

COLLEGE EXPERIENCES AND FAMILY INTERACTION OF STUDENTS  
FROM INTELLECTUALLY PERCEIVED FAMILIES

by

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## CHAPTER I

### INTRODUCTION

It is widely assumed that one of the basic reasons a university exists is to promote intellectual development of its students. Although there are many other motives, a survey of university and liberal arts college catalogues will confirm the impression that this is among the purposes most prominently claimed. Although students look forward to going to college with a variety of expectations including vocational preparation and social mobility, they do tend to stress the importance of a basic general education and appreciation of ideas.

On the assumption that intellectual development of students is an important focus of colleges, the families selected for this study were families in which the father perceived that he talked very often with his student about intellectual matters.

This study was undertaken to look intently at eight college students, their experiences while at college and their interaction and relationships with their parents. Data from three and four years of discussion in small research groups, personal interviews and student-parent questionnaires provided information for a close look at each family's communication. This will hopefully contribute some small part to the understanding of the

still little studied family influence on the characteristics and developmental processes of the college student.

This paper was conceptualized as a pilot project which would provide background for researchers working with the complex data of family climate and college activity. Those working with the data in the study of student development project anticipate using the materials presented here to plan the phases through which such data needs to be processed. Discussion in this paper points toward further analysis of this material.

In the following pages a summary of issues and aspects of family interaction will be presented. Explanation of methods will be followed by a brief descriptive case study of each of the eight students and an analysis of their family and peer relationships, growth and development while in college. In the discussion three kinds of information will be presented: (1) a description of the characteristics of an "intellectual home"; (2) a description of other home characteristics which are concomitant with or in opposition to an intellectual home; and (3) a description of the effect of the "intellectual home" in terms of the characteristics, behavior and reported attitudes toward the home and the reported home experience of students from these homes.

## CHAPTER II

### ISSUES AND ASPECTS OF FAMILY INTERACTION: A THEORETICAL POINT OF VIEW

This chapter provides a brief statement of the theoretical frame of reference from which the families in this study were viewed. Perhaps more than anything else, the family is a unit of interacting personalities (Burgess and Locke, 1945). Of all the human social institutions, the nuclear family is probably the most durable and necessary. The parents and children look to this unit for most of their emotional satisfaction.

Every family widely varies in its characteristics and relationships. Each family begins with two personalities, each with its own needs, expectations and experiences. From this partnership, each finds a part of his self and some answer to his needs for security, dominance, nurturance, or submission. There is much marital conflict stemming from power struggles, dependencies, claims and rejections. The fact that a marriage persists does not mean these problems are solved. Struggles and tensions may persist throughout a lifetime. These struggles and tensions play an important role in the parents' relationships with the children (Westley and Epstein, 1969).

There needs to be some basic stability of family life if the family is to survive and meet the needs of its members. If cooperation is to be

achieved, any group of people living together must be able to anticipate each other's responses and predict each other's behavior, and in order for this to take place, there must be routines and stability. Ordinarily, when the relationship meets the needs of the husband and wife, it meets the needs of the rest of the family (Westley and Epstein, 1969).

The family must be able to permit and contain the expression of feelings and emotions. Whether it can do so depends on the arrangements the members have set up to accommodate their psychological and socio-cultural demands.

Autonomy-dependency is one dimension that describes how the members of the family are related to each other. It refers to their dependence on each other and to the amount of autonomy they permit and encourage in each other. Autonomy and independence is a major problem which all families have to solve.

As the child approaches adolescence, he begins the task of taking full responsibility for himself while he is still dependent to some extent on his family. Leaving home to attend college is in some ways favorable to personality development (Sanford, 1962). However, the child experiences conflict when he tries to integrate the desire for independence from parents with the conflicting desire for continuing positive relations with them (White, 1966).

The process of separation from home is a lengthy one. Many students view their separation as beneficial to them (Katz, 1968). Few students define themselves as totally different from their parents and set out

to fashion a radically different life style for themselves. Much of the domination of the family is unconscious and comes to the surface in conscious hostility to one or both parents.

Families differ very much in degree of closeness even though values and attitudes may be similar. This closeness can be expressed in many ways. When members have a close interest in each other, this interest can range from intrusive domineering to affectionate understanding.

Since each person has a unique environment and heredity, he will deal with the new college experiences in an individual manner. Hopefully, his parents have provided opportunities and an atmosphere at home which will enable the child to use the college experience for growth. One of the objectives of the present research is to ascertain the kinds of home situation that is favorable to student development in college. The child will express himself in a progressively responsible manner if he can maintain continuity with the past while learning new ways of expressing himself (Erickson, 1968).

It is impossible to give an account of student development without perceiving the tremendous importance of the attitudes taken by parents. The student's experiences of development are not a function of himself alone. They still represent the results of continuing interaction between himself and the members of his family (White, 1966).

Westley and Epstein (1969) spoke of the psychodynamic organization of the family which refers to the emotional content of the roles played by

each member and the meaning of these roles to the other members. These roles are shaped by the responses of the family members to each other. The way an individual plays a role is partly determined by his unique psychodynamic make-up.

Emphasis on emotional gestures and responses has drawn attention to the pattern of action and interaction in family life and has described the family in terms of this pattern of action. It was demonstrated that there was a reciprocity between the psychopathological conflicts of the family members and the way in which they interact (Ackerman, 1958).

The family can be seen as a set of emotional relationships between husband and wife, parent and child, and child and child. Each relationship differs from the others, reflecting differences in role, sex, power and education. In addition to this each family member has particular meaning for one another. Particularly significant is the fact that the relationship between father and mother affects and is affected by the relationship between each of them and the children (Westley and Epstein, 1969).

Westley and Epstein (1969) described the healthy students in their study as being able to "give a multidimensional description of their parents, so that a fairly clear picture of them as individuals in their own right emerged. At the same time, they could depict their own feelings, responses and roles in relation to their parents." They found that the level of emotional health of each student varied directly with the clarity, richness, breadth, and depth of their descriptions of both parents and their interaction with them.

A variable which seemed to be of prime importance in family functioning was problem solution and communication. It was described as the degree of communication in the family, the capacity of the family to see and solve emotional problems, the amount of free interaction among the members, the degree of reciprocal warmth between husband and wife, and the presence or absence of psychopathological problems in handling rage.

Katz (1968) indicated that when students described their parents' lives with each other, the general tone is one of mildness. It was difficult for students to talk about their parents with adequate openness. Assessment and criticism were easily confused in their minds. It was difficult for students to admit to having such emotions as anger and hostility, or to admit the existence of these emotions in people close to them. Some of them, even when they suspected disagreement among their parents, described it as taking place out of their hearing. It appeared that if father and mother were open about their differences, it taught the child that good people can legitimately differ. It freed the child to differ too, and to explore his own ways. However, if disagreement was persistently hostile, the child could embody part of both contending parents in himself, which resulted in a persistent inner conflict.

Lidz and Cornelison (1956) found that many families were split into two factions by an overt schism between the parents. In these families, the parents constantly attacked and undercut each other. Recrimination and threats to separate were far more frequent than their efforts at mutual

support. The family environment became badly distorted with a consequent distortion in the personality development of the children.

Another important result of Westley and Epstein's (1969) study was the factor most critical to the emotional health of the children--the relationship between husband and wife. It was the character and structure of this relationship and what it means in terms of the self-concepts and satisfactions of the married couple that was critical to the child's emotional health. When the emotional relationships between husband and wife were warm and constructive, such that the husband and wife felt loved, admired and encouraged to act in ways that they themselves admired, the children were happy and healthy. Couples who were emotionally close, meeting each other's needs and encouraging positive self-images in each other, became good parents. Since they met each other's needs, they did not use their children to live out their needs. Since the parents were happy and satisfied, they could support and meet their children's needs. Since the parents' identities were clarified, they saw their children as distinct from themselves.

