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Measurement of attitudes of deans of women toward principles of good counseling

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MEASUREMENT OF ATTITUDES OF DEANS OF WOMEN
TOWARD PRINCIPLES OF GOOD COUNSELING

Submitted by

Mary Elizabeth Reeves

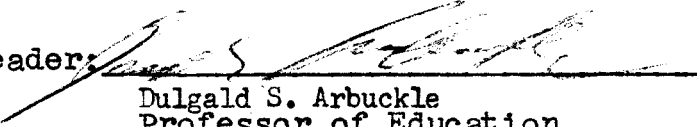
(B.S., Worcester State Teachers College, 1946)

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the Degree of Doctor of Education

1960

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CHAPTER I
INTRODUCTION

Purpose of the Study

During recent years, conditions in colleges and universities have been influenced tremendously by national and international events. From the viewpoint of those engaged in student personnel work, these events have resulted in continually increasing enrollments which have in turn posed several problems. No longer is it possible for members of the faculty and administration to know or even to meet most of the students. The singularity of the individual is lost in the task of educating the mass. Critical shortages of adequately trained staff and inadequate housing have required the utilization of new measures to find solutions.

For the Dean of Women, particularly, the conditions constituted a challenge. The ratio of men to women students remained in flux for more than ten years. More women than ever before sought the advantages of higher education. The task presented to the Dean of Women was that of personifying the institution and serving the individual woman, while benefiting the entire group.

In educational circles, widespread controversy revolves

around the question of training for student personnel work. Many who hold the position of Dean of Women have come to it from disciplines other than those of counseling psychology, guidance, and student personnel training. This controversy is one which has intrigued the author and has resulted in the present research. It is the conviction of the author that the person rather than the training is paramount when functioning in the area of human relations. Unless a person has certain basic philosophies and personality attributes, no amount of training will suffice.

Therefore, this study is concerned with the measurement of the extent to which Deans of Women adhere to the principles of good counseling. More specifically, it is concerned with the development of an instrument designed to measure counseling attitudes of professional college counselors and Deans of Women. The instrument as constructed consists of a series of unrelated hypothetical situations with five possible responses to each situation. A "jury of expert" counselors was asked to validate the instrument by identifying the responses according to preconceived variables set up by the author.

Definition of Terms

The Variables

As an investigative study progresses, it is possible to obstruct variables from the data. In many instances these variables constitute continuous variations in a single direc-

tion. Close observation and analysis of a number of cases with respect to a given trait or characteristic will yield evidence of differences.

In the present study, the author categorized certain counselor traits and attitudes as an initial procedure. These classifications or variables are listed below.

1. Authoritarian (autocratic) response.

A statement which advocates obedience and conformity.

2. Persuasive (counselor direction) response.

A statement which tends even vaguely to influence, to induce opinion or conviction.

3. Sympathetic (supportive) response.

A statement which evaluates the client, his ideals, or his actions in such manner as to give emotional support, reassure, or imply sympathy.

4. Judgmental (evaluative) response.

A statement which expresses opinion or judgment of the client and of his feelings. It is appraisal which is frequently a clever deduction.

5. Understanding (acceptant) response.

A statement which indicates simple acceptance or understanding of the client's feelings.

Counseling

Although it is apparent that there is very little agreement on the most successful methods to use in counseling, there is general agreement among counselors as to objectives.

There is general agreement also that all good counseling is client-centered, but there does not seem to be a definition of what is client-centered.^{1/}

It can be stated, however, that client-centeredness is more than a method or technique. It is a basic part of the counselor's entire philosophy. It is determined by his belief and his faith in the capacity of his fellow man to solve his own problems.^{2/}

It is within this frame of reference that counseling may be defined as referring to an interpersonal relationship between two people in a face-to-face situation, in which primarily one, but possibly both individuals discover and attain the greatest potential in terms of individual satisfaction and ultimate effectiveness.

Psychotherapy, therapy, and counseling as used in this paper are synonymous.

Jury of Experts

In order to empirically validate the instrument used in this study, a group of seventeen men and women were selected to serve as a criterion committee. The members of this group were eminently well-qualified for this task; all serve in the

^{1/}Dugald S. Arbuckle, Student Personnel Services in Higher Education, McGraw-Hill, New York, 1953, pp. 119-120.

^{2/}Ibid., p. 128.

field of personnel counseling; all are full-time regularly appointed members of a university staff; most have published books or articles in the area of student personnel work.

Justification of the Study

One of the primary skills essential to student personnel work is competency as a counselor. This study is concerned with the Dean of Women as a counselor. Historically, this has been her function from almost the earliest days of her office; the first reference in the literature of this phase of personnel work as a primary aspect of the duties of the Dean of Women was 1869. Through the ensuing years, literature by the Deans themselves continues to stress this role as vital.

Another outstanding feature of this literature is the evidence of the expansion in services of the personnel programs of the Deans and the reports of an improvement in the quality of the services offered. There is indication, too, that the Deans are more and more concerned about counseling methods.

Since the Dean of Women is an administrator with a counseling point of view, the intent of this study is to determine how closely her reactions resemble the reactions and attitudes of experts in the field of counseling, and to ascertain how closely her counseling attitudes parallel those of professional college counselors.

The instrument used in this study

The Attitude Scale devised for use in this study is composed of 50 items, consisting of a series of unrelated hypothetical problem cases with five possible responses to each case. The problems included are typical of the sort which are most frequently referred to the Office of the Dean of Women. To guarantee a spread of experience and problems, a local sampling of cases was procured from Deans of Women in differing types of colleges and universities. The author visited several campuses in order to secure as nearly typical problems as possible. In addition, some university graduate students, working in the area of counseling, were invited to submit their problems (cases).

The test items were designed to identify responses which are authoritarian, persuasive, sympathetic, judgmental, and understanding.

Summary

In this chapter the author has set forth the major elements of the problem: this study is an attempt to construct and validate a counseling attitude scale, first, by designing test items, second, by empirically validating test items through the use of a committee of experts, third by administering the test to a sample population of Deans of Women and professional college counselors, and fourth, by treating the data to determine the reliability of the instrument and the significance of the findings.

CHAPTER II

REVIEW OF THE LITERATURE

Development of the Office of the Dean of Women

With the introduction of co-education into some of our institutions of higher learning in the nineteenth century, it was obvious that the Dean of Men could not cope with the particular problems of women, especially those related to living quarters, dress and conduct.^{1/} Moreover, the public was not completely enthusiastic to higher education for women and was particularly concerned about admitting women on an equal basis with men. The founders of the first co-educational institutions - Oberlin, Antioch and Swarthmore - were fully cognizant of the dangers inherent in such a departure and officials at men's universities investigated fully the myriad of problems which were predicted for those colleges which attempted to educate men and women together.^{2/}

In response to the increasing complexities and problems resultant upon co-education and campus needs, women were

^{1/}C. Gilbert Wrenn, Student Personnel Work in College, The Ronald Press, New York, 1951, p. 33.

^{2/}Lulu Holmes, A History of the Position of Dean of Women in a Selected Group of Co-Educational Colleges and Universities in the United States, Teachers College, Columbia University Contributions to Education, No. 767. Bureau of Publications, Teachers College, Columbia University, New York, 1939, p. 5.

appointed to supervise the welfare of the women students, and initially they bore the frightening titles of Lady Principal, Warden, and Matron.

In 1833, Oberlin opened with a Female Department under the administration of a Lady Principal. All women students were enrolled in this department and were subject to the supervision and discipline of the Lady Principal. Their studies, however, were pursued in regular college classes with men. Nonetheless, Oberlin took two precautions deemed necessary: the women students were carefully selected with reference to their moral character, and a "judicious" lady was appointed to supervise their college life.^{1/}

Swarthmore followed in the pioneering work of this area of education, and opened as a co-educational college in 1869. The first building, Parrish Hall, housed both men and women students and many of the faculty. It also provided classrooms, a dining room, and living rooms. From the very first, the matron was listed as a member of the faculty. Her special responsibility was the household, the personal comfort of the students, and the supervision of the conduct and the health of young women.^{2/}

In 1872, one of the first official reports from Swarthmore relative to co-education, expressed concern for the

^{1/} Ibid., p. 7.

^{2/} Ibid.

health and physical welfare of its women students in order that the girls might successfully pursue their studies. However, one year later, the Board of Managers expressed their appreciation of the care of the students given by the officers appointed for that purpose. At that time, the Board specifically praised "the judicious Matron's influence and the watchful care of the Matron for the health and general welfare of the students."^{1/}

In 1871, co-education was inaugurated at the University of Michigan; the following year the president of that university reported that the women students, who did precisely the same work as the men, did not appear to have suffered undue strain.^{2/}

By an act of the trustees passed in 1872, Cornell admitted women to the university under the same conditions as men except that they must have reached the age of eighteen. A separate building, Sage College for Women, was presented to the university; thus the residence problem was met immediately. The entire management, business and social, was delegated to a superintendent and his wife. Before many years had passed, however, the trustees realized that certain phases of the college life of young ladies were not re-

^{1/} Ibid., p. 8.

^{2/} Ibid., p. 8 ff.

ceiving adequate attention. As a result, a Lady Principal was appointed, and the duties of household management of the dormitory were separated from the supervision of the social life of the women students.^{1/}

In 1869 classes at Northwestern University were opened to women, but not until the university purchased Evanston College for Ladies in 1873 was any specific attention given to the problems inherent in co-education. Originally this college had been the Northwestern Female College with the following objectives:

1. To promote the higher education of women.
2. To bring the advantages offered by the University to young women within their reach.
3. To provide a home for young women where their morals, health, and manners could be consistently under the care of a woman.
4. To place women among the instructors to counsel and sympathize with the young women.

Frances Willard had been president of the Evanston College for Ladies, and she became Dean of the Women's College and Professor of Aesthetics when it was bought by Northwestern University. Her office and living quarters were located in the College, or dormitory.^{2/}

Shortly thereafter, the Universities of Kansas, California, Oregon, and Chicago followed the trend and admitted

^{1/} Ibid., p. 9.

^{2/} Ibid., p. 10.

women on equal par with men students. In the first two decades of co-education, the problems did not change very much and it was soon apparent among the colleges and universities of this pioneering group that supervision was expedient and essential. The appointments of the first Deans of Women in all these institutions obviously resulted from the need to find solutions to all or some of these problems.

Originally these deans were merely regulators of conduct and protectors of women's morals, but gradually they began to counsel women, to pay attention to their unique needs, to see the relationship between extracurricular activities and classroom performance, and to plan for social development of the women students.^{1/} By the beginning of the second decade of this century, Deans of Women in most of the colleges and universities of the group under consideration were providing some form of vocational guidance for their students.^{2/}

In 1936 a survey showed that the position of Dean of Women was well established in colleges and universities and somewhat less prevalent in teachers colleges. In 1951 Spencer reported a persistence of this trend;^{3/} there were

^{1/}Wrenn, op. cit., p. 33.

^{2/}Holmes, op. cit., p. 132.

^{3/}Louise Walcutt Spencer, "Eleven Years of Change in the Role of Deans of Women in Colleges, Universities, and Teachers Colleges," Journal of the National Association of Deans of Women, (January 1951) No. 2, p. 57.

changes, however, in the role of the Dean of Women.

In 1936-37 the Dean of Women was actually Head-Resident of the largest dormitory and her duties were largely those of supervision of resident women. In 1951 the Dean of Women lived outside the dormitory, occupying an office in the Administration building.^{1/}

In addition to the change in function, many deans of women reported a shift to broader responsibilities and an expansion of the personnel services of their offices. As in the early years of the position, the entire life of the women students was still the primary concern of the Dean of Women and of her assistants.

The Dean of Women is responsible for practically every area of undergraduate student life for women. . . . The Dean of Women . . . has broad responsibility for women students and serves in an advisory capacity to university agencies interested in the students' physical well-being and living conditions, in their social and recreational activities, and in the improvement of the cultural level of student life outside the classroom.^{2/}

While the scope of her function continued to broaden, the Dean of Women remained a counselor in essence. In 1949 Paine stated that students desire "someone whom they can trust and respect, and most of all someone who can do some-

^{1/}Spencer, op. cit., p. 58.

^{2/}Ibid., p. 59.

thing about their problem, . . ."^{1/}

In the 1951 survey^{2/} deans of women were requested to locate "primary responsibility" for performing each of thirty different personnel services. In their responses they included most frequently in the order listed below:

1. Individual guidance - personal
2. Developing a program of student self-discipline and growth in personal-social responsibility
3. Communication with parents

In the same survey^{3/} the deans indicated the relative potential values which they recognized in each of the thirty functions for the personnel programs in their own institutions. As a group, deans of women considered these to be the most valuable personnel services for students:

1. Individual guidance - personal
2. Developing a program of student self-discipline and growth in personal-social responsibility
3. Orientation of students

The contribution of the Dean of Women to the total student personnel program varies as much from campus to campus as do the personnel programs themselves. In most institu-

^{1/} Louise Tips Paine, A Survey of Current Personnel Practices in Selected Colleges and Universities as Related to the Functions of the Office of the Dean of Women, Unpublished Doctoral Dissertation, Cornell University, Ithaca, New York, 1949, p. 384.

^{2/} Spencer, op. cit., p. 63 ff.

^{3/} Ibid., p. 65.

tions, however, her functions cover the broad field of personnel work. The following definition of her position would be appropriate in most situations.

The Dean of Women is an administrative officer whose responsibilities are:

1. To develop through shared thinking with the president, the dean of men, other appropriate administrative officers and faculty and student committees the philosophy and the policies of a student personnel program appropriate to her institution and to share in co-ordinating and integrating the program of personnel work;
2. To be concerned with the quality of campus life in general, with special responsibility for the needs of women students; and to give leadership in its improvement individually and through service upon appropriate committees, e.g. - Social, Activities, etc.;
3. To act as counselor or chairman of counselors for women in their particular problems of adjustment, to act as adviser or adviser ex-officio in all areas of student life with which women are concerned, and to do research in problems of student life with special reference to the education of women.
4. To represent women and the feminine point of view in administrative and faculty councils and to serve on administrative councils and faculty committees that deal with problems which concern women, e.g. - university senate, council of deans, scholarship, curriculum, admissions committees, etc.^{1/}

In San Francisco in March 1957 at the National Conven-

^{1/} M. Eunice Hilton and others, The Dean of Women in the Institution of Higher Learning, National Association of Deans of Women of the National Education Association, Washington, 1950, pp. 10-11.

tion of Women Deans and Counselors, a panel was presented on the subject of professional responsibilities of Deans of Women. The following qualifications were among those listed as necessary for the successful Dean of Women:

1. Friendly enough to make a girl know that she and her problem are welcome.
2. Understanding and empathic enough to be of use to the student.
3. Able to inspire confidence in herself.^{1/}

One of the contributions which the Dean of Women makes is closely related to her function in matters of discipline. In the News Digest of the Deans Association the following statement promulgates one point of view:

Effective group work within a school cannot be completely subject to the decisions of the students, no matter how democratic the counselor wishes to be. She carries responsibility, educational, legal, and public-relations which can not be delegated to the students either by design or default.^{2/}

On the same subject, Hilton says that "the finest art of counseling should be that of administering discipline successfully so that the student achieves growth and understanding by the experience and comes into a closer relation-

^{1/}"What We Expect of a Dean of Girls or a Girls' Counselor," Journal of the National Association of Women Deans and Counselors, Vol. XXI, No. 1 (October, 1957), p. 25.

