

Q BIBLIOGRAPHIC UPDATE: A CONTINUATION  
OF "BIBLIOGRAPHY ON Q TECHNIQUE AND  
ITS METHODOLOGY"

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After scanning the almost 600 references contained in the first Q bibliography, published almost a decade ago (Brown, 1968), the conclusion was reached that Q technique had a certain faddish quality about it inasmuch as it had been used widely but with few investigators having employed it more than once. Examination of this updated listing leads to a similar conclusion, although there are a few encouraging exceptions. It was also observed that whereas the 'Q-sort technique' had received much attention, the broader concerns of 'Q methodology' had been largely ignored, and this too still holds--but again with encouraging exceptions.

Several post-1968 events and trends are reflected in this current list of titles. First, William Stephenson's ideas on communication theory emerged full-bloom with the publication of *The play theory of mass communication* and subsequently served to stimulate new thinking in several academic centers. This bibliographic listing therefore carries a greater number of contributions from the social sciences (with the notable exception of sociology and anthropology) than was characteristic of the 1968 bibliography, which was

dominated by psychology; there are also scattered references in medically-related areas (e.g., nursing and psychiatry). Due largely to the influence of Sir Cyril Burt, with whom Stephenson was associated in his London days (Burt & Stephenson, 1939) and who recently gained posthumous notoriety for having allegedly doctored his IQ-heredity data, there are very few recorded uses of Q technique in the United Kingdom and the Commonwealth countries, although new entries have been recorded from Yugoslavia, France, Germany, Japan, Italy, and elsewhere.

Second, additional publication events provided continued exposure to Stephenson's ideas. In 1972 a group of admirers conspired to publish a *Festschrift* in his honor, and in 1975 the University of Chicago Press elected to issue a paperback edition of *The study of behavior* as part of its Midway series; moreover, whereas virtually all of the pre-1968 publications were journal articles, several books have since appeared in which Q technique figures as the main research instrument, and it is given chapter-length attention in several volumes on research methods.

But perhaps the most important post-1968 change was in the social climate of opinion, alterations in which have not left the enlightenment arena unaffected. The conclusion of an unpopular war, the discovery of widespread political and corporate corruption, and the depletion of natural resources have served to diminish public faith in 'authorities' and conventional practices, and in the academy this has taken the form of attacks on objectivity and venerated paradigms and the emergence of intellectual counterelites. Statistical norms nowadays are considered by many to be as oppressive as ideological ones, and there is even a suspicion that the two often go hand in hand--e.g., that IQ scores are implicated in effecting as well as reflecting social stratification, a contemporary version of Heisenberg's uncertainty principal. The modern educator is therefore less interested in predicting how

people will adjust to their inherited parameters as in expanding their opportunities for meaningful choice. This has naturally led to an emphasis on person-centered perspectives (to generalize the Rogerian model)--i.e., to wants over needs, to interests over requirements, and to the self and subjective communicability as central to all else. This has of course been Stephenson's position from the start as shown, for example, in his reform-minded *Testing school children* (1949), which is among the least known of his publications. It is also reflected in the lead article of this issue of the *Newsletter* as well as in his other recent writings listed below.

Unlike the previous bibliography, this continuing update will have no subject-matter classifications. Because of the number of citations accumulated since 1968, plus the many inadvertently overlooked which were published prior to that time, it will not be possible to list them all in this issue. Inasmuch as contributions will otherwise be entered alphabetically by author, Stephenson's recent writings and closely related works will be presented first rather than delayed until future issues; these will be followed by published books, chapters, and articles. Future issues will report dissertations, theses, conference papers, and other unpublished reports. As soon as the backlog has been absorbed, contributions will be reported as they appear.

Since indexing services (such as *Dissertation Abstracts International*, *Education Index*, *Psychological Abstracts*, etc.) typically report a contribution only if 'Q-sort,' 'Q-technique,' or the like is part of the title, publications carrying substantive titles only will be easily missed; readers are therefore invited to bring to our attention any Q-related works that are not reported.

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## Q BIBLIOGRAPHIC UPDATE

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[continued]

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A NOTE ON ESTIMATING STANDARD ERRORS OF  
FACTOR SCORES IN Q METHOD

Q BIBLIOGRAPHIC UPDATE (CONTINUED)