Studies have shown that a distorted familial communication disturbs the behavior of family members. Jackson and his associates (1958) identified what they called the "double bind," which is a form of communication in which the parent simultaneously or alternately both welcomes and rejects the child. An illustration was given in a case in which the mother says to the child, "Darling, don't you love your mother? Come give her a hug." Then, when the child comes to her, she becomes frightened of the intimacy



and says, "Why are you always clinging? Why don't you ever leave me alone?" This is the "double bind" which can take many forms and has the effect of producing conflicting definitions of the relationship and intense subjective distress.

It is clear that the amount of talking or physical activity in the family is not a good measure of communication. In some families of disturbed children, there seemed to be talking and activity. However, the emphasis in healthy homes referred to the extent to which family members talked about things that were emotionally important to them, the extent to which they recognized and attempted to cope with emotional problems and the degree of spontaneity in their relationship.

In their pilot study, Westley and Epstein (1969) found that those families who communicated a great deal, and in what was called a collective pattern (when they were together as a group, say at the dinner table) had the healthiest children. Those who communicated less and not collectively tended to have disturbed children. Communication referred to the level of directness and openness of verbal emotional communication among family members. It concerned the degree with which family members discussed their feelings about each other and family issues.

The new exposure to different viewpoints and ideas experienced in college may become another source of disagreement for students and parents. Many students in the later college years report difficulty in talking with their fathers, particularly about political issues because they felt the fathers tended

to become too emotional and lacked a sense of what was appropriate evidence. However, it was felt the student often picked topics he knew his parents were sensitive about (Katz, 1968).

Even though there appeared to be many attempts at separation and autonomy, the students' activities during the college years, their values, their choice of occupation seem to conform to the behavior and expectations of their own families.

Achievement of independence from parents has been accepted as a general developmental task of the college-age person. Madison (1968) found that this achievement of differentiation from parents was the most important development during the college years. The student does not consciously think of this process. It is a change in a basic aspect of the person's internal structure. Aspects of the child self are given up for a newly augmented and more mature self which is stronger. Of course, conflict and struggle are part of the developmental process.

Certain psychological needs seem to be common to all men. Other needs are shaped out of general needs by early interpersonal experiences. The members of the family inevitably make various psychological demands on each other. Social needs also arise within the family itself. Husband, wife and children, as members of a group, need to interact and cooperate. They can be either frustrated or satisfied in these needs.

The family must be organized so as to permit its functioning and to meet the everyday needs of its members. If the system of communication

is deficient, it is difficult to cooperate and reach common ends, to express and claim satisfaction for personal needs, and to adjust differences and growth so that each individual can develop into a self actualizing person (Westley and Epstein, 1969).

The intellectual development of students varies in many ways.

The intellect is like a fragile plant. It requires the right kind of surroundings and nourishments of soil and air and water; within the limits set by the surrounding social circumstance, the intellect will grow to whatever stature each individual is capable of achieving (Bay, 1968).

Intellectual and academic activities trail considerably behind personal relationships as a source of change in college. When compared with other concerns of emotional and social growth, intellectual and academic growth were second or third for most students who looked at their college experience (Katz, 1968).

Feldman and Newcomb (1969) found that the intellectual ability and socioeconomic background of the students were important aspects of selecting a college or university. Relative to the students, those of high socioeconomic background tended to pick and to be picked by private universities (granting doctoral degrees). Unlike students from lower socioeconomic status, they were least likely to enter public four- or five-year colleges and public or private two-year junior colleges.

Bay (1968) expressed the thought that social limits to intellectual growth appeared as anxieties from the individual's perspective. The failure of most students to take advantage of the unlimited resources at his hand was

explained primarily in terms of the limits set by their various kinds of anxiety. These anxieties usually revolve around fundamentals such as guilt and shame and doubts about one's worth as a human being. They frequently emanate from experiences of having felt rejected by parents during infancy or early childhood. Other anxieties revolved around social relationships. Some take the shape of worries about being accepted by appropriate peer groups or appropriate reference groups. All varieties of personal and social anxiety have one thing in common; while they may or may not stimulate mental effort, they invariably forestall a full rational, intellectual and task-oriented approach to the problem of the individual's life and his society.

## CHAPTER III

### METHODS

Data for this study came from the on-going Study of Student Development conducted by the Kansas State University Counseling Center. Eight students and their parents were selected from 46 students and 46 mothers and 46 fathers for whom complimentary data on parent-student relations were available.

The Study of Student Development project has been in progress since the fall of 1965. Kennedy and Danskin (1968) have discussed the rationale and procedure for this study in The Journal of Counseling Psychology. Weekly group interviews were organized by the Study of Student Development project which provided a continuing report of college experiences of students in the project. Groups were composed of about six students and one staff member who served as a participant observer. They met weekly during the school year for about an hour to discuss matters of importance, interest or concern to the students, relating to their goals for being in college. Later the participant observer and a debriefer summarized the meetings on tape which was typed, coded and filed.

In addition to material from the weekly group interviews, data from periodic individual interviews with each student which focused upon health,

friendships, family life and other phases of student development were available. Data from the Omnibus Personality Inventory (OPI) and the Cornell Medical Index were available as were interviews with friends and parents. Other resources included The American College Test (ACT), the grade point average and experience check list. Consultations with the participant observers in preparing the case studies of some of the students helped clarify information and check impressions of the student.

An extensive questionnaire was taken by 75 of the students in the Study of Student Development project. The questionnaire dealt with all phases of student development. Questionnaires dealing with the parents' attitude and perception of their child were mailed to the mother and father of each of the 75 students. Forty-seven fathers and 46 mothers (one mother was deceased) returned completed questionnaires.

In the section of the questionnaire dealing with communication, parents and students were asked the frequency with which they discussed various topics. Eight fathers chose the response "very often" to describe how they talked with their children "about intellectual matters such as world affairs, current events, social problems." Since the university is seen as an environment for intellectual growth and development, these eight families were chosen for the study.

The eight students were not in the same discussion groups. Since each discussion group varied in content, interest and cohesiveness, the information from the narrative material for each student varied. Some of

the students consistently attended the group meetings while a few were inconsistent or reluctant to participate. From the summaries of the discussion groups, it was evident that each group set its own mood and atmosphere which depended on the personalities of the students and the participant observer and the meeting place. Some groups were all girls or all boys while some were mixed.

During the process of the Study of Student Development project, two of the students dropped out of school for a time for various reasons. Some remained in frequent contact with the participant observer. Two of the students were married before graduating and still maintained contact with the study.

It was the objective of this study to take an intent look at the students' experience and development while in college and at the same time to look at the communication and interaction between the student and his parents.

Short case studies of each student were drawn from the sources listed above. Development and personal growth were considered. Special attention was given to frequency and kind of student-parent communication and interaction. The effect of the communication and interaction as associated with the growth and development during college of the eight students was discussed.

Impressions of the students' development and growth while at Kansas State University were recorded. An intent look was taken at relationships and communication with family and peers, and at the social, intellectual

and academic development of each student. Interpretation and ratings in the tables are impressions of the investigator based on analysis of the case materials.

Demographic and attitudinal data from the parent questionnaires were used to describe in a preliminary way some of the characteristics which might be utilized in constructing a typology of the "intellectual" home. The limited number of subjects did not allow opportunity for construction of such a typology.



## CHAPTER IV

### EIGHT STUDENTS

#### Lee Bellows

Lee was small in stature and at first appeared very young. However after a year, he was more mature looking, and acted more assured. Lee indicated many times that he would like to gain weight but said that it did not bother him a great deal that his body was not as large as he would like it to be. His father, the oldest of the eight fathers, was a business man in a large city.