^{2/}"Professional Responsibilities of Deans of Women," News Digest, National Association of Women Deans and Counselors, Vol. 2, No. 2, Washington (April, 1957).

ship with the counselor.^{1/}

Relative to training for her position in student personnel work, the Association recommends that the Dean of Women be a generalist rather than a specialist and take courses in the history, philosophy and techniques of personnel work, in addition to the study of certain aspects of psychology, sociology, anthropology and other social sciences which are invaluable as additions to the Dean's knowledge of the individual and human relationships. The more background she has for her work, the more competent she should be to fulfill her duties, although there can be no substitute for common sense, poise, good adjustment, and understanding.^{2/}

Cowley says of the qualifications of Deans:

Consider first the humanitarians. Most deans of women, many deans of men, but only a few deans of students belong to their numbers. They are the people who have come into the field primarily because they want to help people. As students or as faculty members they were appalled by the impersonalism of research-minded professors and the resulting failures of colleges and universities to give students the individual instructional help so many of them need. They have become personnel workers because essentially they want to do good in the world especially among college students.^{3/}

^{1/}Hilton, op. cit., p. 13.

^{2/}Ibid., p. 15.

^{3/}W. H. Cowley, "Student Personnel Services in Retrospect and Prospect," School and Society (January 19, 1957), p. 20.

Qualities Necessary for Successful
Student Personnel Work

The literature seems to indicate that Deans of Women and professional counselors advocate the same principles and underscore the same traits for success in student personnel work. In the March 25th Working Draft of a Proposed Code of Ethics for the American Personnel and Guidance Association it is stated, "In his relations with his client the personnel worker is constantly aware that he has chosen to serve, and he respects the dignity of the individual human personality in all his relationships with him."^{1/}

Sturtevant has said that the Dean of Women should never permit her professional interest in educational theory and practice or her ardor for scholarship make her lose sight of the fact that the student is first an individual and that students as individuals cannot be standardized.^{2/}

Arbuckle has said that guidance workers should possess certain qualities of mental health. A stable healthy individual is one who believes in his fellow man, in his capacity to know right from wrong, and in his willingness to do what is right for society. The stable person sees a group

^{1/} March 25th Working Draft of a Proposed Code of Ethics for the American Personnel and Guidance Association, Washington, Introduction.

^{2/} Sarah M. Sturtevant and Harriet Hayes, Deans at Work, Harper and Brothers, New York, 1930, p. 219.

of happy, healthy people around him; he accepts them as they are.^{1/}

Counseling, according to Routh, is a play and interaction between two people that should be non-judgmental, non-critical, accepting, and understanding. It is a relationship in which counselors should pass no judgments about clients or their feelings. On the other hand, the client must sense that the counselor does accept and understand his feelings, no matter how strong or illogical they may be.^{2/}

In the counseling interview certain types of remarks by the counselor tend to evaluate or pass judgment on what the client is saying and on the client himself. The true therapist, whether he is a psychiatrist, a psychologist, or a professional college counselor, neither agrees nor disagrees; he makes no evaluation, either positive or negative, nor does he suggest remedies. He does not condone or sympathize, but he does imply an understanding and appreciation of the client's feelings and reactions.^{3/}

Rogers has stated that much well-intentioned counseling is unsuccessful because a satisfactory counseling relationship is never established. Frequently counselors and ther-

^{1/} Dugald S. Arbuckle, Guidance and Counseling in the Classroom, Allyn and Bacon, Boston, 1957, p. 103.

^{2/} Thomas A. Routh, "Emotional Counseling Means Real Sharing," The Vocational Guidance Quarterly, Vol. 5, No. 4 (Summer, 1957), p. 174.

^{3/} Robert L. Kahn and Charles F. Cannell, The Dynamics of Interviewing, John Wiley and Son, Inc., New York, 1957, pp. 71-72.

apists have no clear cut notion of the relationship which should exist, and as a consequence their therapeutic efforts are vague and uncertain in direction and outcome. Much more adequate attention should be given to the subtle inter-relationship which grows up between the therapist and the client, the counselor and the counselee.^{1/}

Warmth and responsiveness make rapport possible; gradually this develops into an affectional bond with defined limits. In essence the relationship is marked by:

1. Genuine interest in the client and acceptance of him as a person.
2. Permissiveness and freedom from any type of pressure or coercion.
3. Absence of undue support, unwelcome antagonism, blame, and overly sympathetic indulgence or praise on the part of the counselor.^{2/}

Counseling, at its deepest level, is both a profound relationship between the self and another, and an intensely searching and probing [process]. Interwoven and mutually dependent are both the understanding process itself, the dialogues and the deepening relationship it produces. Together . . . [they] aim at greater self-understanding, orientation to more adequate goals and values, and more com-

^{1/}Carl R. Rogers, Counseling and Psychotherapy, Houghton-Mifflin Company, Cambridge, 1942, p. 85.

^{2/}Ibid., p. 87.

plete operational integration and efficiency.^{1/} The counselor must first give himself - it is from this that the client begins to trust both the counselor and the relationship.

Strang lists intuition, sympathy, understanding, intelligence and sensitivity as the qualities essential to a personnel worker's success. Technics, she feels, supplement but do not supplant these essential qualities. Some persons seem to be endowed with sensitivity to the changing responses of other people; there is no substitute for this sensitivity.^{2/}

In another volume Strang says that personnel workers must maintain fidelity to the responsibility for the best development of every child. Undue emphasis on the machinery of personnel work must be avoided lest sensitivity and concern for human relations be neglected.^{3/}

Every pupil should have someone in the school who knows him as a person, likes and respects him, and is interested in his best development. The counseling relationship provides an educational situation in which every student has the opportunity to acquire those aspects of personal develop-

^{1/}Rev. Charles A. Curran, "Religious Factors and Values in Counseling," The Catholic Counselor, Vol. 3, No. 1 (Autumn 1958), pp. 3-4.

^{2/}Ruth Strang, Counseling Technics in College and Secondary School, Harper and Brothers, New York, 1939, pp. 4-5.

^{3/}Ruth Strang, Pupil Personnel and Guidance, The Macmillan Company, New York, 1940, pp. 161-162.

ment which most easily evolve from a counseling situation. This relationship affords the best opportunity for the student to feel that someone is interested in him as a person.^{1/}

The statement of Ethical Standards of the American Psychological Association says that the therapist is "mindful of the significance of his work in the lives of other people, [thus] must strive at all times to maintain the highest standards of excellence, valuing competency and integrity more than expedience or temporary success."^{2/}

The same Association states that "A cardinal obligation . . . is to respect the integrity and protect the welfare of the person with whom he is working. Vigilant regard for this principle should characterize all of the work . . . and pervade all his professional relationships."^{3/}

Summary

The objectives of this chapter were three-fold: (1) to outline the development of the Office of the Dean of Women, (2) to describe the evolving role of the Dean, and (3) to set forth and discuss the personal qualities necessary for successful student personnel work.

^{1/} Eugene L. Sheppard and Melvne Draheim Hardee, Counseling and Guidance in General Education, World Book Company, Yonkers-on-Hudson, 1955, p. 163.

^{2/} The American Psychological Association, Ethical Standards of Psychologists, Washington, D. C., 1953, p. 39.

^{3/} Ibid., p. 49.

From this review, it is apparent that the position has historical and philosophical import. Moreover, it is evident from the literature that the Deans consider themselves to be counselors as well as administrators. The research indicates clearly that counseling is a prime function of the Office.

From the literature the author drew conclusions and generalizations:

1. Within the broad framework of the Office of the Dean of Women, the concept of counseling-administrator has evolved.

2. Deans of Women and professional counselors advocate the same principles and emphasize the same traits for success in student personnel work.

3. Techniques and training cannot supplant qualities and personal characteristics essential to a personnel worker's success.

4. The Dean of Women should be a generalist rather than a specialist in order that she will have the broad view and the total educational picture.

CHAPTER III
RESEARCH PROCEDURES AND TECHNIQUES

Overview of the Study

The instrument used in this study was designed to measure the counseling attitudes of Deans of Women and professional college counselors. The author hoped to discover whether there are differences in the types of responses given by the two groups, and to determine the significance of any observed differences.

As developed, the instrument consists of a series of unrelated, hypothetical situations of the sort which are most frequently referred to the Office of the Dean of Women. To guarantee a spread of experience and problems, a local sampling of cases was procured from Deans of Women in differing types of colleges and universities. The author visited several campuses in order to secure as nearly typical problems as possible. In addition, some university graduate students working in the area of counseling were invited to submit problems (cases). The cases utilized cover a wide variety of infractions and deviations, including those listed below:

cheating
non-conformism
introversion
instability

stealing
rebelliousness
exhibitionism
unrealistic goals

housing infractions
 poor adjustment to
 college
 academic misfit
 high aspiration - low
 level of ability
 non-attendance

poor adjustment to peers
 aggression-hostility
 high level of ability - low
 level of aspiration
 financial problems
 physical or psychological
 problems

Design of the Test

The Attitude Scale which was devised for use in this study is composed of 50 items. In the preliminary stages, cases were developed with the aim of including as many varieties of problems as possible. Subsequently, after conferences with several Deans of Women, it was deemed advisable to give particular emphasis to those types of problems which seem to occur most frequently.

The test items themselves were designed to identify responses which are judgmental, authoritarian, persuasive, sympathetic, and understanding. Each problem case has five possible responses to it; each one of the responses was designed to conform to the appropriate category.

Constructing the Test

When the preliminary form of the Attitude Scale was constructed, it was submitted to a local jury of three who studied it to determine whether it had face validity. The Scale was then restudied by the author, revised where deemed necessary, and then resubmitted to the local jury for the same test of validity. When the subsidiary jury concurred

that the instrument had face validity, the Scale was submitted via mail to the jury of experts who had previously agreed to serve as the criterion committee. The task of this committee was to empirically validate the test. The members of this group were asked to identify the responses according to the categories listed above. The responses of the committee were to serve as the criterion responses, with 70 per cent concurrence by the jury to be considered significant. The cut-off point of 70 per cent for the criterion responses was arbitrarily set by the author after consultation with her advisor.

When the criterion committee had returned the Attitude Scale to the author, the results of the first attempt at validation were studied. Invalid items, those on which the rate of agreement was low, were eliminated. These items, and in some instances entire cases, were rewritten and checked for face validity. The Attitude Scale was then redistributed to the jury of experts. When a high degree of consistency in the criterion responses was achieved and the established cut-off point was reached, it was considered that the instrument had empirical validity.

The Criterion Committee

The jury of experts who served as the criterion committee were selected from a wide and varied background. Seventeen men and women serving in the area of student personnel and

counseling agreed to assist in the validation by serving on this committee. Many of the members of the group have published books or articles in the field of counseling; all are on the staff of a university. The group represents several schools of counseling philosophy. Geographically, the spread is also wide, with members of the committee representing nine different states in the East, the mid-West, and the far West.

The local jury of three was a subcommittee of the criterion committee, selected on the basis of competence and because of ease of communication due to proximity.

To aid in the validation of the responding phase, each member of the criterion committee was arbitrarily assigned a code number, i.e., J1, J2, etc. No relationship exists between the code number assigned and the alphabetical listing of the committee in the Appendix.

The Work of the Committee

It was the task of the criterion committee to validate the Attitude Scale by assigning each response to one of the Attitude categories, i.e., judgmental, authoritarian, persuasive, sympathetic, and understanding. Since the Scale consisted of 50 problem cases with five possible responses to each case, the jury categorized a total of 250 items. The hypothetical cases were unrelated to each other and provided only minimum details. In nearly every instance the response item represented the initial comment of the respondee, i.e.,

the Dean of Women or the college counselor.

After categorizing each item, the members of the criterion committee returned their copies of the Scale to the author. An extensive item-analysis was then made to determine the rate of agreement in the identification of the categories. Those items and cases on which the rate of agreement was low were rewritten; then, the instrument was redistributed to the jury. During the second attempt to validate the instrument, the members of the jury categorized only those items on which the rate of agreement had fallen below the established cut-off point for criterion responses.

When a high degree of consistency was achieved in the categorization of the responses, it was considered that the instrument had empirical validity. Ultimately, these criterion responses provided the Response Coding Key.

The Sample Population

In the earliest stages of this thesis, the author wrote to the officers of the National Association of Women Deans and Counselors and to some of the outstanding members of the association and of the American Personnel and Guidance Association describing the proposed study. The purpose of this correspondence was to determine whether the Deans themselves and the professional counselors felt a need for this type of research. The response from members of both groups was most encouraging. It was from the membership of these two asso-

ciations that the sample population was selected. For the purposes of this study, the respondees should be divided into two distinct groups for examination.

Satisfactory statistical analysis is contingent upon the necessity of stratification, i.e., taking into consideration those classifications essentially related to those characteristics being evaluated. Therefore no attempt was made to contact all members of the National Association of Women Deans and Counselors, or even those members who represent institutions of higher learning; the Deans of Women who were to serve as respondees were selected on the basis of the following criteria:

- A. Member, National Association of Women Deans and Counselors
- B. Representative of a non-professional college or university
- C. Representative of a Co-ed institution
- D. Representative of a fully accredited institution
- E. Representative of an institution with no less than 500 student population

It was felt that the criteria selected would aid in the elimination of those persons who were only temporarily holding a position, those whose training had been spasmodic or incomplete, and those whose interest lay in other fields.

Using the official listing of the members of the National Association of Women Deans and Counselors and the College Blue Book as guides, the author found 236 Deans of Women eligible under the criteria. To this group of 236, an initial letter of contact was sent explaining the project, the amount of time

it would take to complete the test, and the information which it was hoped would be received from the analysis of the test data. Of this group, 159 Deans of Women returned a pre-printed card indicating that they were willing to participate in the study. To this second group of 159, the test was administered via mail. Of this group, 116 Deans of Women returned their completed test.

In selecting the population of college counselors a procedure similar to the screening device for Deans of Women was used. The professional counselors who were to serve as respondents were selected on the basis of the following criteria:

- A. Member, National Association of Guidance Supervisors and Counselor Trainers
- B. Representative of a non-professional college or university
- C. Representative of a Co-ed institution
- D. Representative of a fully accredited institution
- E. Representative of an institution with no less than 500 student population

As a preliminary guide, the official roster of the American Personnel and Guidance Association and the College Blue Book were used. From the listing of the association the members of the National Association of Guidance Supervisors and Counselor Trainers were identified. Since the membership list produced many more eligible persons than the listing of National Association of Women Deans and Counselors, a random sample of the stratified sample was taken.

An initial contact letter was used with this group which was very similar, but not identical to the initial letter

sent to the Deans of Women.* Approximately two hundred letters were sent to the professional counselors. Of this group, 160 counselors indicated by returning to the author a pre-printed card signifying their interest, that they were willing to participate in the study. Of this second group of 160, 114 college counselors completed the test and returned it. This produced a combined N of 230.

Coding the Tests

Since anonymity had been guaranteed by the author, no attempt was made to identify the respondees. However, in order to properly analyze the data it was necessary to be able to readily identify the members of each group. Therefore, the only positive identification was in terms of groups, i.e., Deans of Women or counselors. As each pre-printed card indicating willingness to participate in the study was received, and in the order it was received, a number was arbitrarily assigned to it, i.e., D1, D2, . . . C1, C2, etc. (D indicated Dean; C indicated Counselor.) When the tests were distributed, the assigned code number was marked clearly on each test in order to facilitate the analysis of the data.

The Second Instrument

It was the opinion of some educators that a second instrument was needed to determine the professional qualifications of the individual Deans of Women. The criteria se-

* Copies of both letters may be found in the Appendix.

lected as relative in identifying and selecting the stratified sample gave no indication of the age of the respondees, the years of service in the position, the degree status, or the geographical location of the institution represented. Therefore, an inquiry form was developed which was devised to yield this kind of information. It was mainly developed as a check-list for ease of response.

This second instrument* was distributed only to the Deans of Women since this study is concerned with the counseling attitudes of that group. It was felt that a similar analysis for the professional counselors would be extraneous and of little value in the present study.

