

THE RELATIONSHIP OF COUNSELOR-CANDIDATES'
PHILOSOPHIES OF HUMAN NATURE AND
FACILITATIVE GENUINENESS

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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 EDUCATION
May, 1980

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ACKNOWLEDGEMENTS

The author hereby expresses his gratitude to his major adviser and Graduate Committee Chairperson, Dr. Judith E. Dobson. Dr. Dobson has made many valuable observations and constructive criticisms that have immensely helped the progress of this study. Appreciation is also extended to the other members of the Committee, Dr. James Seals, Dr. N. Jo Campbell, Dr. Theodore L. Agnew, Jr., and to Dr. W. Price Ewens who has recently retired from the University. This study would not have been as thorough nor have been finished so quickly except for the assistance and instruction of Jill Holmes, Education Librarian. A word of thanks is most certainly due Dr. Dave Perrin who directed the course on the Doctoral Dissertation, and who helped me better understand what this process is all about.

If it were not for the patience, love and steady encouragement of my wife, Esther, this paper would never even have been a dream, much less a reality. Our children have given support, the churches I have served have been helpful and understanding, and special friends have all had kind words, but no one has equalled or exceeded the encouragement and support that came from my wife of nearly 34 years.

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CHAPTER I

INTRODUCTION

There is considerable agreement in the literature and among counselor educators and practitioners that appropriate selection criteria of counselor-candidates would include some basic characteristics of the person of the counselor. Repeatedly the literature cites that genuineness, self-disclosure, empathy and positive regard are basic counselor dimensions (Altmann, 1973; Foulds, 1969; McNally and Drummond, 1974; Truax, 1963). The stance the counselor takes in regard to people, that is the philosophy held, is likewise a basic element in the make-up of the counselor (Ruzicka and Naun, 1975). Those dimensions and that stance are viewed as absolutely necessary by Johnson, Shertzer, Linden and Stone (1967), Arbuckle (1970), Wrenn (1973), Fuller (1975) and Jonassen and Stripling (1977).

Currently students are provisionally admitted to most counselor education programs on the basis of cognitive criteria such as Grade Point Average (GPA), Graduate Record Examination (GRE), and Miller Analogies Test (MAT). In some counselor education programs, personality and interest inventories also are included as a part of this process. These may include the Edwards Personal Preference Schedule (EPPS) and the Kuder Preference Record (Personal). Other selection criteria include the Ohio State Psychological Examination, the English Proficiency Test, letters of recommendation and personal interviews.

The emphasis, however, still remains on cognitive criteria even though there are opinions to the contrary. Johnson, Shertzer, Linden and Stone (1967) and Arbuckle (1970) emphasize this point. They stress that there is minimal direct relationship between academic competence and counselor effectiveness. Wittmer and Lister (1971) argue:

While academic aptitude measures can reasonably be expected to identify students who can survive the intellectual rigors of graduate school, it is increasingly apparent that they provide little assistance in identifying those students who, once admitted to a counselor education program, will become effective counselors (p. 293).

Wrenn (1973) emphatically states that caution is needed in (1) the education process, (2) determining the humanness of the candidate, and (3) discovering the kind (open/closed, accepting/rejecting, positive/negative) of person the counselor-candidate is. Such procedures are time consuming but Wrenn (1973) continues that they are more important than the didactic courses and will save time in the total process. Wrenn (1973) concludes that the person of the counselor is more important than the amount of cognitive materials to which he/she is exposed.

These statements indicate a need to define what is meant by an effective counselor. What kind of person should a counselor be? This definition appears to be elusive. Arbuckle (1970) defines the counselor as an actualizer rather than a manipulator. He attributes to the actualizer the characteristics of honesty, awareness, freedom and trust.

Foulds (1969) lists attitudinal qualities of "empathic understanding, respect or positive regard, and facilitative genuineness" (p. 132) as characteristics that have been verified by research. McNally and Drummond (1974) repeated what others had stated when they said, "Counselors should communicate high levels of empathy, unconditional posi-

tive regard and congruence" (p. 73).

In the literature concerning the dimensions of the effective counselor, several characteristics are delineated. Some of these characteristics are related to the academic or cognitive area of life, and others are not. Brammer (1973) describes the helper as possessing empathy, warmth and caring, openness, positive regard and respect, concreteness and specificity. There is a need to examine the relationship that exists between non-cognitive characteristics and counseling effectiveness. Wrenn (1973) writes that the person of the counselor is the most significant element of counseling. Wrightsman and Hearn (1971) report that an important facet of counseling derives from the philosophy of human nature the counselor possesses.

Significance of the Study

Research investigating a possible relationship between self-reported beliefs of a counselor and counseling dimensions could have important implications to the counseling profession for use in the selection and the education of counselor-candidates. Foulds (1969) contends that there may be a positive relationship between the person the counselor is and the ability the counselor has to communicate facilitative conditions during counseling. McWhirter and Marks (1972) write that there is a definite sign of a relationship between the facilitative counselor dimension of genuineness and a positive result for the client. Truax (1963) reports that psychoanalytic, client-centered, and eclectic theorists consider the counselor characteristics of genuineness, acceptance, and warmth as common elements to a wide variety of approaches in counseling. Truax, Wargo, Frank, Imber, Battle, Hoehn-Saric, Nash and

Stone (1966) report that the counselor characteristics of empathy, warmth and genuineness facilitate a client's improvement, or deterioration. The person of the counselor is the important element in a counseling relationship.

Therefore, perhaps the facilitativeness of the counseling relationship and the quality of the person doing the counseling are inter-related. Johnson, Shertzer, Linden and Stone (1967) report that research in this area is lacking due to inadequate instruments, a lack of appropriate criteria, and the general elusiveness of a definition of the qualities of an effective counselor. Arbuckle (1970) writes:

The trouble with programs for the education of counselors may be that they still train individuals who already have been trained, rather than helping individuals to develop their humanness so that they might be more effective in a human relationship (p. 158).

Statement of the Problem

The problem with which this study is concerned consists of a non-cognitive variable, a counselor-candidate's philosophy of human nature, and its relationship to one facilitative counselor dimension, genuineness. This study attempts to answer the following question: Is a counselor-candidate's self-reported philosophy of human nature related to his/her ability to demonstrate facilitative genuineness in a counseling relationship?

Hypothesis

The .10 level of confidence is necessary in accepting the following hypothesis generated for this study.

1. There is a positive correlation between a counselor-candidate's

self-reported philosophy of human nature and his/her demonstration of facilitative genuineness in a counseling interview.

Limitations of the Study

The sample for this study was limited to 30 Master's Degree students enrolled in counseling practicum at Oklahoma State University during the 1978-79 school year. Generalization to other populations was not intended.

Definition of Terms

The following terms are pertinent to this study:

Counselor-Candidate - A person who had been admitted to a Master of Science degree program in Student Personnel and Guidance at Oklahoma State University, Stillwater, Oklahoma, and who was enrolled in the counseling practicum.

Facilitative Genuineness - A counseling dimension in which the counselor-candidate is freely and deeply him/herself, open to all experiences and in which he/she responds in a natural, non-exploitative way, while at the same time using genuine methods of relating to the client and assisting her/him in a facilitative manner.

Philosophies of Human Nature (PHN) - A person's self-reported beliefs about people in general, with emphasis on their interpersonal aspects.

The following sub-scales on the Philosophies of Human Nature (PHN)

(Wrightsmann, 1974) measure the following substantive dimensions and are summed to give a general Positive or Negative score.

Trustworthiness is defined as a belief that people are moral and responsible.

Altruism is defined as a belief that people are unselfish and sincerely interested in others.

Independence is defined as a belief that people are able to maintain their beliefs in the face of group pressure to the contrary.

Strength of Will is defined as a belief that people can control their outcomes and that they understand themselves.

Organization of the Study

The present chapter includes an introduction to the subject under investigation, the statement of the problem, the hypothesis, the purpose of the study, the significance of the study, definition of terms and limitations of the study. Chapter II contains a review of the literature pertinent to this study. Chapter III describes the procedures, sample and the statistical processes used in this study. The fourth chapter contains the findings of this study. Chapter V includes a summary, conclusions and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

The financial crisis in public education has caused many schools to look at their programs in order to make responsible decisions concerning what can be done with available funds. Jonassen and Stripling (1977) reported on a survey made in Florida. They used a Delphi technique to determine what student personnel programs were most desirable to the students. From this survey they concluded that better procedures for counselor preparation were required in order to maintain a program that ranked high on the priorities of the respondents to their survey. Three out of the first four basic student personnel functions were directly related to the counselor, and to the counseling service. This report indicated to Florida community colleges personnel that the counseling services were considered high priority.

