

men relied on the pill, while nearly 35 per cent of the men and more than 20 per cent of the women relied on condoms. No significant relationship was found between religious denomination and the type of birth control used.—*Orangeville, Pennsylvania.*

0782-09/SBR

Vincent, M. L., & Stelling, F. H., IV. **A Survey of Contraceptive Practices and Attitudes of Unwed College Students.** The Journal of the American College Health Association, 1973, 21 (February) pp. 257-263.

A survey was completed anonymously in May, 1971 by 279 students taking a personal health course at the University of South Carolina. Responses were divided into four groups by sexual activity.

Two-thirds of the men and almost half of the women were not virgins. Of these, the highest percentages of students were "very active" sexually. About 50 per cent of the "very active" students relied on oral contraceptives, almost 30 per cent of all nonvirgins relied on the condom, and as sexual activity decreased the use of rhythm or no contraceptive increased. More than 60 per cent of the students gained information on contraceptives from reading on their own. One-fourth of the virgins expressed knowing little about contraceptives. More than 80 per cent of the "very active" women and 60 per cent of the "very active" men said they had discussed contraceptives seriously with their partners. This practice declined as activity declined.—*Associate Professor of Health Education, University of South Carolina.*

0783-09/SMA

## STUDENT CHARACTERISTICS

Abramowitz, S. I., & Abramowitz, C. V. **A Tale of Serendipity: Political Ideology, Sex-Role Prescriptions, and Students' Psychological Adjustment.** Paper read at Southwestern Psychological Association, New Orleans, April, 1973, 6 pp.

A predominantly white group of 85 women and 81 men from a broad spectrum of campus political opinion was tested to ascertain whether politically extreme women and politically moderate men might be more anxious and emotionally unstable concerning their sex role than their peers.

Political extremism was established according to the Politico-Economic Conservatism Scale, with those in the first and last quartiles considered extreme. Spielberger's Trait Anxiety Inventory and the Emotional Stability Subscale of the Gordon Personal Profile offered psychological criteria.

Analyses of variance comparing men and women and political moderates and political extremists on the two emotional stability measures failed to disclose an ideology main effect. A main effect of sex on emotional stability was found, however, the women portraying themselves as less stable than did the men. Slightly greater psychological distress among politically extreme women appeared than among politically moderate men or politically extreme men.—*Psychological and Counseling Center, Vanderbilt University.*

0784-09/WEJ

Baird, L. L., Clark, M. J., & Hartnett, R. T. **The Graduates: A Report on the Plans and Characteristics of College Seniors.** Research Report. Princeton: Educational Testing Service, March, 1973, 210 pp.

A total of 94 institutions of higher learning, representative of American undergraduate colleges in terms of geography, control, size, and highest degree offered, gave the College Senior Survey either to their entire senior class (small colleges) or to a representative sample (large colleges). A special group of predominantly black institutions and a group of institutions that are important sources of graduate students were included. The response rate varied from 18 per cent to 85 per cent, with a median of approximately 60 per cent.

The data are explored in more than 60 tables and figures, and in separate chapters on undergraduate experiences, perceptions of careers and schools, decisions about future careers, plans of men and women, black students, correlates of grades and test scores, and correlates of career choices and financial aid. While more of the students came from lower-class backgrounds than in previous years, the average student had better educated parents than did those in previous years because the general educational level of society has risen. The values of the students were little different from those of 10 years earlier. The activists were in the minority, and basically the same types of students entered various fields as in previous years. More men than women planned to go on to graduate school even among the academically superior students. Most of the increase in graduate school expectations was at the intermediate degree level, two-thirds of the women and 45 per cent of the men planning to obtain a master's degree. The black students, especially the women, received more encouragement than did the white students to go beyond the baccalaureate. Higher percentages of the black students than of the white students had expectations of graduate education, and higher percentages of the black students at predominantly white than at predominantly black institutions had graduate school expectations. Grades, test scores, and self-perceptions were significantly correlated. The academically superior students rejected income as an influence on their vocational and academic decisions. Financial aid was disproportionately offered to science majors, to those who were recognized by their professors, and to those who had already gained awards.—*Research Psychologist, Educational Testing Service.*

0785-09/SBR

Frerichs, Marian. **Relationship of Dogmatism to Selected Characteristics of Community College Nursing Students.** College Student Journal, 1973, 7 (April-May) pp. 57-60.