Scoring the Tests

Using the criterion responses of the jury of experts, the tests were scored. Each respondee was assigned five ratings, one for each of the five categories. Thus, each respondee had a judgmental score, an authoritarian score, a persuasive score, a sympathetic score, and an understanding score. It was the opinion of the author that these categories or variables were on a five point continuum; that they were arbitrarily assigned a rank number of 1 through 5 as follows:

J	A	P	S	U
1	2	3	4	5

- | | |
|------------------|----------------|
| 1. Judgmental | 3. Persuasive |
| 2. Authoritarian | 4. Sympathetic |
| 5. Understanding | |

*The Inquiry Form may be found in Appendix F.

The continuum in the present study is viewed as an ordinal scale. The statistic most appropriate^{1/} for describing the central tendency of scores in an ordinal scale is the median, since the median is not affected by changes in scores which are above it or below it, as long as the number of scores above and below remains the same. Therefore the median test was applied to the data to determine whether the two independent groups - Deans of Women or counselors - differed in central tendencies.

The null hypothesis was that there would be no difference between the two groups, in each of the categories (variables), and that any observed differences were due merely to chance.

To perform the median test, the median score for the combined group (the median score for all ratings in both samples in each category) was first determined. Then both sets of scores were dichotomized at that combined median, and placed in a 2 x 2 table. In analyzing the data, the Chi-square formula corrected for continuity was used for the N of 230.

$$\chi^2 = \frac{N \left([A \cdot D - B \cdot C] - \frac{N}{2} \right)^2}{(A+B)(C+D)(A+C)(B+D)}$$

A summary of the median test as applied to each of the five major categories may be found in a later chapter.

^{1/} Sidney Siegel, Nonparametric Statistics, McGraw-Hill Book Company, Inc., New York, 1956, p. 25.

Validity of the Instrument

The validity of the test is always specific to the purposes for which the test is used; thus the evidence must be studied to appraise the validity of the instrument.

In the early stages of development, the instrument was submitted to a local jury of three experts in the field of personnel counseling. This group reviewed it to determine the face validity of the test. After some revision by the author, it was submitted to the same group for more extensive appraisal. When it was judged that face validity had been achieved, it was submitted via mail to the jury of experts who had previously agreed to serve as a committee to empirically validate the test. The committee were asked to identify each one of the possible responses to each of the 50 problem cases according to the major categories of the test. The responses of the committee were to serve as the criterion, with seventy per cent concurrence by the jury to be considered significant.

When the committee returned the Attitude Scale to the author, the results of the first attempt at validation were studied. Invalid items, those on which the rate of agreement was low, were eliminated, rewritten, checked for face validity; the test was then redistributed to the committee of experts. It should be noted that there are no "right" and "wrong" answers, but the author does have some hypotheses concerning the soundness of the attitudes expressed, and the pos-

sible significance of these reactions. These aspects study are discussed in a later chapter.

The item-validation was then determined by the extent to which a given item was answered by the respondees in relation to the criterion data. Analysis by the median test and subsequently by the Chi-square formula corrected for continuity, indicated that the items demonstrated discriminating power; the very significant differences between the two groups - Deans and Counselors - indicated the ability of the items to distinguish between persons having much and those having little of the characteristics being measured, as classified by the test.

One criticism of the nature of the responses might be that verbalized attitudes might not reflect true attitudes. Certainly it is true that all Deans of Women and all counselors cannot be expected to conform in all other aspects of their behavior to their verbalized standards of action. This is particularly true of analysis by major category wherein specific kinds of response are grouped into general class of attitudes.^{1/}

However, verbalized attitudes in written form, as on this test, would at least indicate a trend in thinking, and

^{1/} Lawrence Siegel and others, "Expressed Standards of Behavior of High School Students, Teachers, and Parents," Personnel and Guidance Journal, 34: 261-266, January, 1956.

a willingness to commit oneself to a particular type of response. Moreover, the differences between the groups are so significant, as demonstrated by the analysis of the data, that they cannot be ignored on the basis of this criticism. Further, it is unlikely that all who respond to a given item do so with equal degrees of affirmation.^{1/} It is most likely that the responses represent a true continuum of behavior extending from strong affirmation at one extreme to strong negation at the other. Therefore, it is submitted that the verbalized responses may be considered true and valid responses in this study.

Reliability of the Instrument

This instrument can be considered to be heterogeneous in the same sense that different responses measure different traits. Each response to every item is validated by correlating it with the criterion data, but because all people are products of their environment to a high degree, the response is also correlated with some aspects of the respondee's life or his reactions and attitudes toward others. The reason that one response is valid is not necessarily the same reason that another is valid. The response may be a valid reflection of an attitude and yet correlate zero with another. Therefore, the individual parts of a test of this type usually

^{1/}J. P. Guilford, Fundamental Statistics in Psychology and Education, New York, 1956, p. 306.

do not correlate very highly with each other; thus a test of this type usually has low internal consistency.^{1/}

For a heterogeneous test, the only meaningful estimate of reliability is the test-retest method.^{2/} In a study of this kind where the N is large (230), and the sample population cannot be held constant, it is impossible to use the test-retest method of statistical analysis. Further, it must be acknowledged that all of the members of the sample population are professionally busy people. Certainly it would be unreasonable to ask the respondents to retake the test six or eight months after the initial testing took place, even if it were possible to hold the population constant. Moreover, the subjects in this study are well-educated, professionally trained, and many of them are test-sophisticated; a test-retest procedure with a group of this type would not have validity to the same degree as would be the case with a less well-educated population.

It seemed advisable to determine the internal consistency of the test. Computation of the formula below yielded the data in Table 1.

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

The scales are arbitrary groups of items and from the computation of the correlation it can be seen that the scales are

^{1/} Ibid., p. 446.

^{2/} Ibid.

Table 1. Inter-item Correlation of the Test Categories

	Authori- tarian	Persua- sive	Sympa- thetic	Under- standing	Judg- mental
Authori- tarian	x	.44	-.62	-.70	.03
Persuasive	.44	x	-.55	-.87	-.12
Sympa- thetic	-.62	-.55	x	.06	-.21
Under- standing	-.70	-.87	.06	x	-.12
Judgmental	.03	-.12	-.21	-.12	x

not factorily pure, nor are they uni-dimensional. The Authoritarian and Persuasive Scales correlate highly and positively with each other; they correlate highly and negatively with the Sympathetic and Understanding Scales. However, the Sympathetic and Understanding Scales do not correlate highly with each other. The Authoritarian and Persuasive Scales are similar to each other and opposite to the Sympathetic and Understanding Scales. The Judgmental Scales is not closely correlated with any of the other scales.

The four scales of Authoritarian, Sympathetic, Persuasive and Understanding appear to be on a continuum, and all four of these attitudes may reflect positive thinking in a helping situation. Although the authoritarian Dean of Women has long been criticized, there are instances where an auto-

cratic decision must be made by the administrator for the best interests of all, if more permissive measures have failed.

Analysis of the data indicated that Deans are inclined to be highly persuasive. By the definition in this study, a persuasive response is one which tends even vaguely to influence, to induce opinion or conviction. Thus the Dean of Women operating positively could strongly influence the actions and perhaps the attitudes of the counselee. Although the persuasive response cannot be considered non-directive in any sense, it does reflect well-founded, positive thinking for the good of the individual or for the good of the group.

Sympathetic and Understanding responses also provide positive thinking in a helping situation. Since counseling at its best is the true demonstration of the therapist's belief and faith in the ability of the counselee to solve his own problems, these two kinds of responses represent the upper segment of the attitude continuum as presented in this research.

The Judgmental Scale represents the negative element or attitude in the counseling relationship. By definition, a Judgmental response expresses opinion or judgment of the client. A response which can be categorized as Judgmental is an appraisal which denies the ability of the counselee to act in his own best interests and in the best interests of the group. The Judgmental Scale denotes the lowest segment

on the continuum.

It is the opinion of the author that the data reflects a dimension of responsibility. The Dean of Women as an administrator has a responsibility to her institution and must weigh this in formulating the solution to the problem. The professional counselor, on the other hand, feels that his responsibility is to the individual. It is not necessary for the counselor to arrive at any solution; it is his hope that the client will solve his own problems, and his belief that the client will do this as soon as he (the client) can accept himself. The differences demonstrated by the analysis of the data would seem to be reflected by the differences in the roles of the subjects. The Dean acting as an administrator is Authoritarian and Persuasive to a large degree in order to effect a solution to the problem; the counselor concerns himself very little with the solution of the immediate problem: his concern for the client tends to make him more outwardly Understanding and Sympathetic.

In summary, the total collection of test items, although centering around a hypothetical, unitary trait, in a test of this kind usually measures simultaneously several real variables of personality. Therefore it cannot be expected that the individual scales will be uni-dimensional.

CHAPTER IV

ANALYSIS OF THE DATA

In Chapter III the design and the construction of the two instruments used in this study were delineated in detail. The analysis of the data in this chapter is restricted to a discussion of the information yielded by statistical examination.

As a first step, the 230 subjects under examination were separated into the two groups being studied, i.e., Deans of Women and professional college counselors. This research is concerned with two major questions about these self-assigned populations: 1. Are there differences between the populations on each of the categories (variables) in the Attitude Scale? 2. Are there differences between the Deans themselves on the subcategories in the Inquiry Form?

The chapter is divided into three sections: A. analysis of the scores of the two populations on each of the five major variables, B. analysis of the scores of the subgroups of Deans of Women on the categories in the Inquiry Form, C. summary of the analysis.

Analysis of the Scores of the Two Populations on the Five Major Variables

The purpose of this section is to analyze the population differences on each of the five major variables of the Attitude Scale. The Chi-square formula corrected for continuity, which is given below, is used throughout this analysis:

$$\chi^2 = \frac{N([AD - BC] - \frac{N}{2})^2}{(A+B)(C+D)(A+C)(B+D)}$$

Authoritarian Scale

Through research, experience, and discussion, it was suspected that one area where differences might be perceived between the two populations would be on the Authoritarian variable. Use of the Median Test and the Chi-square formula yielded the data in Table 2. The formula used for computation of the median is found below:

$$Mdn = l + i \left(\frac{\frac{N}{2} - \text{cum } f_i}{f_m} \right)$$

The data demonstrate that 74 of the Deans of Women fell above the median on Authoritarian responses as compared with 50 counselors. The Chi-square of 8.4097 exceeds both the $\chi^2_{.05}$ of 3.841 and the $\chi^2_{.01}$ of 6.635. If the probability level of .05 is accepted as statistically significant, the Chi-square of 8.4097 indicates that the observed difference is due to factors other than chance. From

the data it may be noted that a disproportionate number of Deans of Women respond in an authoritarian manner. Therefore the null hypothesis must be rejected.

Table 2. Summary of Responses of the Populations on the Authoritarian Scale

Population	Responses		Total
	Authoritarian	Non-Authoritarian	
Deans	74	42	116
Counselors	50	64	114
Total	124	106	230

Chi-square = 8.4097

Judgmental Scale

Table 3 deals with the responses of the two groups on the Judgmental Scale. Classifying the population who were above the median on this scale against those who fell below shows that the Deans tended to be somewhat more judgmental than the counselors. However, the Chi-square falls far below the criterion level of .05. Therefore, the differences are not significant; thus there is no basis to reject the null hypothesis. On the basis of this evidence it can be stated that Deans of Women are not appreciably more judgmental than the professional college counselors. The figures in the

Table 3. Summary of the Responses of the Two Populations on the Judgmental Scale

Population	Responses		Total
	Judgmental	Non-Judgmental	
Deans	61	55	116
Counselors	56	58	114
Total	117	113	230

Chi-square = .15477

table indicate, moreover, that almost as many college counselors are judgmental as non-judgmental. On this Scale, the null hypothesis has not been disproved; there is no evidence which would cause rejection of the hypothesis, as stated in Chapter III.

Persuasive Scale

Statistical analysis of the data on the Persuasive variable produced very definitive information. Table 4 presents the summary of the responses on this scale. Since the Chi-square of 15.691 greatly exceeds the criterion for both the .05 and the .01 level of probability, it must be concluded that a very significant difference exists between the two groups on the Persuasive Scale. It may be noted from the table that the number of Deans who are highly persuasive is almost equal to the number of counselors who are non-per-

Table 4. Summary of the Responses of the Two Populations on the Persuasive Scale

Population	Responses		Total
	Persuasive	Non-Persuasive	
Deans	72	44	116
Counselors	40	74	114
Total	112	118	230

Chi-square = 15.691

suasive. Since the differences are so significantly important, it must be concluded that these differences are due to factors other than chance. Thus, the null hypothesis that there are no differences between the groups on the Persuasive Scale must be rejected.

Sympathetic Scale

Investigation of the responses on the Sympathetic Scale produced the data for Table 5. Classification of the populations demonstrated that counselors as a group tend to be more sympathetic than Deans of Women. Further examination of the table shows that the Deans seem disproportionately non-sympathetic on the Attitude Scale. The Chi-square of 8.4098 exceeds the criterion level of both .05 and .01, to such a degree that it must be concluded that there are very significant differences between Deans of Women and profes-

Table 5. Summary of the Responses of the Two Populations on the Sympathetic Scale

Population	Responses		Total
	Sympathetic	Non-Sympathetic	
Deans	42	74	116
Counselors	64	50	114
Total	106	124	230

Chi-square = 8.4098

sional college counselors on the Sympathetic Scale, and these observed differences must be due to factors other than chance. Therefore the null hypothesis must be rejected on the Sympathetic Scale.

Understanding Scale

Table 6 deals with the classification of the responses of Deans and counselors on the Understanding variable. From the examination of the table, it can be concluded that college counselors as a group appear markedly more understanding than Deans of Women. It must be noted that the Chi-square of 8.4097 exceeds the level of probability at both .05 and .01. From this data it must be concluded that the differences are significantly important, and that these observed differences are due to factors other than chance. Thus the null hypothesis on the Understanding Scale must be rejected.

Table 6. Summary of the Responses of the Populations
on the Understanding Scale

Population	Responses		Total
	Understanding	Non-Understanding	
Deans	43	73	116
Counselors	66	48	114
Total	109	121	130

Chi-square = 8.4097

Summary

To summarize the finding on the five major variables of the Attitude Scale, with the two self-assigned populations, it must be stated that the null hypothesis has been rejected. The hypothesis declared that there are no differences between the types of responses given by Deans of Women and professional college counselors on each of the five major variables of the instrument. Exploring the analysis further, it can be noted that on every variable but one - the Judgmental Scale - the differences between the groups were statistically significant. On the Authoritarian, Persuasive, Sympathetic, and Understanding Scales the differences are so significantly important that the observed differences must be due to factors other than chance. Thus on these four scales the null hypothesis must be rejected.

In the analysis of the data on the Judgmental Scale the differences between the populations lack significance

and the observed differences may be due merely to chance. Thus, the null hypothesis has not been disproved in this area of the Attitude Scale.

This section has been restricted to a factual summary of the results of the analysis on the five major variables as related to the two self-assigned populations. Interpretative remarks and conclusions will be presented in Chapter V.

Analysis of the Scores of the Sub-Groups

In accordance with the plan of this study, the analysis of sub-groups was confined to Deans of Women, since the research is concerned with the counseling attitudes of that group. It was the considered opinion of the author that a similar analysis for the professional counselors would be of little value in the present study.

However, development of an Inquiry Form for the purpose of isolating and defining differences between the Deans themselves was considered by some educators to be an essential requirement of this research. In general, this Inquiry instrument presented a broader picture of the population being studied, and permitted a closer view of the Deans of Women. Information was yielded from it which would have been impossible to obtain from the Attitude Scale. Specifically, it furnished a delineation of the characteristics of the group.