Arbuckle (1970) reported that there was increasing evidence that the effective practice of counseling was related to the ingredients of congruency and genuineness, non-possessive warmth, and empathic understanding. There was also some evidence that many programs of counselor education did not consider those as basic elements when they developed counselor education programs.

Since the dawn of what might be called the "Modern Era of Counseling," there has been a persistent expressed need to be able to effectively educate persons for the counseling profession. This chapter

reviews literature concerning the counselor's effectiveness, characteristics, beliefs, relationships and facilitative genuineness. This chapter continues with suggestions from areas complementary to counseling and concludes with some observations that seemed to be implied in the literature.

Counselor Effectiveness

Blocher (1963) used 30 students randomly selected from 300 applicants in conducting a study of characteristics of counselor-candidates. The subjects were chosen on the basis of undergraduate grades in selected courses, the Miller Analogies Test (MAT), supervisor's recommendation and personal interviews. He used four predictors of effective counseling. First, he used a peer ranking at the end of the first quarter, where each student ranked all 29 others. The rankings were then pooled and a composite score was determined for each person. Secondly, each student took the National Defense Education Act (NDEA) Comprehensive Examination: Counseling and Guidance. The third predictor was the Kuder Personal Preference Form D: High School Counselor Score, and finally the grades at the end of the Fall term were used. All of these predictors were combined in a multiple regression equation, with proper weighting factor for each measure derived. There were predictive values of all possible combinations found and Blocher (1963) concluded that more study was needed in this area.

Demos and Zuwaylif (1966) conducted a study composed of 30 high school counselors using scores on the Allport-Vernon-Lindzey Study of Values, the Kuder Preference Record (Personal), and the Edwards Personal Preference Schedule (EPPS). They reported that while many psycho-

logical instruments did not appear to be capable of differentiating between most effective and least effective counselors, "the EPPS does appear to be sensitive to differences between these two samples" (p. 165). However, they continued that present psychological instruments were not reliable enough to allow personality characteristics to be used as criteria for evaluating counselors.

Wittmer and Lister (1971) administered the Graduate Record Examination (GRE) and the 16 P.F. Questionnaire in an effort to predict counselor effectiveness. Their sample was composed of 53 practicing counselors. They used the Pearson product-moment correlation coefficient for the GRE and a supervisory rating of counselor effectiveness, and found the correlation was not significant beyond the .05 level of confidence. However, the 16 P.F. regression equation was related to the supervisory rating index, with a correlation coefficient of .41, significant beyond the .01 level of confidence.

Counselor Characteristics

Cottle (1953), Demos and Zuwaylif (1966), Johnson, Shertzer, Linden and Stone (1967), McGreevy (1967), Whiteley (1969), Jansen, Robb and Bonk (1970), Menne (1975) and Rowe, Murphy and DeCsipkes (1975) either discussed counselor characteristics or made lists of characteristics. However, Brammer (1973) stated that there was no cluster of traits, although he then listed traits seen in effective and/or successful counselors.

Wilkinson and Hood (1973) rewrote some of the statements on the original Philosophies of Human Nature (PHN) (Wrightsman, 1974) to make them particularly applicable to students. They then administered this

instrument along with the original Wrightsman PHN to a group of 100 students. They found that their sample of students viewed "students" as having a philosophy of human nature more positive than the non-student persons.

McNally and Drummond (1974) hypothesized that counselors should communicate high levels of empathy, unconditional positive regard and congruence. Segments of the third taped counseling session were randomly selected, rated by two expert raters on the Truax and Carkhuff (1967) and the Carkhuff (1971) scales. These were given a single score per individual tape. They reported that the Carkhuff scales may really rate only two dimensions: there is no clear discrimination between empathy and genuineness, and that the scales may show empathy-genuineness as one dimension and respect as another.

Many researchers did not specify any particular characteristics for a counselor, and yet they insisted that there were some well defined characteristics. McGreevy (1967) stated that it is necessary to be able to define in measurable terms what counselors should possess, but his only solution was to engage in further study. Whiteley (1969) said that the task of defining counselor characteristics was up to the counselor educators. Jansen, Robb and Bonk's (1970) contribution to the search for characteristics of facilitative counselors indicated that counselors who rated high on the Minnesota Teacher Attitude Inventory had significantly more positive, permissive and cooperative attitudes.

Brammer (1973) discussed the characteristics of genuineness, self-disclosure and congruence. He also cited the need for discovering some yet unspecified characteristics and then to give special attention to

enhancing them. Menne (1975) lists 24 of the qualifications she believed needed to be determined. Rowe, Murphy and DeCsipkes (1975) concluded that the emphasis needed to be changed from "what the counselor is to what the counselor can perform" (p. 242), and thus there would be no need for a list of counselor characteristics.

Counselor Beliefs

Wrightsmann (1974) developed an instrument that reliably determines whether a person had a positive or a negative view of human nature. He wrote that Philosophies of Human Nature (PHN) scales were based on the attitudes a person had about people in general and emphasized interpersonal relationships. The attitude one had toward another was the belief one had about the other and the other's actions. Wrightsmann (1974) said that philosophies or attitudes, and thus beliefs, were learned, and this learning took place in the home, in the community and in the church. The environment in which the person was reared, the programs deliberately aimed at developing one's attitudes, and the person's own personality determined the belief system with which that person interacted with others. The PHN scales were designed to measure those beliefs or attitudes, and to express the sum as either a positive or a negative view of human nature.

Sewell (1973) reported the best approach to understanding human nature was to treat philosophies of human nature as attitudes, and to apply one's concept of how social attitudes develop. The beliefs concerning the nature of man that make up one's philosophy have been progressing through an evolutionary, or changing, growth process.

Dobson and Dobson (1976) wrote that there was evidence from the

literature that one's basic beliefs about the nature of man comprise "a viable force in the structuring of reciprocal interaction among people" (p. 6). These authors later stated that research concerning the relationship of a person's philosophy of human nature and other variables was worthy of expanded analysis.

Brammer (1973) said that those who were classified as helping persons perceived other people as able, rather than unable, to solve their own problems and manage their lives. People were seen by them as being dependable, friendly and worthy. The helping person identified with people rather than with things. As a result, helpers allowed themselves to be more self-revealing, and they had a willingness to be themselves. The demeanor and attitude, the philosophy of human nature, of the helping person inspired confidence and trust.

Counseling Relationship

Passons and Dey (1972) hypothesized that (1) the person who provided the highest levels of facilitative dimensions at the conclusion of the preparation program was a person who was most open to change at the beginning, and that (2) those same persons would have experienced the greatest personal change during the preparation program. They used 30 N.D.E.A. Institute enrollees in a nine month program. The research instrument used to measure change was the Adjective Check List (ACL) (Gough and Heilbrun, 1965). The ACL was administered to the 30 enrollees before and after the institute. They used Ebel's intraclass correlation for the dimensions and reported the following correlations from their study: genuineness = .86, empathic understanding = .80, concreteness = .79, self-exploration = .73, self-disclosure = .69 and res-

pect = .68. To test their hypotheses, a t test for independent means was used, and a one-tailed level of significance was considered appropriate. Both of their hypotheses were confirmed.

Fiedler (1950) and Carkhuff and Berenson (1967) were spokesmen for the therapeutic relationship between counselor and client: the relationship must be therapeutic for the client. Fiedler (1950) stated that any therapist would attempt to create a relationship that he/she considered ideal. Carkhuff and Berenson (1967) believed that this relationship must be based on a genuineness that came from the counselor and from the client also.