The relationship between dogmatism (as measured by the Rokeach Dogmatism Scale, Form E) and the marital status, age, and previous nursing experience of 1,435 women nursing students in 22 of 23 Associate Degree Nursing (ADN) programs in Illinois community colleges was investigated in the spring of 1971. Differences in dogmatism scores attributable to any of the three independent variables were assessed using a three-way analysis of variance.

A significant main effect for marital status was found, the married students having lower dogmatism scores (more open-mindedness) than did their unmarried classmates. Neither age nor experience was significantly related to dogmatism, but a trend was seen toward lower dogmatism scores among the older students and those with nursing experience than among the younger students and those with no nursing experience.—*Associate Professor of Nursing, Northern Illinois University.*

0786-09/AML

Garbin, A. P., & Vaughn, D. **The Democratization of Higher Education.** Community and Junior College Journal, 1973, 43 (May) pp. 23-25.

Public community colleges will provide much of the postsecondary occupational training that will soon be required of a substantial proportion of workers. In a study of the demographic and sociological characteristics of vocational students, questionnaires were given to 5,172 students enrolled in 60 community colleges throughout the country. Responses were classified by vocational area, i.e., business and office, distributive education, health occupations, home economics, technical education, trade and industry, and vocational agriculture.

Results showed that proportionately more men than women were enrolled in the technical, trade and industry, and vocational agricultural fields, and proportionately more women than men in home economics, health, and business-office training. Disproportionately more black students were enrolled in business-office and health occupations, and disproportionately more white students in technical education and vocational agriculture.

A socioeconomic status index containing 7 levels was developed, based on parental income, education, and occupation. Four out of five students were in status levels 3, 4, or 5. More than one-fourth of the students reported "B" or better high school grades and more than 90 per cent, "C" or better. The distributive education students were the most success-oriented and the home economics majors the least. Aspirations for success generally exceeded expectations. The distributive education students were the most optimistic about success and the home economics students the most pessimistic.—*Institute of Behavioral Research, University of Georgia.*

0787-09/NER

Higgins, P. S., & Rossmann, J. E. **Student Characteristics Preferred by the Faculty at a Liberal Arts College.** Journal of College Student Personnel, 1973, 14 (May) pp. 225-230.

At Macalester College in May, 1969, 127 full-time and 43 part-time faculty were requested by two members of the admissions and financial aid committee to identify five current students and five students taught in the past whom they regarded as the type of students the college should seek to enroll. A total of 91 full-time and 9 part-time faculty responded, together nominating 653 students. A stratified random selection of students enrolled in the 1969 spring term was chosen for comparison.

Nearly two-thirds of the students nominated were men, although the student population was equally divided between men and women. Men were also more likely to receive two or more nominations. The nominated men had higher mean Scholastic Aptitude Test (SAT) Verbal and Mathematics scores and higher high school rank than did the comparison men. The nominated women had higher SAT-Mathematics scores and high school rank than did the comparison women. The nominated students had higher college grade-point averages than did the comparison students, and were more likely than the comparison students to aspire to a graduate degree as freshmen. The nominated students had significantly higher scores on the Academic Achievement Scale, derived from the Strong Vocational Interest Blank, than did the comparison students. The nominated men participated in more high school activities and held more student offices than did the comparison men. More of the nominated students than of the comparison students had received enthusiastic nominations from their high school counselors. But predictions of faculty selection using six variable discriminant functions were correct for only 59 per cent of the men and 64 per cent of the women.— *University of Minnesota*.

0788-09/SBR

Klingelhofer, E. L., & Hollander, L. **Educational Characteristics and Needs of New Students: A Review of the Literature.** Berkeley: Center for Research and Development in Higher Education, 1973, 154 pp.

This book assesses both hard research and opinion-based research on the new students, who include all low-ability ethnic minority students, low-ability students of low socioeconomic status, and women students of either low ability or low socioeconomic status. Such students have always attended traditional black colleges and community colleges, but their greatly increased numbers and their recognition by all institutions of higher learning are new phenomena. The literature about these students has been chiefly concerned with black students, and has tended to ignore the ethnic, geographic, sexual, or socioeconomic differences among the new students.