Careful scrutiny of the sub-groups in the test disclosed that the respondees represent a cross-section of the population of Deans of Women, serving in colleges and universities across the country. The sample is relatively large - 116 - and therefore it is unlikely that a disproportionate number of the group came from any one section of the country, were of any one general age group, or were older or younger than the occupational aggregation from which they were drawn, or that they have things in common which are not so common in other samples of the same occupational group. However, to ascertain that there were not significant differences within the sub-groups which were not disclosed by the analysis of the major categories, a study of the sub-groups was undertaken.

As in the first section of this chapter, the variables were considered to be on a five-point ordinal scale; thus the median test was applied to determine whether the Deans of Women when separated into two distinct groups would differ as to central tendencies. The Chi-square formula corrected for continuity was again employed to compute the statistical analysis.

First, a crude sorting was made of each section of the Inquiry Form, to determine whether there appeared to be any significant differences between the sub-groups. As in the major analysis, the null hypothesis was that there were no differences between the groups on each of the categories

(variables), and that any observed differences would be due merely to chance.

Size of institution

The first sub-group chosen for analysis was that of size of institution. In large universities it is virtually impossible for the Dean of Women to know and to work with, on a one-to-one counseling basis, all of the women students, or even a large proportion of the woman students. When one becomes involved in the problems of the masses it is exceedingly difficult to keep the individual in mind. Therefore, it was believed by the author that if any differences were evident, they would be manifest in this analysis. It is generally conceded that in small institutions the Dean of Women more easily assumes the role of the counselor, while in larger institutions her role is more frequently that of administrator. It will be noted on the appended Inquiry Form that two categories related to size of institution were included; one is labeled College or University, the other provides space for indicating the size of the student population. The first category produced many more responses than the second; in fact, the responses relative to size of student population were so infrequent that analysis of that particular aspect was impossible. As a result, only the data procured from the College - University item was studied.

It should be noted that in the analysis of sub-groups the total N of 116 for Deans of Women was not always utilized.

In this analysis, the size of N is dependent upon the number of Deans of Women who responded to each category on the Inquiry Form.

Tables 7, 8, 9, 10, and 11 deal with the responses of the two populations - Deans of Women in colleges and those in universities - on the five major variables of the Attitude Scale.

Table 7. Summary of Responses of Deans of Women from Colleges and Universities on the Authoritarian Scale

Population	Responses		Total
	Authoritarian	Non-Authoritarian	
College	32	36	68
University	19	23	42
Total	51	59	110

Chi-square = .00011

Examination of the data in Table 7 shows that there is no difference between Deans of Women in colleges and those in universities, and any observed differences are due merely to chance. The Chi-square of .00011 clearly indicates that there is no evidence to disprove the null hypothesis, as applied to the Authoritarian Scale. Since the author theorizes that colleges are smaller with less student population

than the universities, it may be concluded that size of institution is not a factor on the Authoritarian variable.

Table 8. Summary of the Responses of Deans of Women from Colleges and Universities on the Judgmental Scale

Population	Responses		Total
	Judgmental	Non-Judgmental	
Colleges	32	36	68
Universities	25	14	39
Total	57	50	107

Chi-square = 1.155

The summary of the data in Table 8 deals with the responses of the Deans of Women on the Judgmental Scale. Study of the data reveals that the college Deans tend to be less judgmental than the university Deans. However, the Chi-square analysis demonstrated that the difference between the groups is not significant. The Chi-square of 1.155 is far below the 3.84 criterion for significance. Since the differences are not statistically significant, it must be concluded that the observed differences are due merely to chance. Thus there is no evidence to require rejection of the null hypothesis on the Judgmental Scale.

Table 9 presents the data for the Chi-square test for the two populations on the Persuasive Scale. It can be noted that both groups tend to be a little more persuasive

than non-persuasive. However, the differences between the groups themselves, as reflected by the Chi-square test, are statistically unimportant, and any observed differences must be due to chance factors. There is no evidence to indicate that the null hypothesis should be rejected, for the Persuasive variable.

Table 9. Summary of the Responses of the Deans of Women from Colleges and Universities on the Persuasive Scale

Population	Responses		Total
	Persuasive	Non-Persuasive	
Colleges	37	31	68
Universities	22	20	42
Total	59	51	110

Chi-square = .00011

The Chi-square test for continuity was applied to the Sympathetic Scale to discover whether size of institution was a factor in the determination of sympathetic responses. The data in Table 10 summarizes the findings of the test of significance.

Table 10. Summary of the Responses of the Deans of Women in Colleges and Universities on the Sympathetic Scale

Population	Responses		Total
	Sympathetic	Non-Sympathetic	
Colleges	34	34	68
Universities	21	21	42
Total	55	55	110

Chi-square = .0385

An interesting aspect of this data is that both groups appear to be equally sympathetic to the client and to her problem. The Chi-square of .0385 indicates that the differences between the groups are not statistically significant, and that any observed differences between the groups are due to chance factors. There is no evidence to suggest that the null hypothesis has been disproved on the Sympathetic Scale.

Computation of the Chi-square test for continuity on the Understanding responses yielded the data in Table 11.

Table 11. Summary of the Responses of the Deans of Women from Colleges and Universities on the Understanding Scale

Population	Responses		Total
	Understanding	Non-Understanding	
Colleges	43	25	68
Universities	26	16	42
Total	69	41	110

Chi-square = .0038

The Chi-square of .0038 indicates that the differences between the groups are statistically unimportant, and that any observed differences are due merely to chance. Thus the null hypothesis relative to college and university Deans on the Understanding Scale has not been disproved.

In summary, the analysis of the data reveals that the two populations of Deans of Women in colleges and those in universities do not differ significantly in central tendencies. Examination of the data demonstrates that there are

no statistically important differences between the groups, on any of the five major variables, and that any observed differences are due merely to chance factors. The premise has been offered by the author that colleges are smaller than universities, with less student population. Since the populations under examination in the above section did not differ in the nature of their responses on any of the five major variables of the instrument, it may be concluded that the size of the institution is not a factor in determining the type of response.

Geographical location

The responses on the Inquiry Form pertaining to geographical location of the institution of the respondent were so infrequent that analysis of that aspect was impossible. The author feels that the respondents may have been concerned about preserving their anonymity, and thus did not respond to this item believing that a respondent might be more easily identified if this information were available in conjunction with that relative to size of institution and description as to college or university.

However, since the entire roster of the National Association of Women Deans and Counselors was utilized to procure the list of possible respondents who would be eligible under the criteria, a wide geographical spread among the respondents resulted. Of the group of 236 who were eligible under the criteria, 159 indicated a willingness to partici-

pate, and of this second group 116 Deans responded to the instrument and returned it completed via mail. There is no evidence to suggest that this was not a representative group, or that a disproportionate number came from any one section of the country. Moreover, in view of the subsequent analysis of the other sub-groups, it may be reasonably assumed that even if the data were available for scrutiny relative to geographical location of the institution, no significant differences would be found among the types of responses given by Deans of Women from the various sections of the country.

Degree status

Table 12 presents a summary of the educational background of the respondees. Of the 116 Deans in the sample, two hold no degrees and twelve hold only the Bachelor degree.

Table 12. Degree Status of the Deans of Women Who Served as Respondees

Degree	Number	Degree	Number
Doctoral	22	Honorary plus earned degrees	10
Master	72	Honorary but no earned degrees	2
Bachelor	12		
No degree	2		
No response	8		
Total	116	Total	12

Of the remaining group, eight failed to respond to the item, thus giving no indication whether they hold any degree. The majority of the Deans, 72 of them, hold a Master's degree and 22 have received a doctorate. The table reveals that ten of the Deans have received Honorary degrees, which were all doctorates, in addition to their earned degrees. Two of the Deans who hold no other degree have been granted Honorary degrees also. One of these was a Master's degree and the other a doctorate.

Among the earned degree recipients, the Master's group is greater than three times the size of the doctoral group; the Bachelor degree recipients equal one sixth of the Master's population.

The author decided to utilize the Master's and doctoral recipients of earned degrees for analysis since this group represents the majority of the respondees, and also because it would be of interest to determine whether an advanced degree would materially make a difference in the nature of the responses given. Tables 13, 14, 15, 16, and 17 summarize the data relative to the degree status of the Deans of Women. The N for this population is 94. The null hypothesis is that an advanced academic degree is not a factor in determining the type of response given in a counseling situation.

Without application of statistical analysis the figures in Table 13 could be misleading. Because of the differ-

Table 13. Summary of the Responses of the Master's and Doctorate Population on the Authoritarian Scale

Degree	Response		Total
	Authoritarian	Non-Authoritarian	
Master	28	44	72
Doctor	12	10	22
Total	40	54	94

Chi-square = 1.109

ence in the size of the two groups, casual observation would lead one to conclude that Deans of Women with doctoral degrees tend to be more authoritarian than those with master's degrees. However, the Chi-square test of significance demonstrates that there is very little difference between the groups on the Authoritarian Scale, and any observed differences are due merely to chance. Therefore there is no evidence to suggest that the null hypothesis should be rejected.

Table 14 presents the data summarizing the responses of the same two groups on the Judgmental Scale. As in the previous table, the master's and doctoral recipients appear to be extremely divergent in central tendency. However, the statistical analysis demonstrates that there is no significant difference between the two groups, and any observed differences must be due to chance factors. Thus, the null

hypothesis relative to these populations on the Judgmental Scale has not been disproved.

Table 14. Summary of the Responses of the Master's and Doctorate Population on the Judgmental Scale

Degree	Response		Total
	Judgmental	Non-Judgmental	
Master	26	46	72
Doctor	11	11	22
Total	37	57	94

Chi-square = .8421

Tables 15, 16, and 17 summarize the data for the same two populations for the Persuasive, Sympathetic and Understanding Scales. It can be noted that the differences on

Table 15. Summary of the Responses of the Master's and Doctorate Population on the Persuasive Scale

Degree	Response		Total
	Persuasive	Non-Persuasive	
Master	28	44	72
Doctor	10	12	22
Total	38	56	94

Chi-square = .0906

Table 16. Summary of the Responses of the Master's and Doctorate Population on the Sympathetic Scale

Degree	Response		Total
	Sympathetic	Non-Sympathetic	
Master	27	45	72
Doctor	12	10	22
Total	39	55	94

Chi-square = 1.375

Table 17. Summary of the Responses of the Master's and Doctorate Population on the Understanding Scale

Degree	Response		Total
	Understanding	Non-Understanding	
Master	26	46	72
Doctor	12	10	22
Total	38	56	94

Chi-square = 1.673

each set of data are statistically unimportant. The conclusion must be drawn that educational degrees have no bearing on the type and nature of the responses given on the Attitude Scale. The null hypothesis has not been disproved on the basis of the data.

Summary of data relative to experience

In studying the data available under the general heading of experience, a crude grouping was again utilized to determine whether there were differences which appeared to be significant. Two questions on the Inquiry Form provided this kind of information. The first dealt with over-all experience as a Dean of Women; the second referred to experience in the position currently held. The first question was by far the most productive as most respondees tended to treat the question as a single item, answering only the first. A crude analysis of the responses to the second question yielded so few responses that analysis of the item was impossible.

The first question dealt with the number of years the respondee had served in her position as Dean of Women regardless of institution. The respondee was asked to check the response which best described her years of experience. The summary of the information yielded by this item is found in Table 18.

Examination of the table reveals that 108 of the 116 Deans responded to this item. The modal years of experience of the 108 respondees was 10 - 15 years. Arbitrarily setting the mode at the point of 10 years experience, the scores were dichotomized so that 10 years could also serve as the median score. A summary of the analysis for each of the five major categories of the instrument follows.

Table 18. Summary of Years of Experience of the Deans's Population

Years of Experience	Number
Less than 1 year	4
Less than 5 years	12
5 - 10 years	38
10 - 15 years	26
15 - 20 years	15
20 years or more	13
	Total
	108

Tables 19, 20, 21, 22, and 23 deal with the item on the Inquiry Form relative to years of experience as a Dean of Women. Always a pertinent question is whether more or less experience tends to make people more acceptant of others and their problems, or whether the reverse tends to be true. Analysis of the data provides some basis for conclusions about this question as related to experience in the position of Dean of Women.

Analysis of the data in Table 19 shows a slight tendency for those Deans of Women with longer years of experience to be more authoritarian than those who served in the position for a shorter period of time. However, the Chi-square of 1.33 demonstrates that this difference is statistically unimportant and that the observed differences are probably due to chance.

Table 19. Summary of the Data Relative to Experience on the Authoritarian Scale

Experience	Response		Total
	Authoritarian	Non-Authoritarian	
More than 10 years	29	25	54
Less than 10 years	22	32	54
Total	51	57	108

Chi-square = 1.331

Table 20 deals with a similar analysis for the Judgmental Scale. Unless one examines the data carefully, the conclusion might be drawn that Deans of Women with more than 10 years experience tend to be far more judgmental than those

Table 20. Summary of the Data Relative to Experience on the Judgmental Scale

Experience	Response		Total
	Judgmental	Non-Judgmental	
More than 10 years	32	22	54
Less than 10 years	24	30	54
Total	56	52	108

Chi-square = 1.811

with less experience. However, the analysis shows that the differences are statistically lacking in significance. Any observed differences are due to chance factors, as demonstrated by the Chi-square of 1.811. Thus the null hypothesis for the Judgmental Scale has not been disproved.

Table 21. Summary of the Data Relative to Experience on the Persuasive Scale

Experience	Response		Total
	Persuasive	Non-Persuasive	
More than 10 years	32	22	54
Less than 10 years	24	30	54
Total	56	52	108

Chi-square = 1.811

Table 21 deals with the responses of the two groups on the Persuasive Scale. It is clearly evident from the Chi-square of 1.811 that the differences between the groups are not significant, and that any observed differences are due merely to chance. Therefore the null hypothesis relative to the Persuasive Scale has not been disproved.

The analysis of the responses on the Sympathetic Scale shows that the groups are almost equally balanced as to Sympathetic characteristics. The differences between the groups are statistically negligible; thus it can be concluded that

Table 22. Summary of the Data Relative to Experience on the Sympathetic Scale

Experience	Response		Total
	Sympathetic	Non-Sympathetic	
More than 10 years	27	27	54
Less than 10 years	27	27	54
Total	54	54	108

Chi-square = .0370

any observed differences are due to chance factors. Therefore, the null hypothesis has not been disproved by the data in Table 22.

Table 23. Summary of the Data Relative to Experience on the Understanding Scale

Experience	Response		Total
	Understanding	Non-Understanding	
More than 10 years	21	33	54
Less than 10 years	32	22	54
Total	53	55	108

Chi-square = 3.70

Application of the test of significance to the data on the Understanding Scale shows that the Chi-square of 3.70 is below the criterion for significance; therefore it can be

stated that the differences are not statistically important, and that any observed differences are due merely to chance. However, a trend can be observed in the data, that in the opinion of the author, is worthy of note. Deans of less than 10 years experience exhibit strong tendencies to be more understanding than Deans who have held the position for a longer period. This trend is too strong to consider the difference negligible, although it is not strong enough to have statistical significance.

To summarize the findings on the data relative to experience on each of the five major variables, it can be stated that there is no evidence to suggest that the null hypothesis should be rejected. The differences between those Deans who have had more than ten years experience and those who have had less than ten years experience are statistically unimportant, and any observed differences may be due merely to chance.

Age of the Respondee

One of the items on the Inquiry Form which many observers thought would prove most significant is that of age of the respondee. As a result this item was included, and the data relative to the item was carefully studied. Of the 116 respondees, 99 listed their ages. The youngest Dean to respond to this item was 30 years old; the oldest was 70.

The average age of the group was 50. The scores were dichotomized at the 50 year mark to provide the two populations to be studied. Summary of the analysis of the data is found below. Tables 24, 25, 26, 27, and 28 present the data for examination.

