

THE EFFECTIVENESS OF BIBLIOTHERAPY ON TEACHING
INITIATOR DATING SKILLS TO FEMALES

By

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF PHILOSOPHY
July, 1981

Thesis
1981D
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ACKNOWLEDGMENTS

I would like to thank Dr. Ken Sanvold for his help on this project. From the initial conception of the idea to the final bureaucratic details, he has been most encouraging. I would also like to thank my committee members: Julia McHale for her germane suggestions and continuing support; Frances Everett for her enthusiasm and flexibility; and Judy Dobson for her continuing assistance.

Luella Nabors and Jackie Warrior-Bourdette deserve a special thanks for their uncanny sense of timing. In addition, both provided considerable moral support, as well as aiding in the actual work of completing this project.

Joe Conner provided continuing encouragement, moral support, as well as whatever else I required emotionally to complete this project and my graduate career. I am deeply grateful to him.

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CHAPTER I

INTRODUCTION

Although the idea of bibliotherapy is a fairly recent one, the use of reading to modify behavior has a long history. Modification of behavior through reading is often recommended, although the effectiveness of this method is rarely investigated.

Two types of literature, didactic and imaginative, have been used in attempts to verify the validity of bibliotherapy, with different results posited for the two types. Both types, however, are more likely to effect a change in attitudes than in behaviors. Bibliotherapy combined with group discussion seems to effect behavior change as well as facilitate attitude change in some areas.

Developmental tasks are reported to be good candidates for bibliotherapeutic efforts. The developmental area chosen for investigation here will be that of social dating. While there is considerable research dealing with the teaching of dating skills to males, little is available for females. The programs teaching dating skills to females typically have focused upon the receptor rather than the initiator role.

The present study will investigate the efficacy of bibliotherapy, bibliotherapy and discussion group, and a non-treatment control group on the teaching of initiator dating skills to single females.

CHAPTER II

REVIEW OF THE LITERATURE

Bibliotherapy, as defined by Sclabassi (1973, p. 70) is "a technique which involves the utilization of literature for therapeutic purposes." She divides bibliotherapy into two types of literature; didactic, i.e., literature used for teaching, and imaginative, i.e., dramatic presentations which encourage identification, catharsis, and insight. She suggests that the imaginative literature would be useful for traditional therapeutic purposes, while the didactic literature would be useful for instructional purposes only.

Lickorish (1975) reports that the "excitatory, empathic effect" of literature is helpful in the teaching of clinical psychologists. He concludes, however, that while clinical psychologists may benefit from the reading of literature, clients may not be expected to receive any beneficial therapeutic effects from such endeavors.

While the therapeutic effects of reading literature is suggested by Sclabassi (1973) and noted by Lickorish (1975) for the training of psychologists, relatively little further research appears to have been done using imaginative literature. Studies on the developmental tasks have used imaginative literature, with mixed results.

Weingarten (1954) used a retrospective questionnaire with 1,256 college students ranging in age from 16 to 30 to document the subjective effects of the reading of literature. A total of 60-5/10% (60.5%)

of his respondents claimed that they had received help in developing values for living or for understanding life through reading; 39.1% said that they had changed their behavior because of something that they had read.

Weingarten's (1954) results suggest that while two-thirds of the respondents changed a value due to the reading of literature, only one-third had changed a behavior due to reading literature. One of the problems noted by Weingarten was the inability to specify which book in particular had effected a change in either values or behaviors. He felt, however, that characters in books who had personality conflicts with their agemates were the characters most likely to be remembered and used as models by respondents.

Two studies using high school students also tested the effects of bibliotherapy. In both of these studies, bibliotherapy consisted of having trained teachers or counselors who recommended specific books to students; therefore, the books were not constant factors across subjects. Sandefur and Big (1965) used groups of eighth and ninth graders in their regular classroom settings, with teachers trained in bibliotherapy for half of the groups and untrained teachers for the other half of the groups. The study, which took place over the course of a normal school years, assessed students pre and post on the Mooney Problem Check List, Science Research Associates Achievement Test, and the High-School Personality Assessment Test. The Haggerty-Olsen-Wickman Behavior Rating Scale was used at the end of the school year only.

The experimental groups had an average of 34.5 problems pre-experiment, and 30.8 problems post-experiment; a statistically non-significant reduction in number of problems. In the areas of work,

money, and the future, the experimental groups had a statistically significant increase in problems, while the control group had a decrease. Most of the increase in the experimental group was accounted for by the top quartile of students in the High Problem Perceiving assessment. Within the experimental group, the middle 50% of problem perceivers had a decrease in number of problems in the areas of work, money, and the future approaching statistical significance. The experimental group tended to become more excitable, talkative, and group oriented; the experimental group's teachers reported two times as many truancy problems; and the experimental group was significantly lower than the control group on achievement scores. It may be concluded that bibliotherapy in this study was of questionable value, with the exception of the middle 50% of problem perceivers in the area of work, money, and the future. It is also noteworthy that students in the experimental group became more group oriented.