Lee's style of relating to others was generally compliant--seemingly motivated by a need to be liked, and by a dislike for hurting people. Lee was able to share his learning with others as well as integrating it into part of his life. He seemed to enjoy sharing with others in the group reports of experiences he had had.

The first year Lee was very involved with fraternity living and activities. As time passed Lee spread his interest and talent for leadership to other campus organizations, such as union committees and a human relations group.

Lee eventually chose a major in psychology. He maintained a grade point average of about 3.0 without too much stress on studying. He was

selected to spend his senior year overseas as an exchange student.

Lee developed an interest in Black-White relations and became a member of the human relations team of his fraternity. In the research group, Lee actively discussed racial issues, war policies and current issues.

Lee was the youngest of three sons who were very close chronologically. He identified himself as being unique because he was the youngest and he felt he had combined qualities of both his other brothers and came out the most successful of the three.

Lee described his relationship with his father as comfortable which helped him to be comfortable in his other relationships. Lee felt his father was happier in his profession than anyone else he knew.

Lee commented that his mother was "like a typical housemother." Lee indicated that he and his brothers treated his parents with respect and tried to honor their wishes.

#### Dean Farrell

Dean was a very short, small young man who seemed a little overweight. His haircut was very short and conservative. He was a friendly person and seemed to like people. He felt that his friends and the people around him saw him as an extrovert. Although there were times when he liked to be by himself, he felt he was more of an extrovert than an introvert. Dean had been elected treasurer of his dormitory which reflected his acquaintance with many of the dorm residents. Dean indicated that he

enjoyed going out and drinking with the fellows. He felt the companionship was more important than the drinking. He also enjoyed participating in dorm sports.

It was evident that when Dean classified himself as an extrovert, he was referring to his relationships with boys because he had never dated. He felt there was time for that after he finished college.

As a sophomore Dean did quite a bit of talking in the group but seemed more cynical than the other members. He was the only member who had been on campus the year before. He saw these group sessions as a place to air his gripes. He said he talked about different things than what he would usually, such as grades and events at home.

Reasons Dean gave for coming to college were: to avoid the draft and to get an education. K-State was the closest and the only school with which he was familiar. Dean always knew he could go to college because he was always near the top in his high school class.

Dean emphasized the prestige of being a math major. He felt this was a sign of his intelligence. He saw math as being a good background for anything he might wish to do. Even though Dean indicated a desire to farm, he did not feel he could make a good living at it. Dean had hoped for a career in the Air Force. He was a member of advanced ROTC and was qualified to fly. He did begin flying lessons but later learned of an eye defect. He decided that doing research work in the Air Force would allow him to use his math.

The last two years Dean had considerable trouble understanding his math courses since they had become more theoretical in nature. Although he expressed great dissatisfaction with his major, he still retained the idea of a possible career in the service using the math.

Dean was quite home-oriented. He went home almost every weekend to help on the farm. With this constant home contact, he did not feel his relationship with his parents had changed a great deal.

### Allen Johns

Allen had a short stocky build, wore glasses and had a slow ambling gait. Allen's hair was very long but he did not have a "hip" look. He wore it long to keep from revealing a slight tendency toward baldness. His father was a professional man in a large Kansas town.

Allen seemed to like people but did not know how to relate to them. He was not always comfortable with people and frequently was not accepting of others. He tried to be very diplomatic in the expression of negative feelings toward others and diplomatic with himself when experiencing negative feelings. Allen seemed to have constant trouble with roommates. It seemed that roommates were always attempting to take advantage of his property or privacy.

Dating was perceived as something Allen would like to do in the future. As time passed Allen expressed some concern and desire to date. He attempted to lose some weight so as to improve his chances of getting a date.

Allen's curriculum was related to a field of applied art. He had always been interested in drawing. He felt his occupation would take him out of the

state because very little of that kind of work was available in Kansas.

Allen attended more convocations, plays and speeches than the other group members. He was conversant and eager to express his attitudes and feelings about the experiences he was having. He tried to view topics with some degree of objectivity and seemed to be very informed on political, cultural and academic topics.

Allen took rather heavy course loads and ended up with a 2.0 overall grade average. He did not work because he felt it was more important to get out into the earning field as soon as possible.

Allen was not very happy about going home because he felt his parents pried into his privacy. He mentioned that he would have liked to get a master's degree but he did not want to put an additional burden on his parents. His father had been waiting until Allen got through school so he could retire. Allen felt his parents were beginning to see him as independent and able to make his own decisions.

Allen seemed to feel that his older brother was smarter, more athletic and popular. He seemed to be hiding some feelings that his older brother lived up to his parents' standards better than he did. He was not sure that his parents saw him as doing well.

### Dave King

Dave was a good looking blond of average height and build. His dress habits and personal hygiene indicated he cared about his appearance but also suggested he was not fashion conscious, but more practical about dress.

He was described as being energetic, hard working and a solid, dependable young man who had experienced responsibility and accepted it willingly and successfully. He seemed open and tolerant of others, friendly and affable in an outgoing manner. He exhibited a great deal of "common sense" and practical orientation in addition to exceptional scholastic abilities.

Dave's general outlook on life was that man is happiest when he is productive, working hard and receiving much more than just monetary satisfactions for his efforts. Farming seemed to fulfill his need for productivity, independence, release and feeling of importance. His agriculture major helped him prepare for his farming future.

Dave admitted that his father had been a great influence on him. He viewed his relationship with his dad as being a very meaningful experience--the work and enjoyment they shared on the farm.

During his junior year Dave formed several helping relationships. He identified with the farm people in his hometown community and volunteered his help and skills whenever possible.

Insight into the value of principles and theory made his academic work more comfortable, pleasant and rewarding. As his college career passed he reflected a broadening interest in campus and community affairs.

While at K-State, Dave visited home almost every weekend. Dave worked and identified very closely with his father. As their only child, Dave's parents saw him living up to their expectations very well and becoming more independent.

On those trips home, Dave was also dating a hometown girl. They were married during his senior year at college.

Dave had big plans for his future and had made arrangements to go into cattle production overseas after graduation. However, governmental problems in that country made it necessary for him to postpone the plans until later. He planned to work with his father until he could go overseas.

### Gene Walker

Gene was a very quiet young man from a lower socioeconomic family in a large city in an eastern state where he had always lived. His remarks in the group were brief and cautious. He was the slowest in his group to react. Gene was shorter than average, quite muscular but not at all heavy. He had distinct facial features and brown hair. He was quite tanned. He was very neatly dressed, to the extent of wearing a sports shirt that appeared to be starched.

Gene had friends who attended KSU. It was these friends who talked him into coming to Kansas to school. He felt Manhattan was similar to his home city but a lot quieter at late hours.

Leisure time was spent with athletics, basketball, football. Gene was careful not to become too attached to any girls because he felt the parting would be too painful.

Gene was not in school during one semester because he did not have the money, so he went home to work. He worked as a recreation director on a playground and enjoyed working with the children.

Information about Gene was sketchy because he only attended a few of the group meetings, and few interviews were available. From the information available, it appeared that Gene came from a less affluent family with seven other siblings. He was the only one in his family interested in higher education. He was the fourth of the eight children. He seldom mentioned his family. He did indicate that he was quite close to an older brother until the brother became married.

Gene's mother felt that Gene had not done so well living up to her expectations. She felt that she would change many things to make herself an ideal parent. Gene did not indicate that he would change very much about his parents. Mrs. Walker seemed to be the primary decision maker in the family.

#### Erma Flood

Erma joined the project as a seventeen year old, slightly heavy, round faced, brown haired freshman. She was five feet four inches tall and considered herself as overweight. During her later years of school and marriage, she lost considerable weight. Her parents operated a small business in a rural community.