Facilitative Genuineness

Carkhuff and Berenson (1967) defined genuineness as "the absence of conflict and inconsistency in the therapist's total experience, his awareness and his overt communication" (p. 29). This was explained as the degree to which the therapist could be honest with his/her client, in a non-exploitative manner, at a level high enough to be beneficial to the client. Arbuckle (1970) said that genuineness meant the counselor must be able to communicate to the client his/her awareness of the client and his/her awareness of self. He/she must have been able to perceive accurately, and must have been free to feel during the counseling relationship. Brammer (1973) defined genuineness as the dimension that was present when the helper's words were congruent or consistent with actions. Wolman (1973) defined this dimension as an agreeable coexistence and integration of experiences into the self, executed on a conscious level.

Foulds (1969) studied 30 graduate students using scales of Empa-

thic Understanding (Truax and Carkhuff, 1967), Respect or Positive Regard (Truax and Carkhuff, 1967), Facilitative Genuineness (Truax and Carkhuff, (1967) and the Personal Orientation Inventory (POI) (Shostrum, 1964, 1966). He found that the ability to communicate facilitative genuineness was significantly related to 10 of the 12 scales of the POI at the ($p < .05$) level. Those were Existentiality, Self Regard, Self Acceptance, Synergy, Acceptance or Aggression, Inner Direction, Self-Actualizing, Feeling Reactivity, Spontaneity and Capacity for Intimate Contact. The last five were also found to be significantly related to genuineness at ($p < .01$).

McWhirter and Marks (1972) posed the following question:

What is the relationship between empathy, warmth and genuineness as measured by the Truax scales, and peer and supervisor rankings when they evaluate effectiveness as a counselor (p. 116)?

They randomly placed 45 beginning counseling students in two sections: sensitivity and didactic. They further divided them into three smaller groups for each section. These groups met two hours each week for 10 weeks, with each group having two supervising doctoral candidates. At the end of the term, each person involved was asked to rank order the members of their group on counseling effectiveness. Information for the Truax measures was collected and assembled at the beginning of the next Fall term. Three judges, with interrater reliability of .85 for Accurate Empathy (AE), .86 for Non-Possessive Warmth (NPW), and .96 for Genuineness (G) were used for each of the dimensions. The significance of the relationship was tested using Kendall's Tau. Genuineness was significantly related ($-.29$; $p < .05$) to the peer rankings. The supervisor rankings were not significantly related to any of the conditions, and McWhirter and Marks (1972) concluded that

the supervisors ignored those dimensions. On the basis of their study, only genuineness was seen as having any relationship to counselor effectiveness according to rankings by peer and supervisor.

Altmann (1973) confirmed the need for genuineness, but drew some conclusions about the timing of its use. He stated that early and high levels of dimensions such as genuineness would cause some clients to stop the therapy sessions.

Brammer (1973) reported that Carkhuff distinguished between two stages of genuineness. The first was a low level of functioning in recognition of the natural way that relationships develop. In this the helper (counselor) was also in a responsive set, listening to the helpee (client). The second stage found the counselor in an initiative set. He was more freely himself and thus assisted the client to be more expressive.

McNally and Drummond (1974) used Carkhuff's revised scales and indicated that those scales may not measure only genuineness under that label. They contended there wasn't enough discrimination between the empathy scale and the genuineness scale to draw two separate conclusions.

Conklin, Altmann and Boak (1976) stated that genuineness was one of the basic characteristics or dimensions of the counselor-candidate. They were working at developing ways to increase and improve this dimension in their counselor education programs.

Summary

The review of the literature indicated a need to find effective and efficient ways to accurately measure facilitative dimensions of the

counselor-candidate. The literature seemed to be in agreement that there were certain dimensions that were important for a counselor to possess, and that there were instruments which have been recognized as valid in measuring counselor characteristics.

Research indicated that the dimension of facilitative genuineness was among those necessary for the counselor to possess. These reports also included verifications that a counselor's philosophy of human nature was a major contributor to his/her effect on the client. The literature seemed to imply that this dimension and this attitude or philosophy of human nature should occupy a prominent place in counselor selection and preparation.

CHAPTER III

INSTRUMENTATION AND METHODOLOGY

This chapter presents a description of the instrumentation and methodology employed in this study. Each of the instruments is described. The procedure for developing ratings on each of the counselor-candidates is discussed and followed by a description of the manner in which the judges were chosen, trained and assigned. The chapter concludes with a description of the manner in which counselor-candidates' ratings were arranged and analyzed.

Instrumentation

Philosophies of Human Nature (PHN)

Wrightsman (1974) developed the original PHN consisting of 120 statements answered with one of six responses ranging from a +3 to a -3 in 1964. These responses and their values are: +3 = agree strongly, +2 = agree somewhat, +1 = agree slightly, -1 = disagree slightly, -2 = disagree somewhat, and -3 = disagree strongly. Likert-type scales were constructed for each dimension using these values. Wrightsman used 177 undergraduates in three colleges to validate the instrument. In 1974, a second draft of the instrument consisted of the 96 items that showed the largest group differences when the top 25 percent of the responses and the bottom 25 percent were compared to the middle group. This new

version was then administered to 100 undergraduate and 160 graduate students. A second items analysis was performed and 12 items were eliminated, leaving the scales with 84 items.

There are 14 statements included in each of the six dimensions of the PHN. The possible range of scores is from a +168 to a -168. Only the first four dimensions are used for the person's philosophy. These four dimensions are (1) Trustworthiness vs Untrustworthiness, (2) Strength of Will and Rationality vs External Locus of Control and Irrationality, (3) Altruism vs Selfishness and (4) Independence vs Conformity to Group Pressures. The other two scales are used for determining a multiplexity score.

Scoring for the PHN consists of counting the values of each response, and deriving a score on the first four dimensions, excluding multiplexity scores. A score of +14 to -14 is considered a neutral score. The greater the absolute value of the positive score the more positive the philosophy and the greater the absolute value of the negative score the more negative the philosophy.

Reliability. The Spearman-Brown Prophecy Formula was used to calculate the split-half reliability coefficients which range from .61 to .91. A later reliability study (O'Connor, 1971) used Cronbach's measure of reliability and coefficient alpha was computed for each subscale. Table I presents the reliability coefficients. A summing to give a positive-negative score produced a stability coefficient of .90.

Hase and Goldberg (1967) used four different strategies to determine reliability for the PHN (factor analysis; a rational approach similar to Wrightsman - 1974; a theoretical strategy; and a contrasted-

groups method similar to the Minnesota Multiphasic Personality Inventory construction). Their conclusion was that the four methods of scale construction were equally effective in predicting 13 external criteria. For each, the initial multiple correlation coefficient was between .48 and .51 and, for each, the cross validated multiple correlation coefficient was between .25 and .28.

TABLE I
RELIABILITY COEFFICIENTS ON PHILOSOPHY
OF HUMAN NATURE

Subscale	Reliability
Strength of Will and Rationality	.75
Independence	.75
Trustworthiness	.78
Altruism	.83

Wrightsman (1974) stated that it could be safely concluded that the long-term consistency of the PHN subscales is within acceptable limits. Wrightsman and Satterfield (1967) reported that a mean of +4.98 with a standard deviation of 37.16 was derived when the PHN was administered to 1,072 undergraduates. When this was considered against the possible range of +168 to -168, this mean was well within the neutral area. Using three standard deviations, plus or minus from the

mean, the range was +116 to -106. Wrightsman and Satterfield (1967) stated that actual experience confirmed these as being close to the extreme scores.

Validity. The PHN has been validated through the calculations of intercorrelations and first order factor analysis with 78 variables, including some identified with the Fundamental Interpersonal Relations Orientation - Behavior (FIRO-B), the Minnesota Multiphasic Personality Inventory (MMPI), and the Buss-Durkee Hostility Inventory (Wrightsman and Cook, 1967). Two other factor analyses were reported for the PHN (Wrightsman, 1974). One of these was done in a battery along with other scales, and the other was a factor analysis of items from the PHN scale alone. The analysis from the use of the scales with a battery of instruments produced a factor that was labeled "attitudes toward people" (p. 58). Wrightsman (1974) stated that the PHN positive-negative score loaded heavily on this factor. He also reported that the positive-negative score of the PHN was later shown to have a higher loading than any other measure on the one emerging meaningful factor of those that were selected which showed heavy loading on the attitude-toward-people factor. Wrightsman (1974) concluded that the PHN does indeed measure one's attitude toward, or philosophy of, human nature.

