had checked highest totals in Adjustment to School/Work and Future Educational-Vocational categories. Morals-Religion and Home-Family were quite liberally scattered throughout the twenty-seven students, as were Courtship/Sex/Marriage and Finances/Living Conditions/Employment areas. There was, however, considerable overlapping of areas and groups. Table I (p. 46) and Figure 1 (p. 47) show the number of items underscored and circled in each area by the students marking items in that area. It was felt that each small group of nine students contained the students whose greatest concerns clustered around the areas scored. There was no plan to limit the following discussions to those areas; it was a starting point - students had defined to some extent their immediate concerns.

The students were invited to participate in what was described as a pilot project in group counseling. They were not required to participate. Most studies indicate that counseling is most effective when it is sought by the counselee. There is, however, an increasing urgency at the high school level to draw
### Table 1

**Areas Scored on Mooney Problem Check List**
*(by twenty-seven students)*

<table>
<thead>
<tr>
<th>Area</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health/Physical Development</td>
<td>Marked 35</td>
<td>Marked 48</td>
</tr>
<tr>
<td></td>
<td>Circled  13</td>
<td>Circled 17</td>
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<td></td>
<td>No. 11</td>
<td>No. 12</td>
</tr>
<tr>
<td>Finances/Living Cond./</td>
<td>Marked 29</td>
<td>Marked 42</td>
</tr>
<tr>
<td>Employment</td>
<td>Circled 13</td>
<td>Circled 10</td>
</tr>
<tr>
<td></td>
<td>No. 11</td>
<td>No. 12</td>
</tr>
<tr>
<td>Social-Recreational</td>
<td>Marked 49</td>
<td>Marked 65</td>
</tr>
<tr>
<td>Activities</td>
<td>Circled 18</td>
<td>Circled 17</td>
</tr>
<tr>
<td></td>
<td>No. 11</td>
<td>No. 13</td>
</tr>
<tr>
<td>Social-Psychological</td>
<td>Marked 50</td>
<td>Marked 66</td>
</tr>
<tr>
<td>Relations</td>
<td>Circled 20</td>
<td>Circled 19</td>
</tr>
<tr>
<td></td>
<td>No. 11</td>
<td>No. 13</td>
</tr>
<tr>
<td>Personal-Psychological</td>
<td>Marked 72</td>
<td>Marked 54</td>
</tr>
<tr>
<td>Relations</td>
<td>Circled 26</td>
<td>Circled 12</td>
</tr>
<tr>
<td></td>
<td>No. 13</td>
<td>No. 11</td>
</tr>
<tr>
<td>Courtship/Sex/Marriage</td>
<td>Marked 38</td>
<td>Marked 32</td>
</tr>
<tr>
<td></td>
<td>Circled 18</td>
<td>Circled 9</td>
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<tr>
<td></td>
<td>No. 8</td>
<td>No. 12</td>
</tr>
<tr>
<td>Home and Family</td>
<td>Marked 41</td>
<td>Marked 51</td>
</tr>
<tr>
<td></td>
<td>Circled 22</td>
<td>Circled 10</td>
</tr>
<tr>
<td></td>
<td>No. 11</td>
<td>No. 11</td>
</tr>
<tr>
<td>Morals and Religion</td>
<td>Marked 44</td>
<td>Marked 66</td>
</tr>
<tr>
<td></td>
<td>Circled 15</td>
<td>Circled 22</td>
</tr>
<tr>
<td></td>
<td>No. 13</td>
<td>No. 13</td>
</tr>
<tr>
<td>Adjustment to School/Work</td>
<td>Marked 57</td>
<td>Marked 55</td>
</tr>
<tr>
<td></td>
<td>Circled 20</td>
<td>Circled 8</td>
</tr>
<tr>
<td></td>
<td>No. 11</td>
<td>No. 14</td>
</tr>
<tr>
<td>Future: Educational/Vocational</td>
<td>Marked 41</td>
<td>Marked 45</td>
</tr>
<tr>
<td></td>
<td>Circled 14</td>
<td>Circled 11</td>
</tr>
<tr>
<td></td>
<td>No. 10</td>
<td>No. 10</td>
</tr>
<tr>
<td>Curriculum/Teaching</td>
<td>Marked 23</td>
<td>Marked 20</td>
</tr>
<tr>
<td>Procedure</td>
<td>Circled 7</td>
<td>Circled 0</td>
</tr>
<tr>
<td></td>
<td>No. 9</td>
<td>No. 7</td>
</tr>
</tbody>
</table>
FIGURE 1

BAR GRAPH OF AREAS CHECKED ON MOONEY PROBLEM CHECK LIST
(twenty-seven students)

HPD: Health
FLE: Finances
SRA: Social-Recreational
CSM: Courtship, Sex, Marriage
SPR: Social-Psychological
PPR: Personal-Psychological
MR: Morals-Religion
HF: Home-Family
FVE: Future: Vocational-Educational
ASW: Adjustment to School: Work
CTP: Curriculum-Teaching Procedure

Marked by boys
Marked by girls
Circled

Number of Students

Number of Items

80
70
60
50
40
30
20
10

HPD (23)  FLE (23)  SRA (24)  CSM (20)  SPR (24)  PPR (24)  MR (26)  HF (22)  FVE (20)  ASW (25)  CTP (16)
all students into the counseling relationship, introducing them early to the counselor to whom they will have access throughout four years of high school (and possibly afterward). Planning the project on a class basis, therefore, made all of the students known to the counselor; if one had not "volunteered" at least an acquaintance would have been established. Then, too, the social pressure of the class may have drawn the hesitant ones into the project. All high school students have problems or "concerns" whether they are expressed in action or in verbal communication. It was in the hope of emphasizing the developmental values of group counseling that a random class was presented with the Mooney Check List and the resulting small groups started.

The groups were closed, i.e., no member was added after the sessions began. Choice to leave the project or not to participate was reiterated at the time assignments were made to small groups. Since attendance at sessions was not required, continuing choice to withdraw was implicit. All twenty-seven students remained throughout the project.

Little or nothing was known by the counselor about the participating students before the project began except that, being members of an honors class, they were students of better-

6"Group work has both therapeutic and developmental values. Especially important are its preventive values - its value for preventing maladjustment by helping normal people stay normal." Warters, op. cit., p. 5.
than-average ability. Some writers have insisted that an individual interview should precede placement in a group so that there will not be an excess of aggressive or shy members or that an extremely hostile member will make group acceptance and permissiveness impossible. Yet, sometimes it is not possible to detect those personal qualities in a personal interview, they are seen only as the persons relate to one another.

The danger of extreme differences in intellectual ability and age was precluded by previous honors class selection. The feeling of a common area of problem was given by the Mooney sorting. The random, "unplanned" selection seemed consonant with the school setting and was close to life activity - one of the advantages group counseling seems to hold over individual counseling. The basic consideration for group membership is whether "the individual will gain from the experience" and whether "the group will gain from his presence." The only certain way of determining both is actual observation in action. If the individual joins (or stays in) such a group, he must think it can be of use to him. The counselor had the information of the Bernreuter Personality Inventory and the Mooney Check List for each student and, of course, other school records.

7 Driver, op. cit., p. 63.
were available - cumulative folder, grades, test scores.

**Meetings.** The project was planned for an overall eight-week duration, fitting comfortably into a half-semester. Groups were to meet weekly for a forty-minute session, the regular class length. Students were excused from study hall for the project. They were informed of the number of sessions at the very beginning of the project. No elaborate plans were made about attendance taking. Such problems could be met if and as they arose. As it turned out, there was no need for checking - all students reported to every meeting with the exception of an extraordinary chorus-practice day. The group that missed the regular session made arrangements (on its own) with the geometry teacher to meet on marking day, doing extra work for make-up.

**Setting.** The first session, in which students were told about the project and asked whether they wanted to participate, was held in the biology laboratory immediately after the class. Both the students and the lab were free that day. The following sessions were held in a corner of the school lunchroom. The school has very few classrooms free during the day, and the counselor at the time of the project was sharing an office with another counselor. A fair-sized office, however, such as the counselor now occupies could accommodate a group of nine - it

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9"Many college and school counseling groups are of the short-term type, meeting for fewer than six or seven sessions. These short-term groups are a very important part of the student counseling service." Warters, op. cit., p. 181.
has been so used in interpreting tests to small groups.

The lunchroom, although it was too large for the group purpose, served quite well. The group sat around a table close to the window-wall. The general effect was that of a bright, expansive, relaxable atmosphere.