Table 24. Summary of the Data Relative to Age on the Authoritarian Scale

Age	Responses		Total
	Authoritarian	Non-Authoritarian	
More than 50	25	25	50
Less than 50	21	28	49
Total	46	53	99

Chi-square = .263

Computation of the test of significance yielded a Chi-square of .263. Since this falls far below the criterion for significance, it may be concluded that age is not a factor in determining the use of authoritarian responses. Since the differences between the groups are not significantly important, the observed differences are due to chance factors.

Table 25 deals with the same populations relative to Judgmental responses. The table shows that Deans who are over 50 tend to be slightly more judgmental than those who

are under 50. However, the Chi-square of 2.36 falls far below the criterion for .05; thus the differences are not statistically important, and the observed differences may be due to chance factors. Thus it may be concluded that age is not a factor in frequency of judgmental responses. Therefore there is no evidence to require rejection of the null hypothesis.

Table 25. Summary of the Data Relative to Age on the Judgmental Scale

Age	Responses		Total
	Judgmental	Non-Judgmental	
More than 50	22	28	50
Less than 50	30	19	49
Total	52	47	99

Chi-square = 2.36

Computation of the test of significance for Persuasive responses yielded the data in Table 26. The Chi-square of 6.30 exceeds the criterion at the .05 level of significance.

Table 26. Summary of the Data Relative to Age on the Persuasive Scale

Age	Responses		Total
	Persuasive	Non-Persuasive	
More than 50	33	17	50
Less than 50	19	30	49
Total	52	47	99

Chi-square = 6.30

It does not exceed the criterion at the .01 level of significance, but it must be concluded that there are very significant differences between the groups at the .05 level. These differences must be due to factors other than chance. Therefore the null hypothesis that age is not a factor on the Persuasive Scale must be rejected. Those Deans who are less than 50 years of age are significantly less persuasive than those who are over 50.

Table 27. Summary of the Data Relative to Age on the Sympathetic Scale

Age	Responses		Total
	Sympathetic	Non-Sympathetic	
More than 50	29	21	50
Less than 50	30	19	49
Total	59	40	99

Chi-square = .014

The Chi-square of .014 for the Sympathetic Scale falls far below the criterion for the .05 level of significance. Both groups tend to be sympathetic rather than non-sympathetic, and there is no significant difference between the two populations. Therefore it is not necessary to reject the null hypothesis that age is not a factor in the frequency of sympathetic responses.

Computation of the test of significance demonstrated that statistically important differences exist between the

two groups, as shown in Table 28. The Chi-square of 7.37 shows clearly that marked differences exist which must be due to factors other than chance. The Deans of Women who are over 50 are far less understanding than those who are under 50. Therefore the null hypothesis that age is not a factor in determining the nature and the frequency of the responses on the Understanding Scale must be rejected.

Table 28. Summary of the Data Relative to Age on the Understanding Scale

Age	Response		Total
	Understanding	Non-Understanding	
More than 50	18	32	50
Less than 50	32	17	49
Total	50	49	99

Chi-square = 7.37

To summarize the findings of the analysis of the data relative to age, it may be stated that on three of the categories age was not a factor in determining the responses given on the Attitude Scale. In the areas of the Authoritarian Scale, the Judgmental Scale, and the Sympathetic Scale the null hypothesis has not been disproved and thus it is not necessary to reject it. In these three categories age did not demonstrate itself as a factor of statistical significance. However, on the Persuasive Scale and the Understanding Scale, the groups differ significantly. The

younger group demonstrated a less persuasive attitude and a far more understanding view of the student and her problem. Because the differences between the two groups are statistically important, the null hypothesis relative to these Scales must be rejected. The differences are pronounced, and thus cannot be due to chance factors.

Concepts of the Duties of Deans of Women

The Inquiry Form included an item designed to determine the types of duties performed by Deans of Women. In a sense it also indicated how the Deans visualized themselves, i.e., as counselors, administrators, etc. Four possible responses were presented: Solely administrative, Administrative and Counseling, Administrative and Teaching, Administrative, Counseling and Teaching. Of the total group only two listed themselves solely as administrators. Two others listed themselves as administrators and teachers. Of the remaining group, 60 of the Deans indicated that their duties were administrative and counseling; 46 indicated that their duties were those of administrators, counselors and teachers. Using this group of 106 (60 plus 46) for analysis, the scores were dichotomized into those who teach as well as counsel, and those who do not teach. The summary of the analysis appears below:

Table 29. Concepts of Duties of Deans of Women

Duties	Number
Administrative	2
Administrative - teaching	2
Administrative - counseling	60
Administrative - counseling - teaching	46
Total	110

The summary of the analysis of the duties of the Deans of Women on the Authoritarian Scale is presented in Table 30.

Table 30. Summary of the Duties of Deans Relative to the Authoritarian Scale

Duties	Responses		Total
	Authoritarian	Non-Authoritarian	
Administrative - counseling	34	28	62
Administrative - counseling - teaching	14	30	44
Total	48	58	106

Chi-square = 4.788

Examination of the table shows that there are significant differences between the two groups on the Authoritarian Scale. Those Deans of Women who teach as well as counsel are significantly less authoritarian than those who serve only as administrators and counselors. The Chi-square of 4.788 exceeds the criterion for significance at the .05 level; thus the observed differences are due to factors other than chance. Therefore the null hypothesis that there is no difference between the two groups on the Authoritarian Scale must be rejected.

Table 31 presents the data for the same population on the Judgmental Scale. Computation of the test of significance shows that for judgmental responses there is no difference between the groups. The two populations seem to be

Table 31. Summary of the Duties of Deans Relative to the Judgmental Scale

Duties	Responses		Total
	Judgmental	Non-Judgmental	
Administrative - counseling	32	29	61
Administrative - counseling - teaching	23	22	45
Total	55	51	106

Chi-square = .0035

equally distributed as to frequency of responses of a judgmental nature. Therefore, there is no evidence to suggest that the null hypothesis has been disproved on the Judgmental Scale.

The data presented in Table 32 summarizes the analysis of the two populations on the Persuasive Scale. Examination of the data shows that the differences between the two groups are unimportant statistically. The Chi-square of .014 indicates that the differences are slight, and any observed differences are due merely to chance. Therefore the null hypothesis has not been disproved on the Persuasive Scale.

Table 32. Summary of the Duties of Deans Relative to the Persuasive Scale

Duties	Responses		Total
	Persuasive	Non-Persuasive	
Administrative - counseling	29	32	61
Administrative - counseling - teaching	20	25	45
Total	49	57	106

Chi-square = .014

Table 33 deals with the same population on the Sympathetic Scale. The Chi-square of .154 indicates that there are no differences between the groups on the Sympathetic Scale. The observed differences are statistically unimportant and thus are due merely to chance. Therefore, the null hypothesis on the Sympathetic Scale has not been disproved.

Table 33. Summary of the Duties of Deans Relative to the Sympathetic Scale

Duties	Responses		Total
	Sympathetic	Non-Sympathetic	
Administrative-counseling	29	32	61
Administrative-counseling-teaching	24	21	45
Total	53	53	106

Chi-square = .154

Data for the same population on the Understanding Scale is presented in Table 34. Examination of this analysis shows that the differences between the two groups are statistically unimportant. The Chi-square of .027 shows that any observed differences are due to chance factors. Therefore, the null hypothesis has not been disproved on the Understanding Scale. There is no evidence to suggest

Table 34. Summary of the Duties of Deans Relative to the Understanding Scale

Duties	Responses		Total
	Understanding	Non-Understanding	
Administrative - counseling	31	30	61
Administrative-counseling - teaching	23	22	45
Total	54	52	106

Chi-square = .027

that the type of duty that the Deans perform has any relationship to the nature and frequency of response on the Understanding Scale.

To summarize very briefly the analysis of the section on duties of the Deans of Women, it can be stated that in only one area of investigation does the type of duty appear to be related to the nature of the response. The data demonstrates that there is a significant difference between those Deans who teach and those who do not on the Authoritarian Scale. Those who teach appear to be significantly less authoritarian. The null hypothesis must be rejected in this area of the examination; on the other four scales there is no evidence to suggest that the type of duty performed is related to the nature of the response.

Summary

This section will merely serve to state factually the findings of the statistical analysis. Interpretation of the findings and conclusions will be discussed in the next chapter.

The null hypothesis stated that there would be no differences between the two self-assigned populations of Deans and counselors on the five major variables of the test. This hypothesis has been disproved on every variable but one - the Judgmental Scale. The differences between the groups on all other variables were statistically significant. The differences observed were so important statistically that they must be due to other than chance factors. Thus on the Authoritarian Scale, the Persuasive Scale, the Sympathetic Scale, and the Understanding Scale, the null hypothesis must be rejected. Deans were more authoritarian, more highly persuasive, less sympathetic, and less understanding than counselors.

In the analysis of sub-groups, examination of the data reveals that the size of the institution is not a factor in determining responses in a counseling situation. The two groups under study in this analysis - Deans from colleges and those from universities - did not differ in central tendencies on any of the five variables. Thus it may be concluded that the null hypothesis that size of institution is

not a factor in determining the nature of responses has not been disproved.

It was impossible to analyze the data relative to geographical location due to the fact that only a few Deans responded to this item on the Inquiry Form. However, in the other analyses, there is no evidence to suggest that Deans of Women from any one section would differ strongly from the norms of the Deans from other sections of the country.

Examination of the data relative to the degrees of the respondees reveals that the academic degree of the respondee shows no relationship to the type of response. There is no evidence that the null hypothesis has been disproved in this area of the investigation.

Analysis of the data relative to years of experience does not demonstrate statistically important differences between the groups. However there is a slight tendency in the responses for Deans of Women with more years of experience to be more authoritarian and less understanding than Deans who have held the position for a shorter period. However, these tendencies are not statistically important enough to necessitate the rejection of the null hypothesis.

The age factor was not a determinant on three of the variables under examination. In the areas of the Authoritarian Scale, the Judgmental Scale, and the Sympathetic Scale, the null hypothesis has not been disproved; thus it

is not necessary to reject it. However, on the Persuasive Scale and the Understanding Scale the groups differ significantly. The younger group demonstrated a less persuasive attitude and a far more understanding view of the student and her problem than did the older group. The differences on these two variables are statistically significant; thus the null hypothesis must be rejected for these two categories. The differences are so marked that they cannot be due to chance factors.

The analysis of the duties of the Deans indicated that on only one area of investigation were there differences of any significance. Deans who teach as well as counsel were markedly less authoritarian than those who do not teach. On this variable the null hypothesis was rejected because the differences observed were so important statistically that they must be due to factors other than chance.

The author has drawn several conclusions relative to the analysis of the data. Interpretation of these concepts will be found in Chapter V.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

Introduction

Since World War II greater pressures than ever before have been exerted upon high school populations to seek higher education. Young women especially are encouraged, and even urged, to utilize the full potential of their abilities by realizing a college education. The resultant upsurge in college attendance of young women has brought with it the need to reexamine the operational values in the area of student personnel. Deans of Women especially, because of their unique position in the educational area, must constantly reassess their policies and practices if they are to continue to provide the ultimate in personnel services coupled with warmth and understanding.

This study is concerned with the extent to which Deans of Women adhere to the principles of good counseling. In order to determine this, an instrument was developed that was designed to measure the counseling attitudes of Deans of Women. This instrument consists of a series of unrelated hypothetical situations of the sort which are most frequently referred to the Office of the Dean of Women. In planning and

effecting a study on thought processes as complex as counseling attitudes, it was necessary that numerous definitions and restrictions be imposed. These restrictions and limitations naturally affect possible generalizations.

Heretofore in this report the investigation has been limited to the realm of the factual. The major purpose of this chapter is to attempt to interpret the meaning of the analysis and to draw some conclusions.

Conclusions

It is extremely difficult to make summary judgments about the results of the analyses previously reported in thirty-four tables. The risk is over-simplification and brevity to the point that no true interpretation occurs. In order to avoid this, and to lay the framework for the interpretation, some basic summations will be employed.

Within the operational ken of the Dean of Women, the concept of the counseling-administrator has developed. Since the Deans are concerned with their role as a counselor, much of their writings emphasizes the task of counseling. From the review of the literature, it is seen that Deans of Women and professional college counselors advocate the same principles and emphasize the same traits for success in student personnel work. Thus, the two populations should adhere in practice rather closely to their written word.

In Chapter IV the analysis of the data was summarized

Table 35. Summary Table of Chi-square Tests

Test	Chi-square	Significant Difference
Deans and Counselors on the Authoritarian Scale	8.4097	Yes
Deans and Counselors on the Judgmental Scale	0.15477	No
Deans and Counselors on the Persuasive Scale	15.691	Yes
Deans and Counselors on the Sympathetic Scale	8.4098	Yes
Deans and Counselors on the Understanding Scale	8.4097	Yes
Deans of Women in Colleges and Universities on the Authoritarian Scale	0.00011	No
Deans of Women in Colleges and Universities on the Judgmental Scale	1.155	No
Deans of Women in Colleges and Universities on the Persuasive Scale	0.00011	No
Deans of Women in Colleges and Universities on the Sympathetic Scale	0.0385	No
Deans of Women in Colleges and Universities on the Understanding Scale	0.0038	No
Master's and Doctorate Population on the Authoritarian Scale	1.109	No
Master's and Doctorate Population on the Judgmental Scale	0.8421	No
Master's and Doctorate Population on the Persuasive Scale	0.0906	No

Test	Chi-square	Significant Difference
Master's and Doctorate Population on the Sympathetic Scale	1.375	No
Master's and Doctorate Population on the Understanding Scale	1.673	No
Deans with More or Less than 10 Years Experience on the Authoritarian Scale	1.331	No
Deans with More or Less than 10 Years Experience on the Judgmental Scale	1.811	No
Deans with More or Less than 10 Years Experience on the Persuasive Scale	1.811	No
Deans with More or Less than 10 Years Experience on the Sympathetic Scale	0.0370	No
Deans with More or Less than 10 Years Experience on the Understanding Scale	3.70	No
Deans Above and Below Age 50 on the Authoritarian Scale	0.263	No
Deans Above and Below Age 50 on the Judgmental Scale	2.36	No
Deans Above and Below Age 50 on the Persuasive Scale	6.30	Yes
Deans Above and Below Age 50 on the Sympathetic Scale	0.014	No
Deans Above and Below Age 50 on the Understanding Scale	7.37	Yes
Teaching and Non-Teaching Deans on the Authoritarian Scale	4.788	Yes
Teaching and Non-Teaching Deans on the Judgmental Scale	0.0035	No
Teaching and Non-Teaching Deans on the Persuasive Scale	0.014	No
Teaching and Non-Teaching Deans on the Sympathetic Scale	0.154	No
Teaching and Non-Teaching Deans on the Understanding Scale	0.027	No

in totality, and by section as each division was reported. No value would be obtained from a lengthy repetition of that aspect of the study; however, it is pertinent that a concise summary be presented here.

1. From the analysis of the five major variables, it was determined that there were significant differences between the two populations on the Authoritarian, Persuasive, Sympathetic, and Understanding Scales. The Deans were more authoritarian, more persuasive, less sympathetic, and less understanding than the college counselors.
2. On the Judgmental Scale there were no differences between the populations.
3. In the analysis of the sub-groups, the size of the institution represented was not a relevant factor in determining response.
4. Degree status of the respondees did not affect the scores on the Attitude Scale.
5. The number of years of experience did not produce differences of statistical importance between the groups. However, Deans of Women who held the position for more than ten years had a tendency to be less understanding.
6. Age of the Deans of Women appeared to be a determinant in response-making on the Persuasive and Understanding Scales. The population was dichotomized at the age of 50 and the younger group was significantly less persuasive and more understanding than the older group.
7. The varied duties performed by the Deans did not affect the scores except on the Authoritarian Scale. Those Deans who list teaching as well as counseling and administration among their duties are significantly less authoritarian than those who do not teach.

