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SOCIAL INTEREST IN A PEER COUNSELING
TRAINING PROGRAM

DISSERTATION

Presented to the Graduate Council of the
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Fulfillment of the Requirements

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By

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The problem of this study was to investigate the Adlerian concept of social interest in a peer counseling training program. The purpose of the investigation was to determine whether or not social interest of high school juniors and seniors could be impacted by a peer counseling training program.

Subjects included 20 students, selected by their peers and the faculty, to constitute the experimental group and 23 students, selected in the same manner, to makeup the matched comparison group. All subjects were volunteers from a metropolitan area in North Texas.

Data for this study included the scores of the experimental and comparison group on the Social Interest Index and naturalistic observations by both the experimental group subjects and the counselors facilitating the study.

One way analysis of variance and repeated measures analysis of variance revealed that the females in the experimental group scored higher on the Friendship Subscale at the end of the program than the experimental group males. Other than that, there were no significant statistical findings that would indicate the training program influenced the development of social interest. On the other hand, the self-

report of the peer counselors, the behavioral evaluation by the school counselors, and the data from the daily log kept during the semester-long program all seemed to confirm that the social interest of the experimental group was indeed impacted. The descriptive data indicated that, overall, the females in the experimental group improved their level of social interest more so than the males. It suggested that peer counseling and peer systems of learning helped improve the development of interactional skills and consequent social interest. The descriptive data also supported the contention that social interest can be learned, and that specific types of learning experiences may best facilitate that process. Finally, it indicated that the concept of social interest being the best barometer of mental health is a viable, concrete construct.

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TABLE OF CONTENTS

	Page
List of Tables and Figures	iv
Synthesis of Related Literature	3
Research Questions	13
Method	17
Program	17
Subjects	20
Instrumentation	24
Procedure	30
Results	33
Statistical Data	34
Descriptive Data--Peer Counselors' Reactions . . .	52
Descriptive Data--School Counselors' Reactions . .	60
Descriptive Data--Semester Log	64
Discussion	73
Statistical Findings	73
Descriptive Findings-- Peer Counselors' Reactions	78
Descriptive Findings-- School Counselors' Reactions	83
Descriptive Findings--Semester Log	87
Overview of Statistical and Descriptive Findings .	91
Appendices	99
References	150

LIST OF TABLES AND FIGURES

Table		Page
1.	SII Mean Scores at the Beginning of the Program	117
2.	SII Friendship Subscale Mean Scores at the Beginning of the Program	117
3.	SII Self-Significance Subscale Mean Scores at the Beginning of the Program	118
4.	SII Love Subscale Mean Scores at the Beginning of the Program	119
5.	SII Work Subscale Mean Scores at the Beginning of the Program	120
6.	SII Mean Scores at the Halfway Point of the Program	12
7.	SII Friendship Subscale Mean Scores at the Halfway Point of the Program	121
8.	SII Self-Significance Subscale Mean Scores at the Halfway Point of the Program	122
9.	SII Love Subscale Scores at the Halfway Point of the Program	123
10.	SII Work Subscale Scores at the Halfway Point of the Program	124
11.	SII Mean Scores at the End of the Program	125
12.	SII Friendship Subscale Mean Scores at the End of the Program	125
13.	SII Self-Significance Subscale Mean Scores at the End of the Program	126
14.	SII Love Subscale Mean Scores at the End of the Program	127
15.	SII Work Subscale Mean Scores at the End of the Program	128

	Page
16. SII Mean Scores for Experimental Group Males and Females at the Beginning of the Program	129
17. SII Mean Scores for Experimental Group 17 and 18 Year Old Students at the Beginning of the Program	129
18. SII Friendship Subscale Mean Scores for Experimental Group Males and Females at the Beginning of the Program	129
19. SII Self-Significance Subscale Mean Scores for Experimental Group Males and Females at the Beginning of the Program	130
20. SII Love Subscale Mean Scores for Experimental Group Males and Females at the Beginning of the Program	130
21. SII Work Subscale Mean Scores for Experimental Group Males and Females at the Beginning of the Program	130
22. SII Friendship Subscale Mean Scores for Experimental Group 17 and 18 Year Old Students at the Beginning of the Program	131
23. SII Self-Significance Subscale Mean Scores for Experimental Group 17 and 18 Year Old Students at the Beginning of the Program	131
24. SII Love Subscale Mean Scores for Experimental Group 17 and 18 Year Old Students at the Beginning of the Program	131
25. SII Work Subscale Mean Scores for Experimental Group 17 and 18 Year Old Students at the Beginning of the Program	132
26. SII Mean Scores for Experimental Group Males and Females at the Halfway Point of the Program	132

	Page
27.	SII Mean Scores for Experimental Group 17 and 18 Year Old Students at the Halfway Point of the Program 132
28.	SII Friendship Subscale Mean Scores for Experimental Group Males and Females at the Halfway Point of the Program 133
29.	SII Self-Significance Subscale Mean Scores for Experimental Group Males and Females at the Halfway Point of the Program 133
30.	SII Love Subscale Mean Scores for Experi- mental Group Males and Females at the Halfway Point of the Program 133
31.	SII Work Subscale Mean Scores for Experi- mental Group Males and Females at the Halfway Point of the Program 134
32.	SII Friendship Subscale Mean Scores for Experimental Group 17 and 18 Year Old Students at the Halfway Point of the Program 134
33.	SII Self-Significance Subscale Mean Scores for Experimental Group 17 and 18 Year Old Students at the Halfway Point of the Program 134
34.	SII Love Subscale Mean Scores for Experi- mental Group 17 and 18 Year Old Students at the Halfway Point of the Program 135
35.	SII Work Subscale Mean Scores for Experi- mental Group 17 and 18 Year Old Students at the Halfway Point of the Program 135
36.	SII Mean Scores of Experimental Group Males and Females at the End of the Program 135
37.	SII Mean Scores for Experimental Group 17 and 18 Year Old Students at the End of the Program 136

	Page
38. SII Friendship Subscale Mean Scores for Experimental Group Males and Females at the End of the Program	136
39. SII Self-Significance Subscale Mean Scores for Experimental Group Males and Females at the End of the Program	136
40. SII Love Subscale Mean Scores for Experimental Group Males and Females at the End of the Program	137
41. SII Work Subscale Mean Scores for Experimental Group Males and Females at the End of the Program	137
42. SII Friendship Subscale Mean Scores for Experimental Group 17 and 18 Year Old Students at the End of the Program	137
43. SII Self-Significance Subscale Mean Scores for Experimental Group 17 and 18 Year Old Students at the End of the Program	138
44. SII Love Subscale Mean Scores for Experimental Group 17 and 18 Year Old Students at the End of the Program	138
45. SII Work Subscale Mean Scores for Experimental Group 17 and 18 Year Old Students at the End of the Program	138
46. SII Experimental Group Mean Scores at the Beginning, Halfway Point, and the End of the Program	139
47. SII Friendship Subscale Mean Scores at the Beginning, Halfway Point, and the End of the Program	139
48. SII Self-Significance Subscale Mean Scores at the Beginning, Halfway Point, and the End of the Program	139
49. SII Love Subscale Mean Scores at the Beginning, Halfway Point, and the End of the Program	140

	Page
50. SII Work Subscale Mean Scores at the Beginning, Halfway Point, and the End of the Program	140
51. SII Experimental Group Mean Scores for Sex and Age at the Beginning, Halfway Point, and the End of the Program	141
52. SII Friendship Subscale Mean Scores for Sex and Age at the Beginning, Halfway Point, and the End of the Program	142
53. SII Self-Significance Subscale Mean Scores for Sex and Age at the Beginning, Halfway Point, and the End of the Program	143
54. SII Love Subscale Mean Scores for Sex and Age at the Beginning, Halfway Point, and the End of the Program	144
55. SII Work Subscale Mean Scores for Sex and Age at the Beginning, Halfway Point, and the End of the Program	145
56. Social Interest Attributes in Gender and Age Format at the Halfway Point of the Program	146
57. Social Interest Attributes in Gender and Age Format at the End of the Program	147
58. Projected Vocations for the Experimental Group at the End of the Program	148
59. A Comparison of the SII Mean Scores and the School Counselors' Observations Using the Peer Counselor Behavioral Evaluation	149
 Figure	
1. Interaction of Male and Female Mean Scores on the Friendship Subscale	74

SOCIAL INTEREST IN A PEER COUNSELING
TRAINING PROGRAM

Over the past decade, the Adlerian concept of social interest and the educational tool of peer counseling have both continued to gain significance within the mental health field. Prior to 1970 the personality theory of Alfred Adler (Individual Psychology), from which social interest is a central derivative, had for the most part been passed over by the mainstream of American psychology (Crandall, 1980b). In addition, a search of the 1970 Index of Psychological Abstracts produces only two entries under the title "peer counseling." Yet both social interest, the construct, and peer counseling, the method, are now two of the most viable counseling potentialities (Bitter & West, 1979; Myrick & Erney, 1979).

Social interest is one of Adler's (1956) theoretical cornerstones. He defined social interest as "an interest in the interest of others" (Ansbacher, 1968, p. 140), and contended that it is the criterion for mental health, the barometer of normality, and the difference between a useful life and a useless life (Adler, 1956). He held that social interest is not an inborn quality; instead, each person has an innate potential to develop a strong social interest, and it must be done in a conscious fashion.

The implication, of course, is that people can learn to improve their social interest, thus completing the intriguing paradox that in order to help self, others must be helped. Heinz Ansbacher (Bitter & West, 1979), a leading authority on Individual Psychology, alluded to this paradox when he said, "the more we become self-centered, the less we are able to solve . . . (life) tasks and the more insecure we become" (p. 96). The resulting message to counselors and educators is that teaching people to help others will simultaneously help those same people improve their own mental health.

In conjunction, peer counseling is one of the most effective methods by which to teach people to help other people (Myrick & Erney, 1978, 1979; Samuels & Samuels, 1975; Neely, 1979; Pais, 1978; Kaplan, L. S., 1978). Educators have long realized that adolescents, for instance, often learn best when they listen to other adolescents. The power of the peer group itself is a tremendous force (Sebald & White, 1980), but only lately have counselors become interested in the therapeutic value provided by the process of becoming a peer counselor; i.e., programs designed for learning how to help other people in order to improve the personal growth of the helper.

Peer counseling and social interest, then, are both potent forces. As a personality construct, social interest

adds a great deal to the understanding of development, motivation, and learning (Ansbacher, 1968, 1977; Dreikurs, 1971; Papanak, 1965). As a methodology, peer counseling is a powerful teaching tool (Myrick & Erney, 1979; Mosher & Sprinthall, 1971). However, there apparently have been no studies undertaken to determine whether or not social interest specifically can be impacted by a peer counseling training program. This study was designed to help bridge that gap in research. It also generated data and information to aid in the evaluation of the Adlerian equation "help others equals help self."

Synthesis of Related Literature

Social interest (Gemeinschaftsgefuhl) was presented in depth by Adler (1927/1969, 1928, 1930, 1931, 1964) in his many writings. The concept is the foundation of his personality theory; without it, his other ideas regarding superiority, usefulness to society, inferiority, etc. are lacking a base. Adler called social interest "the main characteristic of each person" (1937, p. 774), "a cosmic feeling . . . which lives in us" (1927, p. 60), and "being in harmony with the universe" (1964, p. 43). As noted earlier, Adler viewed social interest as the main criterion for mental health; that variable in an individual's life that makes him or her useful or useless.

Adler believed that a person is continually trying to move from a position of feeling inferior to a position of feeling worthwhile. The social interest concept serves as both the catalyst and the manifestation of such movement. Adler once observed that "the only salvation from the continuously driving inferiority feeling is the knowledge and the feeling of being valuable which originates from the contribution to the common welfare" (1956, p. 155). He went so far as to say that social interest is the critical link to what Wordsworth called "the fountain-light of all our day" (1967, p. 282); "it is the individual's contribution to the welfare of mankind through his children and his work which promises him the claim on immortality, in satisfaction of the general human striving not to disappear completely from the community of men" (Adler, 1956, p. 155). For Adler, then, it was impossible to exaggerate the importance of social interest.

Like Jung, Freud, and other personality theorists, Adler has developed a following who seek to clarify and amplify the original construct. One of the foremost Adlerian theorists is Ansbacher. He pointed out that social interest should be the goal of education (1968). He elaborated on Adler's idea that social interest is an aptitude that, when developed, produces objective abilities and skills that in turn generate secondary dynamic characteristics, best de-

scribed as an attitude towards and about life (1968, 1977). He also noted that an individual must come to see him or herself as embedded in a larger social whole (Adler, 1956), and that one of the most important functions of social interest is to serve as a guiding cognitive structure (Ansbacher, 1968).

While there naturally have been those who disagreed with Adler's original contentions and Ansbacher's explications of those thoughts (Bickard & Ford, 1976; Bickard, 1978), other Adlerians continue to espouse the significance of what Farau (1959) called the nucleus of Adler's philosophy. Dreikurs (1971) amplified Adler and others when he wrote, "social interest is not innate. What is innate is our ability to develop social interest" (p. 66). Orgler (1939) carried this thought a step further when she suggested that it is the task of the school to help the child develop his or her social interest. This application of theory to an education scenario was carried out by Corsini (1977) in a Catholic school. Corsini emphasized that dealing with social interest was the most important part of the whole program. And in response to Bickard and Ford, Crandall (1978b) defended Adler's theory by the qualifying observation that social interest, though not the only criterion for measuring mental health, is certainly the best indication of normality.

In terms of applying the conceptual context of Adler's theory to the area of research, the previous lack of instruments available for measuring social interest contributes largely to the small number of studies conducted. Greever (Greever, Tseng, & Friedland, 1973) developed a Likert scale instrument called the Social Interest Index (SII). Sulliman (1973) designed an instrument, the Sulliman Scale of Social Interest (SSSI), using high school students for his population sample. Using both high school and college students, Crandall (1975) constructed the Social Interest Scale (SIS). A few others have also struggled to build useful measurements of social interest (Gottesfeld, 1963; Stone & Ansbacher, 1965; O'Donovan & Crown, 1968), but it is obvious that such instruments are at best yearlings in the field of test development.

Relevant research, then, is also relatively recent. It has certainly been limited in scope; in fact, much of it has been designed to validate those few instruments in existence (Kaplan, H. B., 1978a, 1978b; Bubenzer, Zarski, & Walter, 1979). Crandall (1977, 1978a, 1980) has been particularly prolific in this respect. Otherwise, the research has basically been aimed at comparing social interest scores to various subgroups within society or to other concepts.

Mozdzierz and Semyck (1980), for example, used the SII in a clinical setting with alcoholics. The results revealed

that alcoholics with high social interest are motivated by striving to be successful while alcoholics with low social interest are motivated by trying to avoid failure. In a particularly relevant study comparing social interest and age, Crandall (1980) suggested that high school adolescents do not score well on social interest measures; "the results suggest that through the high school years adjustment may be relatively more related to success in the striving for superiority in its more individuated or self-oriented aspects than it is to social interest" (p. 487). Reimanis (1974) demonstrated that youths convicted of crime have higher levels of anomie and more childhood memories which are expected to interfere with the normal development of social interest. Other researchers have examined such areas as internal-external control (Hjelle, 1975; Stevick, Dixon, & Willingham, 1980) sex difference (Kaplan, H. B., 1978b), time orientation, adjustment and behavior (Crandall & Reimanis, 1976) and cooperative behavior (Kaplan, H. B., 1978a; Crandall & Harris, 1976) in relation to social interest.

Obviously, then, there has been very little research done to discover if the construct of social interest as a mental health barometer can be impacted by some type of developmental program or social experience. Ironically enough, one of the few studies was designed by Greever

(1972); the Social Interest Index resulted from her need for an instrument to measure the effect of a college environment on the social interest of entering male and female college freshmen. In that study, 121 female freshmen had higher social interest mean scores than 107 male freshmen, but male freshmen scores significantly improved after one semester of college while the female's did not. The improvement in the male scores was attributed to such variables as curriculum and possibly special services like advising and counseling. Class rank, ACT scores, and academic achievement were not factors that influenced social interest.

Another related study was conducted by Crandall (1978a) in order to see if stress decreased social interest. His findings, using loud noise as the stress agent, revealed that tapes reproducing crowd and industrial sounds did indeed produce a temporary state of lower social interest in his test subjects. While there were many questions left unanswered as to how other forms of stress effect social interest, Crandall concluded that stress directly threatens mental health.

It should also be noted that Mastroianni and Dinkmeyer (1980) published an article reporting a program designed to utilize peer counseling in order to improve the social interest of elementary school children. Twelve fifth grade students volunteered to participate in a 10 session training

program. Each session lasted 30 minutes and included such concepts as listening skills and problem solving skills. Afterwards, the 12 students worked with other students in their school in a variety of settings and relationships. The article is limited, however, to an overview of the program and a brief explanation of how one of the 12 trained peer counselors moved from a position of defiance to a position of cooperation in his interactions with the people at school. Apparently there was not an effort made to systematically measure and evaluate the impact of the program.

While few studies have been done to determine what factors influence the social interest construct, there have been several studies (Neely, 1979; Pais, 1978; Kaplan, L. S., 1978) that examine the impact of peer counseling training programs on the mental health of particular subgroups. The latter are the result of the work of peer counseling advocates such as Mosher & Sprinthall (1971), Samuels & Samuels (1975), and Myrick & Erney (1978, 1979). These leaders in the field believe that peers helping peers is a powerful form of therapy and learning. Others have followed their lead, and the result has been some meaningful research.