A study by Caffee (1976) using high school students attempted to improve self-concept. He had three groups: one in which the trained instructor recommended books for a group to read and discuss, one where these books were available to students but not specifically recommended, and an individual counseling and bibliotherapy control group. While his subjects showed no improvement on self-concept scales, the subjects who met in the group/bibliotherapy as well as the individual counseling/bibliotherapy groups showed some positive movement. Caffee reports that not only reading but also responding in the group to the readings was important. He also suggests that the most helpful books were not necessarily those chosen for the quality of the literature, but rather those which held the most interest for the reader. In a similar study

by Altmann and Nielson (1974) with fourth and fifth graders, no influence on self-esteem by the use of bibliotherapy was noted.

Thus, while Sclabassi (1973) has called for using imaginative literature for its therapeutic effects and Weingarten's (1954) research suggests that this type of literature may produce value changes, research by others suggests that imaginative literature may not have the desired effects on areas such as personality, value change, or self-concept.

An interesting note, however, is that in Caffee's (1976) study, both group and individual counseling with the addition of bibliotherapy showed some positive movement.

Studies which use the didactic type of literature have been called for by Bernal and North (1978). They suggest that research on training manuals, guides for parents, and other self-instructional books should be completed before turning the books loose on the public. Two relevant aspects of self-help manuals are: whether the public can benefit by reading the manuals, or whether they gain more benefit by the reading of the manual and a group discussion of them.

Conner (1975), using the book Toilet Training in Less Than a Day (Azrin and Foxx, 1974) for a bibliotherapy alone and a bibliotherapy plus training group study, found the bibliotherapy plus training group to be significantly more effective for training mothers in techniques to use with their children for toilet training.

Other behavioral studies, while not focusing on parent-training manuals, do use bibliotherapy of the didactic type to address the issue of the effectiveness of bibliotherapy as compared to group discussion for the problem areas of weight loss and assertiveness skill training.

Hagan (1974) tested the relative effectiveness of three procedures: group therapy, bibliotherapy in the form of a manual, and a combined group and bibliotherapy condition. While there were no statistically significant differences in weight loss, all groups did lose weight.

Weight loss was found to be significant ($p .01$) for all treatment conditions when compared with the no-treatment control. Furthermore, subjects in the manual only group rated their treatment as being significantly less helpful than either of the other two groups. Hagan (1974) concludes that bibliotherapy with a specific manual for weight loss is as effective as bibliotherapy or group therapy alone for weight loss.

In a study using Hagan's (1970) weight reduction manual, as well as a group given suggestions that they could lose weight, a behavioral contract group which gave up valuable items to the experimenter with their return dependent upon weight loss, a no-treatment control, and a no-contract control; Tobias (1973) found that the manual and the behavioral contract groups lost significantly more weight than the other treatment and no-treatment control groups. These groups, however, did not differ from one another significantly.

The conclusions of the above two studies seem to support the contention that bibliotherapy for weight reduction using didactic manuals is successful when compared with other forms of treatment.

Another bibliotherapeutic approach using didactic literature in the form of a specific book was used to teach assertiveness skills (McGovern, 1977). Using both a general population and groups of librarians, McGovern used bibliotherapy alone and an assertiveness

training procedure. Her results indicated that bibliotherapy was not only more effective for the general population than for the librarians, but that bibliotherapy alone produced more attitude change, while assertiveness training groups produced more behavioral change. McGovern concluded that both bibliotherapy alone and the assertiveness training groups were equally effective, with the differential effect on values and behaviors as noted above.

In summary, while bibliotherapy for the imaginative type has been advocated as a method for dealing with interpersonal problems, for the training of therapists and for therapeutic effects, and didactic literature has been recommended for instructional benefits, the literature suggests that both types of literature are more likely to produce attitude change, while group discussion plus bibliotherapy is more likely to produce both behavioral and attitudinal change.

Another area in which psychologists have attempted to create behavior change is the area of social dating. Both group discussion and bibliotherapeutic methods have been used.

The prevalence of interpersonal anxiety as it relates to dating has been noted in 54% of college males and in 42% of college females (Glass, 1976). Others have noted the prevalence of such anxiety (Segal, Phillips, and Feldmesser, 1967), but Martinson and Zerface (1970) note that students are more concerned about social relations than they are about vocational choice, personalities (their own or others), and other developmental concerns. Most researchers in this area have focused attention upon males as the initiators of dating (Bander, Steinke, Allen, and Mosher, 1975; Glass, 1976; McGovern and

Arkowitz, 1975; Christensen and Arkowitz, 1974; Zerface, 1968; Twentyman and McFall, 1975; and Martinson and Zerface, 1970). These investigators and others in the area have either not dealt with females or have dealt with them as receptors rather than initiators of dates.