The academic dimensions surveyed include academic ability, aptitude, and achievement; study skills, coping behavior, and development of academic know-how; and other characteristics, such as background, cognitive style, and intellectual functioning. The secular dimensions surveyed include self-concept, self-confidence, and identity; motivation, motivational barriers, and the need for achievement; aspiration; delayed or deferred gratification; locus of control; powerlessness; social, family, and peer influences; economic problems; positive attributes of the new students; and studies using various psychological inventories. The research in these categories is considered according to ethnic group membership and sex. The list of references includes both the research studies used for the survey and nonresearch-based references reflecting the experience or opinions of the authors.

0789-09/SBR

Lacher, Maury. **The Life Styles of Underachieving College Students.** *Journal of Counseling Psychology*, 1973, 20 (May) pp. 220-226.

At the University of Michigan's College of Literature, Science, and the Arts, 23 underachieving sophomore men whose grade-point averages (GPA's) were at least 1.29 standard deviations below the GPA predicted by their Scholastic Aptitude Test (SAT) scores, 22 overachievers whose GPA's were correspondingly above their predicted GPA's, and 10 normal achievers whose GPA's were within .13 deviation of their predicted GPA's were paid to participate in a study. Five taped interviews were conducted approximately every two weeks with each student concerning how they coped with academic tasks and stress, where their major commitments were, and how they evaluated their college experiences. At the end of the semester, the students were given the Omnibus Personality Inventory (OPI), Form F. Their freshman scores on the Opinion, Attitude, and Interest Survey (OAIS) were available.

The overachievers had higher high school ranks, higher scores on the OAIS achiever personality scale, lower scores on the OPI Impulse Expression and Complexity scales, and expressed more satisfaction with their academic performance than did the underachievers. The underachievers were more likely to miss interviews than the overachievers, and twice as many overachievers as underachievers put academic matters ahead of other concerns in cases of conflict. The overachievers were more likely than the underachievers to spend more than the normal amount of time on their studies.

Cluster analyses of 33 variables distinguished two subgroups among the underachievers and three among the overachievers. The first underachieving subgroup included students who were relatively practical, achievement-oriented, conservative, controlled, physical science-oriented, nonintellectual, and traditional, while the second group was relatively theoretical, liberal, impulsive, artistic, humanities-oriented, verbal, and deviant. The first overachieving subgroup included students who were achievement-oriented, controlled, conservative, and theoretical; the third group was verbal, theoretical, liberal, expressive, and impulsive; while the second group was between the other two.—*Psychology Department, Carleton College.*

0790-09/SBR

Turner, John R. **Personal and Situational Determinants of Volunteer Recruitment for a Campus "Hotline" Program.** *Journal of the American College Health Association*, 1973, 21 (April) pp. 353-357.

At the University of Utah, 69 men and 100 women undergraduates were compared on the basis of their response to recruitment efforts by the Help Extended by Listening Peers Line. The recruitment efforts emphasized the program objectives of preventing crises in the lives of students from becoming major problems by offering referrals to appropriate professionals, of providing an understanding listener, and of providing the volunteers with training and experience in communication skills, with the possibility of earning course credits. The students gave biographical information and described themselves using the Adjective Check List (ACL). The Social Action Survey measured their attitudes toward the concept of peer help, and the Test of Counselor Attitudes measured their attitudes toward other students with problems.

A total of 28 men and 36 women volunteered, 21 men and 20 women refused to participate, and 20 men and 44 women decided not to participate because of other commitments. Reason for participating, supportive counselor attitude, and the ACL defensiveness, self-control, and favorable adjectives scale scores differentiated best among the three groups for both sexes. Recruiter status and the ACL nurturance scale differentiated significantly for the men, and academic major and desire for credit differentiated significantly for the women. A discriminant function analysis based on these predictors correctly classified 64 per cent of the men and 54 per cent of the women. The analysis classified the volunteers more accurately than the other two groups.—*Director, Asotin-Garfield Mental Health Clinic, Clarkston, Washington.*

0791-09/SBR

## CREATIVITY

Albert, R. S., & Nardi, F. **College Students' Perception of Parents, and Creative Analogic Thinking.** Paper read at Western Psychological Association, Anaheim, April, 1973, 8 pp.

Two studies of creative students' memories of their parents' behavior were made in order to discern correlations between parental attitudes and student creativity and intelligence. The first study (1962) involved 89 women from Skidmore College (New York) who were given the Roe-Siegelman Parent Child Relations Questionnaire (PCR) and an open-ended analogies test. Results for the intellectually bright students suggest that loving and protective parents who make elevated demands on their children tend to encourage intellectual enterprise and self-confidence.