Implications

There are no "right" or "wrong" answers for the instrument, but the author does have some hypotheses concerning the soundness of the attitudes expressed, and the possible significance of the reactions. Since the Deans and counselors both advocate the same principles in their writings, it would seem that the two populations should be parallel in their reactions in a counseling situation.

The problem cases in the instrument present only the barest minimum details of each case. There is no interpersonal element between client and counselor, either in writing or in reality. Thus the therapist has not had an opportunity to build up emotionally-tinged reactions to the counselee.

Earlier in this treatise, the author promulgated the theory, at some length, that authoritarian, persuasive, sympathetic, and understanding responses all may represent positive thinking in a helping situation. Stressed, too, was the author's theory of the dimension of responsibility as a determinant in response-making. However, if one is to consider the responses of the two groups in relation to their verbalized reactions to the Attitude Scale, the question of discrepancy must be considered.

It has already been stated on the basis of the analysis of the data, that Deans of Women are more authoritarian,

more persuasive, less sympathetic, and less understanding than professional college counselors. Counseling has been previously defined as a process which is client-centered. It is more than a method or a technique; it is a reflection of the counselor's entire philosophy, his belief and his faith in people to solve their own problems. Therefore a serious question is posed by the marked difference between the two populations on the four scales under discussion.

If the definition of counseling and the counselor's viewpoint is to be accepted, then open to question is the Dean's perception of the counselor's role; moreover, the analysis of the sub-groups demonstrated marked differences between the Deans themselves. The younger group of Deans demonstrated a less persuasive attitude and a far more understanding view of the student and her problem than did the older group. Further, a trend was noted in the examination of the data relative to years of experience, that those Deans who had held the position for a longer period were more authoritarian and less understanding than those who served in the position for less than ten years. This tendency was not marked enough to be statistically important, but the author believes that it should be considered in the total picture. An additional dissimilarity occurred in the sub-group analysis of the concepts of the duties of Deans. Those Deans who teach as well as counsel were substantially

less authoritarian than those who serve only in the area of administration and counseling. It would seem that the teaching role tends to preserve a feeling of belonging to the group.

Thus it may be concluded that those Deans who tend to permit the multitudinous duties of the position to obscure the needs of the individual, particularly after a period of years of service, are probably less aware of the true role of the counselor. This is indeed unfortunate. Deans of Women constitute a group of humanitarians and teachers, whose common role is that of social service. The implications would seem to call for reassessment and reevaluation of the true purpose of the position for each Dean as an individual.

Suggestions for Further Research

The conclusions and implications proffered in the previous section of necessity are concerned only with those Deans and those counselors who responded to the instrument. Among the group of college counselors only those who are members of the National Association of Guidance Supervisors and Counselor Trainers were considered for the sample. It might be of value to administer the instrument to other segments of the American Personnel and Guidance Association to determine whether other groups of counselors would parallel in their reactions the responses of the counselors who

participated in this study.

Several of the Deans of Women who participated in the study by responding to the instrument have requested permission to use the Attitude Scale as a device in selecting house mothers, residence hall staff, and administrative assistants. This has been interpreted by the author as a sincere desire to improve the quality of the services offered to women students. It demonstrates a true concern for the application of the professional principles toward which all student personnel workers strive. Moreover, it would provide further opportunity to utilize the Attitude Scale as a research instrument.

There is a wealth of opportunity to conduct further research in this area; obviously it is needed in order that student personnel workers may constantly reevaluate their aims, their policies, and their methods.

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APPENDIX

In this study I am attempting to determine the extent of conformity as to the type of response which would be given in some typical situations involving undergraduate college women.

Listed below are the variables to be used in this study, and the definitions and examples of these variables.

It would help me immeasurably if you would be willing to indicate which variables most nearly correspond to each response in the cases.

Definitions of the Variables

Responses which are:

Authoritarian (autocratic)

A statement which advocates obedience and conformity.

Examples: A girl your age should have a sense of responsibility. Well, of course, you are familiar with the regulations concerning this matter.

Persuasive (counselor direction)

A statement which tends even vaguely to influence, to induce opinion or conviction.

Examples: Perhaps if we gave a little more thought to this, we could come up with a solution. When you have examined all the facts, you may want to modify your opinion.

Sympathetic (supportive)

A statement which evaluates the client, his ideals, or his actions in such manner as to give emotional support, reassurance, or to imply sympathy.

Examples: There are certainly many problems to solve. It is very difficult for you to be going through this experience.

Judgemental (evaluative)

A statement which expresses opinion or judgement of the client and of his feelings. It is appraisal which is frequently a clever deduction.

Examples: You really haven't thought this through, have you? Have you thought how this looks to others?

Understanding (acceptant)

A statement which indicates simple acceptance or understanding of the client's feelings.

Examples: Well, it's a normal reaction.
It's a very frustrating experience.

APPENDIX B

INITIAL CONTACT LETTER TO DEANS OF WOMEN

As a doctoral candidate at Boston University working toward a degree in the area of counseling, I am interested in the role of the Dean of Women as a counselor. My thesis study is an attempt to determine how Deans of Women react to certain situations and to what extent there is conformity among them.

To do this, I have constructed an instrument of 50 hypothetical cases with 5 possible responses to each case. Most of these situations will represent problems similar to those which you have actually experienced in your position as Dean of Women. The respondees are merely asked to check their choice of solution.

Would you be kind enough to help me with this project by serving as one of my respondees? The time required will be about 40 minutes.

If you would be willing to assist me, will you return the enclosed card, filling in the necessary information. Knowing what a busy person a Dean of women can be, I am most grateful for your assistance.

Very sincerely,

Mary Elizabeth Reeves
Dean of Women

APPENDIX C

INITIAL CONTACT LETTER TO PROFESSIONAL COUNSELORS

As a doctoral candidate at Boston University working in the area of counseling, I am interested in the role of the Dean of Women as a counselor. My thesis study is an attempt to determine how Deans of Women react to certain situations and to what extent there is conformity among them. I am also interested in knowing how their reactions compare to those of professional college counselors.

To determine these things, I have constructed an instrument of 50 hypothetical cases with 5 possible responses to each case. The respondees are merely asked to check their choice of solution.

Would you be kind enough to help me with this project by serving as one of my respondees? The time required will be about 40 minutes.

If you would be willing to assist me, will you return the enclosed post card, filling in the necessary information. Knowing what a busy person a college counselor can be, I am most grateful for your assistance.

Very sincerely,

Mary Elizabeth Reeves
Dean of Women

APPENDIX D

THE REPLY POST CARD

Dear Dean Reeves:

Send a copy of the Attitude Scale. I will cooperate in this study.

Name _____

Address _____

(after June 1st)

APPENDIX E

THE CRITERION COMMITTEE

Dr. Dugald S. Arbuckle	Boston University
Dr. Willard W. Blaesser	University of Utah
Dr. Burns B. Crookston	University of Utah
Experimental *	Midwestern University
Dr. Stanley L. Freeman, Jr.	University of Maine
Dr. Virginia P. Frobos	University of Utah
Dr. Edward C. Glanz	Boston University
Dr. June E. Holmes	Boston University
Dr. Henry L. Isaksen	Boston University
Dr. Robert B. Kamm	Oklahoma State University
Dr. Robert H. Knapp	University of South Dakota
Dr. Lawrence Litwack	Boston University
Rev. James F. Moynihan, S. J.	Boston College
Dr. Al Sanford	University of Maine
Dr. Leona E. Tyler	University of Oregon
Dr. Edward A. Wicas	University of Connecticut
Dr. Alfred R. Wolff	University of Bridgeport

* This member of the Criterion Committee preferred to remain anonymous.

APPENDIX F

THE INQUIRY FORM

It would assist me immeasurably in this study if you would be willing to check (✓) or fill in the following items. You may remain anonymous if you wish to do so.

I. A. Your institution is

_____ College _____ University

B. Its geographical location is

_____ North west _____ South
 _____ North east _____ Mid-west
 _____ Middle Atlantic _____ Far west

C. Its full-time student population is _____.

II. A. Your degree (s) is (are)

_____ B.A. _____ M.Ed. _____ Other (If Honorary,
 _____ B.S. _____ Ph. D. please indicate)
 _____ M.A. _____ D.Ed.

B. You have held the position of Dean of Women for

_____ Less than 1 year _____ 10-15 years
 _____ Less than 5 years _____ 15-20 years
 _____ 5-10 years _____ 20 years or more

C. You have been in your present position

_____ Less than 1 year _____ 10-15 years
 _____ Less than 5 years _____ 15-20 years
 _____ 5-10 years _____ 20 years or more

D. Your age is _____.

III. Your duties are

_____ Solely administrative
 _____ Administrative and counseling
 _____ Administrative and teaching
 _____ Administrative, counseling, and teaching

Mary Elizabeth Reeves

APPENDIX G

THE ATTITUDE SCALE

EXPERIMENTAL EDITION

EXPERIMENTAL EDITION**ATTITUDE SCALE****Directions:**

Most of these situations will represent problems similar to those which you have experienced in your position. Reply to these questions spontaneously by choosing the response which most nearly represents your usual reaction. If the problem is one with which you have had no experience, try to place yourself in it and respond on the basis of the reality of your position and of what you believe your reaction would be.

Mary Elizabeth Reeves

1. Pat, a minor, without the consent of the Housing Authorities, secured parental permission to take up residence in a community adjacent to the college. She did not notify the Housing Authorities of her action, but it was brought to their attention by another source. The college regulation relative to Housing clearly states:

No student may live off-campus without the explicit permission of the Director of Student Activities or, in the case of women, the Dean of Women.

Pat says, "I didn't realize that I was doing anything wrong. My mother said I could."

Your comment

- A. I'd like to hear your side completely. What you have said sounds reasonable. Want to tell me more about it?
- B. Look Pat, have you ever stopped to consider that the regulations are for everyone?
- C. What you say may be true, but we must work together for the good of all concerned.
- D. The way you see it then is that if you had parental permission you need not check with college authorities.
- E. You seem to resent being questioned about this.

2. Sally and Betty, both freshmen, were accused of cheating during a quiz. Although they both denied dishonesty, the professor reiterated his claims stating that the students in question had been notified ten days earlier that their class work at that date was failing. The girls, still denying dishonesty, appeal to you.

Your reaction

- A. This is an academic matter. You should see the Academic Dean.
- B. Have you thought of the possibility of talking this over with the instructor? Maybe you could see his side, and he -- yours.
- C. You were not dishonest, despite what the professor says.
- D. Perhaps this isn't as hopeless as it seems.
- E. This is a serious spot to be in.

2.

3. Barbara, a college freshman, has been reported by her house mother for failure to observe the curfew regulations. After the first offense, you talked with her casually, explaining that the regulations were made for all concerned. Barbara seemed compliant and willing to abide by the rules of the college. A few weeks later, she was more than two hours late returning to the dormitory. When she reported to your office she conveyed the impression that the house mother was at fault, and asked you to take her side in the matter. To sum up her story, she said, "After all, if I were at home, my mother would trust me."

Your reaction

- A. As I recall, we discussed this problem some weeks ago.
- B. You feel that you were doing nothing that you would not do at home.
- C. Sometimes it is difficult to live by regulations made for everyone.
- D. You're pretty tired of the regulations, aren't you?
- E. Well, I know how you feel, but are you looking at every aspect of this?

4. Phyllis is a student with intelligence well above average, who places consistently on the Dean's List. She takes pride, however, in being a non-conformist, refusing to accept authority, and she boasts of the number of arguments that she has had with her instructors. With her fellow students, she is equally intolerant. She considers them childish, immature, uninteresting, and she constantly seeks the company of the professors. In her autobiography, written as a class assignment, she stated that she does not like people. In a counseling interview, she asked if she might fill in some responses on some personality inventories in order to "find out more about myself". These responses indicated that indeed she does not like people. She has requested you to write a recommendation for her for a teaching position.

Your reaction

- A. Why do you want to teach?
- B. Your desire to teach is commendable.
- C. Perhaps we should weigh your assets and your handicaps, and see where that puts you.
- D. You feel that your goal is to be a teacher.
- E. You know that there are many responsibilities that you must accept in a teaching position.

3.

5. Judy, a science major taking the pre-med course, is determined to be a doctor. Because of family considerations she will find it impossible financially to attend medical school. Moreover, her marks in the science courses are barely passing. Far from discouraging her, everyone - faculty, administration, guidance director - encourages her and commends her choice of goal. Knowing that she will never be accepted by an accredited medical school, you are concerned for her and for her health. She is very thin and complains of being tired all the time. During a casual visit to your office she said, "I have terrible headaches and I know that I'm losing weight, but what I want most is to be a doctor."

Your response

- A. No price is too great if you achieve your goal.
- B. Let's take a look at your grades and see what your chances are.
- C. You're feeling pretty miserable.
- D. This is pretty important to you - everything that you want - isn't it?
- E. This won't seem as important a few years from now.

6. Janet has been admitted as a transfer student. Her previous record has been marred by disciplinary difficulties, and her academic record indicates little promise. In her new environment she continues to do poorly; her course work is mediocre and she has overcut some of her classes. In addition, one member of the faculty reported that she continually causes a disturbance in his class. He refers her to you.

Your reaction

- A. Sometimes it is easier to become part of a group by following the accepted procedures.
- B. The reports about your adjustment seem to be negative, Janet.
- C. You will probably want to feel at home here as soon as possible, so that your record will improve.
- D. You feel pretty much alone here, don't you?
- E. It's difficult to come to a new school in the middle of the year.

7. Charlotte, a sophomore honor student, wears man-tailored suits, a masculine haircut, and usually has a cigarette hanging from her mouth as she crosses the campus. She makes no pretense of being unassuming, and has made it clear that she considers her

4.

abilities second to none. She has complained to you that the men students from her school do not date her, although she assures you that she has plenty of dates with men from other nearby colleges. She requests your aid in setting up a date bureau to be operated from your office.

Your reaction

- A. Perhaps we should look into every phase of this.
- B. You would like to know the students in your school better and you think this would help.
- C. Matters of this type are never handled from my office.
- D. Would this solve the real problem?
- E. Sometimes it is more interesting to know men from other schools.

8. Mabel is interested in becoming a camp counselor for the summer months because, "I couldn't stand working in a store." She applied for a position as a tennis instructor at an exclusive girls' camp although she does not know how to play tennis, and she has made no attempt to learn. She asks you to send a recommendation to the camp director.

You reply

- A. Do you play tennis?
- B. I know that this job is what you want, but are you sure that you should accept it?
- C. Store work seems impossible to you, and this seems like a good solution.
- D. Your approach to this job seems a little unusual.
- E. Counseling can be a very rewarding experience.

9. Sandra is a quiet, withdrawn, non-communicative and extremely unhappy-looking girl. On the few occasions when she comes out of her shell, she is belligerent and resentful. Although her academic work is creditable, she has few friends among either faculty or students. One morning in a burst of confidence, she tells you that her mother has a malignancy.

Your reaction

- A. Your mother's illness, understandably, is very upsetting to you.
- B. You should develop an interest in a hobby.

- C. This is a terrible experience for you.
- D. Perhaps you are thinking too much about this, dwelling on it, instead of trying to interest yourself in others.
- E. Thinking so much about this has made you withdraw and turn away from others.

10. Margaret has been a Navy nurse. Dissatisfied with her role in life, she decided to pursue a liberal arts program. Entering college as a freshman, she roomed with a classmate, Betty, who was several years her junior. Although the girls were compatible, it soon became evident that Margaret was despondent and recalcitrant, and her attitude was reflected to a lesser degree by Betty. Openly resentful of what she considered discrimination in her housing arrangements, Margaret bitterly denounced the college, the Housing Authorities, and you, and said that she wished that she had never left the Navy.

