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I am submitting herewith a dissertation written by William Terry Howell entitled "The Effects of Profane and Intimate Disclosures On the Self Disclosure Process." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Psychology and Guidance.

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THE EFFECTS OF PROFANE AND INTIMATE DISCLOSURES ON THE
SELF DISCLOSURE PROCESS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

William Terry Howell

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DEDICATION

This work is dedicated to Rose Howell, my mother, who will be pleased with the results of the study. She showed me how to stand alone, with courage. She is a brave and honest woman. My accomplishments are her's as well.

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Deep appreciation is extended to Dr. Robert L. Williams for his guidance and support as my Committee Chairman. I also want to thank Dr. Larry DeRidder, Dr. Cheryl Travis, and Dr. Luther Kindall for their assistance.

Beverly, thank you for working while I studied. Also, thank you for Heather. I love you both and look forward to our quest into the beautiful unknown.

ABSTRACT

Four treatments in which a confederate offered different types and intimacy levels of self disclosure produced findings to support the contention that disclosures affect subjects' willingness to disclose and subjects' liking of confederate. The "norm of reciprocity" found in social exchange theory was not supported. That is, subjects receiving consistently high levels of disclosure responded at the same level of intimacy as subjects receiving reciprocal levels of disclosure. Additionally, it was found that profane disclosures inhibited subject disclosures and subjects' liking of the confederate.

Forty-eight subjects were randomly assigned to sixteen groups, four groups per treatment. On each of ten trials, subjects were asked to choose and answer one question from a set of seven personal questions for each member of their group. Questions were standardized and ranged in intimacy value from one (lowest) to seven (highest). In treatment one the confederate responded on each trial to questions rated highest in intimacy. In the next treatment he responded to questions rated highest in intimacy and added profanity to every other response. In the third treatment the confederate responded to questions of the same intimacy value as those he received and added profanity to every other response. In the fourth treatment he responded to questions of the same intimacy level as those he received from subjects. Likert forms were marked by all subjects on all other subjects in each group before and after treatment. An analysis of covariance was used to determine

the effects of treatment on the liking of the confederate by subjects. The initial liking scores served as covariate. A Lindquist III with a covariate was used to measure the effects of treatment on intimacy levels of disclosure given to the confederate by the subjects. The question number chosen by the subject on the initial trial served as covariate.

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CHAPTER I

INTRODUCTION

Self-disclosure has been defined as any information about oneself which person A communicates verbally to person B (Cozby, 1973). Several studies offer support for the contention that therapist disclosure can facilitate client disclosure (Bundza and Simonson, 1973; Jourard, 1971; Traux and Carkhuff, 1965). The basic rationale for studying and facilitating self-disclosure is that high self-disclosure is related to positive mental health, self awareness, and improved interpersonal functioning (Chaikin and Derlega, 1974; Jourard, 1971a, 1971b; Mowrer, 1971).

Much research has been directed at discovering methods of enhancing self-disclosure between individuals. Cozby (1973) warns, however, that "self-disclosing behavior may be seen as the product of two opposing forces, one operating to increase disclosure, the other operating to inhibit disclosure" (p. 88). It would appear that discovery of those factors which tend to inhibit self-disclosure would prove as valuable to the counseling community as would discovery of those factors which enhance the process.

One possible factor affecting self-disclosure is high intimacy information disclosed by another early in a relationship. Worthy, Gary and Kahn (1969) suggested that reception of self-disclosing information from another is rewarding since reception of such information implies

that one is trusted, and that more intimate information represents greater reward for the receiver. Cozby (1972) countered by arguing that the high discloser "may arouse anxiety with his overly intimate disclosures, and so the high discloser may be seen as providing the subject (disclosee) with negative outcomes" (p. 83). In support of Cozby's position, Simonson (1976) found that while some disclosure can facilitate patient disclosure, it can be overdone, especially in early therapy. Ehrlich and Graeven (1971) provided the neutral position by stating that there were no differences in rated liking of the confederate in either low- or high-intimacy situations. Since liking and self-disclosure are positively related (Altman and Haythorn, 1965; Fitzgerald, 1963; Halverson and Shore, 1969), it can be assumed that Ehrlich and Graeven suggest a third position; i.e., low- or high-self-disclosures by a confederate have no effect on self-disclosures of subjects. Given these three positions, it seems clear that further research is necessary to provide information to the counselor concerned with reducing the risk of inhibiting the self-disclosures of his clientele.

Another form of self-disclosure used in many counseling situations is profanity. Use of profanity by the counselor implies he/she believes that its use is appropriate for and facilitative of the counseling process. If the counselor believed otherwise, he/she would have no reason to use profanity in the therapeutic relationship. Within the context of social exchange theory, which affirms that receiving personal information from another is reinforcing, a profane statement by the counselor should increase liking of the counselor by the client. Since willingness to disclose and liking are closely related, it

would seem that profanity would also increase self-disclosure.

As with highly intimate disclosures early in a relationship, it has not been empirically demonstrated that profanity disclosures are indeed reinforcing. This appears then to be a legitimate and necessary question for researchers to address. Leaders in the field of counseling appear to endorse the use of what the American Psychological Association (1974) refers to as "Nonstandard English." Arbuckle (1976) and Perls (1969), founder of Gestalt therapy, acknowledged making profane statements as a part of their therapeutic process. A Carkhuff teaching guide (1969) and the founder of Rational-Emotive Therapy, Ellis, seem to suggest that the use of profanity is facilitative of the counseling process. The most recent study dealing with the effects of counselor profanity in counseling was conducted by Heubusch and Horan (1977) and suggested profanity inhibits the counseling process. This study attempted to expand upon the above research by looking specifically at whether information containing profanity would increase the level of intimacy at which subjects choose to disclose personal information. It also looked at the effect of profanity on the subjects liking of the person using the profanity.

A. DEFINITION OF TERMS

Intimate--This term describes information which is very personal and which is generally not disclosed by an individual in routine conversations. It is private information which is central to his/her personality.

In this study, levels of intimacy were objectively measured by a procedure described in the Method section of this report. Levels of intimacy were determined by prevalued questions from which subjects were asked to choose. Intimacy values ranged from (1) lowest to (7) highest.

Liking--In the literature this term has been used to determine the various degrees of positive or negative feelings one individual expresses about another.

In this study, a 15 centimeter continuum was marked by subjects pre- and post-treatment. The liking continuum was labeled "Not at All" on the far left and "Very Much" on the far right. The continuum had no numbers and subjects were asked to draw a vertical line somewhere on the continuum for each subject. This was repeated after the treatment and provided a numerical measure of the subjects' liking of the confederate in the study.

Norm of Reciprocity--This term is defined in the literature as follows: In the exchanging of answers to personal questions, people tend to give answers of the same intimacy value as they receive from others.

In this study, when subjects responded consistently at the same level of disclosure as the confederate, their responses were examples of the norm of reciprocity. In addition, one treatment within the study was designed to simulate the norm of reciprocity by having the confederate respond to subjects at the same level of intimacy which they responded to him.

Profane--This term is used to label words which are described by the American Psychological Association as "non-standard English." For this study, however, the definition of profane was limited to the following words: hell, bullshit, fuck, suck, and damn.

Profanity--The use of profane words.

Reward/Cost--These words are used in the social penetration theory to describe factors which either accelerate movement toward areas of exchange (reward) or inhibit movement toward areas of exchange (cost). This was the definition of these terms in this study, as well.