Erma experienced a basic insecurity and lack of self acceptance which were manifest in many uncomplimentary personality characteristics. The group became very important because of their acceptance and support. She was well liked and well accepted by the group.

Prior to college, Erma was very dependent on her home and family.



She felt close to her parents and mentioned they "really talked things over." Her mother had always insisted that Erma be a model person and an example for the whole town which caused much of Erma's insecurity. Erma found it very difficult to emancipate herself from home. She was also very close to her only younger brother.

Because of her mother's restrictive attitude toward expression of sexual feelings, Erma found it difficult to adjust to college dating. Working through matters in this area resulted in a period of hospitalization. During her junior year, Erma was married to a young man she had been dating for about a year. Early in the marriage there seemed to be problems. Erma seemed to indicate that she felt smothered by the marriage.

She pursued her education in the area of working with children which seemed to give her great satisfaction and fulfillment. She was very active in clubs and organizations associated with her major and she had a wide range of interests including music participation, concerts and attending sports events.

Because of academic problems during her first year, Erma decided to take five years to receive her degree. Hiring a tutor and studying with a friend sometimes helped when she was having a difficult time with a course. It was very difficult for her to accept being an average student. During her first year or two of college, she thought to be average was to be a failure since she had always held top place in her small high school. Erma felt she learned a lot that her 2.0 grade average did not indicate. She did

eventually receive her degree.

Erma's relationship with her family changed considerably during college and following a period of acute conflict and stress, she managed to develop a less dependent style with her parents.

### Nancy Moore

Nancy had a very contemporary appearance with her long dark hair parted in the center. She was tall, average weight and round faced. Nancy was not an outgoing, smiling person. She appeared more as an engrossed, thoughtful, contemplating person.

One of Nancy's outstanding characteristics was her ability to understand and relate experiences and feelings she was exposed to. She was an empathetic person who was easily confided in by her friends. Her honesty and focus with reality made her college experiences very meaningful to her.

She probed many areas of interest outside her class requirements. Her reading and research brought her into contact with philosophies and theories that many students overlooked. Her eventual major of Humanities provided her with a background she felt could take her in many directions.

Since her course work was often sacrificed for other interests, her grades were lower than they might have been. She was having difficulty meeting various language requirements. She intended eventually to obtain her degree although after three years her grades were scarcely average.

Nancy's father was a skilled workman in a small Kansas town. She did not have a close relationship with her parents when she was growing up,

especially with her mother. Nancy had problems relating with her mother which stemmed from misunderstandings, lack of communication and mistrust. She grew not to expect open affection from her parents. Although Nancy seemed alienated from her mother, she did share many of her father's ideas. She and her father spent time together fishing, hunting, sporting and raising Christmas trees.

Her friends saw Nancy as strong, independent and able to "bear their burdens." She did not particularly enjoy her stay in the dorm and did not seek out female companionship. She was very comfortable living by herself in an apartment.

Nancy seemed to reflect a need for feedback from members of the opposite sex, and during her college years, she had several "serious" relationships. During her junior year, while unmarried, she became pregnant and the student who was the father of the expected child deserted Nancy. This time was particularly trying for Nancy because she needed and wanted support but did not know where to go to get it. Later she had a miscarriage. She then began to date a boy she planned to marry. He was a soldier at Fort Riley.

Nancy did feel that her relations with her parents had improved since the dilemma of the pregnancy passed. They seemed very supportive of her new boy friend and their plans to marry.

#### Ruth Scott

Ruth described herself as idealistic, hard working, seeking perfection,

loyal, honest and frank. She was a slim, talkative, friendly student with definite opinions and ideas. She described events in detail with gestures and enthusiasm. Ruth's health was not very good as she suffered from asthma and allergies. Her health problems became worse during college and Ruth suggested that part of her illnesses were psychological.

Ruth's parents were rather wealthy members of the upper middle social class, who apparently kept her separated from other young people during high school. Her experiences with dating seemed limited before college and she seemed to perceive her college experiences through a great many defenses.

Ruth emphasized that deciding to switch majors even though her parents did not approve the change was a turning point in her life. She felt that after that she was given much more freedom and treated like an adult at home. She felt she was equally close to both parents but seemed to spend much more time talking about her father. He had tried to make Ruth understand that most people were not basically good and that discriminating between people was essential.

Ruth stressed that her parents had done an excellent job of raising her and that she had turned out quite well. However she was puzzled by watching other parents rear their children in what she perceived was a way similar to her upbringing, only to have the children not turn out well. She stated that she did not care to ever raise children because she could not bear the thought of them being like her friends.

Ruth was sorely disappointed in the "childish," "unladylike," "immature" way in which her sorority sisters acted. She preferred dating boys rather than spending time with girls in her sorority. When she was not pinned, she selected her dates high in social standing. However, she did mention that she did have problems with most boys because they soon began to worship her. Near the end of her college career, Ruth planned to marry a young man of a different faith and with considerably less social qualifications than she had originally set for a prospective mate.

Ruth was very status and prestige conscious. Labels and names were important to her. She often spoke of how well-known her family was and how necessary it was to have connections.

School work presented a great strain. Often illness served as a valid excuse for handing in projects late. Because of many absences, Ruth had many incompletes and classes she had withdrawn from. She returned to school for a fifth year but never removed enough of her "incompletes" to graduate.

## CHAPTER V

### COMPARISON OF EIGHT STUDENTS AND THEIR FAMILIES

An intent look will be taken at these selected students and their families. A comparison will be made of their relationships and experiences while they were college students.

#### Frequency of Communications of All Families and Eight Selected Families

Of the 75 sets of parents who received parent questionnaires, 46 pairs returned completed questionnaires. A summary of how the entire 46 parents responded is presented below followed by a discussion of the eight selected families' responses to the communications. Seventy-five students completed the questionnaires and their responses are also summarized.

In one section of the questionnaires, mothers and fathers were asked how frequently they talked with their children about various matters (Tables 1 and 2). Students also indicated frequency of communication with their parents about the same matters.

Twenty-four percent of the students responded that they discussed intellectual matters with their parents very often. Sixty-three percent talked with parents occasionally about intellectual matters. Communication by mother and father with their children varied. Of the mothers, 44 percent indicated they discussed intellectual matters very often, while 17 percent

of the fathers indicated very often. Intellectual matters were discussed occasionally by 79 percent of the fathers and 57 percent of the mothers.

When asked how frequently the respondent talked with parents about feelings, experiences and ideas concerning life that the respondent's parents had, 20 percent of the students replied very often. About one-fifth of the fathers felt they discussed feelings and experiences of their life very often. Forty percent of the mothers indicated they discussed this topic very often.

Mothers and fathers varied in their frequency of communicating feelings and experiences about their child's life. Very often was the response of 61 percent of the mothers and 36 percent of the fathers. One-fifth of the student respondents discussed their feelings, experiences and ideas concerning life with their parents very often.

About one-fifth of the students talked with their parents about where he was heading in life very often. Almost half of the mothers and fathers felt they discussed this matter with their child very often.

Less than one-fifth of the students in the study very often discussed their college experiences with their parents. Thirty-five percent of the mothers indicated the child's college experience was very often the topic of discussion. Less than 15 percent of the fathers felt this way.

The student's friends was a matter which 57 percent of the students very often discussed with his parents. Of the parents, 41 percent of the mothers and 36 percent of the fathers discussed this topic very often.

Personal problems and experiences of the parents was a topic less frequently discussed by all three groups. Of the students, 41 percent discussed it occasionally, 43 percent rarely and 15 percent never. Less than 13 percent of the fathers indicated they discussed their personal problems and experiences very often with their children. Half of the fathers discussed this occasionally and 32 percent, rarely. Personal problems and experiences was a topic 10 percent of the mothers felt they discussed very often with their children. Sixty-five percent indicated occasionally and 24 percent indicated rarely.