McGovern (1972), using four groups of males with differing locations (i.e., one group met in an office setting, one in a natural date type setting, one was only a discussion group, and one control no treatment group), attempted to produce change in socially anxious males by the use of behavioral rehearsal, corrective feedback, and a semi-programmed manual. All three of the treatment groups were effective in increasing the skill and the comfort of subjects in heterosexual interactions. The addition of behavioral rehearsal did not lead to better therapeutic outcome than the discussion group alone, however. McGovern concluded that the only constant in the experiment was the dating manual, and that its effects were probably casual in the changes across treatment groups. He called for additional research using the bibliotherapeutic method for dating.

In conclusion, both types of literature, didactic, and imaginative seem to have the effect of changing attitudes. Behavioral programs aimed at changing behaviors seem to be no more beneficial than group discussion; however, there is some evidence that the combination of both bibliotherapy and group discussion should prove more effective than bibliotherapy alone.

Statement of the Problem

Many experimenters have used didactic literature such as training manuals to teach specific skills including diet control,

assertiveness skills, and toilet training. The usual result is that bibliotherapy done using didactic literature is not an effective tool for behavior change. As McGovern (1972) notes, bibliotherapy is more likely to produce attitude change, while groups produce more behavior change.

In the area of interest and initiation of dates, behavioral change is necessary to produce measurable results. It was expected that the bibliotherapy plus discussion group would produce an increase in number of dates, while the bibliotherapy alone and no-treatment control conditions would not produce such an increase.

Some change in attitudes concerning dating initiation may also be shown in the bibliotherapy and bibliotherapy plus discussion group conditions.

The present study, using female subjects only, attempted to investigate the relative merits of a bibliotherapy alone treatment using the book, How to Ask a Man (Miller, 1978), a bibliotherapy plus group discussion treatment using the same book, and a non-treatment control group.

CHAPTER III

METHOD

Subjects

Volunteer subjects were female students and their friends who were recruited from graduate courses at Northeastern State University and by word of mouth. An announcement is shown in Appendix A.

Subjects were randomly assigned to three groups: no-treatment control (CG), bibliotherapy alone (BG), and bibliotherapy plus group discussion (B + DG). Eight women were assigned to each condition. The mean age of women in the control group (CG) was 29.2 years; in the bibliotherapy alone group (BG) the mean age was 29.6 years, while in the bibliotherapy plus group discussion (B + DG) condition the mean age was 32.8 years. In both the BG and B + DG, 40% of the subjects had never been married, while 80% of the C had never been married.

Materials

Data sheets were provided to each subject for recording initiations of dates, dates that occurred after initiation, the comfort level of initiation, and the comfort level of the data for two weeks before and two weeks after treatment (Appendix B). Demographic data and dating information was collected from each subject before treatment (Appendix C). A follow-up questionnaire was completed by subjects after the data collection period (Appendix D).

Subjects in both the B and B + DG conditions were provided copies of the book, How to Ask a Man (Miller, 1978).

Procedure

Subjects were asked to complete the demographic and dating information sheet after contacting the experimenter. They were told that they would be contacted about a group meeting time. Two women who reported that they were currently involved with only one man asked to be included in the study, as they were exclusively involved due to only one man initiating dates with them.

Women were randomly assigned to the no treatment control group (C), the bibliotherapy alone group (B), or the bibliotherapy plus discussion group (B + DG).

C subjects met as a group session at which data sheets were distributed, instructions for completing the data sheets were read, and questions were answered. The subjects were instructed to return the data sheets after four weeks of data collection, at which time they would be individually de-briefed. SG subjects' instructions are included in Appendix E.

The experimenter met with the B group to distribute data sheets, give instructions on their use, and answer questions. After two weeks of data collection, they returned to receive copies of the book How to Ask a Man (Miller, 1978) and receive data sheets for the final two weeks. Subjects met with the experimenter individually to return data sheets, and complete the post-experiment questionnaire, and to be de-briefed. Instructions given to BG subjects are included in Appendix F.

The B + DG subjects met with the experimenter to receive data sheets and instructions concerning their use. After two weeks of data collection, they met with the experimenter for three one-and-a-half hour sessions. During this time they read and discussed the book, How to Ask a Man (Miller, 1978). They then collected data for two weeks and were then asked to complete a follow-up questionnaire. A summary of B + DG sessions is included in Appendix G.