In the second study, conducted 10 years later at the California State University at Fullerton, the PCR, the open-ended analogies test, and other measures of originality were given to 99 men and women students in social psychology classes. The highly creative women saw their mothers as more protective, punitive, demanding, and rewarding than did the highly creative men, and saw both their mothers and fathers as more punitive, rejecting, and demanding than had the highly creative Skidmore women. For both the men and the women, punitive, rejecting, demanding parental behavior was associated with high creativity.—*Claremont Graduate School.*

0792-09/WEJ

## PERSONALITY

Crown, S., Lucas, C. J., & Supramaniam, S. **Classification and Measurement of Study Difficulties: Psychoneurotic and Motivational Aspects of Study Difficulties.** In *Proceedings, Eighth Annual Conference, Society for Research into Higher Education*. London: The Society, 1973, pp. 80-91.

In 1970, all 223 entering students of the English, chemistry, and medical faculties of a British university were administered the University College London Study Difficulty Questionnaire (UCLSQ) and the Middlesex Hospital Questionnaire (MHQ). These students served as control comparisons with 81 students who sought help from the College Health Center.

The student patients had higher scores than the control students on the UCLSQ subscales of anxiety, obsession, depression, disorganization-distractability, low motivation, and somatic anxiety, and on the MHQ subscales of free-floating, phobic, and somatic anxiety, and depression. The students with study difficulties had higher scores on the UCLSQ obsession, depression, disorganization-distractability, and low motivation subscales than did the students with general difficulties. Principal component cluster analysis of the student patients showed two groups—(1) generally neurotic students who had apparent motivation but little obsessiveness, little work satisfaction, and who invariably complained of study difficulty, and (2) students who were less neurotic but scored high on the work obsessiveness and satisfaction, low motivation, and disorganization-distractability scales. More than half of this second group also complained of study difficulty. The MHQ phobic anxiety scale was a positive predictor of academic performance for the student patients, while the UCLSQ low motivation scale was a negative predictor. The MHQ hysterical personality traits scale and the UCLSQ somatic anxiety scale were negative predictors of academic performance for the control students.—*Consultant Psychiatrist, The London Hospital, England.*

0793-09/SBR

George, R. L., Hoemann, V. H., & Minkevich, G. **The Engineering Student in the Community College: Some Personality Differences.** *College Student Journal*, 1973, 7 (April-May) pp. 50-53.

Students enrolled in an engineering transfer curriculum and students enrolled in a career engineering curriculum at a midwestern community college were compared on family socioeconomic status and scores obtained from the 15 personality scales of the Edwards Personal Preference Schedule. A total of 65 students were tested in various engineering-related classes. Personality variables were combined with socioeconomic status by means of a two-factor analysis of variance design.

Results showed significant differences between transfer and career engineering students on two variables: introversion and dominance. The data suggest that the career students from upper-class families showed a greater need to study the motives of other people than did the transfer students from upper-class families, while the transfer students from upper-class families showed a greater need to influence, direct, and control the behavior of others than did the career

students.—*Behavioral Studies and Research, University of Missouri—St. Louis.*

0794-09/AML

Gilligan, John F. **Personality Characteristics of Selectors and Nonselectors of Sensitivity Training.** *Journal of Counseling Psychology*, 1973, 20 (May) pp. 265-268.

At the University of Idaho during the 1970 fall semester, 60 introductory psychology students who indicated an interest in participating in a weekend sensitivity experience and 60 students who indicated no interest were randomly selected from a total of 527 students responding to a 7-point Likert-type question. All but 11 of these 120 students completed the Omnibus Personality Inventory (OPI) and the Personal Orientation Inventory (POI).

Individual t-tests comparing the mean scores of the two groups of students were significant for 12 of 26 scales. The students who were interested in sensitivity experience had higher mean scores on the OPI Thinking Introversion, Aestheticism, Complexity, Autonomy, Religious Orientation, and Impulse Expression scales than did the students who were not interested. The nonselectors had higher scores on the OPI Practical Outlook and Masculinity-Femininity scales than did the selectors. The selectors had higher scores on the POI Inner Directedness, Existentiality, Spontaneity, and Capacity for Intimate Contact scales than did the nonselectors.—*Illinois State Psychiatric Institute, Chicago.*

0795-09/SBR

Gough, H. G., & Hall, W. B. **A Prospective Study of Personality Changes in Students in Medicine, Dentistry, and Nursing.** *Research in Higher Education*, 1973, 1 (No. 2) pp. 127-140.