Very personal problems and experiences of the student was a topic that 22 percent of the mothers felt they discussed with their children very often. Of the fathers, 13 percent discussed these problems and experiences with the child very often. About half of the students indicated discussing personal problems and experiences occasionally with their parents while 13 percent discussed them very often.

Over one fifth of the mothers indicated that they very often talked about things when they were growing up with their child. About 60 percent of the fathers and students occasionally discussed how things were when the parents were growing up. Thirteen percent of these two groups discussed this topic very often.

Over half of the fathers and students responded that the student's academic progress was very often discussed. Seventy-six percent of the mothers felt they talked with their child very often about his academic success.



Sixty percent of the mothers felt that they very often discussed religious and ethical questions with their child. Of the fathers 34 percent indicated they discussed this topic very often. One-fifth of the students responded very often to the frequency of discussing this topic.

When asked the frequency of talking with their child about his occupational aspirations, over half of the mothers replied they discussed it very often. Forty-two percent of the fathers indicated this was a very often discussed matter. Over half of the students felt they discussed this matter occasionally. Thirty-five percent discussed it very often.

Eight families were selected from the 46 families because of the response of the eight fathers to one item in the communications section of the questionnaire. Intellectual matters was the only topic which all eight fathers responded "very often." Seven of those eight fathers felt they very often discussed where their child was heading in life. The child's school work and academic progress and occupational aspirations were matters which 75 percent of the fathers indicated as very often discussed with their child. Feelings and experiences about the child's life was a topic which five of the eight fathers discussed very often with their child. Fifty percent of the fathers talked very often with their child about their friends, their child's friends and religious questions.

Feelings and experiences regarding the father's own life, the child's college experiences, the child's personal problems and experiences were matters which three of the eight fathers discussed very often. The father's

TABLE 1  
 "VERY OFTEN" RESPONSES TO COMMUNICATION ITEMS<sup>a</sup>  
 (percentiles)

	1	2	3	4	5	6	7	8	9	10	11	12	13
All 47													
Fathers	17	21.3	36.2	46.8	14.9	21.3	36.2	12.8	12.8	12.8	53.2	34.0	43.6
All 46													
Mothers <sup>b</sup>	43.5	41.3	60.9	50.0	34.8	19.6	41.3	10.9	21.7	21.7	76.1	58.7	34.7
All 75													
Students	24.0	20.0	24.0	21.3	18.7	--- <sup>c</sup>	57.3	2.7	13.3	13.3	52.0	18.7	34.7
Selected													
8 Fathers	100	37.5	62.5	87.5	37.5	50.0	50.0	25.0	62.5	25.0	75.0	50.0	75.0
Selected													
8 Mothers	87.5	62.5	75.0	37.5	25.0	50.0	12.5	37.5	25.0	25.0	87.5	50.0	62.5
Selected													
8 Students	37.5	25.0	37.5	12.5	12.5	---	37.5	12.5	00.0	12.5	50.0	00.0	25.0

<sup>a</sup>Items in Table 2

<sup>b</sup>One mother was deceased.

<sup>c</sup>Question 6 not on the student questionnaire

TABLE 2

## COMMUNICATION FREQUENCY ITEMS FROM PARENT QUESTIONNAIRE

---

How frequently do you talk with your child.....

1. about intellectual matters such as world affairs, current events, social problems, etc.
  2. about your feelings, experiences and ideas regarding life.
  3. about the feelings, experiences and ideas concerning the life your child has.
  4. about where your child is heading in life.
  5. about the experiences your child has had since going to college which have influenced him in significant ways.
  6. about your friends.
  7. about your child's friends.
  8. about very personal problems or experiences that you have had.
  9. about very personal problems or experiences your child has had.
  10. about things when you were growing up.
  11. about your child's school work and academic progress.
  12. about religious or ethical questions concerning what is "good" or "proper" and what is "bad" and "improper" behavior.
  13. about your child's occupational aspirations.
-

personal problems and experiences and things when he was growing up were very often discussed with their children by one-fourth of the fathers. In general, these eight fathers felt they discussed all the items more frequently than the entire group of 47 fathers.

Mr. and Mrs. Bellows saw themselves communicating more frequently than any of the other parents. Lee, however, was the only student of the eight who never responded "very often" to any of the topics.

Mr. Moore felt he communicated quite frequently with Nancy. Nancy responded that she discussed intellectual matters very often with her parents, but this was the only topic she saw as being discussed that frequently. Mrs. Moore responded very often to almost one-third of the topics.

Erma and her father agreed that they discussed intellectual matters very often. Mr. Flood felt he and his daughter communicated very often about almost two-thirds of the topics. Mrs. Flood felt she and Erma discussed almost half of the topics very often.

Gene's parents saw intellectual matters a very frequently discussed matter. Mrs. Walker felt she discussed more topics more frequently with Gene than Mr. Walker did. Gene saw them discussing a third of the topics very often.

Allen's mother and father saw intellectual matters as a very frequently discussed matter. Mr. Johns felt he discussed four other topics very often with Allen, while Mrs. Johns felt intellectual matters was the only matter they discussed that frequently. Allen responded very often to only one topic

which was not intellectual matters.

Dave and his father responded very often to only two topics. One of Mr. King's frequently discussed topics was intellectual matters. Mrs. King responded very often to almost half of the topics which included intellectual matters.

Ruth and her parents agreed that they discussed intellectual matters very often. Mr. and Mrs. Scott responded very often to over half of the topics. Ruth's most frequent response was used on only three items.

Mr. and Mrs. Farrell felt they very frequently talked with Dean about half of the topics. Dean responded very often to five of the topics. Mr. Farrell was the only one in the family to respond very often to intellectual matters.

Five of the eight mothers felt they discussed "intellectual matters very often" with their children, while only three of the students responded "very often." (See Table 3.) These three were the female students in the study. All the families had at least two members agreeing on the frequency of discussing intellectual matters except for Dean's family. Ruth and her parents were the only three who agreed about discussion of intellectual matters.

Although the mothers and fathers felt the frequency of communication with their children was about the same, they chose different topics for discussion. The students saw communication occurring much less frequently than their parents did.

TABLE 3

## COMMUNICATION OF EIGHT FAMILIES: "VERY OFTEN" RESPONSES

Responded "Very Often" to Intellectual Matters			Number of "Very Often" Re- sponses to Other Topics		
Fathers	Mothers	Students	Fathers	Mothers	Students <sup>a</sup>
Mr. Bellows	Mrs. Bellows		12	12	0
Mr. Moore		Nancy	9	4	0
Mr. Flood		Erma	7	5	4
Mr. Walker	Mrs. Walker		5	8	4
Mr. Johns	Mrs. Johns		4	0	1
Mr. King	Mrs. King		1	5	2
Mr. Scott	Mrs. Scott	Ruth	6	7	2
Mr. Farrell			5	7	5

<sup>a</sup>There were only 12 topics on the student questionnaire.

Age of Parents

TABLE 4

AGE OF MOTHER						
40	45	50	55	60	65	70
Dean	Gene Erma	Nancy	Dave	Ruth Allen	Lee	

TABLE 5

AGE OF FATHER						
40	45	50	55	60	65	70
	Erma Dean	Nancy	Gene	Dave Ruth Allen		Lee

The mothers' ages ranged from 41 to 57, and the fathers' ages varied from 46 to 68. Each husband was older than his wife, and the husbands averaged several years older than the wives.