Method. It was intended that the session time should be at the disposal of the participants to talk over any questions or problems they wanted to. A permissive, accepting atmosphere was nurtured; the only restriction on participation was that each member listen to the speaking member - with most adolescents this restriction becomes a "learning" occasion. Confidentiality was stressed; participants were urged to keep the discussion of counseling within the time and the walls of the session. They were asked not to talk it over even with others who participated in the same session.

Sessions began promptly. One student, a volunteer, called time four minutes before the end of the session. The last four minutes were given over to general summary or plans for the next session or a written evaluation of the session by each member.

In the free discussion the counselor tried to use in a patent manner the tools of counseling which tend to place responsibility on the participants. Reflection of feeling, reflection of content (where the situation indicated reflection of feeling was not in order), restatement and clarification by question (where it seemed some members of the group were not under-
standing or the person speaking was not communicating), summarization (when several members commented or shared experience on the same problem), encouragement to speak (when a counselee looked as though he wanted to say something) were used freely. Advice and threat of one kind or another were avoided. Information and suggestion were given rarely, only when the group turned to the counselor as a resource person.

Since group counseling was not regarded as a substitute for individual counseling, time was left available in the project schedule for individual conferences. They were not to be required, but the counselor's time was provided in case the need should arise. The counselor lingered after the sessions, a little apart from the meeting table in an unobtrusive spot so that any individual could approach her if he wished.

There were few assumptions regarding a personality theory or the dynamics of learning in a counseling group. Those implicit in the counselor's handling of the group are recognized and stated simply as they manifest themselves.

Although group counseling is a learning process, it was determined that only three essential principles of counseling would be pointed out after an occasion or relevant comment issued in the group. It was pointed out at an appropriate time that counseling demands listening. Counseling also demands communication. One has to get his idea (or feeling) "across" and in the process he often comes to a new insight or attitude him-
self. Counseling also requires personal gathering-together between sessions of what has occurred within the session. Counseling means personal growth between sessions.

**Evaluation.** Evaluation of the project is based upon participants' judgments of their reactions to and benefits from the counseling sessions, upon measurable change in personality factors as shown on the two Flanagan scales of the Bernreuter Personality Inventory, and upon the counselor's observations and evaluation of the other two.

The Bernreuter Personality Inventory was chosen because it was felt that the fundamental goals of group counseling, growth in personal and social maturity and flexibility, would perhaps be reflected in changes on the Flanagan factors of self-confidence and sociability. Low scores on the self-confidence factor point to a "self-confident, well-adjusted, socially-aggressive, 'thick-skinned' individual." High scores indicate a "self-conscious, shy, emotionally-unstable individual." Factor Two differentiates "between the social and the non-social or independent." As Flanagan notes, "the 'shy' individual as shown by a high positive score in Factor One may possess any

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11 Flanagan, *op. cit.*, p. 47.
amount whatever of 'independence.' Further discussion of the Bernreuter Inventory may be found in Appendix I (p. 97).

The Inventory was given at the first session as part of the counseling project. It was administered again after the group sessions were completed. Means and standard deviations were calculated for boys and girls separately on each administration. Even though the weakness of paper-and-pencil tests of attitudes and behavior and the brief time elapsing between the two administrations were serious factors to be considered in its reliability and validity, it was felt that something could be learned from such evaluation. Perhaps there would be evidence to reject such measures in future evaluation or insight into possible development of new techniques to evaluate the results of counseling.

The Counseling Sessions

First Session. The administration of the evaluative instrument initiated the counseling situation. It was the group's first meeting with the counselor. Students were asked whether they would like to participate in a pilot project in which they would have an opportunity to know themselves better and to talk over any questions they wanted to. They were assured that strict confidentiality would be maintained. Participation, they were told, was not required, offered no credit, would take one study period per week for eight weeks. They were given a chance to

14 Ibid.
withdraw then if they wished, or to speak to the counselor later in her office if they changed their minds about participating. Students were asked on their part to preserve confidentiality by not discussing outside of the sessions what happened within the sessions, either with friends outside the project or among themselves. One question, "May we talk it over with our parents?" was answered simply, "Certainly."\(^{15}\)

Each student was given a card with a number. Boys were given odd-numbered cards; girls, even-numbered cards. That number was known only to the student and the counselor; and all written material was identified by number, thus safeguarding the anonymity of written comments.

Students were then asked to fill in the Bernreuter Personality Inventory. They were told only that it would help them know themselves better, that it indicated "various aspects of personality,"\(^{16}\) and that the value of the results to each of them depended upon his sincerity in answering the questions. There was an attitude of seriousness and cooperation and anticipation. Most of the students finished within the time suggested by the Manual. Others stayed until they had finished the inventory.

\(^{15}\)It was not felt that parent permission was needed for the counseling here offered - developmental counseling of normal students, the kind, it was hoped, that could be integrated with the educational program and offered on a regular basis to all students.

\(^{16}\)Bernreuter, op. cit., Manual.
Second Session. The atmosphere of the second session was charged with curiosity. The twenty-seven students met in one corner of the lunchroom, and they had almost as many questions. "My parents think this might have something to do with that Purdue study..."

"Are you our psychologist?"

"Will the test tell us what kind of work we are suited for?" And others.

The counselor read the directions of the Mooney Problem Check List with the students, assuring them again of confidentiality and reminding them of their part in this security by not talking about it through the school and not discussing it among themselves. They were told they would have an opportunity to talk over these problems or any others they wished.

At this session and the first, students were allowed to leave for their assigned study hall as they finished the inventory or the checklist. There was no pressure upon others to finish in the time suggested by the forms. The regard for personal responsibility and individual difference may seem insignificant but were thought productive of the counseling relationship being fostered.

It was on the basis of the items underlined in the Check List that students were placed in small groups of nine each. Actually, almost all students had problems in most areas. The average number of items checked was 34.9; the girl who checked only four items prided herself on being younger than her compan-
ions (she was thirteen and a half) and kept reiterating she probably would have problems when she was as old as they. Her undisclosed problem showed clearly. Analysis of Figure 1 and Table 1 (pp. 46, 47) shows that students' concerns are ratherly evenly distributed over all areas of the Mooney Check List. The highest concentration seems to be in Personal-Psychological Relations, an area in which these boys outstrip the girls. Social-Recreation Activities, Social-Psychological Relations, and Morals-Religion are the areas of second greatest concern. All but one student marked at least one item in Morals-Religion. The Adjustment-to-School area questions were rather heavily scored. These honors students were concerned, for the most part, about "not spending enough time in study," "unable to express myself well in words," and "afraid to speak up in class discussions," "worrying about grades," "don't know how to study effectively," and "trouble with mathematics." As it turned out in the counseling sessions later, many of them were having trouble with the mathematics instructor; yet Curriculum-Teaching Procedure had the fewest items marked. Normal students have problems.

The answers to the third question on the Mooney, "Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?" reveal students' attitudes toward their problems, toward counseling, and toward their means of solving their problems. Their predisposition toward counseling (and their lack of experience in it in the
school) is also shown. Extremes are exemplified by the following statements:

I feel school should not just be a place of learning, but it should give you a broader, richer understanding of yourself and your problems. Sometimes it's hard to talk about things at home.

The school provides an education. If psychiatrists (sic) are wanted or needed, it is up to the family to provide them. School should stick to the limits of educational matters.

Some feel that they would rather work out their own problems:

I like to think about the things that trouble me rather than talk to someone else.

I don’t like people to know my problems or my personal business.

I would like to solve them by myself.

I feel that the high school counselor could not help me.

I feel that what we have as a problem is our own trouble and no one else would be able to work it out for you.

Others would like to talk over their problems:

I feel that it would be interesting and very helpful if everyone had a chance to talk over various problems that are bothering them with someone who has the same problem, and maybe they can be solved.

It would be interesting to find out if other people have similar thoughts or ideas about these problems.

I think we should do this so other people may be able to help out.

I think if we did this you would find many people with the same problems and together we could solve them.

Still others feel real pressure to talk with someone:

I'd like to talk to some of my teachers a little more and tell them about the things that bother me.
I would like to talk to someone about my problems. I think it would help if I could get some of them off my chest.

The way I am going now is not right. I want to change, but how? My mother has tried to help me. She says that things will be better as I mature. Some of my problems I am ashamed to tell her, though she's always been quite open with me. The only other places I can go are school and church. At church most of the kids are as smutty as the ones that don't go to church, so there's no help there. The only place left is school.