CHAPTER IV

RESULTS

Seven subjects were assigned to each of the three groups, CG, BG, and B + DG. Two C subjects completed their data sheets but explained to the examiner that they were exclusively involved with one man throughout the data collection period, although they had not noted this on the information sheet. None of the control subjects completed the follow-up questionnaire. Five of the seven BG subjects completed all data necessary to analyze their success rate; one BG subject completed two weeks of pre-treatment data but begged out of the final two weeks, due to being excessively busy, and one BG subject never returned after receiving her initial data sheets. Two of the seven B + DG subjects dropped out after receiving the data sheets. One said she would be unwilling to leave her children with a sitter during the discussion times; another became involved exclusively with one man during the first week of the study and chose not to continue. The five remaining subjects in this group completed all data necessary to analyze their success rate, but four failed to complete and return the follow-up questionnaire.

Subjects in the B + DG group were older than subjects in either the CG or BG conditions. In each group there was one woman who was 10 years older than the next oldest subject in the group. The educational level for all groups was similar, with most subjects currently

enrolled in a master's degree program or having recently completed a master's program (Table I).

TABLE I
MEAN AGE AND RANGE OF AGES FOR SUBJECTS, MEAN
EDUCATIONAL LEVEL AND RANGE OF EDUCATIONAL
LEVEL FOR SUBJECTS: CG, BG, AND B + DG
(N=5)

	Mean Age	Range	Mean Educa- tional Level	Range
CG	29.18 yrs.	24.66-37.25	17.2 yrs.	17-18 yrs.
BG	29.64 yrs.	22.75-42.75	17.0 yrs.	17 yrs.
B + DG	32.84 yrs.	27.33-46.83	17.2 yrs.	16-18 yrs.
Overall Means	30.65 yrs.	24.66-46.83	17.1 yrs.	16-18 yrs.

Before the study, CG group subjects were more likely to initiate dates often, to be currently dating, and to be happy with the number of dates they currently had than either BG or B + DG subjects. B + DG subjects were less likely to be dating currently and more likely to desire more dates than they currently had (Tables II and III).

Before the study, there was more disparity in attitudes about whether women should initiate dates in B + DG than in the BG or CG groups. Sixty percent of B + DG subjects felt that initiation of dates by women was a good idea for them, if not for other women, while 40%

TABLE II
 INITIATIONS OF DATES BEFORE STUDY:
 CG, BG, AND B + DG
 (N=5)

	Often Initiated Dates	Once or Twice Initiated Dates	Never Initiated Dates
CG	1	2	0
BG	1	3	1
B + DG	0	4	1
Total (N=15)	4	9	2

TABLE III
 CURRENT DATING STATUS AND DESIRE FOR CHANGE
 IN DATING STATUS: CG, BG, AND B + DG
 (N=5)

	Currently Dating	Not Dating Currently	Desire More Dates
CG	4	1	2
BG	4	1	2
B + DG	2	3	4

saw it as a bad idea for them, if not for other women. All of the CG subjects thought that initiating dates was a good idea for them, if not for other women. After the study, two of the five BG subjects had changed their attitude in the direction of seeing date initiation as a good idea in general, and the one B + DG subject who completed the post-questionnaire had also changed her attitude in this direction (Table IV).

TABLE IV
ATTITUDE CONCERNING DATE INITIATION
PRE AND POST: CG, BG, AND B + DG

	<u>Good Idea in General</u>		<u>Good Idea for Me, Not for Others</u>		<u>Bad Idea for Me, Maybe Not Others</u>	
	Pre	Post	Pre	Post	Pre	Post
CG Pre (N=5) Post (N=0)	0	0	5	0	0	0
BG Pre (N=5) Post (N=5)	2	3	2	2	1	0
B + DG Pre (N=5) Post (N=1)	3	1	0	0	2	0

All of the BG group subjects reported that they had read the book and four of them said that it's advice was useful to them. Three of these subjects experienced a rejection of a date initiation; however,

all five subjects said that they planned to continue initiating dates. When asked to rate their comfort level upon first date initiation (7 being very comfortable and 1 being very uncomfortable), the subjects had a mean comfort level of 5.4. The mean comfort level of their last date initiation was 5.8. Most BG subjects were relatively comfortable initiating dates initially and made few gains in comfort level over time.

All subjects in all groups initiated at least one date during the study. The mean number of initiations for all subjects was 4.2, or approximately one initiation per week. The mean number of dates initiated that occurred was 3.4. This normative data is included due to the lack of such data in the literature.

Since all subjects did not complete the follow-up questionnaire, statistical analyses of attitude change are not possible. However, information concerning change in comfort level of initiation and dates gives some information in this regard. A comfort rating scale with 7 being comfortable and 1 being very uncomfortable was used for each initiation and each date. Both the CG and B + DG subjects reported becoming less comfortable initiating dates during the two weeks post-treatment, while the BG subjects reported feeling more comfortable initiating dates post-treatment. Mean comfort level during the date itself was greater in the two weeks post-treatment for all three groups. Table V shows mean comfort levels of initiations and dates. Apparently, BG subjects became more comfortable initiating dates after reading the book than CG and B + DG subjects, suggesting some attitude change on their part.