Education of Parents

TABLE 6

## EDUCATION OF PARENTS

Grades 7-10	H. S. Graduate	College	Col. Graduate	Graduate Sch.
Mr. Walker	Mr. Moore	Mr. Johns		Mr. Scott
Mr. Farrell	Mr. Bellows			
Mr. King	Mr. Flood			
Mrs. Walker	Mrs. Johns	Mrs. Farrell		Mrs. Scott
	Mrs. Bellows	Mrs. Moore		
		Mrs. Flood		
		Mrs. King		

The education of the parents varied from a seventh grade education to graduate college work. The mothers on an average had achieved a slightly higher educational level than the fathers. Five mothers pursued their education to the college level while only two fathers went beyond the high school level.

Three fathers, Mr. Walker, Mr. Farrell and Mr. King, had only elementary educations. Mrs. Walker had pursued her formal education to the tenth grade level. Five of the parents had discontinued their formal education after receiving high school diplomas. More than half of the parents had not experienced the college life. Only one set of parents had graduated from college and gone on to do some graduate work.



Income-Occupation of Parents

TABLE 7  
INCOME-OCCUPATION OF PARENTS

Annual Family Income		Father's Occupation	Mother's Occupation
\$ 5,000	Gene	Tradesman	Charwoman
\$ 5,000	Dean	Farmer	Homemaker
\$ 5,000	Nancy	Auto Mechanic	Helps father
\$10,000	Dave	Farmer	Substitute teacher
\$10,000	Erma	Small Businessman	Registered Nurse
\$17,000	Allen	Personnel Director	Homemaker
\$20,000	Lee	Insurance Sales	Homemaker
\$30,000	Ruth	Insurance Sales & Management	Homemaker

The incomes of seven fathers were recorded on their questionnaires. In the case of Gene's father, an income was estimated on the basis of occupation, age and education of the father and comments Gene made about finances.

Half of the mothers did not work outside the home. Nancy's mother helped her husband and Mrs. Walker indicated she was more of a homemaker than a charwoman. Mrs. Flood was a registered nurse and helped her husband in their small business. Mrs. King was a substitute teacher but was completing requirements to become a fulltime teacher.

In one case Mrs. Scott estimated the family income to be \$25,000 while Mr. Scott indicated it was \$30,000. In all other cases the spouses agreed with each other.

When looking at income and education, there seemed to be some parallel with the amount of education and the income of the family. Of course if the wife worked, it had an influence on the income.

On the basis of income, education, occupation and life style (as described in the narrative data), Allen, Lee, and Ruth would probably be considered from upper-middle class backgrounds. The others would probably fit into a middle or lower-middle class home atmosphere.

#### Family Decision Making

One section of the parent questionnaire had eight questions which asked the parents to indicate which of them was most likely to make each of the specific eight kinds of decisions.

In general, the husbands and wives saw the opposite sex spouse as having slightly more control over family decisions. The mothers of Gene and Lee seemed to be the dominant parental figure in the home. Ruth, Allen and Dean's homes appeared to be father dominant. Erma's parents indicated an atmosphere of shared decision making. By looking at Mr. and Mrs. King's response, it would appear to be a slightly father dominant family.

Nancy's parents responded with the greatest variation. Although Mr. Moore felt he and his wife shared some decisions and that his wife made some, Mrs. Moore saw her husband always making family decisions except

for the weekly food budget.

TABLE 8

## HUSBAND'S PERCEPTION OF FAMILY DECISION MAKING

Husband Always	Husband More Than Wife	Shared	Wife More Than Husband	Wife Always
	Ruth	Allen	Dean Erma Dave Nancy	Lee Gene

TABLE 9

## WIFE'S PERCEPTION OF FAMILY DECISION MAKING

Husband Always	Husband More Than Wife	Shared	Wife More Than Husband	Wife Always
Nancy	Dave Dean Ruth Allen	Erma	Lee Gene	

Closeness to Parents

By combining any comments made about parental relationships and questions which referred to closeness to certain parents, each student was rated on a scale of closeness to each parent. From this information a dominant parent as viewed by the child was identified.

TABLE 10  
CLOSENESS TO MOTHER

Very Close		Not Very Close		Alienated	
Erma		Dean Allen		Ruth Gene Nancy	

Erma indicated many times her ties with home and especially her mother. Even though they had disagreements, Erma felt a desire to consult with her mother about many things. Their relationship greatly improved when Erma was hospitalized for a time.

The parent with whom Dean and Allen mentioned discussing personal matters was their mother. However, they did not mention their relationship with their mother a great deal.

Dave expressed pride in his mother's desire to go back to school but felt they were not close because of the farm working situation.

Lee was more likely to treat his mother with respect. The picture he drew of her made her seem quite old, almost a grandmother type.

Ruth described some conflict with her mother since coming to college which seemed to draw them further apart than when Ruth was in high school.

Nancy felt a great deal of alienation from her mother which interfered with their relationship. There seemed to have been some misunderstandings

which had left both of them unhappy with one another.

Gene rarely mentioned his mother. His mother seemed to be indicating some conflicts between her son and herself. The fact that Gene was far from home and had seven other siblings who needed attention may explain the distance between them.

TABLE 11  
CLOSENESS TO FATHER

Very Close				Not Very Close		Alienated	
Dave	Nancy	Ruth	Erma	Lee	Dean	Gene	Allen

Dave described his father with great admiration, respect and love. His father seemed to be his greatest support and resource. Nancy indicated identification with her father and many of his ideas. Ruth often spoke of her father and many of his feelings and ideas and seemed to identify with them.

Erma felt quite close to her entire family and home and mentioned her closeness to her father. Lee described a "comfortable" relationship with his father.

Allen and Gene never spoke of their feelings about their fathers. Allen felt he had not lived up to his father's expectations very well.

The students seemed in some cases to identify with one parent more

than another. In some cases it was quite obvious. However, two of the boys did not seem especially close to either of their parents. Dean and Allen's identification with their mother seemed weak but they did indicate that they would talk with her about personal things.

TABLE 12  
PARENT IDENTIFICATION<sup>a</sup>

Father	Mother	Neither
Dave	Erma	Lee
Nancy	Dean	Gene
Ruth	Allen	

<sup>a</sup>Ratings in the tables are impressions of the investigator based on analysis of case material.

#### Family-Shared Activities

Nancy did not seem to share many activities with her mother since they did not get along. Nancy tried to stay away from her mother as much as possible when she was home on vacations to avoid conflicts. However, Nancy did mention that she enjoyed sharing some outdoor activities such as fishing, hunting, sporting and raising Christmas trees with her father.

Dean indicated that he visited home almost weekly. He talked about helping his father with the farming and spending a quite a bit of time at home watching television. This was probably a family-shared activity since he felt he knew his younger brother and sister quite well.

Ruth mentioned that she frequently attended parties which her parents had for their friends. She also described dinner time as a family affair. She and her sisters always dressed for the meal. This was a time for sharing ideas, experiences and feelings. Ruth often relied on her family in time of crisis. If she became ill, she depended on them for help and was often home for this reason.

Erma indicated that she felt close to both parents yet she seemed to spend much time talking about her mother. It seemed that she and her mother had long talks in which Mrs. Flood pointed out to Erma many negative models of conduct about which she warned Erma. These talks declined as Erma went to college. The family business required constant care which made it difficult for both parents to get away to see Erma while she was in college. Many times one of them would drive to K-State to see Erma on a weekend day.

The farm working situation was the atmosphere in which Dave and his father shared their time. Dave felt that through this working relationship he and his father had come to know and understand each other very well. His contact with his mother was limited because farm activities separated them.

Allen disliked holidays and weekends because his parents wanted him to spend time together talking about Allen's activities. Allen felt this invaded his privacy. Allen did indicate that he and his parents went to some of the university sport events together.

Lee's relationship with his parents seemed quite distant. He described some comfortable discussions with his father and shopping with his mother.