I would like to know more about my future as far as taking courses in high school are concerned. I need more help in choosing a college and seeing what job will be best suited for me. As far as my family life is concerned I hope no one ever notifies my father about anything. He doesn't care about me and I less about him. He wouldn't be interested in anything I do - for instance, in grammar school I came home with all E's, the highest mark you could have gotten. Well, he raved and raved and wanted to know why I didn't get S. He has never complimented or praised me for anything; I think it'd kill him to be nice to me or my brother or even my mother.

The Mooney Check List indicated that these students had problems, many of them similar; that they had various attitudes toward talking about them and how to solve them; and that they had various notions of counseling and counselors.

Counseling has not yet entered the high school as an integral part of education, as, for instance, have the counseling centers of colleges and universities. Students' readiness for and acceptance of counseling will be facilitated as the role of counseling in the high school becomes clearer and more sharply defined.

Third Session. At the third session students were told that they had been placed in three small groups according to the areas of problems in which they had shown most concern.
Neither name nor designation had been given to the smaller groups. The counselor threw it out to the students - "They could be called 1, 2, 3, although there is no preference or ranking, only kinds of problems involved, or A, B, D ...."

One student suggested letters at the end of the alphabet, X, Y, Z. Another suggested random letters. Finally, C, Q, M were decided upon. Then, as the roll call of each small group continued, each additional member was welcomed with hoots, and the names of the groups became "Queers," "Morons," and plain "C's." There was an air of relaxation and eager anticipation. In the small-group sessions which followed for six weeks, the names of the groups were never mentioned again. They apparently were forgotten that day. In this report the groups are designated by the days on which they met - Monday, Wednesday, Friday.

The Six Weekly Counseling Sessions. The same pattern of procedure was used in the three smaller group sessions. Free discussion was used extensively. In one of the later sessions, role-playing was used in one group as the occasion arose. The responsibility for topics to be discussed and the manner of discussing them were left to the students as much as possible. An introductory statement by the counselor identified some of the problems that had been checked by students in the group and asked whether someone would like to expand a particular problem that he had experienced or knew of through a friend.

There was gentle, firm insistence that the person speaking be listened to. The attitude of the counselor in restating her
understanding of the expressed problem (or the emotional attitude implied) tended to focus the listening power of the participants. It was noticed that soon a person who had found that his experience had bearing on the topic or feeling at hand would set his contribution in the context of the preceding statement. "You feel that your parents favor your kid brother, Joe. Mine are all agog over my brother who's in college."

Getting participants to listen to one another was not easy, however. The tendency at first was to drift off into conversation, everyone with something to say and waiting out the speaker for a silence but thinking only about what he was going to say. One group especially found everyone talking at once in the first two sessions.

The counselor pointed out the other side of listening - communicating. By her own questioning toward understanding and surface interpretative queries: "You found yourself angry and resentful . . ." the counselor tried to demonstrate that intelligent listening by others helps the speaker find out what he is trying to say, and his efforts to make others understand help him understand himself.

Pairing was noticed in only one group. It contained purposely two good friends who were isolates from most others in the class. The group recognized the difficulties the two boys both faced and consequently presented to the group, and talked it over as a group problem. It was a good example of a thorny
problem of group counseling, mentioned by Broedel in his study of group counseling,\(^{17}\) of participants benefiting from the group experience but tending to impede the "therapeutic" process for others.\(^{18}\) One of these boys, a puzzle in class and an acknowledged underachiever, opened up much more in concurrent individual counseling once the group sessions had begun.

At first the groups seemed to resent having the responsibility for starting and carrying on discussion left with them. In the first sessions they were "at a loss" on occasion and at times hesitant to explore themselves. Gradually the tone of the sessions became more frank and undefensive. Participants became aware of the group as an accepting arena where they could air their views on whatever they wanted. The sample logs in Appendix II (p. 106) give an indication of the concerns and attitudes which came into the open. The responses to the short questions during the last four minutes of some sessions give a better picture of students' opinions of the group.

At the end of the first small-group session, the following questions were raised for individual pencil-paper responses:

"What is happening in the group? What is happening to me?"

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\(^{18}\) Broedel, op. cit., p. 169.
We are talking about how parents are taking sides with a younger or older brother or sister. The idea of this group is to get well acquainted and be able to talk about our problems as a group.

I think I am getting a better understanding of some problems and I can talk of my problems in a group discussion.

In the group we took a problem that bothers most of the people and discussed it. We heard other people tell how they solved their problems.

If we talk about the problems out in the open we might find an answer to one of our own. I haven't had much trouble with my brother and sister.

The reason I think this group is together is because they have many things in common. At the moment they all are a bit shy because of the situation.

I can get a better picture of myself.

The general idea of these groups is to discuss similar questions that arise in our lives and to find good solutions for them.

Actually, nothing has happened, but I have begun to realize that my problems are not so terrible and that they are problems of other teens my age also.

The group gets people to talk out their problems out loud.

I am beginning to see that other people have problems similar to my own.

I think we are getting to understand our problems and make up our own minds.

We are beginning to let our problems out and to help others in their problems.

The group meets together and discusses their problems. People with similar problems may find answers.

I'm getting a better understanding of other people's problems that might affect me also. I may find answers to my questions through these group discussions.

I think that the reason for this group is to help us know more about ourselves and how to cope with our problems.

I think that I am on my way to learning how to solve my problems.
In this group we have found some of our school problems; yet we are not sure what to do about them. This class has told me what is actually troubling me.

We are discussing the unfairness of some teachers in relation to grades.
I know I'm not the only one who feels as I do. I can't wait to get to other subjects (God, religion, dating, and others.)

We are discussing the fairness of teachers.
I am finding out things about them that I never realized before.

And so on.

At the third meeting the four-minute question was, "What did you think of saying today that you did not say or have a chance to say?"

I would have said something about my fears and doubts in growing up.

It's more important for my brother to get to college naturally (written by a girl) and I'm afraid I'm not pushing myself hard enough to get a scholarship and if I don't, I don't think I'll get there unless I really work at it.

That I think it would be hard to get into college by the time we graduate.

Opinions on an individual whom I disagree with very much and is making school life very hard for me.

If the time hadn't run out I would have liked to say something about scholarships since my brother got one. I believe my parents expect me to get one also. I'm going to try for one but sometimes I don't know.

I wanted to say: As compared with the one or two years we must "put up with" a certain teacher, we might have to put up with more people for a longer time.

I felt that I said everything I wanted to say because I have strong opinions on the matter we discussed today.
When I get mad at a teacher, I either want to stop working in that class altogether (but I never do it because I know it will hurt only me) or I want to work harder and show her.

I would have liked to talk about the colleges you would have to attend to become a certain thing.

I told my problem about studying but didn't get an immediate answer. Perhaps we will discuss it next week.

It is hard to start something you don't know about, like college.

I would have liked to talk about the different things we can do to help our country stay peaceful. About jobs we could be better at, about jobs which would bring us closer to God.

I would have liked to have told the things I think I have which are in my favor for my intended job.

I would have said that I would like to be an astronaut or something of the kind... I would like to be on an expedition to another planet.

I didn't think of anything today because right now I don't have any problems.

Nothing.

I couldn't say this, but I feel these groups should be all boys or all girls. Also of the same race; many problems are racial, they cannot be discussed in mixed groups.

I'm beginning to learn what I really am like even though we're doing it in a round-about way.

I'm glad to be able to express how I feel (openly) about subjects. These are subjects I usually wouldn't discuss. I think the main reason is because some people aren't mature enough to want to discuss things.

I thought of how I always talk and do things that others may dislike or ridicule me for.

I thought about college, careers, and a lot of things, but I didn't know what everyone else would say so I didn't say anything.
The question at the fifth session (the one before the last) was, "What would you like to talk about next?"

I think the thing that would come next would be about the same thing. But I think we should talk about what to do on a date.

I think some people mature too fast while others mature but don't realize it. Such as young people 10-13 dating; those older 14-17 are afraid, mainly me.

Where you can go on a date. What you can do. It is against my belief or religion to go to many places so I'd like to know what to do.

I'd like to talk about God.

I don't like to talk about this. It's not too interesting to me. I wouldn't like to continue with it. I haven't any idea of what to talk about next.

I don't get mad at teachers very often. There is only one teacher who actually annoys me, but he does not make me mad. When you ask him questions, he ignores you deliberately. And when he does answer you, the answer is sometimes wrong. I have rarely gotten the urge to go up and hit a teacher or tell him how to do anything or how to go about teaching a class. I am sure everyone gets mad at times. But if I got up and said what I thought everytime I got mad, I would be in trouble all the time. So, I just keep my mouth shut until I am not made and wait until I am ready to speak without getting mad. And by the time I am ready to speak, I have forgotten about it.

Let's talk about what to do on a date.