Your reaction

- A. You aren't finding campus life what you hoped it would be?
- B. The rooms are assigned on a "first-come, first-served" basis.
- C. The transition to civilian life is difficult.
- D. You show very strong potential for leadership. Perhaps you can help Betty to make an earlier adjustment.
- E. Sometimes the arrangements are disappointing, but perhaps there is something that can be done.

11. Jean is a twenty year old freshman who recently became engaged to one of her classmates, despite the strong opposition of her parents. At the end of the fall semester Jean had failed two of her courses, and by mid-term of the second semester her work was failing in three subjects. Her father threatened to take her out of college before the end of the semester, believing that she would be asked to leave at the end of the semester. He reconsidered, but exacted the promise that she would not date her boyfriend for six months. In discussing her poor academic record with you she said, "Daddy says he is going to take me out of school, but I don't care. I'm going to be married next spring. I can't talk to Daddy. He makes all the decisions in our house."

Your reaction

- A. Well your academic record is rather poor, and it is understandable that he is upset about it.
- B. Your record is poor, but you are so upset that it is understandable.
- C. Perhaps it seems that way, but have you really tried to talk to him?

- D. You really don't care whether you do well in classes or not?
- E. You don't feel that you are allowed to make your own decisions?

12. Joan's home town is in the wooded section of another state. Away from home for the first time, she finds life in a large university extremely disconcerting. She attempts to study all night, but then finds that she cannot stay awake and alert in classes the next day. She loses her appetite and her grades steadily decline. At mid-semester she is asked to withdraw for academic reasons. Before leaving she speaks to you about her future and states, "Well I wanted to be a journalist, but now I don't know what I want. My father says that I should go to Business School and take a typing course. I really don't like school much."

Your reaction

- A. This leaves you at sort of a loose end, doesn't it?
- B. It is unfortunate that you won't be able to pursue your interest in Journalism now, but you will need to prepare for some field.
- C. A course in typing could be very helpful to you.
- D. Studying has never interested you.
- E. Don't worry. --- Perhaps this is not a completely hopeless situation.

13. Daphne has transferred from a small women's college. Within a few weeks she voiced the objection that the men students were "running everything". She sent a letter to your office urging that a more active program of activities for women be organized, and requested an appointment to discuss the matter with you.

Your reaction

- A. Ignore the matter entirely.
- B. Make an appointment with her. When she comes to your office you say, "What type of program do you have in mind?"
- C. Make an appointment and say, "This is a very frustrating experience for you."
- D. Make an appointment and say, "You certainly like to take the lead in planning activities."
- E. Make an appointment and say, "This experience is quite different from any that you have had before."

7.

14. Loretta is a quiet, cooperative student who has never been in serious difficulty. Toward the end of her senior year she became involved in a party in a night club which had been declared "off-limits" by college authorities. Brought before the Disciplinary Council everyone was impressed by her sincere acknowledgment of her wrong doing. It is the rule of the college that such an infraction calls for suspension from classes for two weeks.

To Loretta you say

- A. It is unfortunate, but the rule must be adhered to, if we are to be equally fair to everyone.
- B. It is unfortunate, but perhaps the experience will have taught you enough to lessen the penalty in your own mind.
- C. It is unfortunate to be penalized like everyone else when this is your first offense.
- D. This unfortunate experience must make you feel somewhat resentful.
- E. This is a pretty tough decision, isn't it?

15. Linda is a university student who wants to be a model. She is doing rather poor work in her pre-med classes, and has failed her chemistry course. As a result her professor recommended that she take the course over during the summer session. For this course she is studying eight hours a day, and once a week takes three hours of modelling classes. She is confident that she can succeed, as a model, and equally confident that she can achieve her academic goals despite the long hours she is spending on one course. In speaking to you of the many hours she must study to pass her courses she says, "You just don't understand what it means to take a pre-med course."

Your reaction

- A. Perhaps if you concentrated on one field at a time, you could achieve your goal more easily.
- B. You should concentrate on one field at a time.
- C. Such long hours must leave you feeling let down and worn out.
- D. It must be of tremendous importance to you to be willing to spend such long hours.
- E. Your grades and the long hours you spend on your studies don't seem to warrant too many other activities.

8.

16. Kay graduated from a small high school with honors. In college she discovered that the competition was far more keen, and she found also that she no longer received the adulation which she had enjoyed in high school. Although she took part in the extra-curricula activities, she began to evade responsibility elsewhere, skipping assignments and cutting classes wherever she could. Because of her high standing in her classes, these minor infractions were ignored. When the Dean's list was published, Kay was clearly upset. Because she ranked only fifth - not first - she was convinced that the Scholarship Committee would withdraw her scholarship. Her belief became so deep-seated that she could no longer control herself when discussing it. In your office she said, "If my scholarship is withdrawn it will be a disgrace. I want my family to be proud of me."

Your reaction

- A. It's not really as bad as you say, is it?
- B. I know that you are upset about this, but fifth is really not too bad you know.
- C. No scholarship will be withdrawn while your grades are as high as they are now.
- D. I know that this seems pretty important to you, but aren't you a little too concerned about what people think?
- E. It is disappointing if you were expecting to rank first.

17. Norma is an academic misfit. Brilliant, but rude and audacious, she has become extremely aggressive, and recently heckled two of her instructors, who complained to you. A day or two later when Norma stopped at your office to request late permission, you channeled the conversation to the problem of her attitude. She says, "Some of the profs think we're all dummies. I don't know why class attendance is compulsory."

Your reaction

- A. Classes are just something to put up with.
- B. You get quite a bit from classes that you don't always see on the surface, social contacts, learning more about people.
- C. You find it difficult to remain interested when the class work seems to move slowly.
- D. You mean that you could do a little research on your own if you weren't in class.
- E. Well, of course, the reason for holding classes is for students to acquire knowledge by attending them.

9.

18. On your campus the women students are not permitted to wear slacks or shorts to class, in the Administration Building, or the grounds around it. During the Final Exam period, Chris, who commutes from home, reported to an exam wearing shorts. Refusing to allow her into the exam room, the professor sent her to you.

Your reaction

- A. You probably thought that it wouldn't matter today.
- B. The rule applies to everyone and at all times. No exception is made for the exam period. You will have to arrange to take a makeup exam. Make your appointment through the office of the Academic Dean.
- C. It would really have been easier to dress properly. Now you will have to pay the makeup exam fee.
- D. You thought, probably, that the professor would overlook it so late in the year.
- E. Well, of course, shorts are comfortable, but it is the rule of the college.

19. Cheryl, a twenty year old freshman, away from home for the first time, requested permission through your office to work for her room and board in a private home certified by the college. After discussing with you at length all the disadvantages of the arrangement, Cheryl was still positive that it would work for her. Within a month, Mrs. Smith, in whose home Cheryl lived, requested you to call. You discover that Cheryl has returned home because Mrs. Smith insisted that she do certain work as agreed. Cheryl, on the other hand, felt that she should do no chores except on Saturday morning. Since Cheryl had not notified you of her change of address, you send for her.

Your reaction

- A. You found it difficult to study and work at the same time?
- B. Did you know that you must notify this office of a change of residence?
- C. Those housing arrangements where you work for room and board rarely work out.
- D. Since you lived there on a working basis, you gave a week's notice, of course.
- E. Thinking it over now, do you feel that you were a little hasty in making a decision?

10.

20. Thelma was admitted to college on academic probationary status. Within a few months it was very apparent that she could not do the work. During mid-semester exams, she came to your office and bitterly complained that all of the students were cheating. She stated, "If I cheated, I could pass too."

Your reaction

- A. That is a pretty serious accusation.
- B. Perhaps the situation isn't what you think.
- C. You think that it is a very discouraging situation.
- D. This experience is very difficult for you.
- E. Perhaps you are allowing your own situation to influence your opinion.

21. Mildred, a highly emotional freshman, was granted a scholarship by a private organization. Her work proved disappointing and it was doubtful that she would be able to finish the year. In addition, the organization granting the scholarship sent only half of the money. Notified by the Bursar's Office of the delinquency in payment, Mildred came to your office in hysterics. She said, "I have no money of my own. I can't pay for it myself."

Your reaction

- A. Perhaps it is not as serious as it seems. Have you checked with the donors?
- B. Did you check with the Bursar for all the details?
- C. Let's take a look at all of the facts. Perhaps we can come up with an idea.
- D. It looks utterly hopeless to you at this point.
- E. What constructive steps have you taken?

22. Working as a waitress eight hours each day after classes, Gayle is constantly tired and complains continually of headaches. Much of the money that she earns must be turned in at home, and as a result she has difficulty paying her tuition. At present she is receiving a half scholarship from the college; she would like to apply for a full scholarship. She has come to you for advice. She says, "I'm so tired all the time and my headaches are terrible."

Your comment

- A. You feel that you can't continue at this pace.
- B. You're working too hard, and also under terrific tension to keep up that pace.

11.

- C. Would it be possible to work fewer hours? It would make quite a difference.
- D. Have you filled out an application? It is necessary to contact a member of the Scholarship Committee.
- E. I can understand that you are upset and tired; perhaps something can be done.

23. Virginia is habitually late for her first morning class. According to college regulations three "lates" are equivalent to one out. Virginia's excuse has always been that she overslept, and that because of her studies she does not retire until 1 A. M. The Disciplinary Council refers her case to you before taking final action.

Your comment

- A. It is not really necessary to study that late, is it?
- B. You can be suspended by the Board unless you make a decided change.
- C. You are just too tired in the morning to get up on time.
- D. It would seem more sensible to get to class on time rather than irritate your professors.
- E. You're not getting enough sleep.

24. Recently, jewelry and money has been reported stolen. Circumstantial evidence seems to point to Eleanor, and most of the girls in the dorm have ostracized her. As a result, Eleanor has withdrawn into herself and is entirely non-communicative. In addition she has committed a few irritating misdemeanors in the dorm. The house mother sent her to you after submitting to your office a full report on the incidents. Eleanor says, "Everyone thinks that I took the money. Probably the one who did it is talking the loudest."

Your response

- A. What steps have you taken to prove your innocence?
- B. Cooperation in the dorm would help the situation quite a bit.
- C. These housing infractions are a way of showing resentment aren't they?
- D. It's a pretty hard spot to be in.
- E. Would you like to tell me your side of this?

12.

25. Two years ago, Maureen was severely injured in an automobile accident. Due to nerve damage resulting from the accident, she has been unable to engage in work or many other normal pursuits. She has always been interested in Social Work as a career, and has done some volunteer work. Last Fall her physician believed that it would not be injurious to her health for her to attend college - a desire that she has long entertained. Maureen was admitted on a probationary academic basis, but at the end of the semester she was failing 6 or 7 courses. She was, of course, asked to withdraw. Maureen returned to the campus three successive days after official withdrawal, and each day, when talking to the students, she blamed you for her plight, because you were one of the instructors in whose course she failed. Just before leaving on the third day, she came to your office to say goodbye.

Your comment

- A. Finding it hard to leave, Maureen?
- B. Maybe this is not as important to you as it seems now.
- C. It is difficult to give up your plans for a Social Work career.
- D. In a situation like this, it is difficult to see things clearly.
- E. I'm sure that you will make every effort to make a success of your next venture.

26. Fran has been a student in your university for two years. During this time, she has changed her residence three times. In each case, her departure was followed by bitter denunciation by the house mother relative to minor housing infractions - lack of neatness in her room, destructiveness of university property, and insubordination. In May, she submitted to your office a request for a change of residence for the Fall Semester. You send for her to discuss the request.

Your comment

- A. Your house mothers have had many complaints about you.
- B. You are finding it difficult to live so closely with others.
- C. It is difficult to find people of similar interests and background.
- D. It does take time to become adjusted, but do you think that you are giving it your best effort?
- E. Well, there is only one dorm that you haven't lived in. Are you sure that the problem can be solved by moving?

13.

27. Kitty entered your college as a sophomore with advanced standing after attending two other colleges. The reason that she gave for her transfer was that she was too lonesome away from home. Since she can now commute, this difficulty no longer confronts her. However, Kitty still looks haunted and friendless. You meet her on campus and stop for a chat.

You say

- A. It takes a little while to make friends.
- B. You seem troubled. Are you finding it hard to get acquainted?
- C. No need to be lonely here. This is a friendly campus.
- D. Could I introduce you to some of the students from your area?
- E. Getting acquainted is difficult in mid-semester.

28. As Editor-in-chief of the college paper, Marion achieved questionable success. She is somewhat interested in pursuing a career in publishing, but she has also thought that the business field is attractive. As Commencement nears, she admits to you that she has no real conception of how she will use her English major or her college training.

Your reaction

- A. Have you seen the Placement Officer?
- B. You really don't know which way to turn.
- C. You're finding it difficult to make a decision which could be so important to your future.
- D. Perhaps a good look at your abilities will give you the answer.
- E. Making a decision when you have varied interests and abilities is difficult.

29. In a small religious-affiliated college, as Commencement approached, Joan expressed strong doubts concerning her religion. Knowing that her family would be heartbroken if she rejected their beliefs, she has become deeply troubled. With her friends she is rebellious, belligerent and aggressive, and ridicules their acceptance of religious teachings. Then one day she comes to you and expresses her concern.

Your reaction

- A. Perhaps if you talked to the chaplain about it, you could see things more clearly.
- B. Do the troubles with your friends stem from your insecurity?

14.

_____ C. Perhaps you are taking this too seriously. It may be just a passing phase. Don't do anything yet.

_____ D. Anyone would be deeply troubled in a situation like this.

_____ E. Feeling pretty much alone in this, aren't you?

30. Karen, a pretty scholarship recipient, informed a member of the faculty in November, that she had decided to leave the college. At about the same time, the Academic Dean notified you that Karen was apparently failing her history course, and asked you to see her. A course failure would mean loss of her scholarship. In discussing the matter with you, Karen says that she never wanted to attend college - it takes too long - and that her mother insisted that she take the scholarship exam and subsequently the scholarship. She stated that her preference was for office work.

Your reaction

_____ A. It seems rather unfortunate to waste the scholarship.

_____ B. You feel that you are wasting your time here in college.

_____ C. Do you think that your mother would be better satisfied if you completed the semester?

_____ D. Four years seems like a terribly long time which you could put to good use in other ways.

_____ E. You aren't willing to spend the time and effort necessary to do the work.

31. Rosemary, an only child of a wealthy family, thought that college was a lark, a pastime to be enjoyed. Various members of the faculty warned her of the fallacy of her ways, to no avail. At the end of the first semester, she was asked to withdraw for academic reasons. She came to your office full of bitterness and recrimination. She said, "I should be allowed more time; they didn't give me a fair chance."

Your reaction

_____ A. Well I know that it seems hard, but perhaps you don't really want to continue.

_____ B. You feel that you need more time to make an adjustment.

_____ C. Your disappointment tends to color the situation.

_____ D. Perhaps this is the best thing for you. You really don't like to study.

_____ E. Perhaps your attitude did not suggest that a change was forthcoming.

15.

32. Liz, who is taking philosophy for the first time, has decided that the only choice of career for her is that of the philosopher. She delves into Kant, etc., and neglects everything else. Discussing her plans for the future, she tells her dorm counselor that she plans to teach philosophy in a high school, after graduation. You hear of this unrealistic goal. A few days later you meet Liz on campus, and bring the conversation around to a discussion of her future.

Your comment

- A. The study of philosophy is a fascinating one.
- B. Philosophy seems to transport you to another world which is quite different from your own life.
- C. You feel that teaching philosophy in high school is the goal that you want.
- D. Are there any high schools where philosophy is taught?
- E. Your goal is somewhat unrealistic. Philosophy isn't taught in high schools.