TABLE V
 MEAN COMFORT LEVELS OF INITIATIONS AND DATES,
 PRE AND POST: CG, BG, AND B + DG*

	Initiations		Dates	
	Pre Mean	Post Mean	Pre Mean	Post Mean
CG	6.1	4.5	5.9	6.0
BG	5.4	6.2	5.7	6.3
B + DG	6.0	5.6	5.5	6.2
Overall Means	6.0	5.4	5.7	6.1

*Comfort levels ranged from 7=very comfortable to 1=very uncomfortable.

Mean number of date initiations for CG subjects for the initial two weeks was 2.8, and for the last two weeks the mean was also 2.8. For BG subjects, mean number of initiations pre-treatment was 3.0, and post-treatment the mean was 2.2 initiations. For B + DG subjects the pre-treatment mean number of initiations was .6, while the post-treatment mean number was 1.2 initiations.

Figure 1 shows the mean number of data initiations pre- and post-treatment for CG, BG, and B + DG subjects. A 3 x 2 analysis of variance with three between factors (groups) and two within factors (pre and post) was used to determine whether the treatment effect was statistically significant. Table VI summarizes this data. There were no significant differences pre- and post-treatment, nor were there significant interaction effects of groups by pre-post. Statistical significance at the .20 level was found for groups.

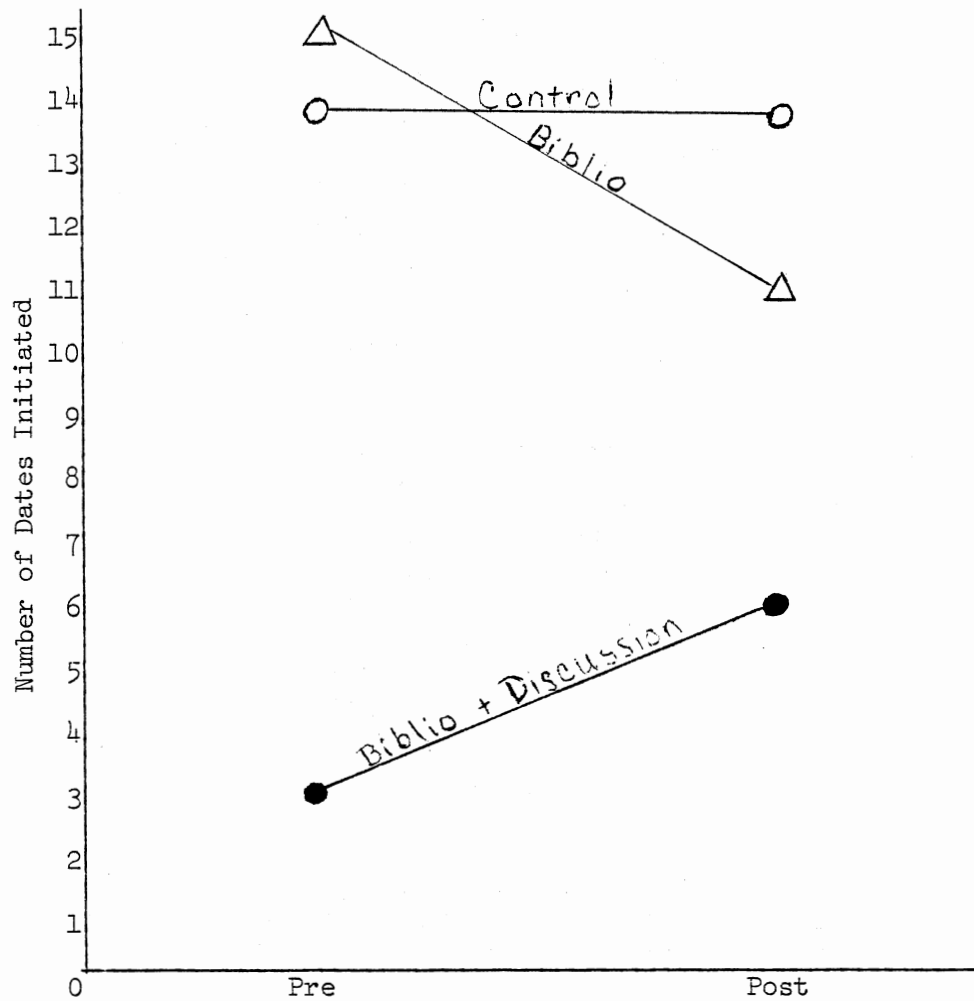


Figure 1. Mean Number of Date Initiations Pre and Post; CG, BG, and B + DG

TABLE VI
ANALYSIS OF VARIANCE OF NUMBER OF INITIATIONS,
PRE AND POST

	SS	df	MS	F	P
Total	126.70	29			
Between Subjects	81.20	15	--	--	
A (Groups)	21.80	2	10.90	2.20	.20
Subjects Within Groups	59.40	12	4.95	--	
Within Subjects	45.50	15	--	--	
B (Pre/Post)	.02	1	.02	.005	NS
AB (Groups x Pre/Post)	2.48	2	1.24	.346	NS
B x Subjects Within Groups	43.00	12	3.58	--	