Talk about getting a diploma in the field you want to make an ambition.

And so on.

At the sixth session the students were asked to return for another meeting the following week. At this meeting they were asked to answer frankly a few questions about their reactions to the counseling sessions. They were given a week to return their responses. An individual interview no matter how short was tried
for as each student brought in his response. In some cases it was not possible. There were a few who did not return the questionnaire (p. 68). At the second administration of the Bernreuter, they were again urged to bring in their report. Some (four) did not appear with theirs.

The Christmas holiday intervened. On the day of their return to school, the students were asked to fill out the Bernreuter again. They had not known this meeting was to be held. The same directions were given as at the first administration. It was not stated that this inventory was identical with the one they had filled out at the beginning of the project. The attitude of the group was cooperative, serious, thoughtful. As before, most students finished in the time suggested as average; some took longer. It seemed that each item received the same careful attention given to it at the first administration.

Results

The ultimate result of counseling, of course, should manifest itself in modified behavior and attitudes. In trying to set off possible change in numbers and group trends, there is no intention of deprecating intelligent observation and judgment and interpretation. One caution in observing all human behavior is sensitivity to the "small" things. Apparently insignificant happenings may hold meaning.

All twenty-seven students who started in the project finished it. There were two absences during the six weeks of stu-
QUESTIONNAIRE

1. What did the project mean to you? What do you feel happened to you during this project?
2. What was your reaction to the personality inventory?
3. What questions on the Mooney Check List did you find answers to? What problems would you like to talk about some more?
4. Would you like to continue with these talks?
5. Would you like to discuss these privately with your counselor?
6. Do you think other students would benefit from a similar project?
7. What suggestions would you make for future discussions and interviews?
dent. ab8_t :from school that day. No one was ever late to a
session. Most of the students seemed to enjoy the group sessions.
One group asked whether it could not continue through the next
period, the discussion was "going good." On another occasion
when the regular meeting was cancelled because of a last-minute
choral practice, the group itself made arrangements (with the
counselor's permission and the teacher's) to meet during another
class time on marking day.

Not all students participated to the same degree or with
equal perception. Some of those who did not say very much still
indicated concentration at the sessions and apparently thought
and self-involvement, according to the paper statements asked at
the conclusion of several of the sessions.

One boy who had been seen in two interviews before the group
sessions began, became much freer in individual conferences after
he and the counselor had shared the group experience. He actually
tended to obstruct the progress of the group, but being in the
group apparently helped him. His behavior in classes, which he
shared with the other students in the project, held him back and
the class as a whole; the project behavior was typical and per-
tinent. More intensive work with the student individually and
with his class teachers was indicated.

Quite frequently a student stayed for a minute after the
bell to speak to the counselor, ask for a source of information,
or make a final comment. On one or two occasions when the dis-
cussion seemed to "spill over" the time limit, three or four
The relationship with all seemed friendly and open; in many cases the counselor realized that a more intensive counseling relationship with some students would have helped and was indicated.

It was apparent from the length and frankness of some of the four-minute statements that some students communicate more freely in writing than in speech. They may have found individual counseling more suited to them, but certainly they would have profited from more written communication on their part. Hesitancy and fear of speaking within the group were indicated, and the counselor later at an opportune moment encouraged their participation: "You look as though you'd like to make a comment here."

Examination of the scores on the Bernreuter Personality Inventory indicates that there was some change in the students' ideas of themselves and of their behavior. Individual scores are shown in Table 2 (p. 71). Tables 3 and 4 (pp. 72 and 73) show each student's difference in score points and the number of items he changed on the second administration of the inventory. The average number of answers changed by each student was 33.9 items, 27.2 per cent of the total items. In most cases, change seemed to be toward a more stable, more confident self. There seemed less indication of growth in independence.

The group was a normal group according to the tentative norms given for high school boys. No norms have been published for high school girls. Other norms are given in Appendix I, page 105.
### Table 2

**Raw Scores on the Bernreuter Personality Inventory**

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<th>F2-S</th>
<th>(G)</th>
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### Mean and Standard Deviation

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### Tentative Norms

- **Boys**: M = -14.5, SD = 92.8
- **Girls**: M = -16.1, SD = 62.9

Tentative norms for high school boys: girls are not available.
### Table 3

**Comparison of Individual Scores on Two Administrations of the Bernreuter Inventory (Boys)**

<table>
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To get an idea of group trends, the items on which one-third or more of the students shifted response were counted and weights added. Table 5 (pp. 75-77) shows the preponderance of points (minus) toward greater emotional stability and self-confidence. There was less group movement toward independence.

It is worthy of note that items 1, 5, 32, 33, 46, 69, 107, and 112 show positive change in both factors. Items 78, 79, and 125 show negative change in both factors. It would be fascinating to follow through on participants' thought and reason for change on items that show negative direction change, e.g., items 38, 50, 72, 79, 116, and 125 on FL-C scale. If only the tenuous relationship of the group project to these items could be analyzed.

Some individual case studies of change in response to the significantly diagnostic items reveal personal change. These profiles are to be found in Appendix III (p. 109).

Two instances of positive behavior that might have resulted from the counseling project might be cited. The project at least occasioned them. One student, at the suggestion of the counselor that guides might be helpful in parent conferences regarding interpretation of test scores, organized others (mainly students from the counseling project), made badges, and acted as hosts and hostesses for the conferences. About fifteen students allocated jobs and functions and facilitated parent visits on two different occasions.

Another student from the group (also at a hint from the counselor that there was need) gathered together twenty students
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**TOTALS** | 48 | 176 | 511 | 351 | 321 |
TABLE 5

BERNREUTER ITEMS CHANGED BY ONE-THIRD OF STUDENTS

Items involved in Fl-C change:

1. Does it make you uncomfortable to be "different" or unconventional?
3. Do you usually work things out for yourself rather than get someone to show you?
5. Can you stand criticism without feeling hurt?
17. Are you much affected by the praise or blame of many people?
26. Do you frequently feel grouchy?
32. Do you prefer traveling with someone who will make all the necessary arrangements to the adventure of traveling alone?
38. Do you find conversation more helpful in formulating your ideas than reading?
46. Do jeers humiliate you even when you know you are right?
48. Does it bother you to have people watch you at work even when you do it well?
50. Do you usually try to avoid arguments?
69. Do you often find that you cannot make up your mind until the time for action has passed?
71. Do you experience many pleasant or unpleasant moods?
72. Are you troubled with feelings of inferiority?
73. Does some particularly useless thought keep coming into your mind to bother you?
78. When you are in low spirits do you try to find someone to cheer you up?
79. Can you usually understand a problem better by studying it out alone than by discussing it with others?
80. Do you lack self-confidence?
112. Do you prefer making hurried decisions alone?
116. Are you considered to be critical of other people?
123. Does discipline make you discontented?
125. Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?

Items involved in F2-S change:

1. Does it make you uncomfortable to be "different" or unconventional?
11. Do you try to get your own way even if you have to fight for it?
13. Do athletics interest you more than intellectual affairs?
18. Are you touchy on various subjects?
25. Are you inclined to study the motives of other people carefully?

32. Do you prefer traveling with someone who will make all the necessary arrangements to the adventure of traveling alone?

38. Do you find conversation more helpful in formulating your ideas than reading?

52. Do you usually prefer to do your own planning alone rather than with others?

69. Do you often find that you cannot make up your mind until the time for action has passed?

71. Do you experience many pleasant or unpleasant moods?

72. Are you troubled with feelings of inferiority?

73. Does some particularly useless thought keep coming into your mind to bother you?

78. When you are in low spirits do you try to find someone to cheer you up?

79. Can you usually understand a problem better by studying it alone than by discussing it with others?

84. Do you usually avoid asking advice?

107. Do you usually prefer to keep your feelings to yourself?

112. Do you prefer making hurried decisions alone?

123. Does discipline make you discontented?
(not all from the project group) and formed a corps of teacher-assistants for the division teachers of entering students. Right of the ten teachers were new to the school. These students (two to each division) worked with the freshman students during the first week of the semester in a personalized orientation program.

Table 6 (p. 79) shows differences in Bernreuter scores in comparison with participants’ own rating of the sessions and their benefit to them. The responses to the Questionnaire (p. 68) were given values according to the following scale: 1 - no response; 2 - meant nothing, would not like to continue; 3 - meant nothing, but would like to continue; 4 - meant something, would like to continue with modifications; 5 - meant something, would like to continue.