One study, designed by Anthony (1976), examined the effects of a peer counseling training program on the communication skills, self-concept, and the attitude toward

school, teachers, and authority of twenty high school students. Results revealed a significant (at the .05 level) improvement in the areas of attitudes toward school, teachers, and authority, as well as growth in communication skills as compared to the control group. However, the self-concepts of the peer counselor trainees did not improve any more than those students in the control group.

A similar project was undertaken by Goldin (1977) in order to evaluate the improvement in the personal psychological growth of college students also in a peer counseling training program. Using a documentary case-study approach, Goldin concluded that areas such as intellectual development, personal autonomy, moral development, and personal and sexual intimacy were indeed impacted positively by the program. The one semester course utilized the building of skills for interpersonal interaction, as well as role playing and actual counseling sessions with other students.

Another endeavor producing like results was the work of Ruhf (1977). His approach involved the use of a training program for drug and crisis counseling by college-age peers. Two of his areas of concern were the personal development and growth of the trainees, as well as the evaluation of values associated with self-actualization. Using a standard instrument for measuring self-actualizing values and two questionnaires, Ruhf concluded that his training program did

reinforce the peer counselor's self-actualizing values and did cultivate personal development and growth. There was no comment as to the level of significant reinforcement.

Not all the studies done in this area have had results that were as positive. West and Ray (1977) were also very much interested in the theory that people who serve as helpers glean a certain degree of personal growth from their role. They set up an experiment utilizing sophomore and junior commuting college students. Their results indicated that there was a positive correlation between helping and deriving certain psychological benefits from the helping role, though not at the expected .05 level of significance. They maintained that the helper therapy principle still can prove to be of great value as a therapeutic agent.

Four other studies involving peer trainees failed to support the therapeutic growth hypothesis. Kelly (1980) reported no statistically significant difference between experimental and control group alternative school students in interpersonal relations, self-concept, and interest in school. The helper theory principle was not verified in Bell's (1978) study of junior high school peer counselors, although academic achievement was influenced positively. Tuff (1977), in his examination of peer counseling training in a predominantly black high school, also found no confirmation of the therapeutic growth premise. And Comeau (1977)

reported no significant change in ego development for women college student advisors in a year long training program.

In summary, most of the writings and research on social interest revolve about further explication and explanation of Adler's original thoughts on the topic, as well as the development and validation of social interest instruments. Very few studies have been conducted to determine what variables impact the social interest construct. At the same time, although peer counseling training programs have recently been evaluated as to how they effect various concepts of self-growth, none of these studies have empirically examined social interest.

In addition, certain expectations were formulated from reviewing the literature. Because of Adler's (1927/1969, 1928, 1930, 1931, 1964) social interest theory, Corsini's (1977) philosophy regarding Individual Education, and the various amplifications of Adlerian theory by Ansbacher (1968, 1977; Bitter & West, 1977) and Dreikurs (1950, 1971), it was hoped that the social interest of the experimental group would significantly improve. This expectation was strengthened by the studies on peer counseling and the helper theory principle by Anthony (1975), Goldin (1977), Ruhf (1977), and West & Ray (1977). As a result of Greever's (1972) and Kaplan's (1978b) research, it was expected that perhaps the females would be more significantly

impacted than the males. But because of Crandall's (1980) results with high school adolescents and because of the general lack of research in this area, it was anticipated that the age of the experimental group might not prove to be optimal for impacting social interest.

Research Questions

Due to the exploratory nature of this study, the following research questions were posed.

1. Are there significant differences between the experimental and comparison groups on the mean social interest scores of the Social Interest Index at the beginning of the training program?

2. Are there significant differences between the experimental and comparison groups on any of the Social Interest Index subscale mean scores at the beginning of the training program (the four subscales listed below will apply to the other research questions pertaining to subscales):

- | | |
|----------------------|---------|
| a. Friendship | c. Love |
| b. Self-Significance | d. Work |

3. Are there significant differences between the experimental and comparison groups on the mean social interest scores of the Social Interest Index at the halfway point in the training program?

4. Are there significant differences between the experimental and comparison groups on any of the Social

Interest Index subscale mean scores at the halfway point of the training program?

5. Are there significant differences between the experimental and comparison groups on the mean social interest scores of the Social Interest Index at the end of the training program?

6. Are there significant differences within the experimental group membership in regards to sex or age on the mean social interest scores of the Social Interest Index at the beginning of the training program?

7. Are there significant differences within the experimental group membership in regards to sex or age on the mean social interest scores of the Social Interest Index at the beginning of the training program?

8. Are there significant differences within the experimental group membership in regards to sex or age on any of the Social Interest Index subscale mean scores at the beginning of the training program?

9. Are there significant differences within the experimental group membership in regards to sex or age on the mean social interest scores of the Social Interest Index at the halfway point in the training program?

10. Are there significant differences within the experimental group membership in regards to sex or age on any of the Social Interest Index subscale mean scores at the halfway point of the training program?

11. Are there significant differences within the experimental group membership in regards to sex or age on the mean social interest scores of the Social Interest Index at the end of the training program?

12. Are there significant differences within the experimental group membership in regards to sex or age on any of the Social Interest Index subscale mean scores at the end of the training program?

13. Are there significant differences between the beginning mean scores and the halfway point mean scores of the experimental group?

14. Are there significant differences between the beginning subscale mean scores and the halfway point subscale mean scores of the experimental group?

15. Are there significant differences between the halfway point mean scores and the ending mean scores of the experimental group?

16. Are there significant differences between the halfway point subscale mean scores and the ending subscale mean scores of the experimental group?

17. Are there significant differences between the beginning mean scores and the ending mean scores of the experimental group?

18. Are there significant differences between the beginning subscale mean scores and the ending subscale mean scores of the experimental group?

19. Are there significant differences within the experimental group membership in regards to sex or age on the mean social interest scores of the Social Interest Index between the beginning scores and the halfway point scores?

20. Are there significant differences within the experimental group membership in regards to sex or age on any of the Social Interest Index subscale mean scores between the beginning scores and the halfway point scores.

21. Are there significant differences within the experimental group membership in regards to sex or age on the mean social interest scores of the Social Interest Index between the halfway point scores and the ending scores?

22. Are there significant differences within the experimental group membership in regards to sex or age on any of the Social Interest Index subscale mean scores between the halfway point scores and the ending scores?

23. Are there significant differences within the experimental group membership in regards to sex or age on the mean social interest scores of the Social Interest Index between the beginning scores and the ending scores?

24. Are there significant differences within the experimental group membership in regards to sex or age on any of the Social Interest Index subscale mean scores between the beginning scores and the ending scores?

25. Are there apparent social interest patterns as

indicated by the reaction records of the students in the experimental group?

26. Are there apparent social interest patterns within the experimental group as described in the anecdotal records of the counselors facilitating the training program?

Method

Program

Those students comprising the experimental group for this study experienced a program designed to teach the importance of caring, listening, and being interested in the mental health of their friends, parents, and others in the community. The program (see Appendix A, p. 99) was developed by the counseling department of a large suburban high school and had been in operation for two a half years prior to the implementation of this study. The program was facilitated by the school counselors, and the students selected for the program received an elective psychology credit. The course counted toward the student's graduation, and the grade (everyone made a 95 as they were told they would at the beginning of the semester) became a part of their permanent record. The program lasted 18 weeks (one semester) with the experimental group meeting for 55 minutes each day, five days per week excluding holidays and early outs.

The first nine weeks of the program consisted of experiential activities aimed at getting the students to know each other and to learn the fundamental skills for good listening. There were also didactic experiences where various theories of counseling, personality development, and psychological conceptualizations were presented (see Appendix B, p. 106 for examples). In addition, many of the activities were aimed at self-exploration, self-growth, and getting in touch with the student's individual feelings regarding other people. During the last nine weeks of the program, the students were placed in at least one elementary school, and then were also given a choice of being assigned to the junior high school, a nursing home, or another elementary school. Tuesday, Wednesday, and Thursday of each week were spent in these off campus assignments where the students were paired with another person or group of persons with whom they interacted in a helping capacity. The students to whom they were assigned at the elementary schools and the junior high school were selected by the counselors at those respective schools for a variety of sociological, personal, behavioral, and academic reasons, and the peer counselors addressed the problem at hand in their interaction with the students. At the nursing home, the students worked with various patients according to the direction of the nursing home supervisor.

During the last nine weeks, Mondays and Fridays were used to help continue the development of listening skills and empathy, to continue to explore feelings and the human condition, to bring in other helping professionals to speak on various mental health issues, and to evaluate the students' progress in their placement settings. The evaluation process was accomplished through small group discussions led by the counselors where the peer counselors talked about each of the people to whom they were assigned. Feedback was provided by the other peer counselors and the school counselors. Other evaluation procedures included pairing up the members of the group for sessions where they shared with each other their feelings and thoughts about their placement settings and the people with whom they were working.

One weekend during the semester was devoted to a working retreat (see Appendix C, p. 107) where the training program continued in an outdoor setting, far removed from the influences of suburbia. The purpose of the retreat was multifaceted. One of the main objectives was to help the students realize, through the cooking, clean up, and general camping responsibilities, the importance of working together for the common good. This, in turn, helped improve the group solidarity. One whole evening was devoted to the issue of trust. Another intensive session

included the self-evaluation and sharing of each individual's theological orientation and belief system.

At the end of the 18 weeks, closure was obtained by reviewing the events of the semester and putting into perspective the feelings and thoughts that paralleled those events. Since the group had developed a sense of intimacy and identification, it was important that each student had the opportunity to "say goodbye" and to complete any unfinished emotional business. The peer counseling program ended for the first semester experimental group, and they chose another class to take as an elective for the second semester.

Subjects

The subjects included in this study were eleventh and twelfth grade students at a high school in the northern part of Texas. At this school, a traditional class environment characteristically tended to be primarily middle class, approximately 90 percent white, and suburban. The ethnic minority makeup was less than one percent black, three percent Mexican American, two percent Asian, and less than one percent American Indian. The experimental group was composed of 20 students who were first semester members of a peer counseling training program implemented at the high school. The comparison group for this study consisted of

23 students who had been selected to be in the same program during the second semester.

Because the comparison group was selected according to the same criterion as the experimental group, the comparison group was treated as a matched group. Placement of the students into either the experimental group or the comparison group was accomplished, for the the most part, by random selection. Some considerations were taken into account that prevented a pure random sample; for instance, there were a few students whose school and work schedules dictated that they be placed in either the first or second semester. The counselors also balanced both groups according to the various subgroups represented within the school population. For example, if there were one or two students who were known to be academically successful placed in the first semester (experimental) group, there were also one or two similar type students placed in the second semester (comparison) group. The comparison group participated in no programs during the first semester other than the typical curriculum the school had to offer.

An effort was also made to place approximately equal numbers of males and females in each group. However, due to some registration difficulties, five members of the original experimental group were unable to participate in the program. As a result the experimental group was smaller

than the comparison group and included 11 juniors (4 boys and 7 girls) and 9 seniors (6 boys and 3 girls). One of the senior boys moved after the first eight weeks of class. The ethnic makeup was completely Anglo American with the exception of one Mexican American junior girl. The comparison group included 17 juniors (9 boys and 8 girls) and 6 seniors (2 boys and 4 girls). The ethnic makeup was also completely Anglo American with the exception of one Mexican American girl and one junior girl of Phillipian ancestry. It should also be noted that the counselors generally planned on structuring the peer counselor groups so that there were more juniors than seniors in the program.

As was previously mentioned, both the students in the peer counseling program and the comparison group were selected according to the same process. The students in the program were chosen by their peers, the teachers, and the counselors. During the spring preceding the implementation of the program in the fall semester, the counselors went to each sophomore English class and asked each student to write on a sheet of paper the names of two people in the sophomore class who

1. You would go to if you had a problem because you value their opinion;
2. You listen to or who listens to you;
3. You trust.

The sheets of paper were then collected from the students and the counselors added up the number of votes each student received. The teachers in the building were also canvassed (see Appendix D, p. 108). The counselors then examined the results of both surveys and selected the names of the top 40 to 50 vote getters, according to the criteria previously mentioned. The counselors, using their subjective knowledge of the school setting, then reviewed the resulting list and determined if there were particular subgroups of the school population not represented. Since this was the case, the counselors then collectively selected, again according to their own observations of the school population, those students who seemed to be leaders within those groups not represented. Those 20 names were added to the original list. The seniors in the program were chosen in the same manner, but their names were on the list from the canvass done the previous year when they had been sophomores.

The students on the list were then assembled for a short meeting where the peer counseling program was briefly described and the students were invited to participate if they so chose. The goal of the counseling staff was to have 20 to 25 students in the program during each of the two semesters of the school year. Consequently, 65 students were invited to the original meeting as there are

usually 15 to 20 students who do not wish to or cannot participate. There was also one junior female new to the school in the fall who was placed in the experimental group. This was common practice with the peer counseling program as it was felt by the counselors running the program that one or two students who had just moved in were an added dimension to the process. This selection was based on the subjective judgements of the counselors in relation to perceived leadership attributes exhibited by the new student.

Instrumentation

The Social Interest Index (SII) (Greever, Tseng, & Friedland, 1973) is a 32 item instrument (see Appendix E, p. 109) designed to measure the construct of social interest as described by Adler. A five point summated rating scale (a Likert-type scale) with a continuum ranging from "not at all like me" to "very much like me" was used for the respondent to rank his or her answer to each of the 32 items. In developing the SII, an item pool of 194 statements related to the four life tasks of work, friendship, love, and self-significance was collected from the writings of Adler (1931, 1956, 1963) and Dreikurs (1950). These statements were then judged by three prominent Adlerians; Manford Sonstegard of West Virginia University, Oscar Christensen of the University of Arizona, and William

L. Low of St. Paul, Minnesota. Sixty statements were selected according to their rankings, and those sixty were administered to 83 junior college sophomores. The final 32 items were selected from this administration by using the criteria of item correlation with the total score ($p < .05$), and noncorrelation of the item to the Marlow-Crowne Scale of Social Desirability (Crowne & Marlowe, 1965). The latter was concurrently administered in order to account for any variance due to social desirability.

Internal consistency for the SII was computed by using the Cronbach alpha adaptation of the Kuder-Richardson formula. The coefficient of reliability was .81; subscales ranged from .35 to .64 ($N=83$). After a 14 day interval, the SII was readministered. The test-retest reliability coefficient was .79; subscales ranged from .65 to .81 ($N=83$). Construct validity was reflected in a behavioral evaluation, where there was 85 percent agreement between the evaluation process and the SII, and in the correlation of particular scales of the California Psychological Inventory which relate to social interest (12 or 18 were significant at $p < .05$).

Greever reported that there are three weak items on the instrument. Item numbers 8 and 26 correlate at the .05 level to the total score. Item number 16 correlates at the .10 level to the total score. Greever (1981) also

said that the major fault of the scale is that it only measures the presence of social interest as opposed to the absence of social interest. She felt that the scale only having positive statements thus limits the instrument.

There have been two studies comparing the SII to other social interest instruments. Kaplan (1976) reported that the SII has been cross validated and that it "appears to be measuring a wider range of dimensions in the 'universe' of social interest" than does the Sulliman Scale of Social Interest (SSSI) with which it was compared (p. 3678-B). The criterion measure of validity for this study, cooperative behavior, correlated with the SII, but not the SSSI. Another study (Bubenzer, Zarski, & Walter, 1979) suggested similar findings. When compared with Crandall's Social Interest Scale and Altman's Early Recollection Questionnaire, the SII ranked highest in reliability and validity.

Zarski, West, and Bubenzer (1981) also produced a study that evaluated the structural qualities of the SII. Because they felt the validity of Greever's original work was limited due to too small a sample for factor analysis, they reexamined this issue using an appropriate sample size (318 students in Master level courses). They confirmed Greever's original work as being empirically accurate and valid. They also concluded that the SII reflects social interest as a global concept, as well as a measure

of the Adlerian life tasks. There were some questions raised regarding the lack of agreement on the factorial loadings of certain items, and it was suggested that the difference in sample size may have accounted for the discrepancies. The authors indicated that further research was necessary to cross validate the factorial composition of the scale in order to insure future scale refinement.

Other instrumentation in this study included the questions that served as guidelines for the peer counselor's reaction papers (see Appendix F, p. 112), a conceptual model that served as a basis for the school counselor's 9 week and 18 week observation of the peer counselor's behavior (see Appendix G, p. 113), and a daily log kept by the counselors. These evaluation techniques were developed to help answer the last two research questions and are based on the fundamental premises of naturalistic research. Willems (1969) asserted that naturalistic research, which sinks its roots in anthropological techniques and is defined as "investigation of phenomena within and in relation to their naturally occurring contexts" (p. 3), is one of, if not the, most viable, accurate, and appropriate means by which to collect data. Wilson (1977) amplified this community-study position where participant observers, utilizing disciplined subjectivity, record the observable behavior patterns of a group and systematically and empathically

interpret the data. In comparison to more quantitative methodology, ethnographic methods represent "fundamentally different claims about the nature of human behavior and the best ways of coming to understand it" (Wilson, p. 245).