To summarize, while it appears that there was a tendency for an increase in number of initiations in pre versus post for B + DG subjects, this effect is not statistically significant. The effect which is statistically significant is that of groups. The larger rate of interactions in both CG and BG likely accounts for this effect, which was not of interest in this study.

CHAPTER V

DISCUSSION AND SUMMARY

Discussion

This study attempted to deal with the question of whether women would initiate more dates by reading the book, How to Ask a Man (Miller, 1978), or whether reading the book plus a discussion group would be more effective at increasing number of data initiations. Due to a lack of previous efforts in the area of female data initiations, a non-treatment control group was also used.

A plethora of how-to books have been published in recent years. The usual advertisement is similar to that of Miller's book: "You can learn to approach a man," with the implication that reading the book will provide all the necessary learning.

The current study did not support this implication. Rather, subjects who only read the book initiated fewer dates after reading the book than before. Subjects who read the book as well as participating in a discussion group increased number of data initiations by 100%. While control subjects initiated more dates overall than either treatment group, their rate of initiation remained the same throughout the study.

There was a tendency for BG subjects to feel more comfortable about initiating dates after treatment, while B + DG subjects became less comfortable. Thus, the notion that bibliotherapy alone changes attitudes has some support here.

The average age of the subjects was 29.18 years for CG subjects, 29.64 years for BG subjects, and 30.65 years for B + DG subjects. The range of ages in CG was 24.66 to 27.35 years; in BG the range was 22.75 to 42.75 years, and for B + DG the range was 27.33 to 46.83 years. The 42-year-old woman in the BG group suggested that she be excluded from the study after completing the information sheet because she was not dating currently, did not plan to date, and thought it was a bad idea for her to initiate dates. She initiated four dates during the data collection period, three of which were accepted. She also reported that she thought initiating dates was a good idea in general at the conclusion of the study. Two women in the B + DG asked to be involved in the study in spite of currently dating only one man, as they saw this involvement being due to lack of opportunity for other dates. Both initiated one date during the data collection period; neither initiation being with the one man they had been involved with before the study.

The educational level of subjects was very similar, with a mean of 17.2 years of education for both CG and B + DG subjects and a mean of 17 for BG subjects. One subject in B + DG was a college graduate with no graduate credits, two subjects in B + DG and one subject in CG had completed a master's degree, and all other subjects were enrolled in a master's degree program.

One mother in CG and two mothers in BG had children living at home, while none of B + DG subjects had children living at home.

The drop-out rate for each group was two out of seven before data collection. However, only one of the B + DG subjects completed the follow-up questionnaire and none of the control subjects completed

it, while all five of the BG subjects completed the questionnaire. The low return rate for follow-up, while not an uncommon experimental phenomenon, was likely partly due to logistics. Both CG and B + DG subjects were asked to mail the completed form to the experimenter, while BG group subjects, several of whom were in the experimenter's classes at Northeastern, were requested to complete the form in her presence.

All subjects in the BG group reported having read the book, How to Ask a Man, with four of them reporting that the book's advice was useful to them. The one subject who reported that she did not find the book useful was the subject who reported often initiating dates before the study. She said that she had adopted many of the suggestions several years before this study. She said that she would definitely recommend the book to her friends.

Subjects in B + DG were contacted to determine whether they had read the book and whether they had found its advice useful. All five of these reported that they had read "most of it". Four reported they found the advice useful, mostly due to changing their attitudes about dating initiation by women. One subject objected to the large number of examples using singles bars, as she felt this was not adaptable to her life style.

All subjects who were asked to read the book reported having read all or most of the book, and eight of the ten saw his advice as useful to them.

Clearly, subjects for this study are pre-selected to some unknown extent. Potential subjects were told that the study concerned data initiation by women. Interestingly, of a potential subject pool of

35 to 40 single graduate students, only 14 volunteered. Seven other subjects were informed by their friends about the study. Perhaps those who did not volunteer were currently involved exclusively with one male, or perhaps they were not interested in date initiation. Since date initiation by females is not a widely accepted norm, the latter guess seems most likely. It is also noteworthy that all subjects were college graduates. Perhaps educational level also affects interest or desire to initiate dates.