Self-Disclosure--This term was defined in this study as any information about himself which person A communicates to person B.

CHAPTER II

REVIEW OF THE LITERATURE

A. SOCIAL EXCHANGE AND PENETRATION THEORY

Self-disclosure can be placed within the context of social exchange and social penetration theory. According to social penetration theory (Altman and Taylor, 1973; Taylor, Altman and Sorrentin, 1969) the growth of an interpersonal relationship is hypothesized to be a joint result of interpersonal reward/cost factors, personality characteristics, and situational determinants (Taylor et al., 1969, p. 325). Relationships proceed from non-intimate to intimate areas of exchange. The rate and amount of movement from non-intimate to intimate areas of exchange is determined by reward/cost factors of past, present and projected future exchanges. If exchanges are viewed as rewarding, movement toward intimate areas of exchange is accelerated. If exchanges are viewed as non-rewarding or costly, movement from non-intimate to intimate areas of exchange is inhibited. The emphasis of reward/cost factors in the social penetration theory is contrasted by social exchange theory (Homans, 1961; Thibaut and Kelly, 1959) which emphasizes what Gouldner (1960) calls the "norm of reciprocity." Worthy, Gary and Kahn (1969) demonstrated the "norm of reciprocity" by showing that, in the exchanging of answers to personal questions, people tend to give answers of the same intimacy value as they receive from others. Worthy et al. (1969) suggested that receiving disclosures is rewarding since

reception of information implies that one is trusted and that more intimate information represents greater reward for the receiver.

B. FACTORS INHIBITING SELF-DISCLOSURE

Highly Intimate Disclosures

It was mentioned above that Cozby (1973) feels "self-disclosing behavior is the product of two opposing forces, one operating to increase disclosure, the other operating to inhibit disclosure" (p. 89). By the way of example, he argued with Worthy et al. (1969) that while increasing intimacy of disclosures may represent increasing reward, various costs become salient at high intimacy levels. The most obvious cost would involve anxiety over revealing information one would rather keep private. This would be especially true if the recipient felt the discloser expected him/her to reciprocate, as is the case in many counseling situations. This may explain why Simonson (1976) found that, while some disclosure by a therapist can facilitate patient disclosure, it can also be overdone. He discovered a lower level of disclosure was given the therapist by patients in the warm-personal disclosure condition in comparison with subjects in the warm demographic-disclosure condition of his study. The difference between these two treatments was that in the warm personal condition, more intimate information was given subjects. As a result, subjects responded at a lower level than when less intimate information was given by the therapist. Giannandrea and Murphy (1973) found that subjects were more likely to return for a subsequent interview when the interviewer offered an intermediate number of self-disclosures. Ehrlich and Graeven (1971) add to the confusion

by reporting that neither low- nor high-intimacy disclosures by a confederate have an effect on rated liking of the confederate. Liking and self-disclosure have been found to be positively related by other researchers (Altman and Haythorn, 1965; Fitzgerald, 1963; Halverson and Shore, 1969). Consequently, three positions regarding the effect of highly intimate disclosure on the self-disclosure process, are supported within the literature. These are (1) the social exchange position, which states highly intimate disclosures facilitate the self-disclosure process; (2) the social penetration position, which states highly intimate disclosures inhibit the process; and (3) the neutral position, which states highly intimate disclosures have no effect on the self-disclosure process.

The inconsistency of results found within the literature on this issue, may be due to differing approaches to the operational definition and measurement of the term intimacy. Probably the most objective measurement is found in the Worthy et al. (1969) study. The same measure of intimacy was used in the current study as well. Other factors which may account for the discrepancy on the effect of highly intimate disclosures would be speculation. It also may be that some studies examined higher levels of intimacy than did others. The range considered would be important when comparing results across studies. In any event, a discrepancy exists and presents a genuine question for researchers.

This question, crucial to facilitation of the counseling process, constituted a major focus of the current study.

Profanity

Although Cozby (1973) suggested several inhibiting factors which should be included in self-disclosure research, he failed to mention one type of self-disclosure which may inhibit self-disclosure reciprocity. The use of profanity or "non-standard English," as it is referred to by the American Psychological Association (1974), has been modeled by a number of prominent counseling practitioners without consideration of the consequences. Arbuckle (1976) and Perls (1969) have acknowledged making counselor statements using "non-standard English." In a Carkhuff teaching guide (1969), all counselor responses containing a four-letter word were rated above 3.0, the minimum facilitative level. The colorful content of Ellis' (1962) interviews is known by most students of counseling and psychotherapy.

One might assume that the users and modelers of counselor profanity expect their language to have beneficial rather than detrimental effects. The small amount of experimental evidence which exists, suggests otherwise, in spite of armchair opinions (Gordon, 1975; Kirkpatrick, 1975; Zunin, 1972). Atkinson and Carskaddon (1975) found that a higher degree of credibility was attached to counselors who employed abstract, psychological jargon rather than concrete, layperson terminology. One might, therefore, infer that counselors using non-standard English (i.e., low abstraction, non-professional jargon) would be deemed by their clients as less credible. Furthermore, Lewinsohn, Berquist, and Brelje (1973) reported that profanity elicited physiological disturbance in their laboratory subjects. Finally, Heubusch and Horan (1977) found that the casual use of non-standard

English in initial interviews by male counselors with adult clients of both sexes has a detrimental effect on counseling as perceived by the client. They found on both self report and behavioral measures that the clients judged counselors who used profanity as significantly less effective and satisfying.

Based on the social exchange theory of rewards and costs, one might infer that profane self-disclosures by a confederate, in the initial stages of a relationship, might be seen as less than rewarding and therefore inhibit the willingness of others to disclose. It should also have a negative effect on liking of a confederate or a counselor.

C. SELF-DISCLOSURE AND LIKING

Self-disclosure and liking were used as dependent variables in the current study. The two variables relate closely to one another (Altman and Haythorn, 1965; Fitzgerald, 1963; Halverson and Shore, 1969). Both would seem to be of interest to counselors. Knowledge of types of counselor disclosures that increase or inhibit self-disclosure by clients will aid counselors in facilitating the therapeutic process. Knowledge of types of counselor disclosures that increase or decrease liking will insure that counselors keep clients long enough to be facilitative.

CHAPTER III

HYPOTHESES

This study is based on the assumption that the "norm of reciprocity" within social exchange theory may not be an adequate explanation for the self-disclosure process. Work by Cozby (1972), Simonson (1976), Atkinson and Carskaddon (1975), and other support the common sense hypothesis that, although increasing intimacy of disclosure from a counselor may encourage equally intimate disclosures from a client, highly intimate disclosures from a counselor may have an inhibitory effect. This would seem especially true in the initial stages of a relationship before trust is established. Highly intimate disclosures from another may produce anxiety and reduce one's willingness to disclose equally intimate information. Profane statements may cause loss of respect and make subjects cautious about revealing intimate information. So the statement within social exchange theory that "in the exchanging of answers to personal questions people tend to give answers of the same intimacy value as they receive," may be incomplete. There may be a point at which people will refuse to exchange information equally intimate as that which they have received.

This study examined the effect of two types of self-disclosure by a confederate on subjects' liking of the confederate and the subjects' willingness to disclose intimate information to the confederate. The two types are highly intimate disclosures and disclosures containing

profanity. This study, based on the literature cited, proposed the following hypotheses.