Comments under three headings: What Project Meant to Me; Would You Like to Continue; Would Other Students be Helped/Suggestions, are gathered in Table 7 (pp. 80-84). The most obvious conclusions seem to be that there is room in the high school student’s life for counseling; that counseling with developing young people is a fascinating and puzzling process; and that further research is in order.

A personal relationship (of varying degrees) was established between each student and the counselor. This relationship could expand into the individual counseling situation according to the need and desire of the student. With some encouragement, e.g., an invitation to the counselor’s office for a chat, might be nec-
## Table 6

**Comparison of Bernreuter Scores with Individual Rating**

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1. Ten most diagnostic items in each trait.

2. Ratings: 1 - No response
   2 - Sessions meant nothing, would not like to continue
   3 - Sessions meant nothing, but would like to continue
   4 - Sessions meant something, would like to continue with modifications
   5 - Sessions meant something, would like to continue
### TABLE 7

**QUESTIONNAIRE RESPONSES**

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<thead>
<tr>
<th>Student</th>
<th>What Project Meant ...</th>
<th>Would You ... Continue</th>
<th>For Others? Modifications?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I really can't say anything happened to me...One thing I'm sure of is that I finally got to thinking about myself and my place in the world. I'm beginning to take a real look at my capabilities.</td>
<td>The things I'd like to talk about aren't exactly problems, but well, my feelings toward certain environmental situations. God, faith, and my belief.</td>
<td>A project like this wouldn't actually help a person who didn't care what happens from day to day...You have to be willing to accept help in order to receive it.</td>
</tr>
<tr>
<td>3</td>
<td>I found out what kind of a nut I was and what other people thought of me.</td>
<td>I opened a door and let out my inner personality and innermost thoughts. I'm now going to nail up that door. I'd like to discuss more our problems at home.</td>
<td>I think if we have problems we should work them out for ourselves.</td>
</tr>
<tr>
<td>5</td>
<td>I can't say exactly what happened to me, but I do think that it helped me with some problems I checked on the Moorey Check List.</td>
<td>Yes, think these talks should be continued because sometimes we might have some problems that we want to talk about.</td>
<td>I don't think I would want to discuss these privately. I think it's much more fun to discuss them in a group and see what the other members have to say.</td>
</tr>
<tr>
<td>6</td>
<td>This project gave me a chance to talk over some things that worried me. It gave me a chance to think about things, too.</td>
<td>There were many problems we didn't even touch in group discussions.</td>
<td>I don't know which way (individual or group) I'd like best...It's nice to have other teenagers to talk with...but some students might be scornful...or ashamed to admit they'd like to go to a discussion.</td>
</tr>
</tbody>
</table>
The project didn't mean very much to me. And nothing happened to me.

Yes, I'd like to continue. The questions I found answers to were the problems about being lazy.

I'd like some of the problems to be known to others because they might be able to help me solve them. I feel that I learned to be a better listener to other people's problems.

Nothing happened to me.

I would like to continue. I sure would like to talk about college some more. I don't think we spent enough time on that.

The project meant to me that I could get a lot off my mind.

I'd like to talk more about boy-girl relationships.

I was glad to take part.

I'm not sure these talks helped me very much.

I would not like to continue these talks... my ideas seem to be different from the others in the group.

Discussing this privately with the counselor is an enjoyable experience. It gives me a chance to express myself where otherwise the occasion would not arise. I think these groups should consist only of people who want to join them.

Yes, other students would like it very much.

I suggest you mix freshmen, sophomores, juniors, and seniors with each other.
During these sessions I got a picture of my personality.

Through listening to other student's views and experiences I found answers to some of my problems.

I would like to suggest for future discussions in groups that they be either all boys or all girls. I can talk about my problems easier with a group of girls than with a mixed group.

During this project, hearing other people's problems helped to solve some of my own.

The problem I'd like to discuss more is about money and meeting people. I'd like to continue these talks very much.

Many of my problems I'd rather discuss with the counselor privately.

(The project) held no particular meaning for me. Unfortunately from my point of view, I revealed certain emotions and feelings which I would much have preferred to keep within myself.

Heavens, no! I wouldn't like to continue... If there are more interviews, I'd like to talk about dating, problems after school, and parents' strictness with one child while another is allowed to run wild. Also include religion, all that goes with it.

No. I can't discuss anything with anybody, not even my parents.

To me this project meant a chance to talk about all sorts of things with people my own age who were having the same problems I was. I think about the only thing that happened to me is that I found out I wasn't alone in a lot of things I felt.

Yes... I think we all have something happen to us in the course of a week that the rest of us can benefit from or help out with. All of us need to talk things out with someone.

I enjoyed the group talks. I don't think any of us will be as frank alone with the counselor. I am sure most of us can count on our folks for a conference if we need one with a counselor. I think they (sessions) were run very well and I can't think of anything that would make them more pleasant (except having them during algebra all the time).
It meant a way of discussing our problems and a means of learning how a group discussion can be helpful. It helped my understanding of some problems.

This was an opportunity to talk over my problems with other people. Nothing happened to me because I did not feel free to talk over my problems with the others.

We had a chance to express our opinions on many topics which were of interest to us as a group. I felt that I was not the only one who thought about certain things; I hope that my views might help someone else solve a problem that is important to him.

As a result I have come to feel more at ease with a group and to express my feelings.

I think these talks have a good potential but I would not especially like to continue with them.

I did enjoy and find interesting the topics we talked about. I found these talks helpful in learning more about my classmates and how they feel on certain subjects.

I would like to continue with talks about teenagers' problems.

I feel I began to talk a little more.

I'd like to talk more about getting into college and how to make up your mind about things.

Just that we have a little more definite idea of what to say at these discussions. If we have a certain wide topic, it would help.

I think it might work better if the counselor asked the group some questions to get them started.

...to have the discussions longer because many times our discussions were going "great guns" when it was time to stop; when the next meeting came along, some of the group had lost interest in the topic discussed previously.

Some things I would prefer to talk privately with a counselor, but others it would be better to talk about in groups.

I was a little slow. When I thought what I wanted to say, the discussion had on.
I can't really say whether I enjoyed this project or not. In some sessions I felt bored.

I felt that if I were in another group I might have enjoyed it.

I don't feel you can discuss things with counselors because they don't know you well. I can talk better with my art teacher because we are close. I think shy people would enjoy this very much because they are sort of forced to talk. This would bring out the real person.

Even though the project brought up some good problems, I don't think they were the ones on anyone's mind as the real problems. I wasn't too much at ease.

I would like to continue because the reactions and questions are fun to talk about in groups.

I would suggest people in the same group talk over or write out a list of questions. I don't think I could talk to a grown-up in private about my problems unless he was my friend and close-mouthed about secrets which I am sure even a counselor can do, but you can't feel comfortable even with this factor in your favor.
essary. However, if the idea and practice of counseling were an
accepted school happening - and this will develop gradually -
such encouragement may more often come from the peer group and
the general expectancy of the school. It must be remembered
that teachers as well as students must be aware of the counseling
service and its role in the total guidance program and the total
educational program of the school.

Obviously, too, from certain student comments, the role of
the counselor in the group was puzzling to them, her role as
facilitator and the emergence of the role of the student as re-
 sponsible agent. These roles were also recognized in varying
degrees, and as counseling becomes an experience in every student's
school life, there should be, it is hoped, more effective group
sessions and ultimately more effective classroom participation
and learning.

In the eight-week period including the Mooney administration,
the dividing of the large group into smaller groups and assigning
of students to particular groups, and the six small-group sessions,
twenty-seven students (nine in each small group) each had a kind
of counseling experience for eight class periods. It is not
claimed that each session would be equal to an individual counsel-
ing session; nor is it admitted that the group session was some-
thing less in value than the individual session. Twenty-four
class periods were expended by the counselor. If the same number
of students had participated in the same number of individual
sessions, two hundred and sixteen class periods would have been
expended by the counselor.

If, for instance, a counselor could schedule two small groups of nine students each day (ten groups per week), he could "see" 180 students in this way each semester or 360 each year. Then, if he had conferences with at least two students individually each day for eighteen weeks, he would have seen an additional 180 (360 per year). Of course, the counselor sees his students more than once, and there are other duties in the guidance services beside counseling, but these rough calculations indicate the potential of group sessions for beginning the counseling relationship, for screening urgent problems, and for the developmental work that can be accomplished in the guidance program.