The evaluation questions used for the student's reaction papers were designed, then, to record the perceptions and feelings of the students themselves in relation to the peer counseling program. All of the questions, with the exception of number six, are grounded in Adlerian theory. For example, questions one and two concentrate on the construct of activity which Adler held to be the second most important personality trait (Corsini, 1977). Question three was derived from Adler's belief that an individual's perception of significant events was more important than the event itself. This ties in directly with his theory of early recollections being a critical commentary on an individual's life style (Adler, 1939). The idea that a person's growth and development is also a cognitive process was the basis for questions four and five (Corsini, 1977). Question five also resulted from the obvious social interest premises presented earlier in the synthesis of related literature. Question seven (used on the 18 week evaluation only) correlates with Adler's approach to therapy; ultimately the client is expected to behave differently, to act differently, to adjust his or her behavior

within his or her lifestyle (Wilborn, 1980). Adler also believed that what a person does (as opposed to what he says) is the best indicator of what that person is (Bitter & West, 1979). Question six was created simply to allow each student the freedom to react from within their own experience, and as such, reflects the naturalistic style incorporated within the research design.

The Peer Counselor Behavior Evaluation form utilized by the counselors was also built around an Adlerian model. When asked in an interview to explain how it is indicated that people exhibit social interest, Ansbacher (Bitter & West, 1979, p. 96) replied,

...they are more relaxed, having a sense of humor about the whole situation and about themselves. They will make a contribution when in a group, will be the better followers and the better leaders. They will be interested in the interest of others. They will be more mature and more reliable. They will be the better cooperators.

The extended explanation of each of the concepts (see Appendix G, p. 113) was provided by the author of this study in order to help insure that each counselor involved in the research was working from the same basic definition and understanding.

The log was a means by which to record the counselors' daily observations regarding interaction, process, progress, and other types of information relating to the behavioral patterns of the peer counselors as individuals and as a

group. After each class session the counselors who facilitated the program that particular day verbally reviewed the hour's happenings, taping their perceptions and thoughts. Transcripts were written from the tapes thus creating a daily record of the events, activities, and personal observations of the school counselors for the entire 18 week program.

Procedure

During the first week of the school year, the 43 eleventh and twelfth grade students in both the experimental and the comparison groups were given the Social Interest Index. The results were filed for future examination at the conclusion of the study. To eliminate bias or prejudice, none of the statistical data were studied or evaluated by any of the counselors facilitating the program until all of the naturalistic data were collected. Prior to the students going out to their off campus work settings and after the first nine weeks of the semester, the SII was administered again to both the experimental group and the comparison group. Finally, at the end of the 18 weeks when all the subjects involved in the study had had an approximately equivalent time exposure in their respective environments, the SII was administered for the last time. The results were then tabulated and compared with the results of the two previous administrations by

punching the data into cards and processing the information through the Computer Center at North Texas State University. Research questions 1, 3, 5, and 7 through 12 were computed on the SPSS program. Questions 2, 4, and 6 were computed from the North Texas State University Statistical Library. Questions 13 through 24 were run on a BMDP program.

Research questions 1, 3, and 5 were tested by an analysis of variance to determine whether there were significant differences between the social interest mean scores of the experimental and comparison groups. Research questions 2, 4, and 6 were tested by a multivariate analysis of variance, Hotellings T^2 , in order to discover whether or not significant differences existed between the subscales. Questions 7 through 12 were also tested by an analysis of variance to evaluate any significant differences between the experimental and comparison groups in regards to the variables of sex and/or age or between pre, mid, or post testing on either the mean social interest scores or the subscale mean scores. Questions 13 through 24 were tested by a repeated measures analysis of variance to evaluate any significant differences within the experimental group itself in regards to the variables of sex and/or age or between pre, mid, or post testing on either the mean social interest scores or the subscale mean scores. The .05 level

of significance served as the determining factor as to what findings were statistically significant for questions 1 through 24.

At the same time as the second and third administrations of the SII, each student wrote a reaction paper based on the seven questions previously mentioned, and the counselors facilitating the program collectively taped their observations about the students in the class based on the previously mentioned Ansbacher model. For the latter, the taped information was then transcribed into written evaluations. As was also previously mentioned, the log was made up of transcripts taken from the daily tape recorded reactions of the counselor or counselors in charge of facilitating that particular day's activities. These reactions were, in effect, an overview as to what happened during the class in terms of interaction and process.

The data from research questions 25 and 26 were nonstatistical information and was examined through the use of the ethnographic tools described in the Instrumentation section. The collected data were reduced and synthesized so that any evolving patterns could be discerned. A matrix, labeled Matrix A, were built for the peer counselor's reactions to the six questions (see Appendix H, p. 115). Another matrix, labeled Matrix B, was built for the school counselors' 9 and 18 week observations of the peer counselors

(see Appendix I, p. 116). The various answers were reduced to key statements which were recorded in the appropriate cells of the matrices. The data from the daily log was also reduced and synthesized. Matrix A, Matrix B, and the results from the log were used to formulate generalizations and inferences about the social interest patterns of the students in the peer counseling program. These data, in combination with the quantitative data also collected, were repeatedly analyzed in order to generate final conclusions and understandings about the construct of social interest and the educational tool of peer counseling.

Results

Because of the multidimensioned structure of this study, the findings will be divided into subsections. The first section will include the statistical data collected from the administration of the Social Interest Inventory. The second section will report the results from the peer counselor's reactions to the questions they answered at the 9 and 18 weeks evaluation. The school counselors' reactions will constitute the findings reported in the third section, and the final section will reflect the patterns and observations noted in the semester log kept by the school counselors. All of the results will be presented in relation to the 26 research questions posed earlier in this study.

Statistical Data

Research question one examined the differences between the experimental and comparison groups on the mean social interest scores of the Social Interest Index at the beginning of the training program. Table 1 records the statistical findings from the analysis of variance applied to the experimental and comparison groups (see Table 1, p. 117). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the mean scores at the beginning of the program.

Research question two was concerned with the differences between the experimental and comparison groups on the four subscale mean scores of the Social Interest Index at the beginning of the training program. Table 2 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Friendship Subscale (see Table 2, p. 117). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Friendship Subscale mean scores at the beginning of the program.

Table 3 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Self-Significance

Subscale (see Table 3, p. 118). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Self-Significance mean scores at the beginning of the program.

Table 4 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Love Subscale (see Table 4, p. 119). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Love Subscale mean scores at the beginning of the program.

Table 5 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Work Subscale (see Table 5, p. 120). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Work Subscale mean scores at the beginning of the program.

Research question three examined the differences between the experimental and comparison groups on the mean social interest scores of the Social Interest Index at the halfway point of the training program. Table 6 records the statistical findings from the analysis of variance applied to the experimental and comparison groups (see Table 6, p.

120). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the mean scores at the halfway point of the program.

Research question four examined the differences between the experimental and comparison groups on the four subscale mean scores on the Social Interest Index at the halfway point of the training program. Table 7 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Friendship Subscale (see Table 7, p. 121). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Friendship Subscale mean scores at the halfway point of the program.

Table 8 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Self-Significance Subscale (see Table 8, p. 122). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Self-Significance Subscale mean scores at the halfway point of the program.

Table 9 records the statistical findings from the multivariate analysis of variance applied to the experimental

and comparison groups on the Love Subscale (see Table 9, p. 123). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Love Subscale mean scores at the halfway point of the program.

Table 10 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Work Subscale (see Table 10, p. 124). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Work Subscale mean scores at the halfway point of the program.

Research question five examined the differences between the experimental and comparison groups on the mean social interest scores of the Social Interest Index at the end of the training program. Table 11 records the statistical findings from the analysis of variance applied to the experimental and comparison groups (see Table 11, p. 125). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the mean scores at the end point of the program.

Research question six examined the differences between the experimental and comparison groups on the four subscale mean scores on the Social Interest Index at the end of the

training program. Table 12 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Friendship Subscale (see Table 12, p. 125). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Friendship Subscale mean scores at the end of the program.

Table 13 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Self-Significance Subscale (see Table 13, p. 126). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Self-Significance Subscale mean scores at the end of the program.

Table 14 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Love Subscale (see Table 14, p. 127). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental and comparison groups on the Love Subscale mean scores at the end of the program.

Table 15 records the statistical findings from the multivariate analysis of variance applied to the experimental and comparison groups on the Work Subscale (see Table 15, p. 128). Because the value of p is greater than .05, there

is no indication of a significant difference between the experimental and comparison groups on the Work Subscale mean scores at the end of the program.

Research question seven examined the differences within the experimental group membership in regards to sex and age on the mean social interest scores of the Social Interest Index at the beginning of the training program. Table 16 records the statistical findings from the analysis of variance applied to the experimental group in regards to difference in sex (see Table 16, p. 129). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females at the beginning of the program.

Table 17 records the statistical findings from the analysis of variance applied to the experimental group in regards to difference in age (see Table 17, p. 129). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students at the beginning of the program.

Research question eight examined the differences within the experimental group membership in regards to sex and age on the four subscale mean scores on the Social Interest Index at the beginning of the training program. Table 18 records the statistical findings from the analysis of variance applied to the experimental group in regards to the

difference in sex on the Friendship Subscale (see Table 18, p. 129). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Friendship Subscale at the beginning of the program.

Table 19 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex on the Self-Significance Subscale (see Table 19, p. 130). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Self-Significance Subscale at the beginning of the program.

Table 20 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex on the Love Subscale (see Table 20, p. 130). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Love Subscale at the beginning of the program.

Table 21 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex on the Work Subscale (Table 21, p. 130). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Work Subscale at the beginning of the program.

Table 22 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Friendship Subscale (see Table 22, p. 131). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students on the Friendship Subscale at the beginning of the program.

Table 23 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Self-Significance Subscale (see Table 23, p. 131). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students on the Self-Significance Subscale at the beginning of the program.

Table 24 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Love Subscale (see Table 24, p. 131). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students on the Love Subscale at the beginning of the program.

Table 25 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Work Subscale (see

Table 25, p. 132). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students on the Work Subscale at the beginning of the program.

Research question nine examined the differences within the experimental membership in regards to sex and age on the mean social interest scores of the Social Interest Index at the halfway point of the training program. Table 26 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex (see Table 26, p. 132). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females at the halfway point of the program.

Table 27 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age (see Table 27, p. 132). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students at the halfway point of the program.

Research question 10 examined the differences within the experimental group membership in regards to sex and age on the four subscale mean scores on the Social Interest Index at the halfway point of the training program. Table 28

records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex on the Friendship Subscale (see Table 28, p. 133). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Friendship Subscale at the halfway point of the program.

Table 29 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex on the Self-Significance Subscale (see Table 29, p. 133). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Self-Significance Subscale at the halfway point of the program.

Table 30 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex on the Love Subscale (see Table 30, p. 133). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Love Subscale at the halfway point of the program.

Table 31 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex on the Work Subscale (see

Table 31, p. 134). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Work Subscale at the halfway point of the program.

Table 32 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age of the Friendship Subscale (see Table 32, p. 134). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students at the halfway point of the program.

Table 33 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Self-Significance Subscale (see Table 33, p. 134). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students on the Self-Significance Subscale at the halfway point of the program.

Table 34 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Love Subscale (see Table 34, p. 135). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students on the Love Subscale at the halfway point of the program.

Table 35 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Work Subscale (see Table 35, p. 135). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students on the Work Subscale at the halfway point of the program.

Research question 11 examined the differences within the experimental group membership in regards to sex and age on the mean social interest scores of the Social Interest Index at the end of the training program. Table 36 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex (see Table 36, p. 135). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females at the end of the program.

Table 37 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age (see Table 37, p. 136). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students at the end of the program.

Research question 12 examined the differences within the experimental group membership in regards to sex and age

on the four subscale mean scores of the Social Interest Index at the end of the training program. Table 38 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex on the Friendship Subscale (see Table 38, p. 136). Because the value of p is less than .05, there is an indication of a significant difference between experimental group males and females on the Friendship Subscale at the end of the program.

Table 39 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex on the Self-Significance Subscale (see Table 39, p. 136). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Self-Significance Subscale at the end of the program.

Table 40 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in sex on the Love Subscale (see Table 40, p. 137). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Love Subscale at the end of the program.

Table 41 records the statistical findings from the analysis of variance applied to the experimental group in re-

gards to the difference in sex on the Work Subscale (see Table 41, p. 137). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group males and females on the Work Subscale at the end of the program.

Table 42 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Friendship Subscale (see Table 42, p. 137). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students on the Friendship Subscale at the end of the program.

Table 43 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Self-Significance Subscale (see Table 43, p. 138). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students on the Self-Significance Subscale at the end of the program.

Table 44 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Love Subscale (see Table 44, p. 138). Because the value of p is greater than .05, there is no indication of a significant difference

between experimental group 17 and 18 year old students on the Love Subscale at the end of the program.

Table 45 records the statistical findings from the analysis of variance applied to the experimental group in regards to the difference in age on the Work Subscale (see Table 45, p. 138). Because the value of p is greater than .05, there is no indication of a significant difference between experimental group 17 and 18 year old students on the Work Subscale at the end of the program.

Research questions 13, 15 and 17 examined the differences within the experimental group membership in regards to the beginning mean scores and the halfway point mean scores, the halfway point mean scores and the end mean scores, and the beginning mean scores and end mean scores respectively. Table 46 records the statistical findings from the repeated measures analysis of variance applied to the three mean scores (see Table 46, p. 139). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental group mean scores in any combination at the beginning, halfway point, or the end of the program.

Research questions 14, 16 and 18 examined the differences within the experimental group membership in regards to the beginning subscale mean scores and halfway point subscale mean scores, the halfway point subscale mean scores

and the end subscale mean scores, and the beginning subscale mean scores and end subscale mean scores, respectively. Table 47 records the statistical findings from the repeated measures analysis of variance applied to the Friendship Subscale (see Table 47, p. 139). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental group Friendship Subscale mean scores in any combination at the beginning, halfway point, or the end of the program.

Table 48 records the statistical findings from the repeated measures analysis of variance applied to the Self-Significance Subscale (see Table 48, p. 139). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental group Self-Significance Subscale mean scores in any combination at the beginning, halfway point, or the end of the program.

Table 49 records the statistical findings from the repeated measures analysis of variance applied to the Love Subscale (see Table 49, p. 140). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental group Love Subscale mean scores in any combination at the beginning, halfway point, or the end of the program.

Table 50 records the statistical findings from the repeated measures analysis of variance applied to the Work

Subscale (see Table 50, p. 140). Because the value of p is greater than .05, there is no indication of a significant difference between the experimental group Work Subscale mean scores in any combination at the beginning, halfway point, or the end of the program.

Research questions 19, 21 and 23 examined the differences within the experimental group membership in regards to sex and age between the beginning mean scores and the halfway point mean scores, the halfway point scores and the end mean scores, and the beginning mean scores and the end mean scores, respectively. Table 51 records the statistical findings from the repeated measures analysis of variance applied to the interactional variables (see Table 51, p. 141). Because the value of p is greater than .05 in all cases, there is no indication of a significant difference between the interactional experimental group mean scores from the beginning, halfway point, and the end of the program.

Research questions 20, 22 and 24 examined the differences within the experimental group membership in regards to sex and age between the beginning subscale mean scores and halfway point subscale mean scores, the halfway point subscale mean scores and the end subscale mean scores, and the beginning subscale mean scores and the end subscale mean scores, respectively. Table 52 records the statistical findings from the repeated measures analysis of variance applied

to the Friendship Subscale (see Table 52, p. 142). With the exception of the interaction between the repeated measures and sex variables, the value of p is greater than .05 in all cases, thus indicating no significant difference between the interactional experimental group Friendship Subscale mean scores from the beginning, halfway point, and the end of the program. Since the value of p is less than .05 for the repeated measures and gender interaction, there is an indication of a significant difference in this case between the interactional experimental group Friendship Subscale mean scores from the beginning, halfway point, and the end of the program.

Table 53 records the statistical findings from the repeated measures analysis of variance applied to the Self-Significance Subscale (see Table 53, p. 143). Because the value of p is greater than .05 in all cases, there is no indication of a significant difference between the interactional experimental group Self-significance Subscale mean scores from the beginning, halfway point, and the end of the program.

Table 54 records the statistical findings from the repeated measures analysis of variance applied to the Love Subscale (see Table 54, p. 144). Because the value of p is greater than .05 in all cases, there is no indication of a significant difference between the interactional experi-

mental group Love Subscale mean scores from the beginning, halfway point, and the end of the program.

Table 55 records the statistical findings from the repeated measures analysis of variance applied to the Work Subscales for all mean scores (see Table 55, p. 145). Because the value of p is greater than .05 in all cases, there is no indication of a significant difference between the interactional experimental group Work Subscale mean scores from the beginning, halfway point, and the end of the program.

Descriptive Data - Peer Counselor's Reactions

Question 25 examined the social interest patterns within the experimental group as indicated by the answers to the evaluation questions at both the halfway point and the end of the program. A pattern was determined to be evident whenever there were five or more similar responses to a question. Question one evaluated the peer counselors' reactions to the types of activities they most enjoyed. At the halfway point there were four activities the students mentioned most often as being enjoyable; the relaxation and fantasy exercises (7 of 20 students), the positive feedback model (6 of 20), the pairing exercises (5 of 20), and the touching exercises (7 of 20). There seemed to be no female/male pattern regarding the first two, but the latter two revealed a definite female orientation; the five students who selected the pairing exercises were all girls, and six of the seven who chose the

touching exercises were also female. In regards to age, all seven students who selected the relaxation and fantasy exercises were 17 years old. There were no clear patterns in relation to the reasons the students enjoyed certain activities other than they created a more personal interaction and made it easier to share within the group. Phrases such as "good close contact with the others", "to know others better", and "helped us open up" were illustrative of this pattern.