Facilitative Genuineness Scale

The scale for facilitative genuineness was derived from a scale that was produced by Truax and published by Truax and Carkhuff (1966). Carkhuff (1969) wrote the present scale "to apply to all interpersonal processes and represents a systematic attempt to reduce the ambiguity

and increase the reliability of the scale" (p. 319, Vol. 2). In this process, delineations and additions were made. This scale was used by observers rating the interactions of a counselor and a client.

Truax (1963), Muehlberg, Pierce and Drasgow (1969), Passons and Dey (1972) and Truax (1971) each stated that there was a strong relationship between each of the counseling dimensions. The dimensions specifically mentioned were genuineness, self-disclosure, concreteness, empathy, positive regard, respect, self-exploration and non-possessive warmth. Muehlberg, Pierce and Drasgow (1969) concluded that "therapists high on one facilitative dimension are high on all facilitative dimensions and vice versa" (p. 94). Genuineness was correlated with empathy ($r=.85$), with respect ($r=.90$), with concreteness ($r=.88$) and with self-disclosure ($r=.85$). These correlations were determined by a factor analysis that also showed that a single major factor accounted for almost all of the observed correlations. The person of the counselor was suggested as that one major factor.

Levels of Facilitative Genuineness. There are five levels on the genuineness scale. The first level is attained when what the counselor is saying has no relationship with what the client has said except when the responses are negative. All that is done at level one seems to be having a destructive effect on the client: the counselor may be defensive in the encounter, or may simply be destructive.

The second level of genuineness is attained when the counselor has only a slight relationship to the client's words and feelings, determined by the way the counselor responds. The replies that are genuine are still negative and the counselor seems to be unable to use

his/her own negative responses in a facilitative manner.

Level three is the minimal level of facilitative interpersonal functioning. There is no positive action taking place, but there is no negative feedback either. The counselor seems to be listening, but neutral.

The fourth level is identified when the counselor begins to give some positive cues to the client that indicates a genuine response: these are given in a non-destructive manner even when the replies are negative. The counselor is congruent, even when he/she may hesitate to express his/her true feelings.

Level five is reflected in the counselor being freely and deeply him/herself in a non-exploitative relationship with the client. The counselor is clearly being him/herself and employs necessary hurtful responses in a constructive manner.

Reliability. Truax and Carkhuff (1967) analyzed data for the relationship of case outcome and level of therapist genuineness. The correlation using the Final Outcome Criterion was .66 ($p < .01$). Paggell, Carkhuff and Berenson (1967) studied eight counselors who each saw the same eight patients for one session each. By using tapes from ongoing sessions of each client, and the tape from their one time session, a Spearman Rho correlation coefficient of .81 ($p < .05$) was obtained. Truax and Carkhuff (1967) reported reliabilities between .40 and .62 for the genuineness dimension determined by the average Pearson correlations. When this was determined by the Ebel intraclass reliabilities, the reliability was between .25 and .95 for group, and between .46 and .85 for individuals. Most of the reliabilities for indi-

viduals were above .60.

Validity. Truax and Carkhuff (1967) hypothesized that the outcome measure was a validation of the instrument being used. There were 19 outcome measures that significantly favored the hypothesis ($p < .05$), and six outcome measures significantly opposed the hypothesis. Truax and Carkhuff (1967) continued that "later studies cross-validating and testing the generality of the earlier studies show stronger rather than weaker support" (p. 128).

According to Truax and Carkhuff (1967), outcome measures were methods used to determine the outcome of the patient. On a group of hospitalized psychotics, the "psychotic" subscales of the MMPI were used to determine a positive change plus using the ability the patient displayed in staying out of the hospital. The MMPI "neurotic" subscales and "self-reports of greater freedom from distress" (p. 128) were used to measure neurotic outpatients' improvement.

On some college underachievers, the outcome was measured by improved grades. In each of those, and others, the outcome measures revealed that therapists who had been rated high on the scales generally had clients with a better outcome. The conclusion was that therapist genuineness was a dimension measured by the scales that had been validated by client outcome.

Truax (1963) reported on a five year research program in which 358 samples of tape recorded counseling interviews were used to study the genuineness scale. The results of the ratings were compared to constructive personality changes in the client as revealed by the Constructive Personality Change Index. The overall result of that study

was that the therapist whose clients were most improved was the therapist who consistently rated higher on the genuineness scale.

Methodology

Sample

A Personal Data sheet (See Appendix A) was used to enlist the counselor-candidates by distributing the sheets in two practicum classes. Students were asked to complete the form if they were willing to take part in this research.

The age range for these counselor-candidates (See Table II, p. 25) was from 22 to 43 for the females and from 25 to 39 for the males. The mean age for the females was 28.91, the mean age for the males was 28.43 and the mean age for the total sample was 28.80.

This sample of the population was divided according to the characteristics of the counselor-candidates as shown on the Personal Data sheet (See Table III, p. 26). These characteristics were arbitrarily selected by the researcher. The median number of counseling courses completed was two, with ten counselor-candidates having completed less than that number and 14 having completed more than the median. The median number of psychology courses completed was also two, with 11 counselor-candidates having completed more than this number and 11 having completed less than the median. All of these courses were at the graduate level.

The number of years of counseling experience revealed by this sample ranged from 0 to 11 years. The number of years of teaching experience ranged from 0 to 14 years. Nine of those in the sample had

TABLE III
 DISTRIBUTION OF SAMPLE ACCORDING
 TO PERSONAL CHARACTERISTICS
 OF COUNSELOR-CANDIDATES

Investigated Characteristics	Number
Course Work:	
Counseling Courses, Median Number (2)	6
Counseling Courses, Above Median Number	10
Counseling Courses, Below Median Number	14
Psychology Courses, Median Number (2)	8
Psychology Courses, Above Median Number	11
Psychology Courses, Below Median Number	11
Experience:	
1-11 Years Counseling	9
0 Years Counseling	21
1-14 Years Teaching	17
0 Years Teaching	13
Sex:	
Females	23
Males	7
Career Goals:	
Counseling in the Public Schools	8
Higher Education	8
Community Agency	9
Not Specified	5

some counseling experience while 21 had none. Seventeen of those in the sample had teaching experience and 13 had none.

The original sample consisted of 26 females and 9 males. Three of the females and two of the males did not furnish all the information required. Therefore, 23 female and 7 male counselor-candidates comprised the sample.

The counselor-candidates gave the career goal each sought. There were eight who had a goal of public school counseling, eight who planned to work in higher education and nine who planned to work in a community agency. Five of the counselor-candidates reported no specific career goal.

The results from the use of the Personal Data sheet provide this additional information. The counselor-candidates whose goal is public school counseling obtained positive scores on the PHN, and all were within one standard deviation, plus and minus, from the sample mean. All the minus scores on the PHN came from the 25-29 year old age group. The group whose goal is counseling in the public school has the lowest mean age of any career group. The mean age of the total sample is 28.80. Those whose goal is counseling in the public school have a mean age of 26.6, those whose goal is higher education have a mean age of 29.1, those whose goal is a community agency have a mean age of 28.8 and those who did not specify a goal have a mean age of 31.8.

The PHN scores received by the counselor-candidates in this study (See Appendix B) were generally higher than scores from many studies (Wrightsman and Hearn, 1971; Wrightsman and Satterfield, 1967). The mean of the PHN scores for this study is 38.4 with a standard deviation of 37.63. Wrightsman and Satterfield (1967) obtained a mean of +4.98

and a standard deviation of 37.16 with undergraduate students. Using three standard deviations from the mean, their study produced a range of scores from +116 to -106. The range of possible scores from counselor-candidates in this study is +151.17 to -74.37 using three standard deviations.

The Coached Client

A female coached client was selected who portrayed the role with each of the 30 counselor-candidates. She was given a sheet of basic information that described the client she was to portray (See Appendix C). In addition, she was supplied with some data for the role that was called the "Hidden Agenda" (See Appendix D). This Hidden Agenda contained information that could be used if and when she felt the counselor-candidate had established a relationship amenable for this data.

The coached client was required to sign a release, or voluntary participation statement, allowing the researcher, his supervisors and the judges to use this material. This release also permitted each of the counselor-candidates to view his/her own tape.