Conclusions

It cannot be stated absolutely that the moderate gains in self-confidence indicated by the Bernreuter were the result of the group sessions alone. The two administrations were only eight weeks apart. Other factors such as home influence, school progress, extracurricular and social activities went on as usual and were subject to no control. It would be unrealistic to insist that the counselor's observations and judgments were in no measure optimistically slanted (though not purposely so). However, the students who participated were representative of the average, normal high school student; the school situation and the educational program were not unusual; the counselor conducted this project concurrently with other duties of the school counselor -
testing, interpreting test scores, interviewing prospective students from contributing elementary schools, counseling individual students. It would seem, therefore, that the specific statements that could be safely made about the results of this project might validly be extended to the student population and to the school program.

The following conclusions might generally be drawn:

1. A personal relationship which involves or leads to counseling can be started with group work.

2. Students enjoy such a relationship with a faculty member and their fellow students; they show evidence of a need for it and seem to show positive growth as a result of it.

3. Such a group relationship may screen out students more seriously in need of individual counseling.

4. Such a relationship leads easily into individual counseling.

5. Special groups may be indicated for particular needs or for specific problems.

6. Short-term groups tend to establish this personal relationship, introducing students to the counseling experience and making them aware of the availability of an extension of this relationship in individual counseling.

7. There is a great need for further study of groups in the school and the counselor's role in them.
8. There is great need for study of the counselor's role in working with the rest of the faculty about student problems and behavior.

9. In the study of groups in the school, there is need for the developing of new techniques of evaluation.

Implications

All students can profit from group sessions which are designed to establish the personal relationship of counseling as an integral part of the school's educational program. Those in serious need of further individual counseling or referral to an outside agency for therapy are thus screened early in high school.

Group counseling can be offered so that all students will want to participate. All students, therefore, will be involved in the guidance program; yet nothing is "required," no one is "compelled." After such a program is established, social pressure of the peer group will be added as a force working toward an inescapable guidance program.

Group counseling also demands staff meetings - counselors and administrators, counselors and class teachers. Unless teachers and counselors come to a deeper understanding of what they are trying to effect in the student and present a united attitude in counseling and teaching, the dissonant approaches may militate against student development, and the positive effects be cancelled out. Counselors must, in their relations with the rest of the school staff, help their counselees in their relations with
their teachers.

Group counseling with developmental value must have the support of program scheduling. Students and groups, time and meeting place must be available. Group counseling is not a cure-all; not all students will be thus kept out of the disciplinarian's office; but the benefits do seem to justify planning by administrators and counselors to place it firmly in the school's program.
CHAPTER V

SUMMARY

Since recent literature regarding psychotherapy and counseling has indicated that groups and educational methods within therapy groups are being investigated for their potential in bringing about adjustment, it seemed logical to explore the use of such methods in the primary educational setting, the school, with normal, developing young persons. A pilot project was designed to fit in with the regular educational program of the high school.

The Problem and the Procedure. A short-term group counseling project was set up with evaluation of outcomes based mainly on participants' growth in self-confidence and sociability. A class of twenty-seven students (with three study periods per week) was divided into three small groups of nine each. The small groups met once a week during the study period of forty minutes with the counselor. Counseling began with the filling in of the Bernreuter Personality Inventory. Scores and item responses of the first administration were compared with scores and item responses of the second administration eight weeks later after six group counseling sessions.

Responses to the Mooney Problem Check List were used to form the smaller groups according to common problem areas. The Mooney

90
also helped students define and articulate their areas of concern.
Two sessions were absorbed in filling in the Mooney Check List
and grouping—naming students to smaller groups and determining
day of meeting. Small groups were made up of equal numbers of
boys and girls where possible.

There followed six weekly small-group sessions to which
students could bring any question or concern they wished. They
were reminded that they were the guardians of their own security
and that each one was to keep the group discussions in confidence.
Each group knew that its members had indicated concern in similar
questions and problems. Those areas were identified by the coun-
selor with reference to specific items that had been underscored
or circled by several in the group.

A friendly, permissive atmosphere was fostered. The coun-
selor insisted only that the participants listen to the one speak-
ing, that they try to express thought or feeling to the point of
communication, and that each value his reflection and insight be-
tween sessions and share that thought if he wanted to. Warnings
against discussing group happenings even with one or several
participants outside the sessions were pointed toward safeguard-
ing confidences and sparking the individual energy of between-
session thought and reflection. Attendance was on a voluntary
basis. Students were told that no marks would be given, no at-
tendance taken. One student was absent from one session because
of absence from school.
The counselor carefully refrained from guidance in the sense of information-giving or advising and from teaching in the sense of suggesting topics for discussion or directing the discussion, calling on students, questioning them, "telling them answers."

The counselor found her lack of extensive experience in group counseling rather a handicap. Counseling methods and techniques are continually developing within a counselor. As group problems offer choices of procedures, it would be helpful to discuss those problems, choices, and possible outcomes with other counselors who also are working with groups. Lack of extensive group work in the guidance program and hence absence of colleague support and cooperation were also noted.

There was no effort made to insist upon individual counseling. Invitation was extended to anyone who wished to consult the counselor privately. One boy, who had been referred by a faculty member at the time the pilot study was started, came for five weekly, individual sessions. He was much more open and talkative and receptive in the third, fourth, fifth individual sessions after he had participated in the small-group sessions. One other boy and two girls came for one individual session each. Usually one or two students stayed for a minute after the session to speak with the counselor. The next class convened within four minutes but there was plenty time to refer to a source of information, arrange for a convenient, later meeting, or listen to a final comment. Individual sessions seem to be a natural consequence of group sessions, but they were not urged upon students.
because this study was designed to evaluate group counseling. Obviously, in a school where schoolwide acceptance of counseling obtains and free opportunity is given to the student to seek individual counseling, more sophisticated methods of evaluating group counseling will be required.

The twenty-seven students met twice after the termination of the small-group sessions. The Bernreuter Inventory was administered for the second time; a week later the students were given a questionnaire consisting of seven questions in which they were to evaluate the project. They were asked to complete the questionnaire within a week and return it to the counselor. It was possible to arrange a short conference for about eighteen of the students when they returned their responses. Thus, the majority had the experience of an individual interview, but their evaluation dealt with the group session experience.

Conclusions. The most obvious conclusion from the responses to the Mooney Check List free questions and comments on the questionnaire is that these students feel a need for the personal relationship of counseling. The questionnaire further shows that most of these students seemed to enjoy and profit from the group sessions.

Scores on the Bernreuter Personality Inventory seem to indicate modification on both factors, self-confidence and sociability. A greater number of students showed more growth toward mature self-confidence; fewer students showed less growth toward independence.
However, there were modifications in both factors and, although the group counseling experience may not be the sole cause, it must be considered as partially the reason for the modified traits.

Students' comments indicate that group counseling may well be used to introduce them to counseling, establishing a personal relationship few have experienced with their teachers. It may also be a significant tool accomplishing developmental goals with a peer group that individual counseling may never attain. Since the group situation more nearly approaches the life situation, it may also be a tool for screening serious cases of maladjustment. Perhaps one student's judgment and reflection was pointed: "I don't think any of us will be as frank alone with a counselor."

A short-term project will not complete counseling, but may help the counselor more closely approximate his goal of establishing a personal, developing relationship with all or most of his students. Consideration has shown that with two such counseling groups per day (ten per week), approximately 180 students could participate in eight counseling sessions each semester or 360 students each year. Part of the counselor's time could be devoted to individual counseling, thus accommodating an additional number of students.

Of course, no counselor beginning group counseling could undertake such numbers. It may not even be possible with the experienced group counselor. Further exploration and research are necessary with varied sizes and kinds of groups. Perhaps the most
certain conclusion is that short-term group counseling in the high school is a promising area for further study. There is need for a more detailed study of the group session itself and the counselor's role and function. There is need for deeper involvement of the classroom teacher in the counseling and guidance service, not to render such service but to be aware of and cooperate with it and continue, as it were, the counseling of the counselor by reinforcing positive gains in the classroom, another group situation.

Whatever the number of students, a counselor could "handle" in group sessions, the planning and organization of the group project could be coordinated with the educational or the curricular subject-matter program. The counseling sessions may be dovetailed with a laboratory off day, as in this project, or with other study periods. Group counseling is possible without disruption of scheduled programs and gives every promise of adding a needed dimension with infinite potentialities to the school program.

**Implications.** Group counseling, it seems, can fill a developmental need of normal, adjusted high school youngsters. Even those who state that they have no need of counseling indicate, as they state it, that they can profit from it.

Should it be a requirement for all? Should it be required of special "problem" groups? Should it merely be offered in the hope that all students will at the auspicious time of special need apply for membership in a group and be accepted? Perhaps participation in some groups may be required as part of a "rehabilitation"
program; other groups may be offered for wholesale registration
during a study period; other groups may be formed for other par-
ticular purposes. The possible uses of group counseling are num-
erous.