Gene never mentioned any activities which he shared with his family. He did mention that they talked about the possibility of his being drafted if he did not return to school.

Information on family sharing was more expressive of kinds of things shared than of amount of sharing, and thus did not lend itself to tabular presentation.

### Style of Thinking

The Intellectual Disposition Categories (IDC) of the Omnibus Personality Inventory (OPI) was a means of looking at the students' intellectual thinking. The four scales included in the IDC were Thinking Introversion (TI), Theoretical Orientation (TO), Estheticism (Es), and Complexity (C6). From these scales (Tables 13 and 14) and the students' experiences and feelings, the student's style of thinking was drawn. Since there had been two OPI testings for seven of the students, it was possible to look at changes which occurred during the college experience.

Nancy was the highest scorer on all the IDC except in the area of TO. Her scores increased to place her highest in all four areas on the second testing. This reflected Nancy's increasing interest in theoretical concerns such as reincarnation. She looked at the theory very logically and analytically. Nancy was extremely curious and investigated a number of varied ideas and topics. Her class work did not dominate her thought. As might be expected,



she had the highest score on the TI category. Her diverse interests and sensitivity to artistic matters was reflected in her high Es score. Her Co score was extremely high at the outset of her college career but dropped a great deal as recorded in the second testing. However, even after the drop, her score was still the highest of the eight students. Her relationship with her parents was uncertain and inconsistent. She enjoyed experimenting as an underclassman but eventually began to plan and organize her life a little more. Nancy thought of herself as a complex person, and stated that she would never want to know herself.

Erma's OPI scores revealed that she had the second highest score of the eight in TI which was evident in her necessity to examine and analyze her motives and reactions. Throughout her college career she became interested in a broad range of ideas. Although she was very concerned about academic performance, she did not do well. She revealed that she had gained much more than her grades indicated. Her interests ranged from music, reading, social work and race relations. Erma's TO decreased during her college experience but was still near the mean. Erma became less defensive about people and ideas. She was less critical and analytical about situations she was part of. A high Es score reflected Erma's diverse interest and sensitivity to music and literature. She often discussed these experiences with the group. Erma's Co score jumped from average to become one of the high scores near the end of her college career. As Erma experienced the freedom of college life, she began to realize that there were

many orientations other than the narrow one her homelife had presented. In her marriage and upperclassman experiences, Erma seemed to be dealing with ambiguity and uncertainty.

Ruth scored relatively high on three of the four IDC. As a beginning college student, Ruth scored slightly low in TO but scored near the mean as an upperclassman. She also scored high on the Co score. Her TI might relate to the broad range of ideas she was introduced to at home. She did things as they fit into her schedule, which was evident in her grades and incompletes. A fairly high Es was not surprising for Ruth. She had changed her major from a more practical, secure curriculum to a more liberal arts oriented one. She placed much emphasis on artistic matters.

Lee scored near the mean on his scores except for TO which was only slightly above the mean. His selection of psychology showed his interest in challenging problems, analytical and critical thinking. As an underclassman, his score was closer to the mean. As a freshman Lee was fraternity oriented and put most of his time and energy into fraternity activities. However, as the university introduced new outlets, Lee began to seek out various other activities and interests. He developed much concern for race relations. Because of his thinking, activities and orientation as an upperclassman, Lee might have been expected to score higher on the IDC.

Dave's intellectual scores varied. He scored slightly high in both testings on TO. Dave was very much interested in animal science. He ran many tests and originated feed formulas for various animals. Looking at a

situation logically and critically was characteristic of Dave. Estheticism was of little interest to Dave. Both testings scored Dave quite low in this area. Dave was especially concerned about planning his future. He was not fond of uncertainties but his trip overseas seemed to be a complex undertaking which would require a great deal of flexibility. It was surprising that his first score in Co was at the mean and the second was slightly below it.

Allen's IDC scores changed over the period of his college experience. His TI increased from well below the mean to slightly above the mean. His Es also increased slightly so that he was above the mean. Allen expressed a great interest in many areas. He attended many convocations, plays and speeches. He discussed political, cultural and academic topics with objectivity and awareness. An example of his increase in his Co score was his awareness of the ambiguities of the race relations problems. Allen seemed more concerned about social problems than the scientific which was reflected in his low TO score.

Dean was the low scorer in three of the IDC areas, however there was some change in his scores. Dean scored quite low on his first TI testing and very low on the second testing. He also scored very low on Es both times. Dean expressed that his interests were farming and math. Few campus activities or events were of concern to him. One of the reasons he was a math major was that he felt it was good for his hopes of being a pilot. In his last two years he expressed a great deal of dissatisfaction with

math. He was having a great deal of difficulty with the theoretical approach which was reflected in his slightly low TO scores. Dean seemed to be dealing with the uncertainties of his future during the last two years. His Co scores might indicate that he was more tolerant of these uncertainties. His first Co score was very low while the second increased but was still below the mean.

Only the second testing of the OPI was available for Gene. He scored near the mean on three of the scores and slightly below on Co. His selection of an applied art would partially account for an average reaction to Es. A higher score might have been expected. Gene indicated a dislike for some required courses which would support his TI score. Characteristic of his slightly low Co score might have been his attitude about personal involvement. He did not desire to become too emotionally involved with any girls because of the hardship and pain of parting when he returned home.

Although the fathers in these families described themselves as talking very often about intellectual matters with their student, there was a great deal of variation in the students' intellectual development according to the OPI. The three girls were the high scorers on the IDC as is shown in the table. The boys scored from average to low.

TABLE 13  
INTELLECTUAL DISPOSITION CATEGORIES OF THE  
OMNIBUS PERSONALITY INVENTORY IN 1969

Student	TI	TO	Es	Co
Nancy	High <sup>a</sup>	High	High	High
Erma	High	Average	High	High
Ruth	Average <sup>b</sup>	Average	High	High
Lee	Average	Average	Average	Average
Gene	Average	Average	Average	Average
Dave	Average	Average	Low	Average
Allen	Average	Low	Average	Average
Dean	Low <sup>c</sup>	Average	Low	Average

<sup>a</sup>One standard deviation above the mean or higher

<sup>b</sup>Within one standard deviation of the mean

<sup>c</sup>One standard deviation below the mean or lower

TABLE 14  
OMNIBUS PERSONALITY INVENTORY<sup>a</sup> (Standard Scores)

	Lee	Nancy	Erma	Allen	Dave	Ruth	Dean	Gene
	'67 '69	'67 '69	'67 '69	'67 '69	'67 '69	'67 '69	'67 '69	'67 '69
Thinking Introversion	48 50	68 70	63 64	38 53	48 46	59 58	38 28	<sup>c</sup> 47
Theoretical Orientation	58 58	54 61	56 47	39 37	56 58	43 49	45 45	49
Estheticism	49 52	71 71	61 65	49 55	31 32	63 61	29 30	50
Complexity	44 50	81 68	49 60	51 59	51 46	57 62	33 44	42
Autonomy	49 59	66 58	47 64	61 61	62 58	39 46	40 39	46
Religious Orientation	51 58	56 58	44 47	57 58	44 44	44 45	47 50	53
Social Extroversion	57 54	40 31	55 66	20 28	58 54	70 68	46 38	35
Impulse Expression <sup>b</sup>	52 49	81 68	45 50	57 63	53 54	41 45	45 53	50
Personal Integration <sup>b</sup>	64 70	42 51	40 64	35 31	65 62	61 66	54 54	62
Anxiety Level	61 62	34 43	27 54	50 32	65 67	56 54	63 65	60
Altruism	56	48	75	47	59	70	31	32
Practical Outlook	42	36	39	39	52	44	61	58
Masculinity-Femininity	54 54	44 45	29 35	56 48	67 66	35 35	70 69	63
Response Bias	69 65	40 56	45 49	35 38	56 58	71 63	51 45	63

<sup>a</sup>Form D was used for the first testing and form F for the second testing. Norms were national norms. The mean was 50. Ten points represented one standard deviation.