A. DISCLOSURE FACTOR

HO₁: Subjects receiving consistently high levels of disclosure will respond at significantly (α .05) higher levels of intimacy and will report liking the confederate significantly more than subjects receiving reciprocal levels of disclosure from the confederate. This position is supported by Worthy et al. (1969). It is the "norm of reciprocity" position of the social exchange theory.

HO₂: Subjects receiving consistently high levels of disclosure will respond at significantly (α .05) lower levels of intimacy and will report liking the confederate significantly less than subjects receiving reciprocal levels of disclosure from the confederate. This position is supported by Cozby (1973) and Simonson (1976). It is the reward/cost position of social penetration theory.

HO₃: Subjects receiving consistently high levels of disclosure will not respond at significantly (α .05) different levels of intimacy and will not report liking the confederate significantly different than subjects receiving reciprocal levels of disclosure from the confederate. This is the neutral position, supported by Ehrlich and Graeven (1971).

B. PROFANITY FACTOR

HO₄: Subjects receiving disclosures containing profanity will respond at significantly (α .05) higher levels of intimacy and will report liking the confederate significantly more than subjects receiving

disclosures from the confederate which contain no profanity. This position is supported by Arbuckle (1976), Carkhuff (1969), Ellis (1962), and Perls (1969).

H_{05} : Subjects receiving disclosures containing profanity will respond at significantly ($\alpha .05$) lower levels of intimacy and will report liking the confederate significantly less than subjects receiving disclosures from the confederate which contain no profanity. This position is supported by Atkinson and Carskaddon (1975), Lewinsohn et al. (1973), and Heubusch and Horan (1977).

CHAPTER IV

METHOD

This study follows a procedure similar to that used by Worthy et al. (1969). It contains an objective methodological approach to the study of self-disclosure. This study, of course, was aimed at different variables than Worthy's. It also controls for more extraneous variables than did Worthy et al. These variables include the content of disclosures, the level of disclosures, and the physical characteristics of the discloser.

A. SUBJECTS

Subjects were of both sexes and were obtained from volunteer students in introductory education classes at a small university in Tennessee. Forty-eight subjects, randomly selected from all volunteers, were randomly assigned to sixteen groups. Nineteen males and twenty-nine females participated in the study. Subjects were told they were helping develop a program of social training. Further, subjects were asked to sign an Informed Consent Form (see Appendix A).

B. CONFEDERATE

Unlike the Worthy et al. study, this study used a confederate. He was a 21-year-old white male who agreed to participate in each group. He was 5 feet, 7 inches tall and weighed 150 pounds. He was

unknown to any of the subjects participating in the study. Using the same confederate in each group was designed to control for variables such as personal attractiveness. The confederate wore dark trousers and a light, long sleeve shirt with each group. He had medium length hair and was clean shaven. His general appearance was conservative. He was instructed to keep eye contact and facial expression at a minimum. He made every effort to keep all non-verbal behavior inconspicuous and consistent throughout the study. All of his responses were written out ahead of time by the experimenter and were used with each subject consistently. This was an attempt to control for any effect which might be due to variability of disclosure content. The confederate merely copied the answer appropriate to the treatment from his predetermined answers which were hidden in his "cubbyhold." In the case of the profanity treatments, the content of the questions had been altered as little as possible with no more than one sentence added to any answer. By providing the same answers to all subjects on any particular question, the effect of content variability was controlled. To examine the prewritten confederate answers, see Appendix F.

C. INSTRUCTIONS

The same set of instructions were read to all subjects directly prior to the beginning of each group's treatment. Instructions included a discussion of seating arrangements, the purpose of the dividers and hooks, the use of letters for names, the procedure for filling out liking forms, trial sheets with questions to be chosen, answer sheets, the exchange procedure, and the confidentiality of data collected. Time

was given for questions regarding the procedures. Instructions, however, were written explicitly in an effort to reduce subjects' questions and thereby keep variability among groups at a minimum. See Appendix B.

D. INSTRUMENTS

Likert Form

A fifteen-centimeter line with "Not At All" on the extreme left and "Very Much" on the extreme right was marked by each subject for each subject, including the confederate. This form was used in the Worthy et al. study. No numbers were visible to the subjects in an effort to ensure they would be unable to remember exactly where they drew a vertical line on the initial trial. Differences in pre- and post-ratings were measured in centimeters and millimeters. This instrument was designed to be sensitive to the slightest change in pre- and post-trial data. See Appendix C.

Self-Disclosure Questions

Self-disclosure questions were the same as those used in the Worthy et al. (1969) study. These questions and their corresponding intimacy levels were obtained by initially having 100 college students make a list of seven personal questions. Redundant questions were omitted from the original 700 leaving 287 of the clearest questions, representing a broad range of topics. Fifty-one undergraduates rated the intimacy of these 287 questions on a seven-point scale. These ratings were subjected to a Thurstone-type analysis (Shaw and Wright,

1967) in order to obtain a measure of intimacy and a measure of inter-judge agreement on each question. This analysis involved two procedures. First, the ratings of all 51 students were averaged for each question. This average became the scale-value or intimacy level of each question. Then, each question was analyzed to determine the degree to which the raters agreed on intimacy levels. This analysis provided a "Q" value of inter-rater agreement. A low "Q" value indicated greater agreement on the rating of the intimacy level of a given question than did a high "Q" value. Seventy questions of the lowest "Q" values were selected for the Worthy study. For this study the same 70 questions were obtained from Worthy, who is a professor at Georgia State University. These 70 questions were divided into 10 sets of 7 questions each. The questions were arranged and numbered in order least to most intimate. The 10 sets were comparable on the intimacy dimension. See Appendix D.

Answer Sheets

All communications between subjects were written on answer sheets. It was believed that writing answers as opposed to oral communication would control for variables such as the tone, pitch, volume and inflection of the confederate's voice. It would have been impossible for him to keep all responses the same and appear to be responding naturally. In addition, oral communication would have necessitated the confederate's memorizing 70 responses and recalling them without hesitation.

Each sheet had a place to record the group number and trial number. Upon it was recorded by whom the communication was written and

to whom it was written. In addition, the number of the question the subject chose to answer was recorded. At the bottom a space was provided for the answer to be written. See Appendix D.

Letters

Each subject was given the letter "A," "C," or "D" written on a piece of paper and pinned it to their clothing in plain view of the other subjects. These letters were used to identify subjects on the answer sheets. In each group the letter "B" was reserved for the confederate. To preserve anonymity of subjects' answers, the experimenter used these answer sheets and Likert forms only in analyzing data. Consequently, he could connect no subject's name or sex to the answers given. During the debriefing, subjects were asked to keep all details of the study and all responses from group members confidential.

E. SETTING

Experiments took place in a classroom at the university. Subjects were seated at a round table 48 inches in diameter. The table was divided into four sections by two plyboards which crossed in the center. The boards were 48 inches long and 12 inches high. A top view of the table was similar to Figure 1. This arrangement was designed to provide each subject a "cubbyhold" in which to work. Subjects were able to see the other participants, but were not able to see what they were writing. Eye contact versus no eye contact conditions were controlled in the Worthy et al. (1969) study, and no significant differences were found. The same table and the same room were used throughout the study.