33. Contrary to regulations, Florence used empty liquor bottles in her room as decoration. Asked to remove them by the house mother, Florence rudely refused. The house mother then sent her to your office. Florence said, "Who does she think she is? She's always pushing people around. It's a silly rule anyway."

Your reaction

- A. Well, of course, house mothers must abide by the rules, too.
- B. Well, it is the rule. She was merely asking you to abide by it.
- C. You like something a little unique in decoration.
- D. You resent your house mother's authority?
- E. This seems foolish to you.

34. To partially fulfill the requirements of the course, Carolyn submitted a term paper in her English Comp course on the general subject of Jazz. To the instructor, the paper seemed vaguely familiar, but he dismissed his doubts as groundless. However, a few days later the professor saw Carolyn giving what resembled a term paper to a sophomore. When the students noticed him, they seemed embarrassed and each departed hastily. The professor sent a report to you stating that he had talked to Carolyn about the incident, and that she had answered his questions rudely. He refused to admit her to class until she has talked to you. Carolyn says, "I don't know why he won't let me into class. I don't cause any trouble."

Your reaction

- A. Professor Snowden says there is some doubt that your paper is wholly original.
- B. You must have some idea why he sent you. How are you doing in class?
- C. Can you think of any reason why he sent you?
- D. This must have come as quite a shock, then, not being allowed to attend class.
- E. You don't have any idea why he sent you.

35. If one term can be applied as a complete description of a person, then clothes-crazy would apply to Helen. She is attractive, tastefully dressed, and popular, but her every thought, wish, and conversation begins and ends with clothes. She boasts of the money that she spends on fashion, and the other students resent her attitude. One day when you meet her on campus, you compliment her on her appearance. She replies, "I made it myself. The material cost \$12.50 a yard at Altman's."

Your reaction

- A. It is rather poor taste to quote price.
- B. Do you think perhaps it would be better not to quote price?
- C. You made that yourself? You did a nice job.
- D. You make quite a few of your clothes, don't you?
- E. Wearing nice clothes gives you a great deal of pleasure, doesn't it?

36. Lorraine is a history major who talks of studying law after graduation. However, when a Dean of a Law school visits the campus she makes no attempt to see him or to listen to the discussion of the opportunities available in the field. Later the same day Lorraine comes to your office and reaffirms her interest in the legal field.

Your reaction

- A. It would have benefited you to be at the Law Inquiry Conference this morning.
- B. I thought that I might see you at the Law Inquiry Conference this morning.
- C. Law is definitely the field that you want.
- D. You have a logical mind, and you think that you would like to study law.

_____ E. Something was of greater importance than Law this morning.

37. Kim, contrary to regulations, left classes and the campus four days early to start her Christmas vacation. Upon her return, she is called into your office. Kim said that her parents took her out of college to go with them to Florida. She says, "Anyway my parents wanted me to go. They decide what is best for me."

Your reaction

_____ A. We have the authority to discipline you for this offense.

_____ B. Your parents have your best interest at heart, of course, but did they realize that you did not notify us?

_____ C. You seem to resent being questioned about this.

_____ D. Didn't you have time to notify the dorm counselor?

_____ E. You feel that your parents' authority transcends that of the college.

38. Priscilla asked to room alone when she came to the college. She seemed to resist all friendly advances, seemed always to be alone, and never attended parties whether asked by general or specific invitation. She even refused to visit the home of a student on a weekend. Trying to help her, you seek her out and ask if she is enjoying her college experience. She replies, "Yes, there is plenty of studying to do."

Your reaction

_____ A. You really enjoy studying, don't you?

_____ B. Possibly you would enjoy some of the activities also.

_____ C. Finding plenty to keep you busy?

_____ D. Some of the students tell me that you have refused their invitations.

_____ E. Perhaps you spend too much time alone.

39. Susan is gay, pretty, brilliant; with little effort she can maintain good grades. Each semester she spends more time on dates, and as little on studies as possible to remain on the Dean's List. She has been sent to you for leaving the dorm after hours by means of the fire escape. She admits the charge saying, "My average is still high and I don't need much sleep."

Your reaction

_____ A. Getting good marks is the only important thing?

18.

- B. This infraction is serious. Marks are important - true, but this is also.
- C. That you are a good student there can be no doubt.
- D. Perhaps we should look at another aspect of this.
- E. As long as your marks are good, you feel that your conduct is not open to reproach.

40. Mary Jane was admitted with advanced standing. However, she felt that she should be listed as a junior, not as a sophomore. She complained to the Academic Dean, who explained the point system to her. Still unsatisfied, she came to you with her complaint.

Your reaction

- A. Do you think that most of your classmates think this is as important as you do?
- B. Your junior credits will be totaled with your new credits next year.
- C. You feel almost as if you were being demoted.
- D. To be listed as a sophomore disturbs you - makes you feel less important.
- E. It's disappointing to be listed as a sophomore when your marks are so high.

41. Lucy, a psychology major, became convinced that she had many symptoms of a mental deviate. She became morose and shunned the company of others whenever possible. Alarmed, the dorm counselor sent her to you. Of her conduct, Lucy says, "I just feel like being alone for awhile. It gives me time to think."

Your reaction

- A. You enjoy being alone because it gives you time to think.
- B. Being alone too much can make you withdraw from your friends.
- C. Are you alone very much?
- D. Being alone gives you time to know yourself better.
- E. You are a little concerned about yourself and you feel that you need time to find the answers.

42. Agnes was involved in a serious automobile accident in which she and four others, all students, were hospitalized. Intoxication and excessive speed were considered to be the causes. Since drinking is frowned upon on your campus, it was your duty to handle the matter when she returned to the campus. She reported to your office and said, "You wanted to see me?"

Your comment

- A. Yes. Are you familiar with the regulations concerning drinking?
- B. Yes, Agnes, how are you feeling?
- C. Yes, Agnes, perhaps if we talked things over we could make some favorable recommendations to the Disciplinary Board.
- D. Yes, Agnes, as you know, a regulation has been violated.
- E. Yes, Agnes. It is good to see you out of the hospital.

43. Without permission, Ann borrowed the car of another student to go home for the weekend. The student, believing that his car had been stolen, reported it to the police. Ann was stopped on the highway and taken into custody. The student did not press charges and asked that she be released. Ann's parents were furious saying that she had been humiliated. They said, "You should not have allowed that student to report it."

Your reaction

- A. Your daughter's action can hardly be condoned.
- B. There seems to be a misunderstanding. I knew nothing of the incident until the police had taken Ann into custody.
- C. I can realize that you are upset. On the other hand, you can see why Joe called the police. He left class, went to the parking lot, and his car was gone.
- D. This was very embarrassing for her.
- E. Understandably you are very upset that the police were brought into this.

44. Abby, a girl of great promise, charm, and natural ability, is considering withdrawing from the university. Her family has moved to the East, and she is undecided whether to transfer so that she can be nearer to them, or to return to the university. She seeks your advice saying, "I like it here, but the courses are hard."

Your comment

- A. You're finding it pretty difficult.

- _____ B. You like it here, but you feel that you might like to be nearer to your family.
- _____ C. Sometimes it makes a better impression to remain a second year before transferring.
- _____ D. You are finding the courses more difficult than you anticipated?
- _____ E. Well, the courses are really not too difficult, are they?
45. Peg is attending a small women's college. She talks constantly of transferring to some distant university where she can live away from home as a resident student. She is interested in a major in Social Work which is not offered in your college. She asks you to recommend a college.

Your comment

- _____ A. It would seem that the first step would be to decide what you want from the future.
- _____ B. You might be interested in checking in the Blue Book and the College Guide.
- _____ C. You hesitate in making a choice which could be so decisive to your future.
- _____ D. Social Work seems to be the field that you want.
- _____ E. So much hinges on this choice that you would like help making it.
46. Vivian, an attractive and talented freshman, has been spending most of her time in the Co-Ed Lounge, between classes. Her academic work was relatively weak at the end of the first semester; thus you decide to have a talk with her.

Your comment

- _____ A. Finding it easy to make new friends.
- _____ B. Perhaps if you did most of your studying alone, and then shared your ideas with others, you might make more progress.
- _____ C. Many freshmen find it difficult to make good use of leisure time.
- _____ D. Concentrating on studies is difficult when you have friends around.
- _____ E. You should enjoy studying, you know.

47. Joyce and her roommate Janet, drove with their boyfriends to a summer resort one spring afternoon. The car broke down, and since the resort was not open for the season, the girls found it impossible to have the car repaired until the next morning. The house mother notified you that they had failed to return to the dorm. When the girls do return, you send for them. They relate that they spent the night with family friends, and that the boys had "thumbed" home.

Your reaction

- _____ A. I don't need to tell you that this is a serious matter.
- _____ B. You have told your parents about this, of course.
- _____ C. This was a rather nerve-wracking experience for you.
- _____ D. There just wasn't any way to contact us.
- _____ E. There must have been some way to contact us.

48. Jackie, a science major who places consistently on the Dean's List, anticipated being invited to join the college honor society. Criteria for membership includes academic work of high caliber, service to the college, participation in extra-curricular activities, and qualities of leadership. Jackie's work was good, but not brilliant, and several times she had been involved in difficulties calling for minor disciplinary action. It was the decision of the nominating committee not to admit her to membership. Jackie came to your office and denounced the committee, the system of selection, and the college in general. Although she did not say so, she indicated that you were at least partially responsible.

Your reaction

- _____ A. Your name must be placed in nomination, and the decision of the committee must be unanimous.
- _____ B. Perhaps you misunderstand the system of selection.
- _____ C. This is a great disappointment to you.
- _____ D. You feel that the selection wasn't fair.
- _____ E. You want the prestige that would come with your nomination.

49. Claire is quiet, intelligent, and conscientious, and frequently assumes the role of peacemaker with astonishing success. With a pleasant smile for everyone, she is well-liked and sought after, but one day, for no apparent reason, she had hysterics and it was hours before she became composed. When questioned by the dorm

counselors, she said that there was no reason for her outburst. Claire serves as a director of one of the women's organizations; on the pretext of discussing activities, you ask her to come to your office. When the discussion relative to the activities is over, you say

- A. If you ever want to talk things over, don't hesitate to come in to see me.
- B. Sometimes if you talk things over, they don't seem as serious.
- C. Your activities keep you going at quite a pace.
- D. Your activities tire you quite a bit, don't they?
- E. Try not to get so involved in activities that you have no time for yourself.

50. Kathy has been under the care of a psychiatrist for several months. Although she is within commuting distance, her mother felt that she could gain much from dormitory living. However, it soon became evident that she would be a troublesome resident. Kathy frequently ignored regulations and when questioned pretended innocence or said that she did not realize that the infraction was important. When the resident counselor seemed unable to effect a change, she sent Kathy to you.

Your reaction

- A. We don't allow as much freedom in the dorms as you would have at home.
- B. Resident living presents its problems.
- C. You apparently have problems which you may be able to work out.
- D. You enjoy living in the dorm.
- E. Perhaps we should look at all the problems of living in a dorm, and see if we can come up with a solution.

Mary E. Reeves

APPENDIX H

KEY TO ATTITUDE SCALE

KEY TO ATTITUDE SCALE

<u>ITEM</u>	<u>RESPONSE</u>	<u>CODE KEY</u>
I	A	3
	B	1
	C	2
	D	5
	E	4
II	A	1
	B	2
	C	4
	D	3
	E	5
III	A	1
	B	5
	C	3
	D	4
	E	2
IV	A	1
	B	3
	C	2
	D	5
	E	4
V	A	4
	B	1
	C	3
	D	5
	E	2
VI	A	2
	B	1
	C	3
	D	4
	E	5
VII	A	2
	B	5
	C	1
	D	4
	E	3

Key to Attitude Scale--Mary Elizabeth Reeves--page 2

<u>ITEM</u>	<u>RESPONSE</u>	<u>CODE KEY</u>
VIII	A	1
	B	2
	C	5
	D	4
	E	3
IX	A	5
	B	1
	C	4
	D	2
	E	3
X	A	5
	B	1
	C	4
	D	2
	E	3
XI	A	1
	B	3
	C	2
	D	4
	E	5
XII	A	5
	B	1
	C	2
	D	4
	E	3
XIII	A	1
	B	2
	C	5
	D	4
	E	3
XIV	A	1
	B	2
	C	3
	D	4
	E	5

Key to Attitude Scale--Mary Elizabeth Reeves---page 3

<u>ITEM</u>	<u>RESPONSE</u>	<u>CODE KEY</u>
XV	A	2
	B	1
	C	3
	D	5
	E	4
XVI	A	3
	B	4
	C	1
	D	2
	E	5
XVII	A	5
	B	2
	C	4
	D	3
	E	1
XVIII	A	5
	B	1
	C	2
	D	4
	E	3
XIX	A	5
	B	1
	C	3
	D	4
	E	2
XX	A	1
	B	2
	C	5
	D	3
	E	4
XXI	A	3
	B	1
	C	2
	D	5
	E	4

Key to Attitude Scale--Mary Elizabeth Reeves--page 4

<u>ITEM</u>	<u>RESPONSE</u>	<u>CODE KEY</u>
XXII	A	5
	B	4
	C	2
	D	1
	E	3
XXIII	A	2
	B	1
	C	3
	D	4
	E	5
XXIV	A	1
	B	2
	C	4
	D	3
	E	5
XXV	A	5
	B	2
	C	3
	D	4
	E	1
XXVI	A	1
	B	5
	C	3
	D	2
	E	4
XXVII	A	2
	B	4
	C	1
	D	3
	E	5
XXVIII	A	1
	B	5
	C	4
	D	2
	E	3

Key to Attitude Scale--Mary Elizabeth Reeves--page 5

<u>ITEM</u>	<u>RESPONSE</u>	<u>CODE KEY</u>
XXIX	A	2
	B	4
	C	1
	D	3
	E	5
XXX	A	1
	B	3
	C	2
	D	5
	E	4
XXXI	A	3
	B	5
	C	4
	D	2
	E	1
XXXII	A	5
	B	4
	C	3
	D	2
	E	1
XXXIII	A	2
	B	1
	C	3
	D	4
	E	5
XXXIV	A	1
	B	4
	C	2
	D	3
	E	5
XXXV	A	1
	B	2
	C	5
	D	3
	E	4

Key to Attitude Scale--Mary Elizabeth Reeves--page 6

<u>ITEM</u>	<u>RESPONSE</u>	<u>CODE KEY</u>
XXXVI	A	1
	B	2
	C	5
	D	3
	E	4
XXXVII	A	1
	B	3
	C	4
	D	2
	E	5
XXXVIII	A	3
	B	2
	C	5
	D	1
	E	4
XXXIX	A	4
	B	1
	C	3
	D	2
	E	5
XL	A	2
	B	1
	C	5
	D	4
	E	3
XLI	A	5
	B	1
	C	2
	D	3
	E	4
XLII	A	1
	B	5
	C	2
	D	4
	E	3

Key to Attitude Scale--Mary Elizabeth Reeves--page 7

<u>ITEM</u>	<u>RESPONSE</u>	<u>CODE KEY</u>
XLIII	A	1
	B	2
	C	3
	D	4
	E	5
XLIV	A	5
	B	3
	C	2
	D	4
	E	1
XLV	A	1
	B	2
	C	3
	D	4
	E	5
XLVI	A	5
	B	2
	C	4
	D	3
	E	1
XLVII	A	1
	B	2
	C	3
	D	5
	E	4
XLVIII	A	1
	B	2
	C	3
	D	5
	E	4
XLIX	A	3
	B	2
	C	5
	D	4
	E	1

Key to Attitude Scale--Mary Elizabeth Reeves--page 8

<u>ITEM</u>	<u>RESPONSE</u>	<u>CODE KEY</u>
L	A	1
	B	5
	C	3
	D	4
	E	2