Procedures

The PHN (See Appendix E) was administered to volunteer students enrolled in the Counseling Practicum during 1978-79, during a lecture period early in the semester. The time required to complete the instrument was one hour or less. The PHN was scored using the scoring instructions supplied by the author.

Each counselor-candidate then made a video tape of a 10-15 minute counseling session with the coached client during the laboratory sec-

tion of the class or at a time convenient for all involved. Three judges then rated the counselor-candidates on the counseling dimension, facilitative genuineness.

Each counselor-candidate was assigned the rating from each of the three judges, and a total rating score was derived from these by summing the values given by each rater. Each counselor-candidate had two scores: the derived score on the PHN and the rating on facilitative genuineness.

Selection and Preparation of the Judges

Three doctoral students in the Department of Applied Behavioral Studies in Education were selected as judges. Each judge was furnished a document that detailed the procedures to be followed, and defined the dimension being sought in the taped interviews (See Appendix F). A three hour workshop was held to train the judges in the rating procedures.

The workshop began with a discussion of the rating sheet pertinent to the scale (See Appendix G). Questions or concerns about the scale were answered or explained. Each judge was provided five rating sheets. Five pre-selected examples of counseling sessions demonstrating various levels of the dimension were shown on video tape. The judges rated each tape, revealed the rating given and the reason for that particular rating. Where there were differences in ratings, time was allowed for discussion of the rationale for such differences.

An interrater reliability was determined during the workshop session by use of a K-Index. This method was used because it was possible to compute quickly and avoided long delays in the training program.

The interrater reliability for the three judges during the workshop training session was computed at .73.

Rating the Data

Plans were formulated at this training session for the judges to view the actual video tapes individually, at their convenience. The ratings were completed within a 3 month period. The tapes were randomly ordered for each judge to view. The rating sheets were completed by each judge at the conclusion of each tape's viewing. An envelope was furnished each judge for collecting the completed rating sheets.

The Carkhuff rating scale for genuineness was used by the three judges. The judges rated each counselor-candidate on this dimension, using a five level scale. Each counselor-candidate was rated by placing a mark in the box beneath the highest level of the dimension reached by the counselor-candidate on the video tape.

Interrater Reliability

A single factor Analysis of Variance was used to determine the interrater reliability on the data. On the genuineness dimension the interrater reliability was .9224.

Statistical Analysis

After the scores from the 30 counselor-candidates were obtained from the PHN and from the judges, the ratings of the judges were rank ordered and assigned to the counselor-candidates. The scores of the PHN were rank ordered and the Spearman rank-difference correlation coefficient was calculated to determine the relationship between ratings

on the Carkhuff scales and scores on the PHN.

Information provided from the Personal Data sheet (See Appendix A) was used to investigate the effects of some of the personal characteristics of the counselor-candidates on the relationship investigated in this study. In particular, the characteristics of number of counseling courses, number of psychology courses, years of counseling experience, years of teaching experience, sex of the counselor-candidates and career goals of the counselor-candidates were controlled for effect. Medians were established for the number of courses in counseling and psychology taken by each member of this sample. The median number of counseling courses was two and the median number of psychology courses was two. The sample was divided into two groups for each characteristic: those who had completed over two courses and those who had not completed two courses. The information concerning teaching and counseling experience also was used to divide the sample into two groups for each of these characteristics: those who had teaching experience and those who had not and those who had some counseling experience and those who had not. From the information given by the counselor-candidates, the sample was divided into two groups by sex and into three career goal groups, public school counseling, higher education and community agency. For each of these groups within the division of the sample a correlation was computed between the scores on the PHN and the ratings on Facilitative Genuineness. The statistical procedure used was the Kendall rank correlation coefficient: $r(\tau)$ (Siegel, 1956).

CHAPTER IV

ANALYSIS OF THE DATA

This chapter includes a restatement of the hypothesis for the study and a description of the procedures to test the hypothesis. The chapter concludes with a presentation and discussion of the results.

Results

The research hypothesis for this study is that there is a positive correlation between a counselor-candidate's self-reported philosophy of human nature and his/her demonstration of facilitative genuineness in a counseling interview. The following procedures were used in determining whether or not this hypothesis would be accepted.

The Spearman rank-difference correlation coefficient was computed between the scores on the PHN and the ratings on facilitative genuineness, resulting in a coefficient of .0789. The coefficient necessary for the .10 level of significance is .317 (Bartz, 1976). The hypothesis is therefore not accepted.

The data provided on the Personal Data sheet was used to investigate the effects of personal characteristics of the counselor-candidates on the correlation between the counselor-candidate's self-reported philosophy of human nature and his/her demonstration of facilitative genuineness in a counseling interview. The Kendall tau (τ) was used to determine the relationship between the scores on the PHN and the ratings

on facilitative genuineness for groups that were divided by the median number of counseling courses, the median number of psychology courses, counseling experience, teaching experience, sex and career goals.

Correlation coefficients were computed between the scores on the PHN and ratings on facilitative genuineness for the characteristics the counselor-candidates reported on the Personal Data sheet. Levels of significance were also determined for these (See Table IV, p. 34). A correlation coefficient of .1005 was computed for the counselor-candidates who reported they had taken more than the median number (two) counseling courses. This would be significant at the .36 level, not at the .10 level. A correlation coefficient for the scores and ratings of the counselor-candidates who reported they had taken less than two counseling courses was computed at $-.0994$. This would be significant at the .38 level, not at the .10 level. The number of psychology courses taken, whether above or below the median of two, did not compute with a positive relationship for either one. Those who had taken above the median number have scores and ratings that have a correlation coefficient of $-.0397$ and those who had taken below the median number have a correlation coefficient of $-.2397$. The above the median group's correlation would not be significant until the .43 level, and the below the median group's correlation would not be significant until the .12 level.

The counselor-candidates with counseling experience revealed a correlation coefficient of $-.0599$ while those without counseling experience have a correlation coefficient of $-.0439$. Those with counseling experience had scores and ratings that would be significantly related at the .46 level, while those without counseling experience had scores

TABLE IV
 THE RELATIONSHIP BETWEEN SCORES
 ON THE PHN AND RATINGS OF
 FACILITATIVE GENUINENESS

Personal Characteristics	Correlation	Level of Significance
Number of Counseling Courses:		
Above median (Median = 2)	.1005	.364
Below median	-.0994	.3783
Number of Psychology Courses:		
Above median (Median = 2)	-.0397	.4325
Below median	-.2397	.1210
Counseling Experience:		
With experience	-.0599	.460
Without experience	-.0439	.3897
Teaching experience:		
With experience	-.330	.4286
Without experience	-.2046	.1660
Sex:		
Male	-.2504	.281
Female	-.0865	.281
Career Goals:		
Public School	.5643	*.054
Higher Education	.1612	.360
Community Agency	.0598	.460

* $p < .10$

and ratings that would be significant at the .39 level.

The correlation coefficient for the counselor-candidates with teaching experience was computed at $-.33$ and would not have been significant until the .43 level. The correlation coefficient for those without teaching experience was computed at $-.2046$ and would not have been significant until the .17 level.

The males in the sample have scores and ratings with a correlation coefficient of $-.2504$ and the females in the sample have a correlation coefficient for this relationship of $-.0865$. Neither of these would be significant until the .28 level.

There was one personal characteristic of the counselor-candidates that was significant. A significant positive correlation coefficient between scores on the PHN and ratings of facilitative genuineness was computed for those whose career goal is counseling in the public schools (See Table IV). This reached the level of .054 ($p < .10$).

The counselor-candidates who selected the career goal in higher education have a correlation coefficient of .1612 for this relationship. This would not reach a level of significance until the .36 level. The counselor-candidates who selected community agencies for a career goal have a correlation coefficient for this relationship of .0598. This would be significant at the .46 level.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study was designed to answer the following question: Is a counselor-candidate's self-reported philosophy of human nature related to his/her ability to demonstrate facilitative genuineness in a counseling relationship? The hypothesis states that there is a positive correlation between a counselor-candidate's self-reported philosophy of human nature and his/her demonstration of facilitative genuineness in a counseling interview.

The sample of the population consisted of 30 volunteer graduate students enrolled in the Master's level counseling practicum of the Department of Applied Behavioral Studies in Education at Oklahoma State University. They completed a Personal Data sheet, the Philosophies of Human Nature (PHN) (Wrightsmann, 1974) and made a 10-15 minute video tape with a coached client. The same female coached client was used for all 30 counselor-candidates.