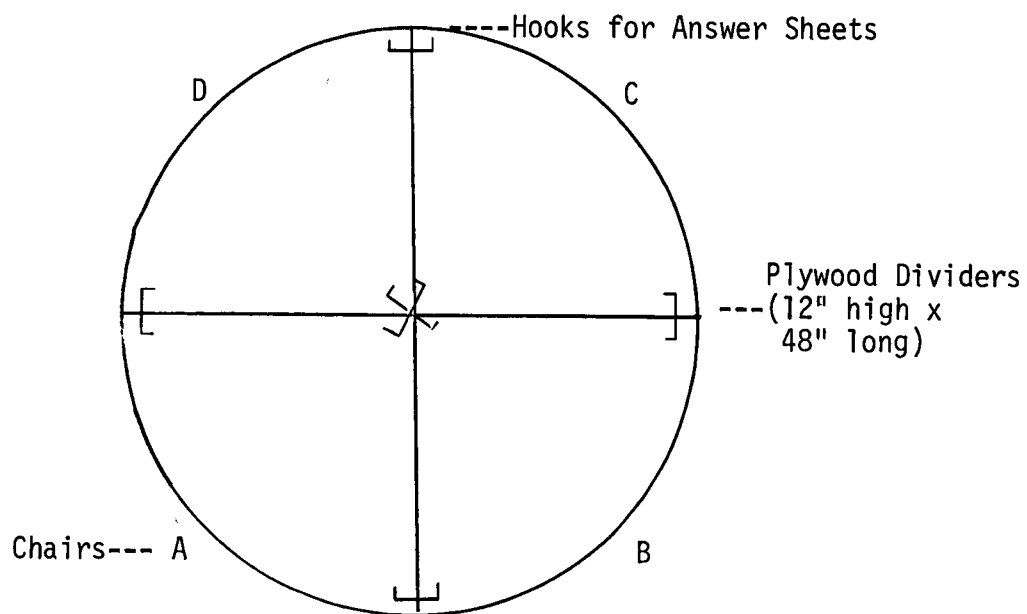


FIGURE 1. Top view of the table with chairs, dividers and hooks used by each group in the study. The confederate was always seated in "cubbyhole" B.

Attached to the plywood dividers in each "cubbyhole" were three hooks for subjects to hang the answer sheets they received. They were instructed to hang answers from other subjects on the hook closest to the individuals from whom they received the answers. Having answers on these hooks allowed each subject to review answers written for him/her by each of the other subjects. This is the same arrangement as used in the Worthy et al. study.

F. PROCEDURE

Subjects were scheduled in groups of three with the confederate making the fourth member of the group. When they arrived at the laboratory they were instructed not to talk to the other members of the group, as part of the experiment would be to get to know one another. The subjects were then seated at the table with partitions and given a letter to pin on. They were asked to introduce themselves giving their first and last name only. At this time, a confidential rating was obtained from each subject indicating how much he/she liked the other member of the group. This was done by making a vertical mark on a 15 centimeter continuum line. The extremes of this line were labeled "not at all" and "very much." The Likert forms were then collected.

Next, subjects were informed that they were not to talk throughout the experiment and that the acquaintance process would be continued by exchanging notes. On each of the 10 trials, every subject was provided with an identical set of questions. The questions were numbered 1 through 7. The higher (e.g., 7) the number, the more intimate the question. On each trial, each subject sent a note to each other

subject in his/her group. On this note, he/she wrote down the number of the question he/she decided to answer and then proceeded to answer it. On each trial, the subject chose which question to answer and send to each group member. The subject was allowed to send the same question to each member of the group or choose a different one for each member. After all subjects finished writing their answers, the notes were passed and time was provided for them to be read and placed on hooks for future reference.

After the last exchange was completed, a measure of liking for each of the others was obtained. The form was identical to the one used prior to treatment.

There were four treatments involving 16 groups of subjects, 4 groups per treatment. In the first treatment, designed to test the effect of highly intimate disclosures, the confederate answered questions numbered 7 on all 10 trials for each subject. In the second treatment, the confederate answered questions numbered 7 on all 10 trials and added profanity on every other trial. The profanity was in no way aimed at the other subjects but was used to emphasize points made in his answers. (See Appendix E for prewritten confederate answers.) This treatment was designed to assess the effect of profanity and highly intimate disclosures on the dependent variables. In the third treatment, the confederate answered the question numbered 3 for the subjects on the first trial. On each subsequent trial he answered the question which was numbered the same as the question number he received on the previous trial (e.g., on trial 1 he sent a number 3 to subject A and received a number 4 from A: on the next trial, then, he

sent an answer to question number 4 to subject A). This procedure most closely resembles the "norm of reciprocity" and is similar to what Worthy et al. (1969) found that subjects would do with no confederate. This group, therefore, was considered the control group. The fourth treatment was exactly like the third, or "reciprocity" treatment, except that on every other trial, beginning with the first, the confederate's answer included profanity. This treatment was designed to measure the effect of profanity in the reciprocal situation. There was a debriefing after each group session.

To clarify the general procedure and experiment treatments, the following outlines are presented:

General Procedure

1. Introductions
2. Letter names pinned on
3. Liking form marked and collected
4. Subjects read questions on trial one
5. Subjects chose one question to answer for each member of the group
6. Subjects filled out an answer sheet for each member of group
7. Answer sheets were exchanged, read and placed on hook opposite from individuals sending answer sheet
8. Each subject sent and received three answer sheets each trial
9. Procedure repeated with no talking for nine more trials
10. Second liking form marked and collected
11. Debriefing

Treatments

- A. Confederate answered questions number seven for all subjects on each trial.
- B. Confederate answered question number seven for all subjects on each trial and included profanity on every other trial.
- C. Confederate answered question number three for all subjects on trial one and reciprocated for all subjects on each subsequent trial.
- D. Confederate answered question number three for all subjects on trial one, reciprocated for all subjects on each subsequent trial and added profanity on every other trial.

CHAPTER V

RESULTS

A. DESIGNS USED

Data relevant to this proposed study were obtained from the liking forms marked by subjects on the confederate and from the answer sheets received by the confederate from subjects. Content received by the confederate on the answer sheet was not evaluated. This study was interested in the question numbers received by the confederate, as they indicated the level of intimacy at which subjects chose to respond.

Post-test means on the liking dependent variable were analyzed by a 2 x 2 two-way analysis of covariance, fixed effects model, with the initial liking to serve as covariate. See Figure 2.

Data relevant to the disclosure dependent variable were analyzed by a Lindquist Type III analysis of covariance. In this analysis, the initial disclosure served as covariate. See Figure 3. When significant ($\alpha .05$) interaction was found between treatment conditions, the results were plotted on a graph. Then a test of simple main effects and a Tukey "A" multiple comparison test were employed.

B. EFFECTS OF TREATMENTS ON LIKING OF CONFEDERATE

An analysis of covariance was conducted on final liking scores received by the confederate from subjects of study (see Table 1). The

		Profanity B	
		NO	YES
Level of Disclosure (A)	High	N = 12	
	Reciprocal		

FIGURE 2. Diagram of the 2 x 2 two-way analysis of covariance used to determine the effects of the Level of Disclosure factor (A) and the Profanity factor (B) on the dependent Variable, Liking. The initial liking scores served as covariate in this analysis.