More CG subjects were likely to have often initiated dates before the study and more CG subjects also saw date initiation as a good idea for them before the study. CG subjects initiated more dates throughout the study than subjects in either the BG or B + DG. BG subjects initiated more dates before they read the book than after. B + DG subjects initiated fewer dates overall than either CG or BG subjects. However, they increased date initiation by 100% after reading the book and participating in the discussion group. One subject in both BG and B + DG had never initiated a date before the study. Three subjects in B + DG and one subject in BG reported that they were not dating before the study. All of these subjects were able to initiate at least two dates during the study. The statistically significant finding for group effects is likely due to the greater number of dates initiated by both CG and BG subjects.

Summary

While the promise of bibliotherapy is behavior change, this study did not show a significant effect of behavior change due to either bibliotherapy alone or bibliotherapy plus discussion group. While

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APPENDIXES

APPENDIX A
ANNOUNCEMENT

Carol Conner, a new faculty member at Northeastern, is seeking volunteers for a study about the initiation of dates by females.

Volunteers should be over 18 years of age, not currently married nor involved exclusively with one male.

Volunteers will be asked to complete a questionnaire concerning their dating history and habits, count the number of dates initiated for four weeks, and complete a follow-up questionnaire about the study.

The purpose of the study is to determine the effectiveness of different techniques of teaching social skills.

If you are interested in volunteering, please contact Carol Conner before Wednesday, April 1, at 456-1126.

APPENDIX B

DATA COLLECTION SHEETS: CG, BG, AND B + DG

Number of Initiations and Dates

Week

This data sheet is to be used for one week beginning_____.

Record on this sheet both the times you ask for (initiate) a date (use X's for initiation) and the date itself (use D's for dates).

An initiation is when you ask for a date. This is a statement by you such as, "Will you have dinner with me tomorrow?" It is not a situation initiated by a man to which you agree. When you initiate a date, mark the first such time X_1 , the second X_2 , and so forth.

A date is the situation initiated by you which occurs at a later time than the initiation. When the date occurs, mark the first one D_1 , the second D_2 , and so forth.

	Mon.	Tues.					
For exaple: Morning							
Afternoon		X_1 asked Mark for dinner Tuesday					
Evening					D_1 Mark came for dinner		
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning							
Afternoon							
Evening							

On the chart below, rate the level of comfort you felt in initiating the date from 1 (very uncomfortable) to 7 (very comfortable). Refer to your date, such as X₁, when you rate. For example:

	Mon.	Tues.
Morning		
Afternoon	X ₁ 2 - pretty tough, but I did it!	
Evening		

Comfort Level of Initiation							
1	2	3	4	5	6	7	
Very Comfortable			Medium			Very Comfortable	
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	
Morning							
Afternoon							
Evening							

This chart is to rate the level of comfort you felt during the date itself. Rate your general feeling about the date from 1 (very uncomfortable) to 7 (very comfortable). Refer to your date number such as D₁. For example:

	Mon.	Tues.
Morning		
Afternoon		
Evening	D ₁ 5 - Not as bad as I thought!	

	Comfort Level of Date						
	1	2	3	4	5	6	7
	Very Uncomfortable			Medium	Very Comfortable		
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning							
Afternoon							
Evening							

APPENDIX C

INFORMATION SHEET

Information Sheet

Name _____ Birthdate _____

Address _____

Educational level _____ Phone _____

Circle those which describe you:

Single (Never married) Divorced Married Legally separated

Engaged Pinned Dating one person steadily Dating several

Not currently dating Have never dated

Children:

Name _____ Age _____

Name _____ Age _____

Name _____ Age _____

Name _____ Age _____

Name _____ Age _____

Do you children live with you?

When you date, what arrangements do you usually make for your children?

Have you ever initiated a date? (A date here is defined as a social situation with a male which you initiated.) Circle one:

Yes, I usually initiate dates.

No, I have never initiated a date.

Yes, I often initiate dates.

No, but I once considered initiating a date.

Yes, I once or twice have initiated dates.

No, I have never even considered initiating a date.

What is your opinion about females initiating dates? Circle one:

It is a bad idea.

It is a bad idea for me, but maybe not for other women.

I have no opinion either way.

It is a good idea for me, but maybe not for other women.

It is a good idea.

Dating History

For how long have you been dating?

Have you had any periods of time during your dating years when you did not date at all? (For example, you were married?)

How often do you currently date?

How often would you like to date currently?

APPENDIX D

POST-EXPERIMENT QUESTIONNAIRE

FOLLOW-UP QUESTIONNAIRE

Name _____

Were you able to initiate dates during the four-week period of collecting data?

If yes, how often were you able to initiate dates?