At the end of the program, the retreat was obviously the most enjoyable activity of the last nine weeks according to the students; 17 of 19 noted the retreat itself or a specific activity experienced on the retreat. Nine of 19 commented that the retreat brought the group closer together. One student wrote, "I felt close to a lot of people...that felt good. We were like one, big happy family. I have never felt so close to so many people all at once." The trust exercises were mentioned by 6 of 19 as being the most enjoyable activities. There were no specific preference patterns in regards to sex or age.

Question two examined the peer counselor's reactions to the types of activities that were least enjoyable. At the halfway point there were no specific activities selected to indicate a particular pattern, although of the 15 disliked activities mentioned, the most prevalent was that of studying

counseling theories. Four of 20 students wrote that this was the least enjoyable. Consequently, there also were no discernable age or sex patterns. As for reasons as to why certain activities were not enjoyed, the students usually noted feelings of embarrassment, nervousness, or discomfort associated with the specific activity.

At the end of the program, there were some more definite patterns. Five of 20 students responded that the nursing home visits were not enjoyed. Some part or all of the time spent working with the students at the various schools was noted by 8 of the 20 students as activities they disliked. There were no sex or age patterns for those who disliked the nursing home. Although there were no sex patterns for those who disliked something about working at the schools, there was an age pattern; six of the eight were 17 years old. Patterns as to why the students disliked the nursing home were not clear, though one student seemed to best capsule it when he wrote, "It was depressing. The old people just get lonlier and it's scary to think I will be that way eventually." Reasons given for disliking the school visits were also varied, but a general feeling of not really getting close to the young people to whom they were assigned was most prevalent. One student observed, "It was so hopeless. I could not get close, communicate, or relate. I don't even like kids."

Question three examined what one event was most significant for each student. At the halfway point, the positive feedback exercise was listed by 6 of the 20 students as being the most significant. The other students spread out their answers over eight different activities. There were no sex or age patterns for those who chose the positive feedback model. The reasons given for this selection were all related to the students' need to know what the others thought about them. As one student noted, "I am very hard on myself and I needed that ego boost to point out things I am good at because I purposefully overlook them." A similar trend was evident throughout the answers for this question; 11 of 20 students alluded to their significant event as being something that made them feel good about themselves.

At the end of the program the retreat was reported to be the most significant event. Eleven of 19 students chose the retreat, and of that 11, 7 were 17 years old. There were no apparent sex differences as six were female and five were male. The main reason the retreat was most significant seemed to be that it allowed the students to get to know each other better; 6 of 11 mentioned closeness. Most illustrative of this dynamic was the comment of one student for whom it was a real struggle to be accepted in the group; "(it was) the first time I felt anybody in the class gave a damn about anything I said...it was nice to feel appreciated instead of tolerated."

Question four examined the two most important things the students learned about themselves. At the halfway point of the program, two patterns developed as nine students wrote that it was now easier for them to talk to people (they were less shy) and six students mentioned in various fashions that they saw themselves as being worthwhile. There were no gender patterns in regard to either of these two responses. There seemed to be, however, an age pattern as six of the nine former responses and five of the six latter responses were from 17 year olds. The reasons given for the various responses centered around the theme of self-improvement being important, but in general there were no patterns evident within this context.

At the end of the program there was not one answer given that followed a specific pattern. Consequently, there were also no gender or age related parallels. However, there was a definite pattern in the responses as a totality. The 19 students provided 43 responses, and of these, 28 were explanations of self as defined in relation to other people. This same pattern was evident at the halfway point of the program where 29 of the 38 responses given by the 20 students were also other oriented. At the end of the program one student stated that what he learned about himself was, "I need other people to a certain degree---before I didn't enjoy being in groups and didn't think it was important. Now I don't have such an acute fear of people."

It was also interesting to note that at the halfway point there were 15 types of responses that could be categorized as being different from each other; the 38 responses fit into one of the 15 categories. At the end of the program it was much more difficult to see commonalities in the responses, and a total of 25 different types of responses were needed to categorize the 43 responses.

Question five examined the two most important things the students learned about other people. At the halfway point of the program, there were again two patterns that emerged. Of the 36 responses made by the 20 students, 10 of them related to other people having the same feelings or having similar problems as the students themselves. Five students reported that most people are caring, supportive beings. In the former pattern, there were equal numbers of both male and females and 17 year olds and 18 year olds. In the latter pattern, there was no gender bias, but four of the five were 17 years old. Throughout the responses for this question was a general attitude that people, despite their differences, are basically good and that social barriers are self-imposed. As one student observed, "Popular people are just like me. I had a misconception that class favorites, etc. were deities. Now I know better; that boosts my ego and I needed that as I am always down on myself."

At the end of the program there was only one response that seemed to recur. This was the same pattern as the

first one mentioned at the halfway point of the program; i.e., that other people have the same feelings and/or problems. Eight students wrote this in some analogous form, and of these eight, six were female. There was no age related pattern involved. Another pattern that emerged was that there seemed to be a distinct difference in the tone of the answers for the end of the program as compared to the halfway point. At the end, the tone of several answers was tempered with caution in relation to the basic goodness or trustworthiness of humans in general. For example, one student wrote, "I learned to watch people more carefully to see if they are really friends." Another suggested that "people can really care about (or not care for) someone and their feelings." Overall, there were seven responses which could be deemed a negative reaction to other people; a lack of trust, caution regarding relationships, or other similar observations. At the halfway point there was only one similar type statement.

In addition, there was an obvious parallel between many of the answers in the initial set of responses and those in the final set. The concept of tolerance for other people and their ideas, beliefs, limitations, and basic humanness repeated itself over and over in both sets of answers. As one student noted, "I learned that just because the outside is bad, on the inside a person could be trying to be a good person."

Question six was an open ended question designed to solicit the peer counselors' general comments. At the half-way point of the program there were three comments that were repeated often enough to be significant. Of the 20 respondents, 8 mentioned that the class was important because they learned something about themselves or others that was worthwhile. Five students alluded to the friendships they had formed and the closeness of the group. Sixteen students offered that the class had been enjoyable and worthwhile. There were no visible patterns in relation to gender or age. The following answer best demonstrates the overall reaction in response to question six: "The self-evaluation, discovery, and improvement fits in with what I have been doing. I don't feel as lonely, being part of this group. I enjoyed making new friends and getting closer to old friends."

At the end of the program the patterns were the same. Of the 19 respondents, 6 observed that what they had learned about self and others had been important. Six students mentioned the importance of the friendships that evolved. Sixteen again said that in some way the class had been a positive experience for them. Once more there was no pattern in relation to gender or age. One student summed it up by writing, "I loved this class and will miss all the people next semester. Please fail me so I can take this class again."

Question seven was asked only at the end of the program. The focus of this question was on any new behavior the students exhibited in their relationships with other people as a result of what they learned in the class. There were 12 answers out of the 19 that related to concern of others, caring more for the welfare of others, being sensitive to others, etc. Seven students observed that they listened better to others or were better helpers because of what they learned. There were no apparent patterns in regards to gender or age. One answer that was representative of the various responses was, "I've changed to being a more loving person and try to show people my love. I've always wanted to be affectionate and some of my friends have seen the change." Another student, the one quoted earlier who had to struggle to become part of the group, wrote, "I'm a lot more 'crybaby' than I used to be. I'm so overly sensitive about this class only, though. I take everything in here so seriously and it's making me weird, ya know!"

Descriptive Data - School Counselors' Reactions

Question 26 examined the social interest patterns within the experimental group as indicated by the descriptions in the anecdotal records of the school counselors facilitating the training program. These records included both the counselor responses to the Peer Counselor Behavior Evalu-

ation and the daily log kept during the course of the semester. The former will be evaluated first.

The Peer Counselor Behavior Evaluation, built from the eight attributes listed by Ansbacher (Bitter & West, 1979) as being representative of the social interest construct, served as the primary base for the school counselors to collectively draw inferences from the behavioral patterns of the peer counselors. A pattern was determined to be evident whenever all three school counselors agreed that a student displayed five or more of the eight social interest attributes. At the halfway point in the program, there were 6 of 20 students who met the criteria. There appeared to be no gender pattern as three of the six were female and three were male. However, an age pattern developed as the three males were all 18 years old and the three females were all 17 years old.

Table 56 presents the breakdown of gender and age patterns in relation to each of the eight social interest attributes at the halfway point of the program (see Table 56, p. 146). Several patterns can be traced in this table. One of the most evident is that the younger males exhibited the least proportionate number of social interest behaviors. The younger females, on the other hand, displayed the highest proportionate number of social interest behaviors. Another pattern is seen in that reliability and cooperation

seemed to be the areas in which the students most often revealed their social interest. At the other end of the spectrum, a relaxed approach to life was evidently the least applicable social interest quality. Finally, it seemed apparent that more students were good followers than good leaders in the interaction of this particular group.

It should be noted there was one other pattern that evolved from the school counselors' evaluation of the students. The three counselors were in agreement that seven students had made some kind of personal growth or progress during the first half of the training program. The behavioral change manifested itself in various forms, but was there nevertheless. There was no gender or age pattern evident in those seven cases.

At the end of the program, there were 11 of 19 students who displayed 5 or more of the social interest attributes according to the evaluation of the school counselors. There seemed to be a gender pattern as 8 of the 11 students were female. There was not, however, an age pattern as five of the students were 18 years of age and six were 17 years old. Of the 19 students evaluated, 12 increased their number of social interest attributes as compared to the halfway point, 4 lost ground, and 3 remained the same. There were no gender or age patterns for those who improved their social interest quotients, but all four who were not rated as

highly as they had been previously were 17 years old. The three who remained the same were all males. There was only one student who was acknowledged to have had one or less social interest attributes.

Table 57 presents the breakdown of gender and age patterns in relation to each of the eight social interest attributes at the end of the program (see Table 57, p. 147). Again, several patterns are apparent in this particular table. The younger males displayed the least proportionate number of social interest behaviors. The highest proportionate number was found with both the older and younger females. Reliability, cooperation, contribution to the group, and maturity were the areas in which the students most often revealed their social interest. A relaxed approach to life was the area in which the students revealed the least number of attributes. Also, more students were better followers than leaders in the judgement of the school counselors.

In comparison with the halfway point evaluation, there were some similarities. In both instances the younger males revealed the least number of social interest behaviors. In both instances the 17 year old females showed the most number, with the one difference being that at the end the 18 year old females paralleled the younger girls. In both instances reliability and cooperation were the areas in which social interest was most manifested, with contribution to the group

and maturity being added in the final evaluation. A relaxed approach to life was the least observed quality for the students at both the halfway point and the end of the program. And the same pattern repeated itself in regards to their being more good followers than good leaders for both evaluations.

Another pattern repeated itself in the final evaluation. Once again the school counselors noted that there were a significant number of students who they felt in some form or fashion showed personal growth or development over the semester. Fourteen of 19 students fit this category in the estimation of the counselors. There were no apparent gender differences for the 14 students, but in regards to age, 9 of the 14 were 17 years old.

Descriptive Data - Semester Log

Question 26 was also addressed through the evaluation of the daily log. Though the log was, in effect, a secondary tool in the research process, it still provided a great deal of descriptive data that would have otherwise not been available for examination. In the final analysis, the log served three purposes. It was a record of the events as they occurred during the training program. Secondly, it was a commentary on the personal development within the group process of each individual peer counselor. And finally, it was a commentary on the development of the group as a whole.

It is the latter which was utilized as the primary basis from which to examine the patterns within the log, with the first two serving a supplemental function.

In reviewing the log, there were several problems the school counselors repeatedly had to deal with during the course of the semester. The nature of the group was such that nonproductive humor again and again thwarted the process of the unification of the group and the establishment of a group identity. This inability of the group membership to focus on serious, meaningful dialogue was particularly evident the first five to six weeks of the training program. The school counselors mentioned this problem over and over in the log. The problem was best described on the retreat by one of the students who had assumed the role of group leader. The student reached a point of exasperation and said to one of the school counselors, "I'm trying my best to lead these people, but it's very, very hard because they are so silly!"

Closely related to that pattern was the inability of the group to stay on task. Again, this was more evident during the first third of the 18 weeks, but the effort to focus on the task at hand and stick with it without digressing into superfluous interaction was a struggle most of the semester. This problem pattern was again best defined by the students themselves at various points in the 18 weeks.

One student observed, "no one really listens or hears; everyone keeps trying to say what they think." Another student offered this explanation, "we're all leaders in here and no one wants to be a follower."

Another problem that perpetuated itself was the aggressive nature of the strongest males in the group, or what Adler would term a masculine protest (1956). This "macho" measuring stick was also most prevalent at the beginning of the year and served to negate the development of gentleness and sensitivity. The problem was compounded by the personalities of several students who injected cynicism and negativism into many of the activities. One of the counselors at an elementary school who helped the peer counselors while they were working at the school mentioned that this group of students was the most flippant that had been sent to that school. At one point in the semester the principal of another placement setting school initiated a meeting with the facilitators of the program in order to discuss the "insolent attitude" of some of the students who were working at that school.

A final problem faced by this group was the lack of the development of a "social leader" (Hallorand, 1978). The identification of this problem was more elusive than the others, and it was not until the halfway point evaluation that the school counselors were able to conceptualize what

was missing. It was not until the last half of the program that one student began to take on the role of social leader; i.e., making sure that the group members feelings were taken care of and that everyone had equal opportunity to participate.

These problems were all significant in that they were continuous and were an antithesis to the social interest construct. The movement of the group as a whole towards a social interest orientation ran directly into these patterns; they were roadblocks which had to be broken down or otherwise maneuvered around. The eight social interest attributes listed in the Behavior Evaluation were all negatively impacted by the above patterns.

Fortunately for the growth of the group, there was a series of developments which counteracted the problem patterns. One already mentioned was the development of one of the peer counselors into being a task leader (Hallorand, 1978) for the group. This student, along with several others who supported him in his efforts, managed to slowly help the group focus on the business at hand. As the semester continued, the school counselors logged in numerous accounts of the group managing to stay on task due to the leadership displayed by these student taskmasters. Towards the end of the semester there was one activity experienced by the group which was very unstructured and designed to inject chaos

into the proceedings. One of the facilitators commented that "although there were times of complete anarchy, they always managed to bring themselves back into control." Another counselor observed at the end of the program that "this group still needs structure, but they're self-correcting more."

Related to the development of a task leader was the development of a social leader. Though this finally did begin to materialize, it happened late in the semester and the student never fully completed the role. This student, a female, was usually the one who initiated any discussion of a sensitive, affective nature. The girl who began to do this was depended on by the others in the group to initiate and give sustenance to such issues as sexuality, fears, and family problems. As one of the counselors noted late in the semester, this girl "is like the court jester in a Shakespearian tragedy. She provides comic relief, but can be serious. She's the barometer for how the group is feeling."

Another development which fit into an overall pattern of improved social interest was the students' own confrontation of their nonproductive humor, the macho attitudes, and the negative personalities in the group. For example, during the second week of the class one of the strongest girls in the group confronted one of the negative females with the observation, "well, here she goes again" in reference to some inappropriate behavior. After the other girl

responded with a "shove it" comment, they both tried to back off and make ammends; it was the opinion of the school counselors that this incident triggered the beginnings of some new behavior on the part of the negative female. The non-productive humor, particularly expressed by obsessive giggling by some of the girls, was successfully countered by continuous objections by other members in the class, and finally, the angry comment of one student during a laughing episode, "I'm sick of the giggling!" Several girls confronted the males' machoism during a discussion on aggression; the day ended with the central male figure trying, with difficulty, to explain that he really was not overly aggressive. Asked to clarify his statements, one of the girls explained, "he's trying to say he's not trying to hurt someone on the football field." There were many other incidences where healthy confrontation led to new forms of behavior.

These, then, were the sequence of events that helped the group overcome some of the internal problems that hindered the development of a unifying social interest system. There were other events that contributed to this growth as well. One such happening occurred during a discussion where the group was talking about the tragic death of a classmate the previous year. One of the stronger males shared his feelings regarding the death of his grandfather the day

before this particular discussion. The dynamics of that disclosure were powerful and impactful. Other group discussions of a similar sensitivity also revealed that the group was growing and unifying. The counselors observed that the touching games and discussion, the relaxation exercises, and the experience of selling Fuzzygrams seemed to best stimulate such development. One of the school counselors said at one point, "this group is getting better! They get into experiential things more than any group we've had." Another counselor, after having been ill and away for a few days, commented about the halfway mark of the semester, "There is a unity now in this group; a feeling there between the kids that wasn't there before."