In an attempt to identify variables that differentiate beginning and graduating medical students, an assessment was made of the accuracy of a classifying index derived from the California Psychological Inventory (CPI). Seventy male medical students from two classes took the CPI in their first and fourth years. Eight scales differentiated significantly in one class and four in the other class. Analysis of all 140 responses in a Time-1 vs. Time-2 regression identified four key variables: sociability, socialization, and good impression weighted negatively, and achievement via independence weighted positively. The most accurate use of the index was with a cutting score of 50, producing a "hit rate" of 63 per cent (that is, students were correctly classified as first- or fourth-year students in 88 of 140 cases on the basis of whether their score on the index was 50 or above or below 50). For additional validation, 168 nursing students were tested at entry and graduation. The index (equation) produced a hit rate of 63 per cent in classifying 336 responses. The index produced a hit rate of 56 per cent for 47 dental students tested twice (94 responses). Chance in all cases would have been 50 per cent.

Descriptions by observers using the Adjective Check List of 70 medical applicants depicted students scoring higher on the index as more reasonable, quiet, and insightful, while those scoring lower were more suggestible, conventional,



and emotionally expressive.—*Institute of Personality Assessment and Research, University of California, Berkeley.*

0796-09/AML

Miller, J. C., & Janis, I. L. **Dyadic Interaction and Adaptation to the Stresses of College Life.** *Journal of Counseling Psychology*, 1973, 20 (May) pp. 258-264.

At Yale University, 92 undergraduate men in an introductory psychology course participated in a course project requiring each student to write a biography of another. The students were randomly assigned to one of four conditions—mutual or nonmutual pairs with or without prior contact. In the mutual pairs, the students wrote about each other, while in the nonmutual pairs, one student wrote about the other who wrote about a third student. The pairs with prior contact had been in the same encounter group at the beginning of the course, while the pairs without prior contact had been in different groups. Before the project each student had taken the Marlowe-Crowne Social Desirability Scale (SDS), and during the term they took a variety of tests including the College Attitudes Inventory (given three weeks before the final examination) which includes study scales, academic and social stress scales, and personality scales.

Two-way analyses of variance performed on 12 dependent variables derived from the attitudes inventory showed that the mutual pairs experienced more frequent and more severe social stress and had lower self-esteem than did the nonmutual pairs. The mutual pairs also tended to have more test anxiety and more frequent and more intense academic stress, but they received significantly higher course grades than did the nonmutual pairs. Self-esteem was lowest among the mutual pairs with prior contact. Three-way analyses of variance using a median split on the SDS scores showed that the mutual pairs with high SDS scores had somewhat more failure of adaptation than did the mutual pairs with low SDS scores. But the nonmutual pairs with high SDS scores had less frequent and less severe academic stress, more adaptive study habits, less test anxiety, and fewer role identity problems than did the nonmutual pairs with low SDS scores.—*Department of Psychology, Yale University.*

0797-09/SBR

Rose, H. A., & Elton, C. F. **Practical Skills and Personality Development.** *Journal of Vocational Behavior*, 1973, 3 (April) pp. 233-238.

The Practical Skills scale of the American College Test (ACT) Student Profile Report asks students whether they have assembled handicraft or needlework kits; learned new dance steps easily; paid bills, purchased with money orders, or balanced check books; made useful sewn items; taken apart and reassembled clocks, radios, etc.; learned odds for games; or made automobile repairs. From the responses of 2,376 freshmen, 100 men and 100 women were selected in each of three categories—below average, average, and above average in practical skills. The scores of these students on 14 Omnibus Personality Inventory scales were subjected to multivariate analysis of covariance, with ACT composite scores as the covariate, according to sex and practical skills level.

The students above average in practical skills had significantly higher scores than the below average students on thinking introversion, theoretical orientation, aestheticism, complexity, social extroversion, impulse expression, and response bias. The above average students had higher scores than the average students on theoretical orientation, aestheticism, and impulse expression. No significant interaction between sex and level of skills was found. The below average students seemed to reject both people and ideas, suggesting that skill development may be a general rather than a specific phenomenon, with people skilled in one area not differing in personality from those skilled in another area.— *University of Kentucky*.

0798-09/SBR

**Toder, N. L., & Marcia, J. E. Ego Identity Status and Response to Conformity Pressure in College Women.** *Journal of Personality and Social Psychology*, 1973, 26 (May) pp. 287-294.