		Profanity (B)	Ss	Trials (C)		
				2-4 (avg)	5-7 (avg)	8-10 (ave)
LEVEL OF DISCLOSURE (A)	High	No Profanity	1			
			.			
			.			
			.			
			12			
			13			
	Reciprocal	Profanity	.			
			.			
			.			
			24			
			25			
			.			
		No Profanity	.			
			.			
			.			
			36			
			37			
			.			
		Profanity	.			
			.			
			.			
			48			

FIGURE 3. Diagram of the Lindquist II analysis with covariance. This was used to determine the effects of the Level of Disclosure factor (A) and the Profanity factor (B) on the dependent variable, Self-Disclosure. The initial disclosure served as covariate in this analysis.

TABLE 1. Results of analysis of covariance of final liking scores received by confederate.

Source	Sum of Squares	df	F	Probability F Exceeded
A	1.59497	1	.21365	.646
B	131.04688	1	17.55370	.001
AB	1.65576	1	.22179	.640
Covar	63.84386	1	8.55187	.005
Error	321.01587	43	7.46548	

NOTE: Covariate = Initial Liking;
 Dependent Variable = Liking of Confederate; and
 Independent Variables A = Disclosures--Levels (1) High and
 (2) Reciprocal; and B = Profanity--Levels (1) No and
 (2) Yes.

initial liking served as covariate on this analysis. There was no significant difference found on the disclosure (A) factor. This indicated that subjects liked the confederate equally well regardless of whether he consistently made highly intimate disclosures or whether he disclosed at the same level of intimacy as the subjects disclosed to him.

A statistically significant difference was found on the profanity (B) factor. Comparison of adjusted cell means (see Table 2) revealed that subjects to whom the confederate made disclosures containing profanity reported liking the confederate significantly less than subjects not receiving disclosures containing profanity.

TABLE 2. Adjusted cell means for final liking scores received by confederate.

		No	B	Yes
A	High	11.379		8.424
	Reciprocal	11.385		7.684
	$\bar{x}$	11.382		8.054

NOTE: A = Disclosure Factor; and B = Profanity Factor.

C. EFFECTS OF TREATMENTS ON LEVEL OF DISCLOSURES RECEIVED BY CONFEDERATE

A Lindquist III was used to analyze the effect of the experimental treatments on disclosures received by the confederate. Initial disclosure was used as the covariate. Significant main effects were found for factors B (profanity) and C (trials). (See Tables 3 and 4.) However, since the analysis also yielded a first order B x C interaction, B was collapsed across A (disclosures), the interaction was plotted (see Figure 4), and tests of simple main effects were run for each level of B across the C factors.

As Figure 4 would suggest, the test of simple main effects revealed no significant difference across trials when profanity was used by the confederate. Previous studies have shown that the level of intimacy at which subjects respond tends to increase significantly across trials. Therefore, it must be assumed, based on these results, that the use of profanity inhibited subjects' willingness to disclose increasingly intimate information across trials.

Significant differences were found between means when no profanity was used. It was therefore necessary to perform a multiple comparison test to see which means were significantly different from one another. Consequently, the Tukey multiple comparison analysis was employed. Results indicated a significant difference between C-1 (trials 2-4) and C-2 (trials 5-7), and C-3 (trials 8-10) but no significant difference between C-2 and C-3. This analysis suggests that when no profanity was used subjects were willing to disclose at higher levels of intimacy in the last six trials than in trials 2 through 4.

TABLE 3. Results of Lindquist III with covariance analysis of disclosures received by confederate.

Source	Sum of Squares	df	F	Probability F Exceeded
<u>Between</u>				
A	1.69	1	0.48	0.48
B	49.73	1	14.28	0.01
AB	0.02	1	0.00	0.93
Covariate	10.08	1	2.89	0.09
Error	149.68	43		
<u>Within</u>				
C	15.59	2	9.11	0.01
CA	2.11	2	1.23	0.29
CB	10.76	2	6.28	0.01
CAB	0.23	2	0.13	0.87
Error	75.28	88		

NOTE: Covariate = Initial disclosure;
 Dependent Variable = Self-disclosures made to confederate;
 Independent Variables = A = Disclosures (made to subjects)
 (1) High; B = Profanity (1) no (2) yes (3) Reciprocal;
 and C = Trials (C1) 2-4 (C2) 5-7 (C3) 8-10.

TABLE 4. Adjusted cells means for self-disclosures received by confederate.

	Profanity (B)	Ss	Trials C		
			2-4 (avg)	5-7 (avg)	8-10 (avg)
LEVEL OF DISCLOSURE (A)	High	1			
		No Profanity	3.5	4.8	5.1
		12			
		13			
	Reciprocal	Profanity	3.0	3.4	3.5
		24			
		25			
		No Profanity	3.6	4.5	4.8
		36			
		37			
		Profanity	3.2	2.8	3.1
		48			

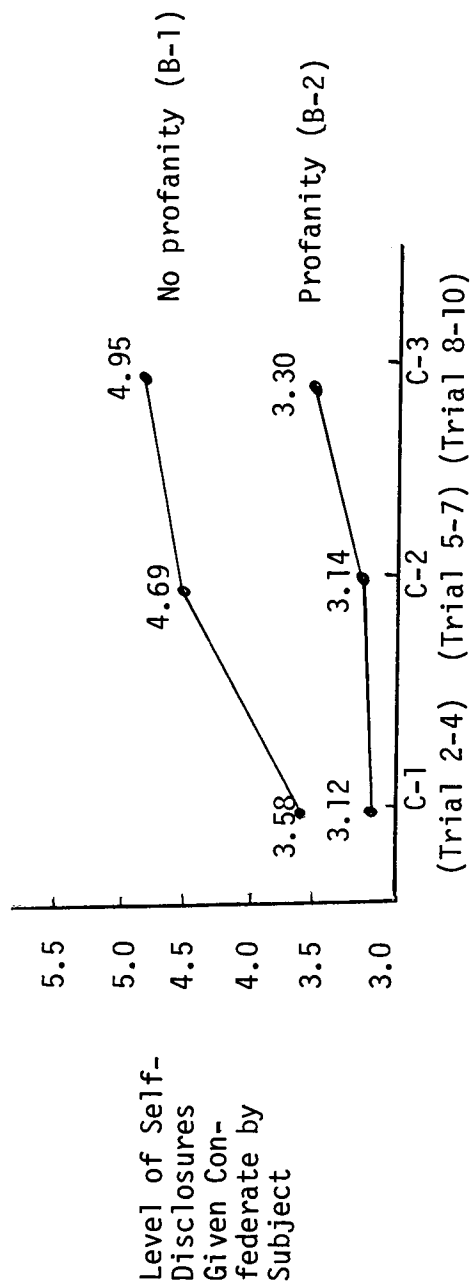


FIGURE 4. Graph of the two levels of the Profanity factor (B) collapsed across Self-Disclosure factor (A) and plotted onto Trial factor (C).

D. STATEMENT OF RESULTS IN RELATIONSHIP TO HYPOTHESES

Based on the neutral position (H_{03}) suggested by Ehrlich and Graeven (1971), it was hypothesized that subjects receiving consistently high levels of disclosure would not respond at significantly different levels of intimacy and would not report liking the confederate significantly different than subjects receiving reciprocal levels of disclosures from the confederate. This position was supported by the results of this study. Subjects' level of disclosure and liking of the confederate appeared to be independent of the level of intimacy at which the confederate disclosed. These results differed from the "norm of reciprocity" position (H_{01}) suggested by Worthy et al. (1969). These results also did not support the reward/cost position (H_{02}) stated by Cozby (1973) which suggested highly intimate disclosures would inhibit disclosure to and liking of the confederate.