Three judges, doctoral students in the Department of Applied Behavioral Studies in Education, were chosen and trained to rate the video tapes made by the counselor-candidates. Counselor-candidates were then rated using Carkhuff's rating scale for the counselor dimension of genuineness. The scale provides the means to do the rating at five levels. The interrater reliability (.73) during the training period was calculated with a K-Index method. The interrater reliability

(.9224) for the data in the study was computed with a single factor Analysis of Variance. The judges' ratings of the video tapes were completed within a 3 month period from the time of training.

The scores from the PHN were rank ordered from the greatest positive to the greatest negative and the rankings for the ratings on the facilitative dimension of genuineness were assigned. The statistical procedure used to test the hypothesis was the Spearman Rank-Order Difference Method. The correlation coefficient between the scores on the PHN and the ratings on facilitative genuineness is .0789. The correlation coefficient necessary for significance at the .10 level is .317. Therefore, the hypothesis is not accepted.

The effects of personal characteristics of the counselor-candidates on the relationship between the scores on the PHN and the ratings on facilitative genuineness were examined. The control variables used were number of counseling courses, number of psychology courses, counseling experience, teaching experience, sex and career goals of the counselor-candidates. Kendall's tau was used for the statistical computations based on the relationship between the scores of the PHN and the ratings of facilitative genuineness for each of the control variables. This procedure was used because of the small number in each computation. A significant and positive correlation ($p < .10$) was found for those 8 counselor-candidates who planned to be employed as counselors in the public schools. The other correlations did not meet the .10 level of significance established for this study.

Conclusions

Muehlberg, Pierce and Drasgow (1969) report that a major factor in

the high correlations of counselor dimensions is the person of the counselor. Arbuckle (1970) states that the effective practice of counseling is related to the genuineness of the counselor. Wrightsman (1974) says that the PHN consistently reveals the attitude a person has about human nature. These combined statements would lead one to believe that there would be a significant correlation between the counselor dimension of genuineness and the counselor's self-reported philosophy of human nature. This belief is not supported by the results of this study when counselor-candidates are all grouped together.

However, counselor-candidates whose goal is to be a public school counselor revealed a positive relationship between their scores on the PHN and their ratings on facilitative genuineness in a counseling interview. This information may be helpful in setting up selection and retention criteria for counselor-candidates, and for use in developing the education and training procedures. When establishing non-cognitive selection and retention criteria for counselor-candidates, counselor education departments may wish to consider the career goals or work settings of their students. Establishing non-cognitive criteria for counselor-candidates in general may be an injustice.

Recommendations

The following recommendations are made based on the findings of the study:

1. Another study should be conducted using a larger sample of counselor-candidates in attempting to delineate non-cognitive characteristics of counselor-candidates.
2. Future studies should consider the career goal of the counse-

lor-candidate as a variable as opposed to grouping all prospective counselor-candidates in one group.

3. Either the 5 point or 10 point Carkhuff rating scale may be used in rating genuineness. The five point scale was used in this study. The researcher recommends that the 10 point scale be used in future research, allowing for the judges to be more definitive in their ratings.

4. To demonstrate the facilitative dimension of genuineness, a longer video tape may be appropriate. The researcher recommends that the tape made by each counselor-candidate be at least 30 minutes in length. This allows each counselor-candidate more time to demonstrate the dimension of facilitative genuineness.

5. The rating of video tapes in future studies should be completed within a maximum of four weeks after the conclusion of the training of the judges. The sooner the tapes are viewed and ratings made, the less likely there will be a loss of the skill in using the criteria developed during the training.

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APPENDIX A

PERSONAL DATA

PERSONAL DATA

Identity: _____

Birthdate: _____ Sex: _____ Degree Sought: _____

Graduate hours completed: _____ Grade Point Average: _____

Counseling Courses completed: _____

Psychology courses completed: _____

Counseling experience: _____

Teaching experience: _____

Goal for using this degree: _____

APPENDIX B

PHN RAW SCORES

PHN Raw Scores

Counselor-candidate	Score
BB	116
AA	111
I	109
C	83
Q	70
V	61
N	60
CC	57
U	54
JJ	53
GG	51
L	51
X	45
H	42
Y	42
HH	40
P	39
DD	38
K	34
A	30
II	30
W	18
EE	5
E	3
FF	1
T	-2
R	-7
G	-22
O	-29
M	-31

$$\bar{X} = 38.4$$

$$S = 37.63$$

APPENDIX C

BASIC INFORMATION FOR CLIENT

INFORMATION CONCERNING ROLE OF CLIENT:

Name: Ruth

Age 19

Status: Single, Arts and Sciences Junior, University Student

Family: Father, Mother, 2 sisters, 2 brothers

Situation:

Client broke up six months ago with boyfriend. They had been sweethearts since High School days. Ruth is now going with a new boy friend. The relationship is bothering her some. She says she cannot tell whether there is a "real" feeling she has for the new boy friend, or simply a reaction to the recent break-up.

Reason for counseling given by client:

She says she feels confused, has mixed emotions, does not think very much of herself (low esteem).

INSTRUCTIONS:

1. This is the initial counseling session. The intake has been made and the above information received then.
2. The counselor will spend 10-15 minutes with this client in this session. Video tape operator will signal at 10 minutes and at 14 minutes.
3. All information presented here and in the video session is to be considered confidential and not even the name of the client nor the technique employed by the counselor-candidate is to be discussed with anyone (except involved professionals) until the end of the present semester.

APPENDIX D

HIDDEN AGENDA

HIDDEN AGENDA: (not known to the counselors)

1. Client is the middle child in the family constellation. The order of birth for the children is boy-girl-girl-girl-boy. Sequence of birth was one each two years.

2. Client and former boy friend had a child two years ago. Child was put up for adoption. Present boy friend not aware of this information. Client and former boy friend remained sexually active during period of dating, but did not live together.

3. Mother and Father of client are very strict "religious" people. They do not get along well romantically, but have stayed together "for the sake of the children" and because they very firmly believe that "what God hath joined together let not man put asunder."

4. Client has considered idea of suicide but rejected it. This was considered once after the birth of the baby, and it was considered again after the break-up with former boy friend. No specific plans were made and no specific actions were taken. Client just had the thought and considered it.

APPENDIX E

WRIGHTSMAN'S PHILOSOPHIES OF
HUMAN NATURE (PHN)
SCALES

Introduction and instructions:

This questionnaire is a series of attitude statements. Each represents a commonly held opinion, and there are no right or wrong answers. You will probably disagree with some items and agree with others. This study is interested in the extent to which you agree or disagree with matters of opinion.

Read each statement carefully. Then, on the answer columns, indicate the extent to which you agree or disagree by circling a number for each statement. The numbers and their meanings are as follows:

- If you agree strongly, circle +3.
- If you agree somewhat, circle +2.
- If you agree slightly, circle +1.
- If you disagree slightly, circle -1.
- If you disagree somewhat, circle -2.
- If you disagree strongly, circle -3.

First impressions are usually best in such matters. Read each statement, decide if you agree or disagree and determine the strength of your opinion, and then circle the appropriate number in the correct column. BE SURE TO ANSWER EVERY STATEMENT.

If you find that the numbers to be used in answering do not adequately indicate your own opinion, use the one that is closest to the way you feel.