From a pool of randomly-selected junior and senior women students at the State University College at Buffalo, 16 in each of four ego identity statuses were identified by means of a 30-minute interview covering occupation, religion, politics, and sex. Ratings were made according to the criteria developed by Marcia and Friedman. The women also rated themselves on a 10-point hippy-nonhippy continuum. Later they participated in a modified Asch conformity task (judging the length of unequal lines) with three confederates (two women and one man) who wore either hippy or straight dress. The women then took the 132-item Multiple Affect Adjective Check List: Today Form.

A one-way analysis of variance showed significant differences in conformity among the statuses. The identity-achievement women conformed the least, followed in order by the foreclosure, moratorium, and identity-diffusion women. No overall difference was found in the amount of conformity between the women faced with hippy or straight confederates, but the identity-achievement women faced with hippy confederates conformed less than did the other groups combined, while the diffusion women with hippy confederates conformed more than did the other three groups combined. The women who rated themselves in the middle of the hippy-straight continuum conformed more than did those considering themselves to be hippy or straight. The identity-achievement and foreclosure women indicated less negative affect than did the moratorium and diffusion women.— *University of California, Los Angeles*.

0799-09/SBR

**Wolk, S., & DuCette, J. The Moderating Effect of Locus of Control in Relation to Achievement-Motivation Variables.** *Journal of Personality*, 1973, 41 (March) pp. 59-70.

Fifty-three introductory psychology students at Temple University were given Mehrabian's 26-item measure of achievement motivation and the 29-item version of the Internal vs. External Control of Reinforcement (I-E) scale. Their preference for risk-taking was assessed by asking them to make estimates of their potential success on a pursuit rotor test at various time levels and then asking for indication of the time level they most preferred. Level of preference

was scored in such a way that an intermediate level of risk-taking received the highest score. Scores on a midterm examination were obtained, plus an estimate by each student of how well he did in relation to the rest of the class. A second study using 133 students at Cornell University was identical to the first study except that both midterm and final examination performance and confidence scores were used as well as Scholastic Aptitude Test verbal and quantitative scores.

Product-moment correlations between achievement motivation and the various behaviors (preference for intermediate risk, estimates of success, and test performance) were significant for the internal students (those with a score of 9 or below on the I-E scale) but not for the externals (scores of 13 or above). The findings suggest that a student must believe in some degree of personal control and the situation must be congruent with such control before successful prediction of his behavior can be made on the basis of achievement-motivation theory.—*Institute for Child Study, College of Education, University of Maryland.*

0800-09/BBR

## STUDENT BACKGROUNDS

Regan, Carole. **Parental Identification and Family Role Attitudes in College Freshman Women in Relation to Their Mothers' Career Patterns.** Paper read at Eastern Psychological Association, Washington, D.C., May, 1973, 10 pp.

At the College of Liberal Arts for Women of the University of Pennsylvania, 173 matched pairs of volunteer mothers and daughters from a class of 413 entering students responded fully to the survey instruments. On the basis of background information supplied by the mothers, 79 were classified as homemaker-oriented and 94 as career-oriented. The daughters were administered a version of the Semantic Differential and a questionnaire for further background information. Multivariate analysis of variance was used to compare the two types of mothers with each other and the daughters of the two types with each other.

The homemaker-oriented and career-oriented mothers did not differ in age, age at marriage, husband's education, number of children, age of the last child, or daughter's Scholastic Aptitude Test scores. The career-oriented mothers averaged one-and-one-half more years of education than did the homemaker-oriented mothers. The daughters of the homemakers rated their parents, themselves, homemakers, and marriage higher, and the women's liberation movement lower on at least one concept scale than did the daughters of the career women, but the daughters did not differ on the career woman and working mother concepts. The daughters of the homemakers rated their fathers as more valuable, pleasant, honest, active, warm, dynamic, strong, masculine, and rugged than did the daughters of the career women. The daughters of the homemakers more frequently identified with their fathers, while the daughters of the career women more frequently identified with their mothers, although no significant differences were found between the daughters in the average

distance scores for the concepts of self and mother or for self and father.—*St. Joseph's College, Philadelphia.*

0801-09/SBR

Reuter, M. W., & Biller, H. B. **Perceived Paternal Nurturance—Availability and Personality Adjustment Among College Males.** *Journal of Consulting and Clinical Psychology*, 1973, 40 (June) pp. 339-342.