In addition, there were several other patterns that evolved as the semester progressed. As might be expected, there were two or three official and two or three unofficial romances spawned within the group. This added some degree of joy and some degree of sadness to the process of the group. Another observed pattern was the creation and dissolving of various alliances between individuals in the group. Also, there were numerous examples of "an interest in the interest of others" throughout the semester. For example, one day a student came by the counselors' office to say she was afraid she had hurt the feelings of one of the group members in class that particular day. Another day,

one of the students asked for permission to be late to an afternoon class so she could make an unscheduled visit to the nursing home to help one of the elderly ladies decorate her door for Thanksgiving. One student arranged time in the evenings to take one of the students from the elementary school with him to the gym to work out with weights. Another student revealed her concern when she related to the class her feelings about the fact that one of the ladies at the nursing home had "run away" from the nursing home and died in the fields nearby.

The retreat, however, was the central catalyst for the group's transformation. All the counselors agreed on this point, and that idea was reiterated throughout the semester after the retreat. The students seemed to put it all together on that weekend, and several different students were obviously impacted. The trust exercises and the sharing of spiritual beliefs seemed to be the peak experiences. In terms of creating a group unity and identification, there was no other experience as powerful, at least in the observations of the school counselors.

Before concluding in regards to the patterns, events, and interactional processes reported in the log, there was one other experience that reflected the nature of social interest. Near the end of the program the students participated in an exercise designed to have them project seven

years into the future and describe themselves. As a result of that activity, it was possible to hear the students comment on what aspirations they had in terms of marriage and vocation. All 18 students (one was absent) said they would eventually marry, whereas in some earlier discussions in the semester there were several who said they would not or might not. In regards to vocation, Table 58 records the areas in which the students said they planned on entering (see Table 58, p. 146). This table seems to indicate that the females most often chose those vocations traditionally defined as the helping professions.

Again applying the eight attributes of social interest presented in the Behavior Evaluation, a final pattern can be extrapolated from the information in the log in relation to the group as a totality. Over the 18 week period, the group made great strides in the areas of cooperation with others, contributing, reliability, and maturity. They also began to relax to some degree and display a deeper interest in the interest of the others in the group as opposed to a surface level interest. The areas where they made the least movement were those of the development of a healthy use of humor and in the clarification of the various leader/follower roles necessary for healthy group interaction. Even the latter two areas seemed to improve, however, thus indicating, overall, definite movement and growth for the group as a whole.

Discussion

The purpose of this study was to explore the Adlerian construct of social interest within the parameters of a training program for adolescent peer counselors. Because of the multidimensional design, the results of this study can best be discussed by dividing the process into sections. The statistical results will comprise the first section. The second, third, and fourth sections will include, respectively, the descriptive data from the peer counselor's reactions to the questions, the school counselor's reactions and evaluation, and the observations gleaned from the semester log. A fifth section will provide an overview of all the data in its totality as well as recommendations and conclusions.

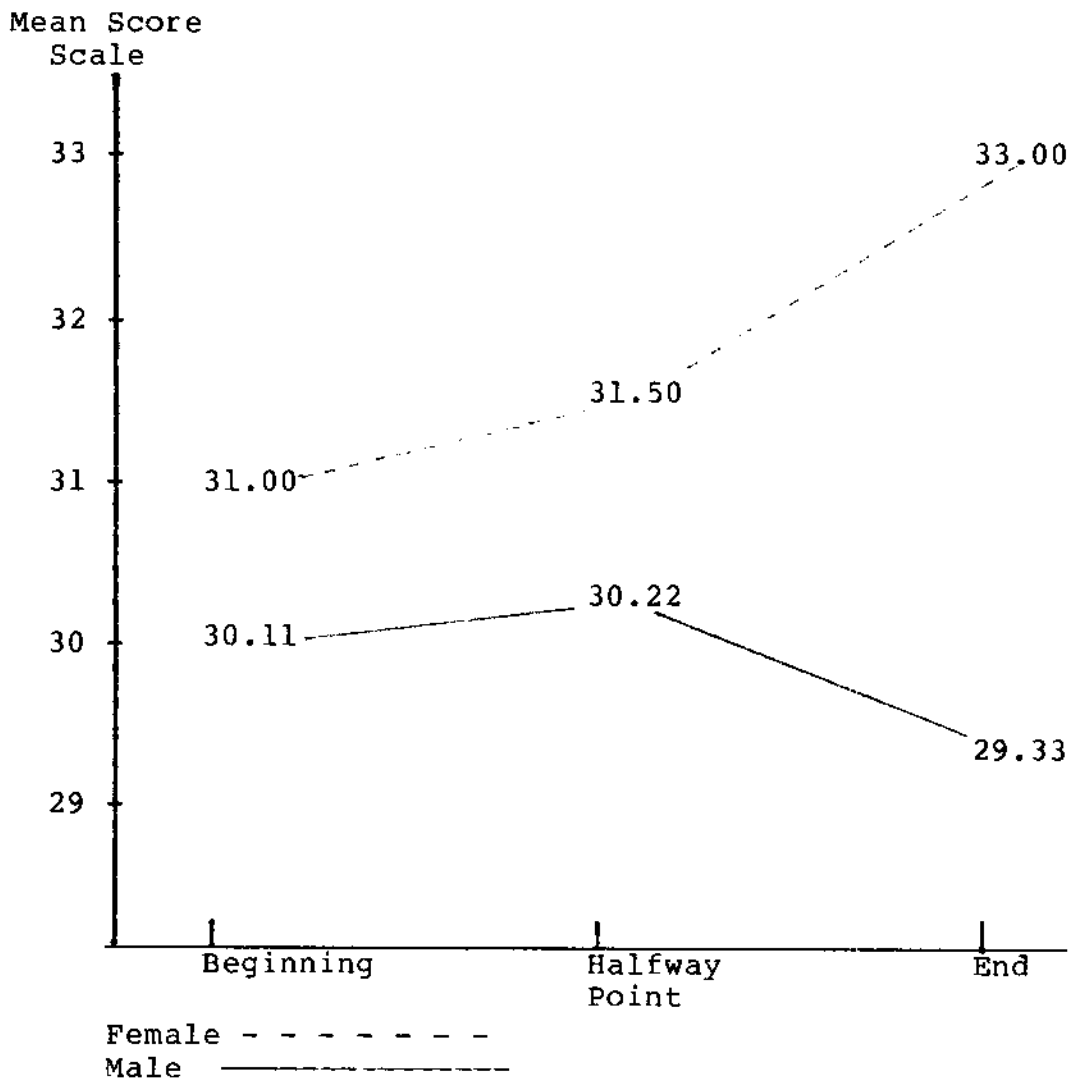
Statistical Findings

The statistical analysis of the Social Interest Index scores revealed significant differences for one subscale of research question 12 and for one subscale of research question 24. In both instances, the subscale was Friendship. The analysis of variance applied to research question 12 pointed to a significantly higher mean score for the females than for the males at the end of the training program. The repeated measures analysis of variance applied to research questions 20, 22, and 24 revealed an interaction between the repeated measures variable and the sex variable. Figure one

illustrates the significant difference to be the higher average mean subscale score for the females at the end of the training program, correlated with a non-significant in the males' final average mean subscale score. The means were calculated from the cell mean data used to produce Table 52 (see Table 52, p. 142).

Figure 1

Interaction of Male and Female Mean Scores
on the Friendship Subscale



The findings illustrated in Figure 1 indicate that the females made a marked, consistent progress from the beginning of the program to the end of the program in dealing with the life task of getting along with others. The significant results from the research question 12 data helps confirm this finding, and is, in effect, an extrapolation from the more global data provided in the repeated measures format used with research questions 20, 22, and 24. It would seem that the females were better equipped by the end of the program in dealing with what Zarski, West, and Bubenzer (1981) suggested was a focus on relationships with friends, with family members, and with community problems and communal life.

These findings partially parallel those of both Greever (1972) and Kaplan (1976, 1978b). Greever found that incoming college freshman women scored higher in social interest overall than did their male counterparts. She did not report subscale results as they had not been individually substantiated at that time. Kaplan (1976) used both the SII and the Sulliman Scale of Social Interest with rural high school students, grades 9 through 12, and found that the females scored higher than the males on both instruments. He, too, reported no subscale scores; only the full scale score. Kaplan (1978b) again suggested that young female adults score higher on social interest than young male adults. He

also conjectured that social interest is a learned entity, and in American society females are allowed to value social interest more so than males.

In her 1972 report, Greever acknowledged that there could be a sex bias on the SII. Kaplan (1978b) also reported that there might be a sex bias favoring females on the SII for those aspects of the test concerning relationships. Zarski, West, and Bubenzer (1981) did not mention any results of their work that indicated one way or the other. It would appear, however, from the results of this study that the males and females began the training program without any significant difference on any of the subscales or the overall mean score. This seems to differ from Kaplan and Greever's findings, and would suggest that perhaps there is no sex bias on the SII.

Overall, then, this study's findings do not correlate with earlier results showing females to score higher on the total Social Interest Index. The Friendship Subscale scores, on the other hand, do seem to support that trend, but because earlier reports did not include a subscale breakdown there is no means of direct comparison. It should be kept in mind that Greever's study and Kaplan's study involved different populations and larger numbers. The small sample in this study could obviously effect these comparisons.

In terms of the impact of the peer counseling training program on the development of social interest, there were no

significant findings for the group as a whole. These results replicate those related studies of Kelly (1980), Bell (1978), Tuff (1977), and Comeau (1977) which did not validate the helping theory principle. There are apparently no studies available at this time with which to compare the attempt to improve social interest per se by means of a controlled program. Greever's (1972) initial attempt to measure the development of social interest over the time period of a college semester showed that freshman males improved their social interest, but she could only speculate as to what variables influenced that change.

At this point, Crandall's (1980) suggestion that adolescents do not score well on measures of social interest, due to the developmental nature of that time period in life, seems most relevant and applicable. Alluding to Erikson's (1963) timetable of psychosocial development, Crandall concludes that learning to love and care are tasks of young adulthood, and the basis for such attitudes are only being formulated during the teenage years. The most significant task of the adolescent is the quest for an independent self-identity, and as such is antithetical to many of the precepts of social interest. Although this does not explain away the lack of significant findings on the SII, it does suggest there may be certain psychosocial building blocks that must be put in place before social interest can be completely manifested.

Combined with this building block concept, the results of this study do seem to echo those reported by Crandall (1980). Using a different instrument, the Social Interest Scale (SIS), he concluded that there is no sex difference between males and females during the early adolescent years, but there is during the college age years. This seems consistent with the development of social interest, at least on the Friendship Subscale, demonstrated by the females in this study. This not only suggests a possible gender effect on the development of social interest, but perhaps an age effect as well; i.e., that overall, social interest does not show up during early adolescence but does during late adolescence. Kaplan's (1976) findings, however, are not consistent with this hypothesis.

Descriptive Findings - Peer Counselors' Reactions

The peer counselors' reactions to the evaluation questions at the halfway point and the end of the training program interfaced well with some of the previous work cited in the synthesis of literature. For example, Adler's (1956) theory building included the proposition that people are continually trying to move from a position of feeling inferior to a position of feeling worthwhile. One of the patterns extrapolated from question number four on the evaluation form at the halfway point was that the most important thing the students learned about themselves was that in some

form or fashion they had begun to think of themselves as being worthwhile. The indications that they also felt less shy in talking with other people and the revelation reported from question number five that people in general have the same feelings and problems, also intertwine with what Adler saw as each person's need to overcome his or her feelings of inferiority. The fact that the positive feedback exercise was the most often mentioned significant event in the first half of the semester and that over half the students reported an event that made them feel good about themselves, also give credence to Adler's contention regarding inferiority.

Closely related to Adler's inferiority feeling conceptualization was his belief that interaction with other people was the means by which human beings learned about themselves and moved toward the goal of perfection (1956). This embeddedness in a larger social whole was quite evident in the pattern of the peer counselors' answers to question four. The intriguing aspect of their observations was in the fact that the question asked them to report what they learned about themselves, and the majority of them answered within the context of how they interacted with others around them. This tendency to define themselves within the parameters of how they interact with others seems to support some of Adler's basic premises. This was also borne out in their answers to questions six and three where the importance of the friend-

ships developed and the closeness of the group were offered as the most valuable commodities extracted from their semester experience.

Another meaningful result gleaned from the answers of the peer counselors was the fact that they felt they had acquired some valuable interactional skills during the course of the training program. The answers to question seven revealed that a great many of the students felt that one of the ways their behavior had changed as a result of the program was that they did a better job of listening to other people. It was Ansbacher (1968, 1977) who pointed out that social interest is an aptitude that, when developed, produces objective abilities and skills that in turn influence a person's attitude toward and about life. The ability to listen is apparently a skill that several of the students felt was important, and it was probably no small coincidence that a majority of the students observed that their behavior had changed over the semester relative to their being more aware of the feelings of others and their caring more about others. This latter point is also obviously related to Adler's (Ansbacher, 1968) definition of social interest as being "an interest in the interest of others."

There were other patterns evident in the peer counselors' answers to the various evaluation questions. Although it is difficult to discern what meaning can be attri-

buted, any time there seemed to be a discernable difference between the 17 year old students and the 18 year old students, the 17 year olds were in the majority. For example, there were more 17 year olds than 18 year olds who disliked something about the placement setting experiences, who mentioned the retreat as being the most meaningful experience, who listed being less shy and feeling more worthwhile as what they learned about themselves, and who observed that what they learned about other people was that they care.

At the same time, whenever there was a noticeable difference between the genders, the females were in the majority. The females overwhelmingly listed the pairing exercises and the touching exercises as those they enjoyed most the first half of the semester, and also predominated on the answer to question five at the end of the semester where they said that what they learned about other people was that they had similar feelings and problems. The only conclusion that can be derived strictly from this segment of the data is that the 17 year old students and the females more often agreed on various answers than the other students. A possible explication is that the 17 year old females were the most viable coalition of the group; on the other hand, it might well be that the results were influenced by the fact that there were more 17 year old females in the group than any other faction, though not critically so.

One thing that was definitely apparent, however, was the importance of the retreat in the eyes of the peer counselors. It was overwhelmingly the most pivotal event of the semester, and the students felt that the closeness the group experienced and the experiential trust activities were the foundations of that weekend. What variables accounted for these dynamics may be best explained by the suggestion that because the group had to depend on each other for everything from food, to warmth, to entertainment, they more fully experienced the embeddedness of the social whole mentioned earlier.

Another pattern that showed up as a result of question two (the activities the students did not enjoy) was that of the placement setting experiences not being a positive experience for some of the students. This was particularly true for the 17 year old students at the various schools, as well as for some of those who went to the nursing home. One possible reason for the former was the already mentioned conflict with one of the school's administration. That particular incident created a great deal of tension that was not completely the fault of the peer counselors, but at the same time colored the time they spent there in some negative hues. Several students mentioned that there was just a part of their placement setting experience they disliked, so the chances are good that the above situation was the culprit.

There is the possibility that the placement setting experiences that proved to be negative may account for the

cautious tone that pervaded some of the answers during the last half of the semester. Nothing in the previous literature seemed to deal with this finding. The paradoxical complexion of this pattern is the corresponding reports that indicated a developing tolerance for other people and their belief systems. It would seem at first glance that the two are mutually exclusive. However, it might be possible for the two to coexist as a very healthy attitude; a guarded optimism about human beings mixed with a willingness to hear the other person's viewpoint.

A final pattern extracted from the peer counselors' answers was stimulated by question six. At both the halfway point and the end of the program the students observed that the value of the program was that they learned a great deal. Adlerian theory is fundamentally a cognitive theory, and as Ansbacher (1968) noted, one of the most important functions of social interest is to serve as a guiding cognitive structure. The fact that the students appreciated the opportunity to learn, to perceive in different ways, to absorb new and perhaps somewhat threatening concepts and ideas, is a testimony to their growing social interest.

Descriptive Findings - School Counselors' Reactions

The school counselors' observations, much like those of the peer counselors, paralleled previous research reported in the literature. As an example, at the halfway point of

the semester there were 7 of 20 students who reflected some sense of growth or personal development. At the end of the semester that number improved to 11 of 19. This indication of movement is similar to the results presented by Goldin (1977), which is of particular importance since his study more closely compared to this current study in both structure and philosophy than any other. Goldin found that the personal psychological growth of the students in a college peer counseling training program improved as a result of learning skills for interpersonal interaction, role playing, and actual counseling sessions with other students. He also noted an Eriksonian developmental sequence within that growth; i.e., confirmation of the transitional movement from late adolescence to young adulthood. The data from both Goldin's study and this study are in direct conjunction with the Adlerian social interest equation of helping others equals helping self.

Of the 11 students who made such movement, 8 were female. This information, combined with the similar finding of the school counselors that the females overall revealed social interest attributes at a higher ratio than the males, seems to correlate with the contention of Greever (1972) and Kaplan (1976, 1978b) that younger females have higher social interest than males. This same finding would not be substantiated by Crandall's (1980) results, as he reported no

difference between high school males and females on his Social Interest Scale. Of additional interest is the fact that the older females in this study started off behind the younger females at the halfway point, but by the end were exhibiting a similar pattern of social interest. This seems to fit Goldin's suggestion that a peer counseling program can stimulate otherwise normal development.

Another pattern found in the school counselors' evaluation was that of the eight social interest attributes, being reliable and cooperating with others were the two highest rated areas at both the halfway point and the end of the program. Because of the nature of the selection process for the peer counseling program it might be expected that reliability would be displayed by the students in the class. There is not any previous research that addresses this variable. Kaplan (1976, 1978b), however, contended that cooperative behavior is the primary indicator of social interest. The results of the school counselors' observations seem to parallel his findings, as well as suggesting that contributing to the group and level of maturity are closely intertwined in the process.