PHN Scale

+3 +2 +1	1. Great successes in life, such as great artists and inventors, are usually motivated by forces of which they are unaware.	-1 -2 -3
+3 +2 +1	2. Most students will tell the instructor when he has made a mistake in adding up their scores, even if he has given them <u>more</u> points than they deserved.	-1 -2 -3
+3 +2 +1	3. Most people will change the opinion they express as a result of an onslaught of criticism even though they really don't change the way they feel.	-1 -2 -3
+3 +2 +1	4. Most people try to apply the Golden Rule, even in today's complex society.	-1 -2 -3
+3 +2 +1	5. A person's reaction to things differs from one situation to another.	-1 -2 -3
+3 +2 +1	6. I find that my first impression of a person is usually correct.	-1 -2 -3
+3 +2 +1	7. Our success in life is pretty much determined by forces outside our own control.	-1 -2 -3
+3 +2 +1	8. If you give the average person a job to do and leave him to do it, he will finish it successfully.	-1 -2 -3
+3 +2 +1	9. Nowadays many people won't make a move until they find out what other people think.	-1 -2 -3
+3 +2 +1	10. Most people do not hesitate to go out of their way to help someone in trouble.	-1 -2 -3
+3 +2 +1	11. Different people react to the same situation in different ways.	-1 -2 -3
+3 +2 +1	12. People can be described accurately by one term, such as "introverted" or "moral" or "sociable".	-1 -2 -3
+3 +2 +1	13. Attempts to understand ourselves are usually futile.	-1 -2 -3
+3 +2 +1	14. People usually tell the truth, even when they know they would be better off by lying.	-1 -2 -3
+3 +2 +1	15. The important thing in being successful nowadays is not how hard you work but how well you	-1 -2 -3

	fit in with the crowd.	
+3 +2 +1	16. Most people will act as "Good Samaritans" if given the opportunity.	-1 -2 -3
+3 +2 +1	17. Each person's personality is different from the personality of every other person.	-1 -2 -3
+3 +2 +1	18. It's not hard to understand what really is important to a person.	-1 -2 -3
+3 +2 +1	19. There's little one can do to alter his fate in life.	-1 -2 -3
+3 +2 +1	20. Most students do not cheat when taking an exam.	-1 -2 -3
+3 +2 +1	21. The typical student will cheat on a test when everybody else does, even though he has a set of ethical standards.	-1 -2 -3
+3 +2 +1	22. "Do unto others as you would have them do unto you" is a motto that most people follow.	-1 -2 -3
+3 +2 +1	23. People are quite different in their basic interests.	-1 -2 -3
+3 +2 +1	24. I think I get a good idea of a person's basic nature after a brief conversation with him.	-1 -2 -3
+3 +2 +1	25. Most people have little influence over the things that happen to them.	-1 -2 -3
+3 +2 +1	26. Most people are basically honest.	-1 -2 -3
+3 +2 +1	27. It's a rare person who will go against the crowd.	-1 -2 -3
+3 +2 +1	28. The typical person is sincerely concerned about the problems of others.	-1 -2 -3
+3 +2 +1	29. People are pretty different from one another in what "makes them tick."	-1 -2 -3
+3 +2 +1	30. If I could ask a person three questions about himself (assuming he would answer them honestly), I would know a great deal about him.	-1 -2 -3
+3 +2 +1	31. Most people have an unrealistically favorable view of their own capabilities.	-1 -2 -3
+3 +2 +1	32. If you act in good faith with people, almost all of them will reciprocate with fairness toward you.	-1 -2 -3

+3 +2 +1	33.	Most people have to rely on someone else to make their important decisions for them.	-1 -2 -3
+3 +2 +1	34.	Most people with fallout shelters would let their neighbors stay in them during a nuclear attack.	-1 -2 -3
+3 +2 +1	35.	Often a person's basic personality is altered by such things as religious conversion, psychotherapy, or a charm course.	-1 -2 -3
+3 +2 +1	36.	When I meet a person, I look for one basic characteristic through which I try to understand him.	-1 -2 -3
+3 +2 +1	37.	Most people vote for a political candidate on the basis of unimportant characteristics, such as his appearance or name, rather than on the basis of his stand on the issues.	-1 -2 -3
+3 +2 +1	38.	Most people lead clean, decent lives.	-1 -2 -3
+3 +2 +1	39.	The average person will rarely express his opinion in a group when he sees that the others disagree with him.	-1 -2 -3
+3 +2 +1	40.	Most people would stop and help a person whose car was disabled.	-1 -2 -3
+3 +2 +1	41.	People are unpredictable in how they'll act from one situation to another.	-1 -2 -3
+3 +2 +1	42.	Give me a few facts about a person, and I'll have a good idea of whether I'll like him or not.	-1 -2 -3
+3 +2 +1	43.	If a person tries hard enough, he will usually reach his goals in life.	-1 -2 -3
+3 +2 +1	44.	People claim that they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.	-1 -2 -3
+3 +2 +1	45.	Most people have the courage of their convictions.	-1 -2 -3
+3 +2 +1	46.	The average person is conceited.	-1 -2 -3
+3 +2 +1	47.	People are pretty much alike in their basic interests.	-1 -2 -3
+3 +2 +1	48.	I find that my first impressions of people are frequently wrong.	-1 -2 -3

+3 +2 +1	49.	The average person has an accurate understanding of the reasons for his behavior.	-1 -2 -3
+3 +2 +1	50.	If you want people to do a job right, you should explain things to them in great detail and supervise them closely.	-1 -2 -3
+3 +2 +1	51.	Most people can make their own decisions, uninfluenced by public opinion.	-1 -2 -3
+3 +2 +1	52.	It's only a rare person who would risk his own life and limb to help someone else.	-1 -2 -3
+3 +2 +1	53.	People are basically similar in their personalities.	-1 -2 -3
+3 +2 +1	54.	Some people are too complicated for me to figure out.	-1 -2 -3
+3 +2 +1	55.	If people try hard enough, wars can be prevented in the future.	-1 -2 -3
+3 +2 +1	56.	If most people could get into a movie without paying and be sure that they were not seen, they would do it.	-1 -2 -3
+3 +2 +1	57.	It is achievement, rather than popularity with others, that gets you ahead nowadays.	-1 -2 -3
+3 +2 +1	58.	It's pathetic to see an unselfish person in today's world, because so many people take advantage of him.	-1 -2 -3
+3 +2 +1	59.	If you have a good idea about how several people will react to a certain situation, you can expect most people to react the same way.	-1 -2 -3
+3 +2 +1	60.	I think you can never really understand the feelings of other people.	-1 -2 -3
+3 +2 +1	61.	The average person is largely the master of his own fate.	-1 -2 -3
+3 +2 +1	62.	Most people are not really honest for a desirable reason; they're afraid of getting caught.	-1 -2 -3
+3 +2 +1	63.	The average person will stick to his opinion if he thinks he's right, even if others disagree.	-1 -2 -3
+3 +2 +1	64.	People pretend to care more about one another than they really do.	-1 -2 -3

+3 +2 +1	65.	Most people are consistent from situation to situation in the way they react to things.	-1 -2 -3
+3 +2 +1	66.	You can't accurately describe a person in just a few words.	-1 -2 -3
+3 +2 +1	67.	In a local or national election, most people select a candidate rationally and logically.	-1 -2 -3
+3 +2 +1	68.	Most people would tell a lie if they could gain by it.	-1 -2 -3
+3 +2 +1	69.	If a student does not believe in cheating, he'll avoid it even if he sees many others doing it.	-1 -2 -3
+3 +2 +1	70.	Most people inwardly dislike putting themselves out to help other people.	-1 -2 -3
+3 +2 +1	71.	A child who is popular will be popular as an adult, too.	-1 -2 -3
+3 +2 +1	72.	You can't classify everyone as good or bad.	-1 -2 -3
+3 +2 +1	73.	Most people have a lot of control over what happens to them in life.	-1 -2 -3
+3 +2 +1	74.	Most people would cheat on their income tax if they had a chance.	-1 -2 -3
+3 +2 +1	75.	The person with novel ideas is respected in our society.	-1 -2 -3
+3 +2 +1	76.	Most people exaggerate their troubles in order to get sympathy.	-1 -2 -3
+3 +2 +1	77.	If I can see how a person reacts to one situation, I have a good idea of how he will react to other situations.	-1 -2 -3
+3 +2 +1	78.	People are too complex to ever be understood fully.	-1 -2 -3
+3 +2 +1	79.	Most people have a good idea of what their strengths and weaknesses are.	-1 -2 -3
+3 +2 +1	80.	Nowadays people commit a lot of crimes and sins that no one else ever hears about.	-1 -2 -3
+3 +2 +1	81.	Most people will speak out for what they believe in.	-1 -2 -3
+3 +2 +1	82.	People are usually out for their own good.	-1 -2 -3

+3 +2 +1	83.	When you get right down to it, people are quite alike in their emotional makeup.	-1 -2 -3
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+3 +2 +1	84.	People are so complex that it is hard to know what "makes them tick."	-1 -2 -3
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APPENDIX F

PROCEDURES FOR JUDGES

Step I: Preliminary Information

1. There are approximately 30 students being used for this study. Each of these students will prepare a 10-15 minute video tape with a coached client. Each of these tapes is to be viewed by each of three judges. Each judge will rate the tape for facilitative genuineness. This dimension can be judged during one viewing of the tape. (Suggested procedure: The entire tape will be viewed. Immediately thereafter each judge will determine whether the counselor-candidate reached level 1, 2, 3, 4 or 5 on the dimension. In the appropriate box on the rating sheet, the judge will then place a clearly distinguishable X.) To achieve this rating, the counselor-candidate must demonstrate all levels up to and including the one achieved.