At the University of Massachusetts, 172 lower-middle-class and middle-class white men enrolled in an introductory psychology course responded anonymously to 5 items about their father's behavior taken from Schaefer's parent perception questionnaire, a 10-item paternal availability scale, Gough and Heilburn's Personal Adjustment Scale, and the Socialization Scale from the California Psychological Inventory. The responses were compared using analyses of variance for three levels of paternal availability and three levels of paternal nurturance.

The students who were high in both paternal nurturance and paternal availability scored higher on the Personal Adjustment and Socialization scales than did those who were high in availability but low in nurturance. The students with moderate nurturance and high availability scored higher in personal adjustment and socialization than did those who were high in availability but low in nurturance or those who were moderate in nurturance but low in availability. The students with moderate nurturance and high availability scored higher on socialization than did those with moderate nurturance and availability. The students who were either low or moderate in availability and low in nurturance scored higher in personal adjustment than did those who were low in availability but high in nurturance. No significant relationships were found between the personal adjustment scales and age, socioeconomic status, or sibling distribution.—*Children's Psychiatric Center, Etontown, New Jersey.*

0802-09/SBR

Williams, J. L., & Jenkins, Q. A. **The Effect of Dogmatism and Local-Cosmopolitanism on the Disparity of Religiosity Between College Students and Their Fathers.** Paper read at Southwestern Sociological Association, Dallas, March, 1973, 32 pp.

In the spring of 1972 at a southern state university, a random sample of 130 college seniors and their fathers were given a shortened version of the Rokeach Dogmatism Scale; Dye's local-cosmopolitanism scale; and the Faulkner-DeJong religiosity scales covering ideology, intellectualism, ritualism, experientialism, and consequentialism, which they answered for self and as they thought the other would respond. Factor analysis was used to develop dogmatism and local-cosmopolitanism indices, and two religiosity indices (self responses and perceived responses).

The fathers were more dogmatic and less cosmopolitan than were the students. The age of the father strongly affected the disparity of dogmatism between the two groups. The dogmatism scores of both groups were related to their religiosity. The disparity of dogmatism did not consistently affect the disparity of

religiosity between the two groups, although the students with more dogmatic fathers tended to be more orthodox. The disparity of local-cosmopolitanism affected a disparity of religiosity on only one dimension in each of the disparity of religiosity scores. The local-cosmopolitanism orientation of the fathers was related to the religiosity of the fathers and of the students on all dimensions, but the local-cosmopolitanism orientation of the students was not related to the religiosity of either group.—*Southeastern Louisiana University*.

0803-09/SBR

## STUDENT DEVELOPMENT

Alker, Henry A. **The Incommensurability of Humanistic and Behavioristic Approaches to Behavior Change—An Empirical Response.** The Cornell Journal of Social Relations, 1973, 8 (Spring) pp. 105-116.

An exploratory study of self-confrontation as a humanistic research paradigm used 45 student volunteers from a large introductory psychology course at Cornell University. Two hypotheses were evaluated: audio-visual self-confrontation facilitates personality integration and audio-visual self-confrontation promotes a humanistic orientation. Each student was interviewed for 15 to 30 minutes about three topics: his personal morality, his occupational aspirations, and his preferred way of relating to other people. A videotape of the interview was then played back, and each student was asked to stop the tape every time he saw himself expressing a positive affect, to identify the affect, and to explain why he thought he felt that particular affect at that particular time. A control group of students were given the filmed interview without playback, and a second control group took the two tests that provided the dependent variable measures but were not interviewed. The tests, given to all of the students, were Tomkin's Polarity Scale and Cottle's projective measure of temporal relatedness. The Polarity Scale offers a humanistic and a normative response to each item and also allows for a "both" or a "neither" response. The temporal relatedness test is considered an index of personality integration.

A one-way analysis of variance showed a significant difference among the groups on the temporal relatedness test; the self-confrontation group had a higher score than did either of the control groups, supporting the first hypothesis. The self-confrontation group had a significantly higher score in the "both" category of the Polarity Scale than did the test-only control group, and a nonsignificantly lower score in the humanistic category than did either control group. Thus, the second hypothesis was not supported. An increase in "both" scores could be interpreted, however, as a movement toward identity moratorium, in Erikson's terms, as part of an overall movement toward identity achievement. In any case, the self-confrontation technique is seen as a possible vehicle for refining and validating humanistic approaches to personality change.—*Department of Psychology, Cornell University*.

0804-09/NER