On the other hand, at both the halfway point and the end of the program the peer counselors were evaluated to be lowest in the area of a relaxed approach to life. Crandall (1978a) contended that stress results in lowered social in-

terest, at least temporarily. Though the area of how stress and social interest are related has not been effectively examined, Crandall's initial findings may be indirectly related to the findings in this study regarding relaxation. Adolescence is a stressful, turmoiled transitional period of life, and it is probably not surprising that the teenagers in this study did not exhibit a relaxed approach in their daily interactions.

The leader/follower observations of the school counselors are not addressed in any of the literature related to social interest other than what Ansbacher (Bitter and West, 1979) postulated. From what he said, it is probably not that meaningful as to the discrepancy between the number of students who were judged to have leadership traits and those who were judged to be good followers. Ansbacher stressed that a person who exhibits one or the other or both is demonstrating a social interest attribute. This particular area of the study may have posed a dilemma for the peer counselors as they were almost all considered to be a leader of some subgroup within the high school's population. Putting them all together in one class probably had an impact on their views of themselves in relation to the others who they may have seen as better leaders than themselves. At any rate, it no doubt took some degree of time before the new boundaries of the system were established and tested, and the leader/follower dichotomies were defined.

A final comment regarding the school counselors' observations has to do with the fact that at the halfway point there were four students who exhibited one or less social interest attributes. Of those four, three were male. At the conclusion of the semester, there was only one student with one or less social interest qualities, and this student was a male who had been observed to have had four attributes at the halfway point. Apparently, this data indirectly parallels some of the already mentioned conclusions of Greever (1972) and Kaplan (1976, 1978b) that males have lower social interest than females at this age. It is also a commentary on Adler's (1956) belief that social interest and mental health are inextricably related. The one male student at the end who scored zero social interest attributes was a student about whom the school counselors had developed some concern and worry. The counselors felt the student might possibly be dealing with a potentially serious problem; consequently, it was not surprising that he deteriorated in relation to the social interest attributes.

Descriptive Findings - Semester Log

There were several reoccurring problems the school counselors dealt with throughout the semester; nonproductive humor, some degree of negativism, masculine machoism, not staying on task, and the lack of an affect oriented leader. The solutions to these problems were largely taken care of

by the students themselves within the context of the class interactions. This in itself can be viewed as being supportive of Adler's social interest concept, as well as other aspects of his personality theory. Since Adler (1937) saw social interest as the main characteristic of each person and the central criterion of mental health, it would readily follow that people in a group would have the ability and aptitude, however unpolished, to struggle with and solve relationship problems. His description of being in harmony with the universe (1964) and his cosmic feeling concept (1927) are both philosophically and psychologically connected to the ability of human beings to protect their interactional systems, no matter how enormous the divisions might appear. He once wrote, "group life proved to be a necessity because it alone enabled man . . . to solve problems in which the individual as such would have been condemned to failure" (Adler, 1956, p. 129).

Not only would Adler have predicted that the group in this study had the potential to solve its own problems, but so would those proponents of peer counseling. Myrick and Erney (1978, 1979), as well as others, have suggested that the most powerful means by which to influence an adolescent to adapt his behavior within a social context is to utilize that very context. The power of the peer group is a psychological reality, and peers helping peers is one of the most

potent forms of inducing change. The family therapy movement is based on this same principle, and the student who compared the peer counseling class to one big family best expressed the dynamics that aided the group in becoming closer and overcoming its problems. It should also be noted that during the third week of the program, the school counselors presented a constructive confrontation model, and the students were able to role play how to confront problems in a positive manner.

Ansbacher's (Bitter & West, 1979) eight attributes of social interest is also an excellent overview as to the patterns resulting from the problems and solutions described in the daily log. Throughout the semester the group improved their ability to cooperate with each other. As they did, each group member began to contribute more and more to the total experience and became more interested in the others. They had to be reliable or else face the consequence of their actions, which usually meant that they let someone down in the group. Their sense of humor changed from a rather negative force to one that was much more healthy. As mentioned previously, they struggled with the problem of who would lead and who would follow and who would do which when; ultimately, they found a solution. They became more comfortable with each other, thus making for a more relaxed group by the end of the program. Most importantly, and perhaps as a

result of that listed above, the group matured. They changed from a collection of students representing various subgroups in the school into a viable, communal group with their own established identity.

Some of the other patterns that developed included several romantic entanglements, the various displays of interest in the interest of others, the changing of alliances within the group, and the vocational choices listed at the end of the semester. Interestingly enough, Adler (Corsini, 1977) built a perfect model to account for each of these. According to his belief system that humans are goal oriented beings and are striving for perfection, Adler postulated that there are three life tasks that continually serve as the means by which an individual strives to attain that perfection. Friendship, work, and love are the three life tasks; the romantic entanglements represent the love task in this group, the changing of alliances and the interest in others fall within the friendship category, and the vocational choices obviously relate to the work task with which the 17 and 18 year old students were becoming concerned. Once again, the fact that the females chose those vocations most closely conforming to social interest boundaries might be part of the same pattern that Greever (1972) and Kaplan (1976, 1978b) reported regarding females scoring higher in social interest than males.

Finally, the retreat and its impact on the social interest development of the group as a whole was an overriding factor throughout the last nine weeks of the semester. Adler (1956) pointed out that, in the eyes of nature, man is an inferior being. Once the trappings of civilization are removed to some extent, once the securities of the modern 20th century are left behind, then the human being becomes more vulnerable to his or her own frailty. The retreat simulated these very conditions, and consequently the group found itself closing together in order to deal with those real, if but very temporary, problems of basic survival. No doubt the trust exercises and the religious experience were factors, but for one weekend the group had to depend on each other for what they usually counted on as a given, a constant in life. In Maslowian terminology, self-actualization, which includes several attributes related to social interest (Crandall, 1980), can only be attained after the basic needs are cared for. The night sky made everyone feel closer.

Overview of Statistical and Descriptive Findings

In examining both the statistical data and the descriptive data, it is readily observable that there is one general similarity and many discrepancies. The similarity can be seen in the improvement of the female population of the experimental group in regards to the Friendship Subscale scores on the SII and the focus upon the relationships, friend-

ships, and closeness of the group as a whole reported in the descriptive data. Both sets of data indicate that to the 17 and 18 year old high school students in this study, friendship was a dominate force, perhaps most importantly so for the females.

Other than that, it would be fair to state that the statistical data did not support the contention that learning to help other people would improve the social interest for the 17 and 18 year old high school students in this study. The descriptive data, on the other hand, seemed to support Adler's (Dreikurs, 1971) premise that social interest can be developed. The descriptive data indicated that adolescent females may have, in general, a higher social interest than males, as the work of Greever (1972) and Kaplan (1976, 1978b) postulated. It suggested that peer counseling and peer systems of learning help improve the development of interactional skills and consequent social interest. It supported Kaplan's (1976, 1978b) contention that cooperative behavior is the primary yardstick for evaluating social interest. It implied that there may be specific learning experiences, such as the retreat, that best stimulate and impact social interest. Finally, it indicated that the concept of social interest being the best barometer of mental health is a viable, concrete construct.

There is another view of the total data which provides some productive comparisons. Table 59 combines the mean

scores for the beginning, halfway point, and final administrations of the Social Interest Index with the school counselor's evaluation using the social interest attributes at the halfway point and the end of the program (see Table 59, p. 149). There seems to be a correlation between the students who scored the highest on the SII and those students who were observed to have had the highest number of social interest attributes. For example, at the halfway point of the program, there were eight students who had a mean score of 130 or more, and of those eight, five exhibited five or more social interest attributes. Of the 11 scoring 130 or below on the SII, only one was observed to have had more than five social interest attributes. At the end of the program, the same pattern held up, though not as dramatically. Of the 10 students who scored 130 or above at the end, 6 displayed five or more social interest attributes. The student with the missing data also had five or more attributes, and his mean score was over 130 even without the missing data; that would make a total of 7 out of 10 observed to have had five or more attributes. Of the eight scoring under 130 on the SII at the end, four exhibited five or more social interest attributes.

The implication is that there seems to be some consistency between the results of the SII and the results of the behavioral evaluation. Although the purpose of this study

was not to evaluate the SII or Ansbacher's description of social interest attributes, it appears that the two may be interrelated. Obviously there needs to be a more systematic, empirical approach to comparing the two, and this might be time and effort well used in future investigations. Such an endeavor could be particularly productive if it precipitated a reliable, well validated behavioral instrument based on Ansbacher's observations.

Another observation resulting from this data is the fact that the student who served as task leader and the student who had begun to take on the role of social leader both scored below 120 on all three administrations of the SII. This would seem to indicate a possible contradiction regarding the conceptualization of leadership and exhibited social interest. This dichotomy is heightened by the fact that both students averaged five or more social interest attributes on both evaluations by the school counselors. Also, the four students who at one time or another scored 140 or more on the mean score of the SII were considered by the school counselors to be good followers rather than leaders in this particular group. Again, there appears to be a need for further investigation in this area.

There are other areas where future research could be beneficial. Further investigation of a possible sex bias on the SII is necessary, as the evidence indicating such a bias

is, at this point, inconclusive. The continual refinement of the SII and other social interest instruments is mandatory; the work of Greever (1972), Sulliman (1973), Crandall (1975), and others is to be commended, but they have but created the embryo in the developmental process necessary to build an effective, accurate, well validated social interest instrument. Along this same line, it might be well that future work include age appropriate measurement if it becomes clear that social interest is indeed the sequential, age related process it seems to be.

In addition, the concept of social interest is just now beginning to receive the investigative attention needed in order to reveal its potency as a personality construct. More research is required to develop the precision and specificity necessary to continue the validation process. Adler's ideas about social interest have been in cold storage long enough, and quality research will help bring about the data needed to substantiate the universality of the concept.

It is also recommended that other studies involving peer counseling type programs at the high school level send the students to placement setting environments only twice a week rather than three times a week. There is a great deal of tension and anxiety on the part of the peer counselors connected with the experience of establishing a relationship with others, not unlike the feelings of neophyte counselors

in their first practicum experience at the college level. The school counselors who facilitated this study decided that two days a week in a placement setting was more than adequate in meeting the goals expected of that experience.

In relation to this, it should also be noted that the placement setting atmosphere must be sufficiently structured to insure the success of the peer counselors. As was pointed out in this study, an unpleasant or uncomfortable setting can impede the personal growth and progress of the peer counselors. If the groundwork is laid properly and expectations are clear to everyone concerned, then the chances for a healthy learning experience are heightened.

Another recommendation that evolves from the results of this particular study is the implementation of similar programs in other high schools. Adler's belief that social interest is the main criterion for mental health has vast implications for schools and school systems. In effect, the peer counseling approach serves as an extension of the counseling department of any school, and because peers helping peers seems to be such an efficient, appropriate means by which to help others, the impact on the mental health of a school can be powerful. High school counselors would do well to consider such an approach as a valuable tool in reaching the various subgroups within their schools. Schools with a strong peer counseling program have a much better

chance to deal with the contemporary problems facing adolescents. It is also a good way to begin what Orgler (1939), Corsini (1977), and others have suggested as the role the schools should be playing; that of social interest advocates.

In direct relation, the results of this study have important implications for other counselors working with young people. It appears that the concept of social interest is a useful construct in determining the mental health of individuals, and as such could be of great use in evaluation and diagnostic work. Again, further work is needed in developing social interest instruments that are both reliable and valid, but the possibilities are there. There are also grounds to think that, as a counseling approach, the mental health of adolescents might be positively impacted by helping them to help themselves by helping others. This action oriented approach to therapy is consistent with Adler's view that sooner or later the individual must do something in order to precipitate growth, and it could well be that getting involved with others in a helping relationship could be very therapeutic.

In summary, this study investigated the impact of a peer counseling program on the development of social interest for 17 and 18 year old high school students. One way analysis of variance and repeated measures analysis of variance revealed that the females in the experimental group scored

higher on the Friendship Subscale at the end of the program than the experimental group males. Other than that, there were no significant statistical findings that would indicate the training program influenced the development of social interest. On the other hand, the self-report of the peer counselors, the behavioral evaluation by the school counselors, and the data from the daily log kept during the semester-long program all seemed to confirm that the social interest of the experimental group was impacted. The descriptive data indicated that, overall, the females in the experimental group improved their level of social interest more so than the males. The descriptive data also supported the contention that social interest can be learned, and that specific types of learning experiences may best facilitate that process.

APPENDICES

Appendix A
Outline of Peer Counseling Program

The curriculum for every semester is always similar but never the same. The counselors rearrange the class experiences to fit the progress, moods, climates, intensity, resistance, and other human variables of each particular group of peer counselors. Below is the outline of the daily activities for the experimental group program.

Week 1 (began on a Wednesday)

- W: Name game; discussion of ground rules and expectations
- T: Ice Breakers - Santa Claus discovery; Milling Assassin; Trio game
- F: Lecturette on Listening - discussion on eye contact

Week 2

- M: Warm up - groups of four, most embarrassing moment; Continuum discussion about the willow/oak
- T: Warm up - Human Pretzel problem solving; Power Ball exercise
- W: Warm up - Circle Support System; finished Power Ball; discussion on being tactful and are human beings good or evil
- T: Warm up - Paired up for "a time you were really scared; continuum about the high school - is it good or bad
- F: (short period) - BizzBuzz game

Outline of Peer Counseling Program

Page 2

Week 3

- M: Holiday
- T: Warm up - paired for "something that made you feel very warm and alive as a person; Listening skills discussion; counselors role play
- W: Warm up - paired for "share a problem you once had; discussion of fantasy and reality; Constructive Confrontation
- T: Warm up - Human Pyramid; continuation of constructive confrontation; role play in groups of four
- F: Warm up - Backrub; Problem solving techniques; role play

Week 4

- M: Warm up - inanimate object; finished problem solving role plays
- T: Warm up - Compact mirror exercise; Listening model and discussion
- W: Warm up - paired for "a dream that had an impact on you"; Fantasy Island exercise
- T: Completed Fantasy Island exercise
- F: (short period) Warm up - palm reading exercise; discussion of elementary schools and nursing home, etc.

Week 5

- M: Warm up - Communication configuration; some business; Problem Solving filmstrip and discussion
- T: Began theory with Rogers; touching exercises and discussion

Outline of Peer Counseling Program

Page 3

Week 5 (continued)

- W: Continued discussion on touching in our society
- T: Warm up - Circle and grab hands and form single line; discussion on retreat and unfinished business from previous sessions
- F: (short period) Warm up - Aura exercise; chain pendulum and discussion of psychic energy

Week 6

- M: Visited nursing home; that night held meeting to explain program to parents
- T: Warm up - Early memories; Adlerian theory; Pruie exercise
- W: Reality therapy presentation and discussion
- T: Film - "Speaking of Love" (Leo Buscaglia)
- F: (short period) Warm up - paired off discussion of Adler's usefulness/uselessness model; discussed film and got closure on this week's business

Week 7

- M: Transactional analysis presentation; Meadow fantasy and relaxation
- T: "When I get depressed . . ." exercise; relation techniques continued
- W: Guest speaker from counseling agency - discussed androgyny, awareness, integration
- T: Turning Points exercise
- F: (short period) Turning Points continued

Outline of Peer Counseling Program

Page 4

Week 8

- M: Holiday
T: Finished Turning Points
W: Positive Feedback model
T: Warm up - "what do you do when you want to be alone";
continued Positive Feedback
F: Homecoming - no class

Week 9

- M: Warm up - Pena and Ooh-ahh exercises; continued Positive Feedback; planned for retreat
T: Visited elementary schools
W: Visited junior high school
T: Visited elementary schools
F: (short period) Half of group revisited nursing home while the other half planned the selling of the Fuzzygrams (money making project for retreat)

Week 10

- M: Administered SSI and midterm evaluation; discussed apprehensions about going to various placement settings; what to do, etc. Finished Positive Feedback
T:
W: } Placement settings (also sold Fuzzygrams during lunch
T: } all week)
F: Processed first week at placement settings

Outline of Peer Counseling Program

Page 5

Week 11

M: Holiday

T:

W: Placement settings (schools and nursing homes)

T:

F: (short period) Planned for retreat

Week 12

M: Warm up - "go to any place in the room where you are comfortable/uncomfortable" process; completed plans for retreat

T:

W: Placement settings (schools and nursing homes)

T:

F: (short period Warm up - pairs for discussion of feelings about placement settings and the people they work with; last minute retreat plans

S:

Retreat

S:

Week 13

M: Discussed retreat; short group counseling session with one member; played back tape made of earlier session; played a play therapy tape and discussed

T: }

W: } Placement settings (schools and nursing homes)

T: }

Outline of Peer Counseling Program

Page 6

Week 13 (continued)

F: Discussed problems at the junior high; Romance and the Single Teenager exercise - reverse role date and discussion

Week 14

M: Warm up - reaction to photograph; guest speaker from counseling agency - discussion on the helping relationship

T: Placement settings

W: (short period) discussed junior high again; dismissed for Thanksgiving vacation

Week 15

M: Guest speakers on suicide

T: }

W: } Placement settings (schools and nursing homes)

T: }

F: Continued Romance and Single Teenager - Filmstrip on jealousy, discussion, etc.