The hypothesis on the use of profanity suggested by Atkinson and Carskaddon (1975), Lewinsohn et al. (1973) and Heubusch and Horan (1977) (H_{05}) was supported by the results of this study. This position stated that subjects receiving disclosures containing profanity would respond at significantly lower levels of intimacy and would report liking the confederate significantly less than subjects receiving disclosures from the confederate which contained no profanity. A look at Figure 4 reveals that subjects receiving disclosures containing profanity responded at less intimate levels in the later trials than subjects who received no profanity. The Lindquist III analysis reveals that this difference (main effect B) was statistically significant. On the analysis of covariance of Liking, results showed that subjects

receiving profanity disclosures from the confederate liked him less than subjects receiving disclosures containing no profanity.

These findings did not support the position suggested by Arbuckle (1976), Carkhuff (1969), Ellis (1962), and Perls (1969), H_{04} , which implied the use of profanity would facilitate self-disclosure and liking.

CHAPTER VI

DISCUSSION

A. PROFANE DISCLOSURES

The purpose of this study was to explore factors which tend to inhibit self-disclosure and liking. This was done in an effort to facilitate the therapeutic process within the counseling community. The use of profanity may be one of these inhibiting factors. Results revealed that profane disclosures negatively affect subject disclosure and subject liking of the confederate. Within the social penetration theory, profane disclosures would appear to be a cost factor which impedes the growth of an interpersonal relationship. Further, within the social exchange theory this cost factor provides an exception to the "norm of reciprocity" and adds a qualifier to Worthy's et al. (1969) statement that reception of self-disclosing information from another is rewarding. Profanity certainly is a self-disclosure and its use in this study failed to reward students enough to encourage them to reciprocate with highly intimate disclosures.

The confederate in this study was believed by the subjects to be a university student. Their reaction to his use of profanity in this relationship-forming process was negative. To extrapolate the subjects' reaction in this situation to how they might respond in a professional counseling relationship may be an unjustifiable leap. On the other hand, one would assume the same subjects might expect more

sensitivity and professional behavior from a trained counselor than from the confederate in this study. If subject disclosures and liking were inhibited by this "fellow student's" use of profanity, how much more inhibiting might be the use of similar language by a counseling professional.

It can be argued that this study examines only the initial stages of the relationship-forming process and that the use of profanity might be facilitative later on in the counselor-client relationship. This is possible and even probable if the client is the first to make this type of disclosure. The point made by this study, however, is that the use of profanity by a counselor in the initial stages of an interaction may altogether preclude the development of a therapeutic relationship.

Another factor which may have contributed to the results of this study is the geographical location in which it was conducted. Tennessee is situated in the so-called "Bible Belt." This, consequently, might account for the conservative reaction to the use of profanity. In the debriefing sessions subjects objecting to the confederate's use of profanity stated they viewed him as being crude, as trying to "show off," or as not taking the study seriously. It is doubtful that these and similar responses can be viewed as stemming from a philosophical or religious orientation as much as from the subjects' concept of socially acceptable behavior. It is, of course, difficult to determine how much philosophy and religion influence judgments regarding socially correct behavior in any given area of the country. In any event, trained professionals everywhere are generally expected to display

socially acceptable behaviors in the execution of their duties and may run the risk of alienating their clients if they fail to do so. Additional studies in other sections of the country are necessary to extend the generalizability of the findings of this study.

Other studies on the reciprocity of self-disclosure have controlled for the sex of the counselor/confederate and the sex of the subjects. Cozby (1973) cited numerous studies which reported that females have higher disclosure scores than males. He also cited several studies reporting no sex differences in self-disclosure. It would be interesting to control for sex differences with regards to the profanity treatment. One wonders if females would have higher disclosures than males under these conditions. Would differences in the socialization process undergone by males and females have an effect on their responses? Also, it would be of interest to use a male and a female confederate to determine the effect of this form of disclosure on same sex and opposite sex subjects.

B. HIGHLY INTIMATE DISCLOSURES

Earlier in this study it was mentioned that the literature is divided into three positions regarding the cost/reward effect of highly intimate disclosures. Worthy et al. (1969) believed that "more intimate information represents greater reward for the receiver." Conversely, some researchers feel high disclosures produce anxiety or discomfort and are a cost factor which reduces an individual's willingness to disclose (Cozby, 1973; Simonson, 1976; Giannandrea and Murphy, 1973). Finally, Ehrlich and Graeven (1971) feel there is no

difference in the effect of low and high self-disclosures.

The latter position was supported in this study. There was no significant difference on liking or self-disclosure regardless of whether the confederate reciprocated or gave highly intimate disclosures consistently. So there was no difference in the effect of reciprocal and highly intimate disclosures. The "norm of reciprocity" was not supported. When the confederate responded with consistently high levels of disclosures, he failed to receive the same in return from the subjects. This information suggests that a counselor will be equally facilitative in the early sessions if he responds at reciprocal or at high levels of intimacy with his clients. It should be remembered, however, that the confederate in this study was perceived by the subjects as a peer. Subject responses might be different upon receiving disclosures from a professional with the authority which accompanies position and academic credentials.

C. SELF-DISCLOSURE AND LIKING

This study suggests what has been confirmed in earlier studies about the relationship between self disclosure and liking. The two variables relate closely to each other. Those treatments which affected one affected the other and did so to virtually the same degree and in the same direction. The way in which a counselor discloses affects how clients will disclose to him/her and how they will like him/her. One wonders what other counselor behaviors would facilitate and/or inhibit disclosures and liking. More emphasis has been placed in the literature on characteristics of the subject/client than the

experimenter/counselor. To facilitate the therapeutic process the counselor must first understand the dynamics of selling himself/herself to the client. This researcher has counseled with several clients who had previously seen other professionals and reported they had been "turned off" by certain personality characteristics, mannerisms, or behaviors of the counselor. This supports the earlier contention that a study of factors inhibiting self-disclosure and liking would prove as valuable to the counseling community as factors which facilitate same.

D. ADDITIONAL RESEARCH

Other research possibilities evolving from this study have been alluded to above. Similar studies in other sections of the country would determine how generalizable are the findings concerning the inhibitory effect of the use of profanity.

Varying the sex of the confederate would possibly reveal interactions between the counselor's sex, profanity, and highly intimate disclosures. In the same study, sex of the subjects could also be controlled. These results might assist clients in determining which sex to consider when choosing a counselor and provide information regarding the effectiveness of one sex over the other in the therapeutic arrangement, if such a difference exists.

For reasons previously stated, this study was intended to examine the effects of different kinds of disclosures on subjects in the initial stages of the relationship-forming process. The same study might be made after subjects have had ample time to become

acquainted with the confederate. However, there are problems in a study of this nature. For example, it would be difficult to control content exchanged prior to the treatment. Nevertheless, it would be interesting to compare results of the treatments on subjects who knew the confederate at least fairly well with subjects who did not know him/her at all. The findings of this current study may prove to be descriptive only of the initial stages of the relationship-forming process.