2. The same coached client will be seen with each counselor-candidate. The same presenting problem will be used. The direction taken from that point will be determined by the relationship established between the counselor-candidate and client. This relationship will be a part of the process used to determine the level reached.

Step II: Criteria for Selection of Judges

1. The prospective judge is the personal choice of the researcher.
2. The prospective judge received the approval of the Graduate Committee chairperson for this researcher.
3. Each person will be at or near the end of their required course work leading to a doctorate in Student Personnel and Guidance.
4. Each of the persons selected will agree to:
 - A. be a judge.
 - B. attend the training session.
 - C. review all counselor tapes prepared as soon as possible.

- D. evaluate each tape independently.
- E. submit a report on the prescribed form for all the tapes reviewed.

Step III: Training of the Judges

1. A three-hour workshop will be utilized to provide some experiential assistance. At this workshop, three video tapes of counseling sessions will be viewed and each judge will assign a rating for genuineness on each tape.

2. After the ratings are assigned, each judge will reveal the rating given. Where there are major discrepancies (2 or more points between ratings), the judges will explain their rationale for the rating given. This process is used to be sure all judges understand the meaning of each level.

Step IV: Judges Responsibilities

The rating is to be made on the counselor-candidate, but the client will be the "barometer" to watch. The purpose of counseling is to benefit the client and the only relevant meaning for counseling is found in the effect the counselor and the counseling have on the client.

The counselor-candidate is to be observed for signs of facilitative genuineness. The client is to be observed to see whether or not this is appropriate to that client in that situation. It is important that the counselor-candidate receive the main focus of attention, but the client cannot be overlooked.

The rater needs to feel comfortable in assessing this dimension. The dimension is a very natural, real and important aspect of counseling. Neither the dimension nor the scale is artificial addendum to the counseling process. The rater must also be genuine in a very hu-

man, humane and facilitative manner. The description of the dimension may seem somewhat artificial, but a careful study will disclose that this description merely emphasizes something already known to those who seek to be of help in interpersonal processes.

The rater should be aware that the levels of this scale are not necessarily equidistant from one another. A person who rates a "4" is not necessarily twice as good a counselor as one who rates a "2". These are arbitrarily chosen levels to show stages of development and improvement. The levels do not indicate finite and rigid discriminations. Neither does this scale purport to measure all the helping behaviors of each counselor-candidate. This scale is designed to assist in detecting the level at which a counselor-candidate is functioning at a given time, and with enough information to determine the usual level of this counselor-candidate's functioning. Carkhuff suggests that the rater begin looking at the tape and concentrating on the criteria for level three. The assessment process then moves both ways from this stance.

It is not important, for this study, whether the raters meet independently or as a group. Usually, it is more convenient for each rater to make individual arrangements to view the tapes that are available. In some instances, two or more judges may find it convenient to meet together. In no case, however, are the raters to seek a consensus of opinion on any tape. Each rater is to give each tape his/her own individual rating.

In most, if not all, situations the counselor-candidate will not proceed smoothly from level one through whatever level reached. In all probability, the levels will fluctuate, and occasionally the person

will reach a very high, or very low, level momentarily. The rater will need to assess what seems to be the modal level of functioning within the interview. This may be what seems to be the mean level, and it could be the highest level attained. The rating should reflect the level at which the counselor-candidate seems to function most effectively. Here, too, a look at the client may be of assistance in helping to assess the counselor-candidate. The level at which the counselor-candidate is most often functioning is more relevant than either extreme of his/her functioning.

All aspects of counseling are to be observed and used in making an assessment. The video tape will show the physical relationship of the counselor-candidate and the client. This will include the way each sits, the setting of the area, the openness of the arrangement, the eye contact, the facial, hand and arm mannerisms, and the general tone of the environment. The audio portion will reveal the words, construction of sentences, tone of voice, level of voice and feeling content in the communication. The video and audio will reveal the content and affect of responses, observations and inquiries. All of this is to be used in making the rating. The more familiar the rater becomes with the meaning of the levels of this dimension, the easier it will be to integrate all of this information into a single evaluation for the dimension.

All rating sheets will be returned to Room 310, North Murray Hall, in a brown envelope that will be provided. These will be placed in the mail room in a mail box marked "CLB". An additional envelope will be provided each time tapes are viewed. There is no restriction on the number of tapes viewed at any one time except availability of the tapes.

*Step V: Definitions of the five levels of the dimension

Facilitative Genuineness

Level 1. The counselor-candidate's verbalizations are clearly unrelated to what he/she is feeling at the moment, or the only genuine responses are negative in regard to the client and appear to have a totally destructive effect upon the client.

Example: The counselor-candidate may be defensive in the interaction with the client and this defensiveness may be demonstrated in the content of words or the voice quality. Where he/she is defensive he/she does not employ his/her reaction as a basis for potentially valuable inquiry into the relationship.

In summary, there is evidence of a considerable discrepancy between the inner experiencing of the counselor-candidate and his/her current verbalizations. Where there is no discrepancy, the counselor-candidate's reactions are employed solely in a destructive fashion.

Level 2. The counselor-candidate's verbalizations are slightly unrelated to what he/she is feeling at the moment, or when the responses are genuine they are negative in regard to the client; the counselor-candidate does not appear to know how to employ these negative reactions constructively as a basis for inquiry into the relationship.

Example: The counselor-candidate may respond to the client in a "professional" manner that has a rehearsed quality or a quality concerning the way a helper "should" respond in that situation.

In summary, the counselor-candidate is usually responding according to a prescribed role rather than expressing what he/she personally feels or means. When he/she is genuine the responses are negative and they are unable to employ them as a basis for further inquiry.

Level 3. The counselor-candidate provides no "negative" cues

between what he/she says and feels, but provides no positive cues to indicate a really genuine response to the client.

Example: The counselor-candidate may listen and follow the client but commits nothing more personally.

In summary, the counselor-candidate appears to make appropriate responses that do not seem insincere but that do not reflect any real involvement either. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4. The counselor-candidate presents some positive cues indicating a genuine response (whether positive or negative) in a non-destructive manner to the client.

Example: The counselor-candidate's expressions are congruent with his/her feelings, although he/she may be somewhat hesitant about expressing them fully.

In summary, the counselor-candidate responds with many of his/her own feelings, and there is no doubt as to whether he/she really means what is said. He/she is able to employ his/her responses, whatever their emotional content, as a basis for further inquiry into the relationship.

Level 5. The counselor-candidate is freely and deeply him/herself in a non-exploitative relationship with the client.

Example: The counselor-candidate is completely spontaneous in the interaction and open to experiences of all types, both pleasant and hurtful. In the event of hurtful responses the counselor-candidate's comments are employed constructively to open a further area of inquiry for both the counselor-candidate and the client.

In summary, the counselor-candidate is clearly being him/herself

and yet employing genuine responses constructively.

* This description of the levels of the dimension of facilitative genuineness is copied, with minor editorial alterations, directly from Carkhuff, R. R. Helping and human relations. New York, Holt, Rinehart and Winston, 1969.

APPENDIX G

CARKHUFF'S RATING SCALE

RATING SHEET FOR THERAPEUTIC CONDITIONS
AND PROCESS

Rater _____

Number _____

Therapeutic Condition

Facilitative Genuineness

Stages	1	2	3	4	5

VITA²

Cecil L. Bolding

Candidate for the Degree of

Doctor of Education

Dissertation: THE RELATIONSHIP OF COUNSELOR-CANDIDATES' PHILOSOPHIES OF HUMAN NATURE AND FACILITATIVE GENUINENESS.

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