Week 16

M: Processed last Friday's experiences; Pioneers of Arania game

T: }

W: } Placement settings (schools and nursing homes)

T: }

F: Blue/Green game

Outline of Peer Counseling Program

Page 7

Week 17

M: Guest speaker on drug use and abuse

T: }

W: } Placement settings (schools and nursing homes)

T: }

F: Warm up - chant and relaxation; group session on sexuality

Week 18

M: Warm up - Marriage ritual; discussion on relationships and commitment

T: Placement settings

W: Group session on fears and dreams

T: Placement settings

F: Warm up - "a time when you really got angry"; Filmstrip and discussion on anger

Week 19

M: Administered SSI and final written evaluation

T: Began closure; pairs for "what you will miss most"; Seven Years From Now exercise

W: Finished Seven Years From Now and began Nurturance activity

T: No class - lunch together at pizza place

F: Nurturance activity completed and goodbye saying

Appendix B

Some Central Ideas

Adler

1. Behavior is purposive.
2. Behavior is goal-directed.
3. Man is endowed with creativity and can make choices as to what he is.
4. Man is a social animal.
5. Social interest is the criterion of mental health.

Rogers

1. Each person has an inherent tendency to actualize unique potential (growth force).
2. We all have a need for love--to be touched, literally and figuratively.
3. The helping person shows unconditional positive regard--caring; acceptance without judgement.
4. The helping person is "empathetic" (empathic), not sympathetic.
5. "Nothing is at last sacred but the integrity of your own mind". (Emerson)

Maslow

1. Needs are arranged on a hierarchy of potency.
2. The self-actualized person has 17 attributes:
 1. Perceive reality accurately.
 2. Accept reality readily.
 3. Are natural.
 4. Focus on problems.
 5. Have a need for privacy.
 6. Are self-sufficient and not dependent.
 7. Appreciate and enjoy life.
 8. Have peak experience, attain transcendence.
 9. Have Gemeinschaftsgefühl--brotherly love, social interest.
 10. Make strong friends.
 11. Have a democratic, egalitarian attitude.
 12. Have values, know the difference between right and wrong.
 13. Have a broad philosophical sense of humor.
 14. Are inventive and creative, see things in new ways.
 15. Resist the pressures of society or conformity.
 16. Are well integrated, total and entire.
 17. Transcend dichotomies, bring together opposites.
3. Self-actualization is a process without an end.

Appendix C

Retreat Itinerary

Saturday:

12:30 Leave high school - Front parking lot
2:30 Snack stop at the Brazos River
3:30 Arrive at State Park
3:30 - 6:00 Set up camp/free time/prepare dinner
6:00 Dinner
7:00 - 9:00 "Trusting Yourself & Other Selves"
9:00 Free Time
1:00 Be around cabins & sleep if you wish

Sunday:

6:30 Morning Run (optional activity for those with masochistic tendencies)
7:30 Breakfast/cleanup
9:00 -10:00 "Religion & the Helping Person"
10:00 -11:00 P.E. (Physical Exercise)
11:00 -12:30 Lunch/pack
12:30 - 1:00 Closing Activity - "Getting Our Act Together"
1:00 Head for home
2:30 Traditional snack stop
5:00 Arrive at school

Appendix D

To: Teachers
From: Counselors
Date: May 5, 1981
Topic: Recommendations for Peer Counseling Program

The counseling department is interested in identifying those junior and sophomore students whom you feel other junior and sophomore students look up to, listen to, respect, etc. Please list below three juniors and sophomores who fit this category. In thinking about this, consider all of the various groups of students we have in our school; the names you pick should reflect a representative cross section of our entire junior and sophomore classes. Please return to the counseling office by 3:30 Friday.

Juniors

Sophomores

Appendix E

Social Interest Index - Greever, 1972

	Not at all like me	1	2	3	4	5	Very much like me
1. I have many friends.....	"	1	2	3	4	5	"
2. I am usually nominated for things at school.....	"	1	2	3	4	5	"
3. I usually like people I have just met.....	"	1	2	3	4	5	"
4. My friends are very important to me.....	"	1	2	3	4	5	"
5. I enjoy being in clubs.....	"	1	2	3	4	5	"
6. I don't mind helping out friends.....	"	1	2	3	4	5	"
7. I am often turned to for advice.....	"	1	2	3	4	5	"
8. I feel rules are necessary...	"	1	2	3	4	5	"
9. I am generally satisfied with my decisions.....	"	1	2	3	4	5	"
10. Once I decide something I find a way to do it.....	"	1	2	3	4	5	"
11. My plans generally turn out the way I want them to.....	"	1	2	3	4	5	"
12. I am sometimes concerned with philosophical questions.....	"	1	2	3	4	5	"
13. I seldom feel the need to make excuses for my behavior.....	"	1	2	3	4	5	"
14. I feel I have a place in the world.....	"	1	2	3	4	5	"

Social Interest Index

Page 2

		Not at all like me						Very much like me
15.	I do my best most of the time.....	"	1	2	3	4	5	"
16.	I seldom feel limited in my abilities.....	"	1	2	3	4	5	"
17.	I can overlook faults in the people I date.....	"	1	2	3	4	5	"
18.	My parents did the best they could in raising me.....	"	1	2	3	4	5	"
19.	I believe a man and a woman can be both lovers & friends.....	"	1	2	3	4	5	"
20.	I feel a man and a woman have equally important roles in marriage.....	"	1	2	3	4	5	"
21.	I am looking forward to getting married.....	"	1	2	3	4	5	"
22.	I have warm relationships with some people.....	"	1	2	3	4	5	"
23.	I feel family decisions need to be made jointly.....	"	1	2	3	4	5	"
24.	As far as I am concerned, marriage is for life.....	"	1	2	3	4	5	"
25.	I believe liking your work is more important than the salary.....	"	1	2	3	4	5	"
26.	I feel jobs are important because they make you take an active part in the community.....	"	1	2	3	4	5	"

Social Interest Index

Page 3

	Not at all like me					Very much like me	
27. School to me is more than just facts from books.....	"	1	2	3	4	5	"
28. I prefer doing things with other people.....	"	1	2	3	4	5	"
29. Finishing a job is a real challenge to me.....	"	1	2	3	4	5	"
30. I am considered a hard worker.....	"	1	2	3	4	5	"
31. I enjoy music and literature.....	"	1	2	3	4	5	"
32. I wonder if I will be able to do all I want in my lifetime....	"	1	2	3	4	5	"

Appendix F
Evaluation Questions

Questions one through six were answered by the students in the experimental group after the first nine weeks of the program. The same questions were answered again at the end of the program in relation to the second nine weeks. In addition, question seven was answered at the end of the program in relation to the entire semester (18 weeks).

1. What were two activities you liked the most? Explain why you enjoyed these.
2. What were two activities you liked the least? Explain why you disliked these.
3. What one event was the most significant for you? Explain why you chose this event.
4. What were the two most important things you learned about yourself? Explain why these were important for you to learn.
5. What were the two most important things you learned about other people? Explain why it was important for you to learn this.
6. What other comments or observations do you have regarding your feelings, thoughts, and experiences during the past nine weeks?

The last question refers to the entire semester:

7. We assume that you have learned something about yourself and other people during this semester. If this is indeed the case, please comment on how you behave differently or what you do differently in your relationships with other people as a result of what you have learned.

Appendix G
Peer Counselor Behavior Evaluation

The following are those qualities and attributes listed by Heinz Ansbacher (1979) as being representative of the social interest construct. Please evaluate each peer counselor using these traits as criteria. Also feel free to add any other observations you may have that reflect the behavior pattern of each student or any pattern change in regards to group interaction over the past nine weeks.

1. A sense of humor about the world and him or herself: the person can laugh at him or herself rather than taking themselves too seriously; the person can appreciate, to a certain extent, the comedy/tragedy paradox of human existence.
2. Contributes to the group: the person exhibits both an attitude and behavior that provides support for the activities and concerns of the group as a whole.
3. Interested in the interest of others: the person manifests a belief system that exemplifies the concept of "love your neighbor".
4. Reliability: the person follows through with those responsibilities he or she undertakes; is dependable and alert.
5. Relaxed approach to life: the person exhibits the ability to recreate without feeling guilty; can be concerned and responsible without being overly tense.
6. Cooperation with others: the person works well with other people; can and will compromise for the good of the group as a whole.

Peer Counselor Behavior Evaluation

Page 2

7. Maturity: the person behaves in a way that is appropriate for late adolescence; exhibits adult like behavior as well as allowing the healthy aspects of childhood to remain a part of the personality. Can be warm, affectionate, empathic, and genuine.
8. A good leader or a good follower or both: the person has the ability to step forward with and implement suggestions, ideas, and observations; can also listen to and act upon the suggestions, ideas, and observations of others.

Appendix J

Table 1

SII Mean Scores at the Beginning of the Program

Group	N	Mean	SD	df	F	p
Exper.	19	128.2105	10.1356			
				1/40	1.907	0.1749
Comp.	23	133.6522	14.4776			

Table 2

SII Friendship Subscale Mean Scores
at the Beginning of the Program

Question	Experimental Group			Comparison Group		
	N	MEAN	SD	N	MEAN	SD
1	19	3.8947	0.8093	23	4.4783	0.5931
2	19	2.2105	1.2283	23	2.6522	1.1524
3	19	3.7368	1.1945	23	3.9130	0.9493
4	19	4.6842	0.9459	23	4.7826	0.5997
5	19	3.7368	1.1471	23	3.6087	1.3052
6	19	4.7368	0.5620	23	4.7826	0.4217
7	19	3.8421	0.8983	23	4.1739	0.8869
8	19	3.6842	1.2043	23	3.9130	1.0835

$$T^2 = 15.70688 \quad F_{8,33} = 1.61977 \quad p = .157$$

Table 3
 SII Self-Significance Subscale Mean Scores
 At the Beginning of the Program

Experimental Group				Comparison Group		
<u>Question</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>
9	19	3.6842	0.8201	23	3.8696	0.7570
10	19	3.9474	0.8481	23	4.2174	0.8505
11	19	3.6316	0.8951	23	3.7391	0.6887
12	19	2.8421	1.0679	23	3.4348	1.1211
13	19	3.1579	1.3023	23	3.6087	1.0762
14	19	4.3684	0.7609	23	4.3043	0.8757
15	19	4.2632	0.7335	23	4.3913	0.7223
16	19	3.8947	1.1496	23	3.9130	0.9960

$T^2 = 7.96200$ $F_{8,33} = 0.82108$ $p = .590$

Table 4
SII Love Subscale Mean Scores at the Beginning
of the Program

Experimental Group				Comparison Group		
<u>Question</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>
17	19	4.2105	0.7133	23	4.0870	1.0835
18	19	4.1579	1.1673	23	4.5652	1.0369
19	19	4.8421	0.5015	23	4.6087	0.7827
20	19	4.8421	0.3746	23	4.8261	0.4910
21	19	3.9474	1.2681	23	4.1304	1.1795
22	19	4.5789	0.7685	23	4.7826	0.5184
23	19	4.2105	0.9763	23	4.5217	0.5931
24	19	3.9474	1.1773	23	4.6087	0.9409

$$T^2 = 8.6641 \quad F_{8,33} = .89372 \quad p = 0.533$$

Table 5

SII Work Subscale Mean Scores at the Beginning of the Program

<u>Question</u>	<u>Experimental Group</u>			<u>Comparison Group</u>		
	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>
25	19	4.3158	0.9459	23	4.3913	0.8388
26	19	3.8947	0.8093	23	3.9565	0.9283
27	19	4.3684	0.7609	23	4.1739	0.8869
28	19	4.3684	1.0116	23	4.2609	1.1762
29	19	3.7895	0.9177	23	4.0435	0.9283
30	19	4.1579	0.8983	23	4.1739	0.8341
31	19	4.0000	1.0541	23	4.2174	0.9980
32	19	4.2632	1.0457	23	4.5217	0.7903

$$T^2 = 5.1385 \quad F_{8,33} = 0.52989 \quad p = 0.825$$

Table 6

SII Mean Scores at the Halfway Point of the Program

<u>Group</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>df</u>	<u>F</u>	<u>p</u>
Exper.	19	129.0526	10.4694			
				1/39	1.211	0.2779
Comp.	22	133.3182	13.8026			

Table 7
 SII Friendship Subscale Mean Scores at
 The Halfway Point of the Program

Experimental Group				Comparison Group		
<u>Question</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>
1	19	4.0526	0.6213	22	4.6818	0.4767
2	19	2.0526	0.9703	22	2.7273	1.1622
3	19	3.6316	0.9551	22	3.9091	0.8679
4	19	4.7368	0.5620	22	4.8182	0.5011
5	19	3.9474	0.9703	22	3.8182	1.0970
6	19	4.6842	0.4776	22	4.6364	0.4924
7	19	4.1053	0.7375	22	4.3182	0.8387
8	19	3.6842	0.8852	22	4.0909	0.9715

$$T^2 = 18.79676 \quad F_{8,32} = 1.92787 \quad p = 0.090$$

Table 8
SII Self-Significance Subscale Mean Scores at
The Halfway Point of the Program

Experimental Group				Comparison Group		
<u>Question</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>
9	19	3.8947	0.7375	22	4.0000	0.7559
10	19	4.3158	0.5710	22	4.0909	0.8112
11	19	3.8947	0.6578	22	3.3636	0.7895
12	19	3.3158	1.2043	22	3.1818	1.2203
13	19	3.5263	1.0733	22	3.7273	0.9847
14	19	4.4737	0.7723	22	4.3182	0.7162
15	19	4.2632	0.7335	22	4.3636	0.8477
16	19	3.7368	1.0976	22	3.6364	1.0931

$$T^2 = 0.327 \quad F_{8,32} = 1.20622 \quad p = 0.327$$

Table 9
SII Love Subscale Scores at the Halfway Point of the Program

Experimental Group				Comparison Group		
<u>Question</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>
17	19	4.1053	0.8753	22	4.1818	1.0065
18	19	4.1579	1.1673	22	4.4545	1.1010
19	19	4.6316	0.8307	22	4.8636	0.3513
20	19	4.6842	0.4776	22	4.7273	0.5505
21	19	3.8421	1.1673	22	4.2273	1.1519
22	19	4.5263	0.6967	22	4.7727	0.4289
23	19	4.4737	0.6118	22	4.5909	0.5903
24	19	4.1053	1.0485	22	4.6364	0.7895

$$T^2 = 5.74991 \quad F_{8,32} = 0.58973 \quad p = 0.779$$

Table 10
SII Work Subscale Scores at the Halfway Point of the Program

<u>Question</u>	<u>Experimental Group</u>			<u>Comparison Group</u>		
	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>
25	19	4.2105	0.9177	22	4.2727	0.8270
26	19	3.8421	0.8342	22	3.8636	0.7102
27	19	4.2632	0.9335	22	3.9545	1.0455
28	19	4.3158	1.0029	22	4.3182	0.9946
29	19	3.9474	0.7799	22	3.8182	1.2203
30	19	4.1053	0.8753	22	4.3182	0.5679
31	19	3.6316	1.1648	22	4.3182	0.8937
32	19	3.8947	1.3701	22	4.3182	0.7162

$$T^2 = 10.97168 \quad F_{8,32} = 1.12530 \quad p = 0.373$$

Table 11
SII Mean Scores at the End of the Program

Group	N	Mean	SD	df	F	p
Exper.	18	129.6667	10.6384			
				1/39	1.683	0.2022
Comp.	23	134.4348	12.4237			

Table 12
SII Friendship Subscale Mean Scores at the End of the Program

Question	Experimental Group			Comparison Group		
	N	MEAN	SD	N	MEAN	SD
1	18	4.2222	0.6468	23	4.4783	0.6653
2	18	2.7778	1.1144	23	2.7391	1.0539
3	18	3.5000	1.0981	23	3.9130	0.6683
4	18	4.5000	0.8575	23	4.7826	0.4217
5	18	3.9444	1.0556	23	3.8261	0.8869
6	18	4.6667	0.4851	23	4.7391	0.4490
7	18	4.0000	0.7670	23	4.3478	0.6473
8	18	3.6667	1.0847	23	4.0435	0.9283

$$t^2 = 12.55845 \quad F_{8,32} = 1.28805 \quad p = 0.284$$

Table 13
SII Self-Significance Subscale Mean Scores
at the End of the Program

Experimental Group				Comparison Group		
<u>Question</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>
9	18	3.8333	0.8575	23	4.0870	0.7332
10	18	4.3333	0.7670	23	4.1304	0.6255
11	18	4.0556	0.8024	23	3.9130	0.6683
12	18	3.6667	1.2834	23	3.4348	1.0798
13	18	3.6111	1.0369	23	3.7826	0.8505
14	18	4.4444	0.7838	23	4.1739	0.7777
15	18	4.0556	0.9376	23	4.3043	0.8221
16	18	3.5556	1.4642	23	3.8261	0.9841

$$T^2 = 12.81691 \quad F_{8,32} = 1.31455 \quad p = 0.272$$

Table 14
SII Love Subscale Mean Scores at the End of the Program

Experimental Group				Comparison Group		
<u>Question</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>
17	18	3.8889	0.9003	23	4.1304	0.8149
18	18	4.0556	1.0556	23	4.6087	0.8388
19	18	4.3889	0.9785	23	4.8261	0.4910
20	18	4.7778	0.4278	23	4.7391	0.5408
21	18	3.8889	1.1318	23	4.2174	1.1264
22	18	4.5556	0.7048	23	4.6522	0.7751
23	18	4.4444	0.6157	23	4.6087	0.5830
24	18	4.2778	1.0741	23	4.6522	0.8317