Results of this study revealed no significant difference on the disclosure factor. Reciprocal and highly intimate disclosures from the confederate brought about the same levels of disclosure and degree of liking from subjects. Another study might compare the effect of level one responses (low in intimacy) with the effect of reciprocal or highly intimate disclosures on subjects' liking and disclosures. One would hypothesize, based on the "norm of reciprocity," that low intimate disclosures from the confederate would inhibit the intimacy with which subjects would be willing to respond. Results of this present study, which suggest a neutral position, would support the hypothesis that the effect of low intimate disclosures from the confederate would not differ significantly from the effect of reciprocal disclosures from the confederate. However, the two treatments in the current study both might have been above the optimal level for self disclosure. It would be especially interesting to compare the effect of low intimate responses (all level one responses from the confederate) with the effect of high intimate responses (all level seven responses from the confederate) on the subjects' willingness to disclose. A study of this nature compared

with the present study might reveal clues to the range of intimacy within which it is most facilitative for a counselor to disclose.

It is felt this study has contributed some insight into the dynamics of self-disclosure and liking. Hopefully, it has also raised some questions regarding the effects of certain heretofore acceptable counselor behaviors. Further research is needed to explore the effects of the wide variety of disclosures on the disclosure behavior of clients in the counseling situation.

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APPENDICES

APPENDIX A

INFORMED CONSENT FORM

Upon volunteering to participate in Mr. Howell's dissertation research study, I understand and agree by my undersigned signature to the following:

- A. The study is designed to examine dimensions of the social exchange theory and requires that I choose to answer questions about myself. I understand that I can choose to answer questions that reveal very little personal information, or choose at anytime throughout the study to discontinue my participation without risk of penalty.
- B. The instructions concerning the study will be read in their entirety prior to the beginning of my participation, and at that time I may choose to withdraw my participation without risk of penalty.
- C. My participation will require approximately 2 hours of my time for which I will receive a previously agreed upon amount of credit toward completion of a course at the university. I understand that if I listen to the procedural instructions of this study and decide at that time to withdraw my participation I will still receive the above mentioned credit toward my coursework.
- D. All data collected in this study will be held in strictest confidence. The data will be coded and no names will be used. This is designed to preserve the anonymity of the subjects.

Student's Signature

Experimentor's Signature

APPENDIX B

INSTRUCTIONS

1. (Upon subject's entry into lab.) "Part of the experiment is to get acquainted with the other members of your group, so please do not talk to one another until we begin."

2. (Upon seating subjects around table.) "This is an experiment designed to help us learn more about social training. At this time would you please introduce yourselves by telling everyone your first and last name only."

3. "I am going to give you a piece of paper with a letter on it. Please take the pin provided you and pin the letter on clothing high enough for everyone to see it."

4. "You will notice a form marked Liking Form in front of you. Please read the instructions and make a vertical mark on each line to indicate how much you like or dislike the other members in your group. This is a confidential rating and will be seen by no one other than the experimenter. Are there any questions about the liking form?" (Collect liking forms.)

5. "Now we want to continue by passing notes. From this point on there is to be no talking except to ask questions of the experimenter. You will notice in front of you a stack of trial sheets numbered in Roman Numerals from one to ten. Does everyone see this stack? On each trial sheet there are seven questions numbered from one to seven. Everyone has the same questions. Please read the seven questions on trial one."

6. "Now notice that to the right in front of you is a stack of answer sheets. Does everyone see this stack? Please take three answer sheets, one for each of the other members in the group. On each answer

sheet, write your group number, which is _____. Then write trial number one. Where it says from, write your letter A, B, C, or D. Where it says to, write a letter other than your own indicating for whom you are answering the question. Where it says question number, write the number of the question you have chosen to answer for the person who's letter you wrote down. Do this for each member in your group. You may choose the same question for each member or a different one for each member. Now answer the questions you have chosen. Your answers need not be long. Are there any questions? When everyone has answered a question for everyone else for trial one we will exchange."

7. "Is everyone finished? Then give your answer sheet to the appropriate individuals. Now read your answers. You will notice three hooks on the divider, one to your right, one in front of you, and one to your left. You will also notice there is a hole in the top left-hand corner of the answer sheets. Place the answer sheet you received from the person to the right on the hook to your right, the one you received from the person across from you on the hook in front of you, and the one you received from the person to your left on the hook to your left. This will help you remember from whom you received which answers. You are encouraged to thumb back through the answers at any time. Are there any questions at this point?"

8. Now we will go on to trial two. The procedure is the same for all ten trials except that you need to change the trial number on the answer sheets each time. Remember, please do not exchange until everyone is through answering his question for the trial. I will tell you when to exchange answers. Are there any questions?"

9. (Completion of trials.)

10. "Now that you have completed the ten trials, I will pass out a liking form identical to the one you filled out at the beginning. Please reread the instructions and make a vertical mark on each line to indicate how much you like or dislike the other members of your group. Once again, this is a confidential rating and will be seen by no one other than the experimenter. When you are finished, I will collect the forms and then explain the experiment in detail to the group."

APPENDIX C

LIKING FORM

Group _____

Trial _____

On the form below, identify yourself by the letter assigned to you. Show how much you like each of the other persons in your group by making a mark through the lines somewhere between "not at all" and "very much." You may be completely honest; no one will know how you have rated the others in your group.

I am Person _____

I like Person _____

Not at all _____ Very much

I like Person _____

Not at all _____ Very much

I like Person _____

Not at all _____ Very much

APPENDIX D

TRIALS

Trial I

1. What is your favorite television program?
2. In what way are (were) your parents least alike?
3. Would you enjoy being a member of a nudist colony? Why or why not?
4. What is the worst thing you have ever said about your parents?
5. What do you think of petting?
6. What is your favorite part of your body?
7. Compared to your friends, do you think you have stronger or weaker sexual urges?

Trial II

1. What do you do to get physical exercise?
2. About what do you and most of your friends disagree?
3. Do you ever feel lonely? Explain.
4. What do you think about more than anything else?
5. When was the last time you felt very guilty? For what reason?
6. What has been your greatest romantic success?
7. What subject (object) do you think most resembles a male sex organ?

Trial III

1. Do you like animals? Why or why not?
2. What is it about your health that worries you the most?
3. What things are most likely to keep people from liking you?
4. Do you like to listen to or tell jokes about sex? How often do you tell or listen to jokes of this kind?
5. What has been your greatest romantic disappointment?
6. What is the most harmful or shocking urge that you have ever had?
7. How often do you or have you had sexual intercourse?

Trial IV

1. What popular song do you like?
2. What famous person are you most like in appearance or personality?
3. What habit of your mother's would you change if you could?
4. What are your views concerning virginity?
5. What types of unusual sex acts have you heard about?
6. How can you tell when you are getting sexually aroused?
7. What are the most intimate parts of another's body you have kissed?

Trial V

1. What type books do you enjoy reading?
2. Do you believe that there is an actual devil and hell?
3. Which of your parents received the least formal education?
4. What is the best thing about marriage?
5. Have you engaged in "French" kissing?
6. What do you think is the most perverse sex act?
7. Do you consider kissing another person's genital area an acceptable practice? Why or why not?

Trial VI

1. When you go out to eat, where do you go most often?
2. What one thing do you most enjoy doing?
3. In what ways are you jealous? Explain.
4. What tends to depress you?
5. In your opinion, is sexual intercourse likely to be more enjoyable in marriage or outside of marriage? Explain.
6. What tends to arouse you sexually?
7. With how many people have you been sexually intimate?