The counselor, working with small groups in the school, sees
his work as "deeper teaching," as utilizing the best in education-
al and psychological methods in particular situations with unique
persons. He must be an educator "in a somewhat unconventional and
new sense."¹

It is in group counseling especially that the counselor
calls upon his resources and experience in teaching to aid him
in counseling, and it is in reflecting upon his experience in
group counseling that he asks how and in what ways the counseling
group can enlarge the horizons of education. As the personal re-
lationship which signifies counseling unifies the guidance or
pupil personnel services, so too, it may enable education to
exploit the energies of each person allowing each to contribute
his inimitable share to his society.

¹Esther Lloyd-Jones (ed.), Student Personnel Work As Deeper
APPENDIX I

THE BERNREUTER PERSONALITY INVENTORY

Robert G. Bernreuter, in describing the development of his Personality Inventory states frankly that

...the factors which lie behind the giving of these or other answers are still largely a matter of conjecture. Assuming that close rapport is had with the subject and that the subject has the knowledge and ability to make accurate reports concerning himself, it probably may be safely assumed that the answers given are indicative of his true behavior and subjective experiences. All scores should be interpreted with due regard for the possibility that either or both of these assumptions may not be sound in the case of a given subject.¹

John Flanagan chose the Bernreuter scales for factor analysis because they had rather high reliabilities and correlated "practically zero with the usual tests of general intelligence, indicating that some real factor other than chance or general ability is operating."² His study resulted in two factors out of the four Bernreuter scales which he called Self-confidence and Sociability.

A high score in Factor One would indicate Neurotic Tendency, Introversion, Submission, and to a lesser degree Social Dependence. The second factor


...is seen to have a large positive weight for Self-Sufficiency, a smaller positive weight in Introversion-Extroversion, and slight positive weights for Neurotic Tendency and Dominance ... A high score on this second factor would seem to indicate an individual who was independent but not necessarily dominant. A score in the second factor, of course, indicate nothing with respect to the trait represented by the first factor, and therefore the two traits must be thought of as having nothing in common.

The types of traits studied show no absolute zero, and individual scores are relative to those of a particular group. Some of the items most diagnostic of Factor One, Self-Confidence, are:

Yes 12. Do you blush very often?
Yes 20. Do you feel self-conscious in the presence of superiors in the academic or business world?
Yes 24. Are you troubled with shyness?
Yes 51. Are your feelings easily hurt?
Yes 69. Do you often find that you cannot make up your mind until the time for action has passed?
Yes 72. Are you troubled with feelings of inferiority?
Yes 103. Do you have difficulty starting a conversation with a stranger?
Yes 114. Are you troubled with the idea that people on the street are watching you?

Some items most diagnostic of Sociability are:

No 13. Do athletics interest you more than intellectual affairs?
Yes 23. Do you think you could become so absorbed in creative work that you would not notice a lack of intimate friends?
No 32. Do you prefer traveling with someone who will make all the necessary arrangements to the adventure of traveling alone?
Yes 44. Have books been more entertaining to you than companions?
Yes 61. Do you usually enjoy spending an evening alone?
Yes 109. Do you get as many ideas at the time of reading a book as you get from discussion of it later?

3Flanagan, op. cit., pp. 43-44.
Yes 112. Do you prefer making hurried decisions alone?
No 121. Do you lie to be with people a great deal?

Flanagan describes the two factors in this way:

A study of these and similar items suggests that Factor One may be interpreted as distinguishing between the self-confident, well-adjusted, socially-aggressive "thick-skinned" individual and the self-conscious, shy, emotionally-unstable individual.

Factor Two is perhaps best described as differentiating between the social and the non-social or independent. It should be noted that the "shy" individual as shown by a high positive score in Factor One may possess any amount whatever of "independence." 4

In the review of the Inventory in the Fourth Mental Measurements Yearbook, 5 Tyler writes that the inventory may be used by educational and vocational agencies where there is no reason for the person to attempt to get a better score than he deserves. It identifies personality inadequacies better than it evaluates an individual's suitability for particular jobs or life situations. "Unfavorable scores" furnish more evidence for maladjustment than apparently "good" scores furnish for superior judgment.

The test is designed to "distinguish between degrees of adjustment within the normal range." Tyler warns, however, that the overlapping between adjusted and maladjusted groups shown by validity studies should be borne in mind in studying any individual case.

4 Flanagan, op. cit., pp. 46-47.
6 Buros, op. cit., p. 77.
The validity of the Bernreuter Personality Inventory (and other such inventories) has been subject to much discussion and criticism. Responses slanted to win social approval and responses given as of an "ideal" self are indicative of personality, but to discern when and how they are operating is not facilitated by the paper-and-pencil answer.

Responses to the inventory are necessarily ambiguous. Gordon Allport, author of one of the original tests which were used in the Bernreuter, states that

It is a fallacy to assume that all people have the same psychological reasons for their similar responses... it is necessary to admit once and for all that test scores are at best coarse approximations, and should not be given over-precise interpretation, nor elaborated unduly through statistics.

Some students who took the Bernreuter in this project were uncomfortable (it was later learned) in this test situation realizing that precise behavior would depend upon circumstances and other factors.

With acknowledgement that self-report inventories are recognized as "intrinsically crude instruments," Anastasi suggests

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their judicious use as a "springboard for a clinical interview,"\textsuperscript{10} (in this project, group counseling), identifying problems for later personal penetration.

Some psychologists have maintained that, in the domain of personality, the individual can be effectively described only in terms of his own peculiar behavior inter-relationships, rather than in terms of common traits. This approach represents an extreme reaction to the relatively unstandardized nature of the emotional and motivational aspects of the individual's reactional biography. It is undoubtedly true that an intensive study of the individual case will yield the richest and most precise picture of the person. But the judicious use of common techniques and normative data should materially aid such an analysis.\textsuperscript{11}

Many studies have been reported in the literature about the Bernreuter Personality Inventory.\textsuperscript{12} Some have bearing on its judicious use in this counseling project. Super summarized studies of reliability as generally "found to be above .70 and often above .80, except after the lapse of substantial periods of time."\textsuperscript{13} He states that it is not known whether changes in scores which take place over periods of time are the result of defects in the Inventory or of changes in the subjects.\textsuperscript{14}

Normal changes in mood at different administrations does not seem to have great effect on the scores, as shown in the study of

\textsuperscript{10}Anastasi, \textit{op. cit.}, pp. 519-20.

\textsuperscript{11}Anastasi, \textit{op. cit.}, p. 523.


\textsuperscript{13}Super, \textit{op. cit.}, pp. 490-91.

\textsuperscript{14}Ibid.
college women. Changes in scores, however, have been demonstrated with experiences planned to modify personality traits. Rose found (at State Teachers College, Cape Girardeau, Missouri) that

the educational program which includes speech training results in a greater decrease in neurotic tendency and a greater increase in dominance, as measured by the Bernreuter Personality Inventory, than does an educational program which omits speech training.

Another study used two administrations of the Bernreuter to evaluate the effect of college attendance upon personality. The Inventory was given to entering freshmen at the University of Arizona and four years later when they were graduating seniors. Burton found the group as a whole, and, with few exceptions, individually became more emotionally stable, more self-sufficient, more extroverted, more dominant, more self-confident than they were when they first entered college.

A shorter time span between administrations is illustrated in a study in which a five-week play rehearsal occurred between administrations. Changes in traits, however, could not be as-


cribed to the rehearsal since there were many uncontrolled factors. 19

Study of stability of scores over a twenty-year period shows a rather high stability coefficient, lower than for mental tests, but a drop "surprisingly small." 20 It seems safe to assume that difference in scores might be attributable in part to the intervening experience.

There does not seem to be a linear correlation between scholastic achievement and personality, yet studies report achieving students of superior mental ability to be more introverted, self-sufficient, and solitary than low-achieving students of similar mental ability. 21, 22 Personality, thus, seems to affect "scholastic achievement by influencing the use made of one's abilities." 23

It seems possible, then, on the basis of the previous uses of the Bernreuter Personality Inventory to employ it in the way


23 Stagner, op. cit., p. 660.
proposed in the counseling project - to measure change in two personality factors, self-confidence and sociability, both of which may be affected by group counseling. Since there is a warning against "over-precise" interpretation and further suggestion that it be used as a "spring-board," it is so used in this project. It was not discussed during the small-group sessions because it was felt that thus the results of the second administration would more objectively measure possible change. There was a "straightforward effort to secure cooperation."24 The Mooney Problem Check List was the instrument discussed as indicative of the areas of concern.