T^2 8.97570 $F_{8,32} = 0.92058$ $p = 0.513$

Table 15
SII Work Subscale Mean Scores at the End of the Program

Experimental Group				Comparison Group		
<u>Question</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>
25	18	3.8889	1.3672	23	4.3913	0.7223
26	18	3.9444	0.9376	23	4.0870	0.7928
27	18	4.2222	0.6468	23	4.0000	0.8528
28	18	4.1111	1.0226	23	4.4348	0.9921
29	18	3.8333	1.0981	23	3.8261	0.9841
30	18	4.1111	0.8324	23	4.3043	0.6350
31	19	3.9444	1.0556	23	4.0000	1.0000
32	19	4.5000	0.8575	23	4.4348	0.6624

$$T^2 = 10.06607 \quad F_{8,32} = 1.03242 \quad p = 0.433$$

Table 16

SII Mean Scores for Experimental Group Males
and Females at the Beginning of the Program

Group	N	Mean	SD	df	F	p
Male	9	127.2222	9.0385			
				1/17	0.155	0.6989
Female	10	129.1000	11.4450			

Table 17

SII Mean Scores for Experimental Group 17 and 18 Year
Old Students at the Beginning of the Program

Group	N	Mean	SD	df	F	p
Age-17	12	130.9167	10.4399			
				1/17	2.517	0.1310
Age-18	7	123.5714	8.2837			

Table 18

SII Friendship Subscale Mean Scores for Experimental Group
Males and Females at the Beginning of the Program

Group	N	Mean	SD	df	F	p
Male	10	29.9000	2.9981			
				1/18	0.367	0.5523
Female	10	31.0000	4.8990			

Table 19

SII Self-Significance Subscale Mean Scores for
Experimental Group Males and Females
at the Beginning of the Program

Group	N	Mean	SD	df	F	p
Male	9	30.0000	4.0927			
				1/17	0.051	0.8233
Female	10	29.6000	3.6271			

Table 20

SII Love Subscale Mean Scores for Experimental Group
Males and Females at the Beginning of the Program

Group	N	Mean	SD	df	F	p
Male	10	34.2000	3.5839			
				1/18	0.165	0.6894
Female	10	35.000	5.0990			

Table 21

SII Work Subscale Mean Scores for Experimental Group Males
and Females at the Beginning of the Program

Group	N	Mean	SD	df	F	p
Male	10	32.5000	1.6499			
				1/18	1.579	0.2250
Female	10	33.5000	1.9003			

Table 22

SII Friendship Subscale Mean Scores for Experimental
Group 17 and 18 Year Old Students
at the Beginning of the Program

Group	N	Mean	SD	df	F	p
17	12	31.8333	4.3240			
				1/18	4.208	0.0551
18	8	28.3750	2.3867			

Table 23

SII Self-Significance Subscale Mean Scores for Experimental
Group 17 and 18 Year Old Students at the
Beginning of the Program

Group	N	Mean	SD	df	F	p
17	12	30.4167	4.0555			
				1/17	0.906	0.3544
18	7	28.7143	3.1472			

Table 24

SII Love Subscale Mean Scores for Experimental Group 17 and 18
Year Old Students at the Beginning of the Program

Group	N	Mean	SD	df	F	p
17	12	35.5000	3.2333			
				1/18	1.332	0.2636
18	8	33.2500	5.5227			

Table 25

SII Work Subscale Mean Scores for Experimental Group
17 and 18 Year Old Students at the
Beginning of the Program

Group	N	Mean	SD	df	F	p
17	12	33.1667	1.9924			
				1/18	0.244	0.6273
18	8	32.7500	1.5811			

Table 26

SII Mean Scores for Experimental Group
Males and Females at the Halfway
Point of the Program

Group	N	Mean	SD	df	F	p
Male	9	126.6667	10.7005			
				1/17	0.882	0.3607
Female	10	131.2000	10.3258			

Table 27

SII Mean Scores for Experimental Group
17 and 18 Year Old Students at the
Halfway Point of the Program

Group	N	Mean	SD	df	F	p
17	11	131.8182	10.1668			
				1/17	1.916	0.1842
18	8	125.2500	10.2783			

Table 28

SII Friendship Subscale Mean Scores for Experimental Group
Males and Females at the Halfway Point of the Program

Group	N	Mean	SD	df	F	p
Male	10	29.000	2.5144			
				1/18	1.502	0.2362
Female	10	31.5000	3.2745			

Table 29

SII Self-Significance Subscale Mean Scores
for Experimental Group Males and Females
at the Halfway Point of the Program

Group	N	Mean	SD	df	F	p
Male	10	30.9000	3.3483			
				1/18	0.166	0.6887
Female	10	31.5000	3.2404			

Table 30

SII Love Subscale Mean Scores for Experimental
Group Males and Females at the
Halfway Point of the Program

Group	N	Mean	SD	df	F	p
Male	10	34.1000	4.282			
				1/18	0.241	0.6294
Female	10	35.0000	3.9721			

Table 31

SII Work Subscale Mean Scores for Experimental Group Males
And Females at the Halfway Point of the Program

Group	N	Mean	SD	df	F	p
Male	9	31.1111	2.8038			
				1/17	2.162	0.1597
Female	10	33.2000	3.3267			

Table 32

SII Friendship Subscale Mean Scores for Experimental
Group 17 and 18 Year Old Students at the
Halfway Point of the Program

Group	N	Mean	SD	df	F	p
17	12	31.2500	3.3609			
				1/18	1.040	0.3214
18	8	29.8750	2.1671			

Table 33

SII Self-Significance Subscale Mean Scores for Experimental
Group 17 and 18 Year Old Students at the
Halfway Point of the Program

Group	N	Mean	SD	df	F	p
17	12	31.3333	3.5248			
				1/18	0.049	0.8276
18	8	31.0000	2.9277			

Table 34

SII Love Subscale Mean Scores for Experimental
Group 17 and 18 Year Old Students at the
Halfway Point of the Program

Group	N	Mean	SD	df	F	p
17	12	35.3333	2.8391			
				1/18	1.149	0.2980
18	8	33.3750	5.3436			

Table 35

SII Work Subscale Mean Scores for Experimental
Group 17 and 18 Year Old Students at the
Halfway Point of the Program

Group	N	Mean	SD	df	F	p
17	11	33.0909	3.3303			
				1/17	2.113	0.1643
18	8	31.0000	2.7255			

Table 36

SII Mean Scores of Experimental Group Males and
Females at the End of the Program

Group	N	Mean	SD	df	F	p
Male	8	125.0000	10.0712			
				1/16	3.116	0.0966
Female	10	133.4000	10.0022			

Table 37

SII Mean Scores for Experimental Group 17 and 18
Year Old Students at the End of the Program

Group	N	Mean	SD	df	F	p
17	11	132.5454	8.2627			
				1/16	2.220	0.1557
18	7	125.1429	12.9541			

Table 38

SII Friendship Subscale Mean Scores for Experimental Group
Males and Females at the End of the Program

Group	N	Mean	SD	df	F	p
Male	9	29.3333	3.2016			
				1/17	9.175	0.0076
Female	10	33.0000	2.0000			

Table 39

SII Self-Significance Subscale Mean Scores for Experimental
Group Males and Females at the End of the Program

Group	N	Mean	SD	df	F	p
Male	9	31.0000	4.0311			
				1/17	0.178	0.6785
Female	10	31.9000	5.1305			

Table 40

SII Love Subscale Mean Scores for Experimental Group
Males and Females at the End of the Program

Group	N	Mean	SD	df	F	p
Male	9	33.3333	4.7697			
				1/17	1.310	0.2682
Female	10	35.5000	3.4400			

Table 41

SII Work Subscale Mean Scores for Experimental
Group Males and Females at the
End of the Program

Group	N	Mean	SD	df	F	p
Male	8	32.0000	3.3806			
				1/16	0.324	0.5772
Female	10	33.0000	3.9441			

Table 42

SII Friendship Subscale Mean Scores for Experimental
Group 17 and 18 Year Old Students at the
End of the Program

Group	N	Mean	SD	df	F	p
17	11	32.0909	3.6730			
				1/17	1.858	0.1907
18	8	30.1250	2.0310			

Table 43

SII Self-Significance Subscale Mean Scores for Experimental
Group 17 and 18 Year Old Students
at the End of the Program

Group	N	Mean	SD	df	F	p
17	11	32.2727	4.9212			
				1/17	0.801	0.3833
18	8	30.3750	3.9978			

Table 44

SII Love Subscale Mean Scores for Experimental
Group 17 and 18 Year Old Students
at the End of the Program

Group	N	Mean	SD	df	F	p
17	11	34.6364	3.6131			
				1/17	0.038	0.8480
18	8	34.2500	5.0639			

Table 45

SII Work Subscale Mean Scores for Experimental
Group 17 and 18 Year Old Students at the
End of the Program

Group	N	Mean	SD	df	F	p
17	11	33.5454	3.5879			
				1/16	2.254	0.1527
18	7	31.0000	3.3665			

Table 46

SII Experimental Group Mean Scores at the
Beginning, Halfway Point, and the
End of the Program

Group	N	Mean	SD	df	F	p
Beginning	17	128.70588	10.14744	2/32	0.66	0.5245
Halfway	17	129.17647	10.39372			
End	17	130.64706	10.098295			

Table 47

SII Friendship Subscale Mean Scores at the Beginning,
Halfway Point, and the End of the Program

Group	N	Mean	SD	df	F	p
Beginning	19	30.57895	4.05950	2/36	0.61	0.5474
Halfway	19	30.89474	2.90392			
End	19	31.26316	3.17704			

Table 48

SII Self-Significance Subscale Mean Scores at the Beginning,
Halfway Point, and the End of the Program

Group	N	Mean	SD	df	F	p
Beginning	18	30.05556	3.66978	2/34	2.17	0.1303
Halfway	18	31.61111	3.12747			
End	18	31.72222	4.53490			

Table 49

SII Love Subscale Mean Scores at the
Beginning, Halfway Point, and the
End of the Program

Group	N	Mean	SD	df	F	p
Beginning	19	34.78947	4.34075	2/36	0.15	0.8590
Halfway	19	34.52632	4.12807			
End	19	34.47368	4.15490			

Table 50

SII Work Subscale Mean Scores at the Beginning,
Halfway Point, and the End of the Program

Group	N	Mean	SD	df	F	p
Beginning	18	33.05556	1.83021	2/34	0.97	0.3900
Halfway	18	32.16667	3.27648			
End	18	32.55556	3.63354			

Table 51
 SII Experimental Group Mean Scores for Sex and Age
 at the Beginning, Halfway Point,
 and the End of the Program

Source	Sum of Sq.	DF	Mean Sq.	F	p
Sex	122.42059	1	122.42059	0.48	0.5017
Age	606.11597	1	606.11597	2.36	0.1481
Sex & Age	0.27827	1	0.27827	0.00	0.9742
Error	3332.31349	13	256.33181		
Repeated Measures	40.30926	2	20.15463	0.74	0.4876
RM & Sex	81.60763	2	40.80382	1.49	0.2429
RM & Age	66.10701	2	33.05350	1.21	0.3142
RM & Sex & Age	0.19939	2	0.09970	0.00	0.9964
Error	709.65079	26	27.29426		

Table 52

SII Friendship Subscale Mean Scores for Sex and Age
at the Beginning, Halfway Point, and the
End of the Program

Source	Sum of Sq.	DF	Mean Sq.	F	p
Sex	16.80520	1	16.80520	0.72	0.4085
Age	62.39217	1	62.39217	2.69	0.1221
Sex & Age	37.19937	1	37.19937	1.60	0.2251
Error	348.55556	15	23.23704		
Repeated Measures	7.80414	2	3.90207	1.33	0.2801
RM & Sex	30.07321	2	15.03660	5.12	0.0122
RM & Age	19.19060	2	9.59530	3.27	0.0521
RM & Sex & Age	2.48109	2	1.24055	0.42	0.6594
Error	88.14444	30	2.93815		

Table 53

SII Self-Significance Subscale Mean Scores for Sex and Age
at the Beginning, Halfway Point,
and the End of the Program

Source	Sum of Sq.	DF	Mean Sq.	F	p
Sex	1.84016	1	1.84016	0.06	0.8167
Age	25.71821	1	25.71821	0.78	0.3922
Sex & Age	11.57186	1	11.57186	0.35	0.5631
Error	461.82143	14	32.98724		
Repeated Measures	25.77265	2	12.88632	1.63	0.2148
RM & Sex	3.72387	2	1.86193	0.23	0.7922
RM & Age	9.89460	2	4.94730	0.62	0.5430
RM & Sex & Age	9.50436	2	4.75218	0.60	0.5559
Error	221.92857	28	7.92602		

Table 54

SII Love Subscale Mean Scores for Sex and Age
at the Beginning, Halfway Point,
and the End of the Program

Source	Sum of Sq.	DF	Mean Sq.	F	p
Sex	9.29113	1	9.29113	0.18	0.6785
Age	27.53963	1	27.53963	.053	0.4780
Sex & Age	0.15317	1	0.15317	0.00	0.9574
Error	779.96508	15	51.99767		
Repeated Measures	0.04082	2	0.02041	0.01	0.9937
RM & Sex	14.42642	2	7.21321	2.23	0.1246
RM & Age	19.48897	2	9.74449	3.02	0.0640
RM & Sex & Age	4.66464	2	2.33232	0.72	0.4939
Error	96.87778	30	3.22926		

Table 55
 SII Work Subscale Mean Scores for Sex and
 Age at the Beginning, Halfway Point,
 and the End of the Program

Source	Sum of Sq.	DF	Mean Sq.	F	p
Sex	16.33570	1	16.33570	0.83	0.3776
Age	34.71782	1	34.71782	1.76	0.2053
Sex & Age	0.68530	1	0.68530	0.03	0.8546
Repeated Measures	11.90950	2	5.95475	1.56	0.2268
RM & Sex	2.62495	2	1.31248	0.34	0.7112
RM & Age	7.45015	2	3.72508	0.98	0.3882
RM & Sex & Age	6.36072	2	3.18036	0.84	0.4440
Error	106.53968	28	3.80499		

Table 56

Social Interest Attributes in Gender & Age Format at the Halfway Point of the Program					
Attributes	5	5	7	3	TOTALS
	Males 17 Yrs.	Males 18 Yrs.	Females 17 Yrs.	Females 18 Yrs.	
1. Sense of humor	0	3	4	2	9
2. Contribution	0	3	6	2	11
3. Interest in Others	0	4	5	1	10
4. Reliability	4	2	6	2	14
5. Relaxation	0	1	3	0	4
6. Cooperation	4	4	3	2	13
7. Maturity	1	2	4	2	9
8. Leader/Follower	0/3	2/1	3/1	0/1	3/8
TOTALS	12	22	35	12	81*
Average attributes per student	2.4	4.4	5.0	4.0	4.1

*Total number of possible indicators of social interest = 160

Table 57

Social Interest Attributes in Gender & Age Format at the End of the Program					
Attributes	5	5	7	3	TOTALS
	Males 17 Yrs.	Males 18 Yrs.	Females 17 Yrs.	Females 18 Yrs.	
1. Sense of humor	1	3	5	1	10
2. Contribution	1	3	7	2	13
3. Interest in Others	0	2	5	3	10
4. Reliability	4	2	6	2	14
5. Relaxation	1	2	2	1	6
6. Cooperation	2	3	6	3	14
7. Maturity	2	2	5	3	12
8. Leader/Follower	0/1	2/2	2/5	0/2	4/10
TOTALS	10	23	41	18	92*
Average attributes per student	2.5	4.6	5.9	6.0	4.8

*Total number of possible indicators of social interest = 152

Table 58

Projected Vocations for the Experimental Group
at the End of the Program

4 Males 17 Years	4 Males 18 Years	7 Females 17 Years	3 Females 18 Years
Architect	Dentist	Paramedic	Physical Therapist
Veterinarian	Architect	Teacher	Psychologist
Building Con- struction or Marine Biologist	Astronaut Did not know	Dental Asst. Special Ed. Teacher	Engineer
Did not Know		Paralegal or Law	
		Theater & Dance	
		Doctor	

Table 59

A Comparison of the SII Mean Scores and the
School Counselors' Observations Using the
Peer Counselor Behavioral Evaluation

Student ID#	Begin- ning SII	Half- way SII	Halfway Social Interest Attributes	End SII	End Social Interest Attributes
1	117	116	2	109	3
2	133	139	7	0*	8
3	113	117	4	118	6
4	147	151	8	149	7
5	137	140	4	133	0
6	125	125	3	131	5
7	135	128	3	128	3
8	0	117	7	113	7
9	125	123	1	132	2
10	133	131	4	136	7
11	113	122	4	122	6
12	116	112	0	124	3
13	146	146	6	131	8
14	130	132	3	139	4
15	128	129	4	124	6
16	133	139	5	139	2
17	134	124	1	123	2
18	131	134	8	138	6
19	125	128	4	145	6
20**	115	0	1	0	XXX

* 0 indicates the score was omitted due to missing data

** Student moved

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