Trial VII

1. What foods do you not like?
2. What have you done that most pleased your parents?
3. What do you know or guess your IQ to be?
4. What have you done that most disappointed your parents?
5. What slang words or phrases do you know that mean sexual intercourse?
6. Could you easily become promiscuous? Why or why not?
7. What technique would you use to sexually arouse a member of the opposite sex?

Trial VIII

1. Do you favor capital punishment? Why or why not?
2. Why is religion important or unimportant in your life?
3. What taboo words are used by your friends?
4. Who knows more about the real you than any other person?
5. What problems do your friends discuss with you?
6. Do you consider your sex life satisfactory? Why or why not?
7. When was the last time you achieved orgasm? In what manner?

Trial IX

1. What is your favorite dessert?
2. Are you ever moody? Explain.
3. Do you consider yourself more or less emotional than most people?
4. Who do you think dislikes you more than anyone else?
5. What one thing about your life now is least satisfying to you?
6. What methods of sexual outlet would you guess are used by your friends?
7. On what part of your body do you most enjoy caresses?

Trial X

1. What American city would you most like to visit?
2. What motivates people to join and attend church?
3. At what age did you receive your first romantic kiss?
4. If you had to live your life over, what would you do differently?
5. Under what conditions do you think premarital or extramarital sexual relations are acceptable?
6. What person that you know would probably have the easiest time enticing you into an illicit sexual relationships?
7. Who was the first person with whom you petted?

APPENDIX E

ANSWER SHEET

Group _____

Trial _____

From person letter _____

To person letter _____

Question Number _____

Answer:

APPENDIX F

ANSWERS PREPARED FOR USE BY CONFEDERATE

Profanity

Trial I (Profane word--Hell)

Question

1. Hell if I know. "How the West was won," I guess.
2. My Dad was a hell raiser and my Mother was pretty calm.
3. Hell, why not? I like volleyball. (why else?)
4. I told someone my Mom was a hell of a pest sometimes.
5. I love the hell out of it.
6. This is a hell of a question. I like my whole body.
7. Oh hell. Everybody has the same sex drive.

Non-Profanity

Trial I

Question

1. I don't know. "How the West was Won," I guess.
2. My Dad raised a lot of cain and my Mother was pretty calm.
3. Why not? I like volleyball. (why else?)
4. I told someone my Mom was a pest sometimes.
5. I love it.
6. This is some question. I like my whole body.
7. Everybody has the same sex drive.

Trial II No profanity is used on Trials II, IV, VI, VIII, X.

Question

1. Play raquetball
2. Guns
3. No, I find loneliness is a waste of time
4. A large ranch in Montana
5. A year ago when I lost too much money in a poker game
6. Having premarital sex with my wife
7. A banana

Trial III (Profane Word--Fuck)

Profanity

Question

1. Yes. They don't try to fuck your mind up.
2. Sometimes my heart worries the fuck out of me.
3. When people try to fuck me over.
4. All the fucking time.
5. My girlfriend fucked me over and started dating my best friend.
6. I once thought of jumping off a ten-story building and it still scares the fuck out of me.
7. I feel it healthy to fuck at least three times a week.

Non-Profanity

Question

1. Yes, they don't try to mess your mind.
2. Sometimes my heart worries me a lot.
3. When people try to deceive me.
4. All the time.
5. My girlfriend left me and started dating my best friend.
6. Once I thought of jumping off a ten-story building and it still scares me.
7. I feel it healthy to have intercourse at least three times a week.

Trial IV

Question

1. Night fever
2. George A. Custer
3. Her advice-giving
4. Virginity shouldn't be so important
5. Sodomy
6. Like most guys, I get an erection
7. Female genitals

Trial V (Profane Word--Bullshit)

Profanity

Question

1. Political bullshit mostly
2. No, that's bullshit.
3. My mother, but I believe most formal education is bullshit.
4. Having someone to bullshit with.
5. Are you bullshitting me?
6. That weird sad-masochism bullshit.
7. I wouldn't bullshit anybody. I think it's a vital part of making love.

Non-Profanity

Question

1. Political books, mostly.
2. No, that's nonsense.
3. My mother, but I believe most formal education is nonsense.
4. Having someone to rap with.
5. Are you kidding?
6. That weird sad-masochism stuff.
7. I wouldn't kid anybody. I think it's a vital part of making love.

Trial VI

Question

1. Town and Country
2. Shooting guns and fishing
3. Only insecure people get jealous
4. Cloudy, rainy days
5. Both. If both partners are in agreement
6. A nice rear end in blue jeans
7. Two

Trial VII (Profane Word--Suck)

Profanity

Question

1. Greens and Chinese food suck.
2. Took my mother dancing (the band sucked).

Non-Profanity

Question

1. Greens and Chinese food are lousy.
2. I took my mother dancing. The band was lousy.

Trial VII (continued)

Question

3. Above average, but IQ tests suck.
4. Started smoking (that habit sucks).
5. These questions suck. Screw, I guess.
6. Yes, because I enjoy intercourse. People who don't, suck.
7. "Wine & Dine" picnic. Of course some cop (who sucks) usually comes along and messes things up.

Question

3. Above average, but IQ tests are lousy.
4. Starting smoking. (It is a stupid habit.)
5. These questions are stupid. Screw, I guess.
6. Yes, because I enjoy intercourse. People who don't are stupid.
7. "Wine & Dine" picnic. Of course, some stupid cop usually comes along and messes things up.

Trial VIII

Question

1. Yes, I believe you have to pay to play
2. Relatively unimportant
3. Jesus Christ
4. No one
5. Just about everything
6. Yes. I`stay busy
7. Last night, having intercourse

Trial IX (Profane Word--Damn)

Profanity

Question

1. Banana pudding is mighty damn fine.
2. Some days just aren't that damn great.

Non-Profanity

Question

1. Banana pudding is mighty fine.
2. Some days just aren't that great.

Trial IX (continued)

Question

3. Less (damned if I know).
4. My ex-boss (damn him anyway).
5. The damn rent is always going up.
6. Copulation (damned if I know).
7. I guess my neck. Damn, I might as well be honest, I like it all over.

Question

3. Less (I don't really know).
4. My ex-boss (I didn't like him anyway).
5. The rent is always going up.
6. Copulation (I don't know).
7. I guess my neck. No, I might as well be honest, I like it all over.

Trial X

Question

1. Honolulu
2. A void they have created within themselves
3. Fourteen
4. I wouldn't buy that '67 barracuda
5. Any condition between two consenting adults
6. Cheryl Ladd
7. My first girlfriend at the tender age of 14

VITA

William Terry Howell was born on September 1, 1948 in Lubbock, Texas, to Mr. and Mrs. A. J. Howell. He was graduated from high school at Coronado High School in Texas. He attended college at Texas Tech University and The University of Tennessee at Chattanooga, where he received a B.S. in Psychology and a M.Ed. in Counseling. He has served as the Director of Placement, Director of Alumni, and an Instructor at The University of Tennessee at Chattanooga. He received his Ed.D. in Educational Psychology and Guidance from The University of Tennessee at Knoxville in March, 1979.

He is married to the former Beverly Jeanne Taylor and is the very proud father of Heather Howell, who is beautiful. He is currently the co-owner and Administrative Director of Chattanooga Testing and Counseling.

He plans to live every day of his life.