The Mooney Problem Check List is of considerable value because it draws attention to specific concerns the client is ready to talk about and want help with. It is, in effect, a preliminary interview rather than a measuring device.25

The greater use of the Bernreuter with underachievers could be explored further. There was much raw material for further specific study turning up in this pilot project, but it was set aside for later study as extending beyond the set limits of the project.

24Allport, op. cit., p. 450.
25Cronbach, op. cit., p. 487.
### THE BEHRJUETER PERSONALITY INVENTORY

**Published Tentative Norms**

<table>
<thead>
<tr>
<th>Group</th>
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APPENDIX II

GROUP SESSION LOGS

First Session. Present: 4 girls, 5 boys, counselor.

Introductory statement by counselor.

Topics:

1. Parent’s favoritism toward younger brothers and sisters.

2. Lack of understanding between parents and children.

3. Lack of understanding between brothers and sisters and self.

4. Autonomous harmony among family members.

5. Causes of misunderstandings and agreements?

6. Parents compare children with one another.

Attitudes:

De: feels parents are unfair to him; they favor kid brother.
resentment; hostility toward brother.

An; Older brother gets more attention; submission, acceptance of lesser "girl" role.

Ca; Confusion at what parents expect. "They say I'm lazy, but they do everything. What do they want me to do?"

Wa; resentment toward older brother who "doesn't let me pick out my own clothes."

Cl; Independence of his twin; own room, own friends, etc.

Ca; confusion; difficulty of growing up. "Why don't families get along? Why don't nations get along?"

Eu; competition; "Parents expect us to be like older brothers."

Te: "I guess that would be hard. I don't have that problem; I'm the only child."

supportive; accepting.
First Session. Present: 5 boys, 4 girls, counselor.

Introductory statement by counselor.

Topics:

1. Unfairness of teachers in class explanations.

2. Teachers' problems.


4. Threat of grades. Teacher a symbol of evaluating.

5. What is responsibility of the learner?

6. Different atmosphere of school and home.

Attitudes:

Wi: Resentment at not being allowed to ask question in math class.

Ha: Fear to ask question because teacher ridicules.

Ca: Irritation because teacher stands in front of what he is writing.

Do: Angry at not being allowed to talk with neighbor about problem.

Ni: Sympathy with teacher. "We do talk a lot in class."

Ca: "Yet difficult to speak in Spanish class where we are urged to speak."

Wi: Feeling that teacher is never just teaching - "counting everything into your grade." Hostility.

Ma: Conciliating. "We do talk too much; we don't listen, don't try to work things out ourselves."

Ca: Insight. "Maybe we don't learn as much as we expect to be taught."

Yv: "Where does stimulation come from? I'm all eager to get home to do homework, but once I get there the spark seems to be gone."
LOG

Third Session. Present: 5 girls, 4 boys, counselor.

Topics:

1. False advertising.
2. Young adult health problems; how to deal with acne.
3. Individual unusual diet.
5. Growth to adulthood.

Attitudes:

Sa: Indignation at advertising which does not prove true.
Ro: Despair; comradeship. "My experience the same; tried all kinds of soaps, creams; nothing helped."
Ca: Suggestion: "Some say diet helps."
He: "I've been on a liquid diet for two months - soup and milk."
Group surprise, curiosity, sympathy.
Li: Acceptance. "I used to have pimples, but they went away; don't know exactly what did it."
Wa: Agreement. Return. "Se is right. Commercials are rigged."
Wi: Indecision. "Hard for me to make up my mind."
Ro: "Not for me..."
Ji: "My mother lets me make up my own mind; she helps me."
Wi: "But how?"
Ar: Hostile. "We don't pay the bills. Why should we choose?"
Wi: "Do you get an allowance?"
Ar: Resentment at dependence.
Ji: Adult experience to "see through advertising?"
APPENDIX III

INDIVIDUAL MODIFICATION ON BPI

A girl (Number 2)

A girl who (whose)

"sometimes" can stand criticism without being hurt;
is easily discouraged when others' opinions differ from hers;
does not think she would not notice a lack of intimate friends;
has not found books more entertaining than companions;
is humiliated by jeers when she knows she is right;
feelings are easily hurt;
does not feel lonesome when she is with others;
is easily moved to tears;
makes new friends easily;
is troubled with feelings of inferiority
lacks self-confidence;
likes to get many views from others before making an im-
potent decision;
has difficulty starting a conversation with a stranger;
gets as many ideas at the time of reading a book as she does
from a discussion of it afterward;
does not prefer to make hurried decisions alone;
is not troubled with the idea that people on the street are
watching her;
does not consider herself critical of others;
likes to be with people a great deal

after group sessions says she

cannot stand criticism without being hurt;
is not easily discouraged by differing opinions;
does not lack self-confidence;
does not have difficulty starting a conversation with a
stranger;
does not get as many ideas at the time of reading a book
as she does later in discussion;
prefers to make hurried decisions alone.
INDIVIDUAL MODIFICATION ON BPI

Boy - Number 3

A boy who (whose)

cannot stand criticism without being hurt;
is not easily discouraged when others' opinions differ from his;
thinks he can become so absorbed in creative work that he would not notice the lack of intimate friends;
is troubled with shyness;
has found books more entertaining than people;
is humiliated by jeers when he knows he is right;
feelings are easily hurt;
often feels lonesome when he is with others;
is easily moved to tears;
does not make new friends easily;
is not troubled with feelings of inferiority;
lacks self-confidence;
does not like to get many views from others before making an important decision;
does not tend to be radical in his political, religious, or social beliefs;
has difficulty starting a conversation with a stranger;
is not sure whether he gets as many ideas at the time of reading a book as he does from a discussion of it afterward;
prefers making hurried decisions alone;
is troubled with the idea that people on the street are watching him;
is not considered critical of other people;
does not like to be with people a great deal

after group sessions says he (his)
can stand criticism without being hurt;
is not easily moved to tears;
does not lack self-confidence;
does not have difficulty starting a conversation with a stranger;
is not troubled with the idea that people on the street are watching him;
is considered to be critical of other people.
A boy who (whose)

is not sure that he can stand criticism without being hurt;
is not sure whether he is easily discouraged when others' opinions differ from his;
thinks he could become so absorbed in creative work that he would not notice a lack of intimate friends;
is not troubled with shyness;
is not sure that books have been more entertaining than companions;
feelings are easily hurt;
is not sure whether he feels lonesome when with other people;
is not easily moved to tears;
does not make new friends easily;
is troubled with feelings of inferiority;
lacks self-confidence;
likes to get many views from others before making important decisions;
does not tend to be radical in his views;
has difficulty starting a conversation with a stranger;
does not get as many ideas at time of reading a book as from a discussion of it afterward;
does not prefer to make hurried decisions alone;
is not troubled with the idea that people on the street are watching him;
is not considered to be critical of others;
likes to be with people a great deal

after group sessions says he (his)

can stand criticism without feeling hurt;
is not easily discouraged when others' opinions differ from his;
finds books more entertaining than companions;
feelings are not easily hurt;
often feels lonesome when with other people;
is not troubled with feelings of inferiority;
is not certain that he lacks self-confidence;
is not certain whether his views tend to be radical.
A girl who (whose)

can stand criticism without feeling hurt;
is not easily discouraged when others' opinions differ from
hers;
does not think she could become so absorbed in creative work
that she would not notice lack of intimate friends;
is troubled with shyness;
finds books more entertaining than companions;
feelings are not easily hurt;
is often lonesome when with other people;
is easily moved to tears;
makes new friends easily;
is troubled with feelings of inferiority;
does not lack self-confidence;
likes to get others' views before making an important decision;
is not certain that she tends to be radical in her views and
beliefs;
does not have difficulty starting a conversation with a
stranger;
is not sure she gets as many ideas at the time of reading a
book as she does in discussion afterward;
does not prefer to make hurried decisions alone;
is troubled with the idea that people on the street are
watching her;
is considered to be critical of other people;
does not like to be with people a great deal

after group sessions says she

thinks she could become so absorbed in creative work that
she would not notice a lack of intimate friends;
is not troubled with shyness;
is not sure that books have been more entertaining to her
than companions;
is not troubled with feelings of inferiority;
does not like to get many views from others before making
an important decision;
is not troubled with the idea that people on the street are
watching her;
is not considered to be critical of other people;
likes to be with other people a great deal.
BIBLIOGRAPHY

Books


**Articles and Periodicals**


**Tests**


APPROVAL SHEET

The thesis submitted by LaVerne L. Landon has been read and approved by three members of the Department of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

12/7/67
Date

Signature of Adviser