How many dates that you initiated occurred?

How comfortable did you feel when you initially asked for a date?

1	2	3	4	5	6	7
Very					Very	
Uncomfortable			Medium			Comfortable

How comfortable were you the final time you initiated a date (if that was a different time than the first time)?

1	2	3	4	5	6	7
Very					Very	
Uncomfortable			Medium			Comfortable

Were your friends supportive of your initiating dates?

Do you think you will continue to initiate dates in the future?

If no, did you consider asking for a date?

What factors made you choose not to ask?

Do you think you will initiate dates in the future?

Did you read Chapters 1-7 in the book How to Ask a Man?

Did you find the advice in the book How to Ask a Man useful?

If yes, please tell what was most useful.

If no, please state what was not useful.

Would you recommend this book to your friends?

What is your current opinion about females initiating dates?

It is a terrible idea.

It is a terrible idea to me, but maybe not for other women.

I have no opinion either way.

It is a good idea for me, but maybe not for other women.

It is a good idea.

Has this opinion changed since the beginning of the study?

Yes _____ No _____

Do you have any general comments about this study?

APPENDIX E
CG INSTRUCTIONS

The purpose of this study is to gather information about the initiation of dates by women. I need your assistance in gathering information about the number of times you ask for dates, the number of those dates that occur, and how comfortable you feel while initiating a date as well as during the date itself.

On the sheet labeled, "Number of Initiations and Dates," you will see that you need to use the first set of data sheets beginning date and ending date. Please record on this sheet both the initiations and the date itself, using a D for dates. Initiations are when you ask for a date. A date is the situation initiated by you which occurs at a time after the initiation.

Please begin recording on date. On date please return your data sheets to me so you may be de-briefed.

APPENDIX F

BG INSTRUCTIONS

Group Session I

The purpose of this study is to aid you in learning to initiate dates, and to actually follow through by going on the date. It will be necessary for you to keep a record of the number of dates you now initiate. (Hand out pre-data sheets. Read through the sheets with the group, beginning with initiation sheet. Answer any questions about the data sheets. Explain that the subjects are to return in two weeks to receive further information; and to return their data sheets.)

Group Session II

Hand out books. Ask subjects to read the book and try to incorporate the ideas which they find useful into their dating behavior. Ask them to begin collecting dating data on date. On date they should return their data sheets, complete a follow-up questionnaire, and de-brief.

APPENDIX G

SUMMARY OF B + DG SESSIONS

Group Session I

The women were introduced, and a brief explanation of the purpose, length, and number of sessions was given. The experimenter checked with each subject to be sure data sheets had been kept correctly and collected the pre-training data sheets. The subjects were asked to read Chapters 3, 4, and 5 for the next session.

Chapter 2 of the book, How to Ask a Man (Miller, 1978) was discussed, with emphasis given to the right of women to initiate dates. Each subject made a list of places where she was likely to meet men; then shared the list with the group.

Group Session II

Chapters 6 and 7 were assigned for the next session. Chapters 2, 3, and 4 were discussed. Topics included how to make the first move, how to deal with rejection, how to continue or end a conversation, and how to ask for a date. Each subject was encouraged to discuss ways she personally would deal with each topic. Role-playing of date initiation by subjects with the experimenter concluded this session.

Group Session III

Chapters 6 and 7 were discussed. Each woman was then asked to write a scenario in which she initiated a date with a man and read the scenario to the group. Feedback to each subject concerning her technique followed. The women were asked to begin post-data collection the following day, to return their data sheets, and to complete a follow-up questionnaire in two weeks.

VITA ²

Carol Nice Conner

Candidate for the Degree of

Doctor of Philosophy

Thesis: THE EFFECTIVENESS OF BIBLIOTHERAPY ON TEACHING INITIATOR
DATING SKILLS TO FEMALES

Major Field: Psychology

Biographical:

Personal Data: Born in Enid, Oklahoma, September 22, 1948, the daughter of Clyde and Edith Toepfer Nice; married Joe L. Conner on December 25, 1969.

Education: Graduated from Kingfisher High School, Kingfisher, Oklahoma, May, 1966; received Bachelor of Arts degree in Psychology and English from Northwestern Oklahoma State University in May, 1972; received Master of Science degree from Oklahoma State University in May, 1975; completed requirements for Doctor of Philosophy degree at Oklahoma State University in July, 1981.

Professional Experience: Psychologist, Garfield County Guidance Center, Enid, Oklahoma, 1975-76; Graduate Teaching and Research Assistant, Oklahoma State University, 1976-79; Psychology Intern, Seattle Veterans Administration Medical Center, Seattle, Washington, 1979-80; Graduate Faculty, Department of Psychology, Northeastern State University, Tahlequah, Oklahoma, 1981 to present.