<sup>b</sup>The first scores were converted to the same scales as in the second testing.

<sup>c</sup>The first testing of the OPI was not available for Gene.

### Leadership Qualities

Dean was identified by the participant observer as one of the discussion group leaders. As an upperclassman, Dean was elected secretary of his dormitory. However, this leadership quality was limited to men since he had little experience interacting with female students.

Lee assumed roles of leadership gradually and progressively. He became active in various organizations and eventually was elected and accepted offices in the organizations. He became secretary of his fraternity and became chairman of an active campus organization. Lee was comfortable and able to initiate conversation in his discussion group. These forms of leadership were enthusiastically accepted and seriously handled by Lee.

Dave's friendly and affable manner seemed to lend itself to leadership. He initiated many topics to the group for discussion and appeared to be concerned with the group's growth and development. He took the responsibility of leadership naturally and seriously. Dave expressed interest in using his vocational assets in initiating his leadership in his community.

Gene was more of a follower and a cautious participator. He seldom initiated discussion in his group which he eventually dropped out of. Although he was friendly, he was not an outgoing leader.

Allen found it relatively easy to express his attitudes and feelings about various topics and experiences he was having. However, he had some difficulty relating to people and accepting them. Although he became a necessary part of the group, he was not the initiator. Other difficulties he

had adjusting to roommates suggested that he was not secure enough to accept the demands of leadership.

Nancy seemed quite concerned with her self development although she was interested in man and his development. She was a person in which her friends could confide but she was not the outgoing, responsibility-seeking person with leadership interests.

Erma had leadership abilities but was often too involved with her own problems to take advantage of those abilities. Erma needed someone or some group to whom she could look for strength. She served in the leadership role in various interest groups but needed relief from many other pressures before she could take full advantage of her leadership potential.

Ruth's direct and sometimes not so tactful approaches to people limited her capacity to have people follow her. She desired the responsibilities of leadership, but was not willing to solicit relationships which were unselfish and group oriented. She did not trust or like a lot of people.

The investigator's impression from the case material and comparing the leadership activity of these students with KSU students in general is reported in the following table.



TABLE 15  
LEADERSHIP ACTIVITY AT KSU

High	Average	Low
Erma	Dave	Nancy
Lee	Dean	Allen
		Ruth
		Gene

### Vocational Preparation

Dave's vocational goals seemed quite clear from the beginning of his college career. He wanted to better prepare himself to continue farming and raising livestock. His education had a practical orientation. Dave worked very successfully toward his goal as he graduated with high grades.

Gene was working towards a degree in the applied arts. He did not express any great enthusiasm for his future career and found it necessary to miss a semester of studies because of financial difficulties.

Allen identified very closely with his anticipated career in the applied arts. He had always had a desire to pursue such an occupation. He was enthusiastic about getting his degree as soon as possible so he took heavy course loads. Allen did not show any hesitancy about continuing toward his goal and future career.

Dean selected math as a major on the basis of the prestige associated with that major and thinking it was a good background for an anticipated

career as an Air Force pilot. Dean expressed great dissatisfaction with his major selection his senior year. Because of a possible defect in vision and problems with his flying course, Dean was not optimistic about a flying career. His future seemed uncertain.

Lee enrolled in a general curriculum as he decided between medicine and psychology for his future. He seemed quite comfortable with his eventual choice of psychology as a major. This would prepare him for several outlets of working with people.

Nancy was very satisfied with her selected major of Humanities even though she had difficulty meeting some of the requirements. On a visit to the placement center, she had been reassured that this major would prepare her for a great variety of jobs. She did not have any specific vocational goal in mind as she worked toward her degree.

Ruth changed her more practical major to a liberal arts one during her sophomore year. A liberal arts major fit better into Ruth's social status orientation. She could use her knowledge for her own benefit since she felt a degree did not necessarily mean a good job.

Erma indicated she came to college primarily to grow as an individual. She enrolled in a curriculum which would allow her to eventually work with children and their parents. She expressed much satisfaction from the summer experience she had with preschoolers. She finished her degree and was hoping to follow through with a social service career.

It would appear that some of these students had definite vocational

goals in mind while some were not as directed in their vocational planning. Some of those with definite goals were not successfully reaching those goals.

TABLE 16  
VOCATIONAL GOALS

Definite Goals	Indefinite Goals
Erma	Lee
Ruth <sup>a</sup>	Nancy
Dave	
Allen	
Dean <sup>a</sup>	
Gene	

<sup>a</sup>Not successfully accomplishing goal.

### Peer Relationships

Certain scores of the OPI were helpful when evaluating social and peer relationships. The following impressions of each student's social relationships were obtained by combining information from the narrative data and looking at two different testings of the OPI. The scales (Table 11) considered in this evaluation were Social Extroversion (SE), Impulse Expression (IE), Personal Integration (PI), Anxiety Level (AL), and Altruism (Am).

Ruth scored quite high in PI and SE. These scores suggested an outgoing, frank approach to others. She had a great deal of self esteem and did not feel girls she knew in college regarded her as highly as they should.

She indicated that she could be quite selective in her dating because most boys were so attracted to her that they almost "worshipped" her. Ruth scored slightly above the mean on AL and slightly below on IE. A somewhat elevated anxiety level and lower impulse expression score was consistent with the general impression given by much of Ruth's behavior. That is, although she claimed superiority, she was uncertain of her ability to perform up to the level she felt she and others should expect of her. Thus much of her activity was defensive. She possessed the background but lacked the confidence for effective, creative, spontaneous interpersonal relationships. The strong "family image" with which she identified, while perhaps contributing to the pressure she felt to excel, also afforded her the framework for a rather well formed personal integration. This personal integration, with accompanying defenses, carried her through some difficult interpersonal and scholastic periods. Ruth's Am score was very high reflecting a popular "do good" orientation and perhaps also a sincere desire to help others. Within Ruth's perspective that might be considered a "noblesse oblige."

Nancy scored near the mean on Am and PI on the second testing. Her first PI score was slightly below the mean. The change in score could have reflected her increased confidence in herself gained through a rather wide range of experiences during college. Nancy's scores revealed her increased social introversion. She did not enjoy her stay in the dorm as an underclassman. She had a series of roommates in apartments but eventually took an apartment

by herself. Her friends were almost entirely male and she did not seek out female companionship. Nancy scored quite low on the first testing in the AL category and came up the later testing but was still below the mean. She became very concerned about things at times and had moods that varied a great deal. Nancy scored very high on IE testings with the first testing being extremely high. Nancy indicated strong feelings about various topics. Her feelings for nature, outdoor activity and animals seemed to reflect tactile, sensual sensitivity.

Erma scored extremely high on Am which reflected her interest in helping others and taking part in organizational projects, such as Hospitality Day. People were a necessary and important part of her life. The research group became a vital part of her life. She needed to express her emotions and receive supportive acceptance from others there. Erma was a moderate social extrovert at the beginning of her college career but her score increased. As Erma became more comfortable with herself, she was able to enjoy being with others. She developed an interest in one young man, whom she eventually married. After marriage the relationship was rather inconsistent and insecure at times. Erma desired to maintain and initiate outside contact while her husband felt she needed to be completely attentive to him. She scored relatively high on both of her PI scores. Erma had a great deal of difficulty adjusting to the college situation. Her first AL score reflected considerable anxiety but this lessened by the time of the second testing perhaps reflecting her increased confidence in herself. She was very sensitive

to any personal comments but eventually was able to accept compliments sincerely.

Lee scored very close or above the mean on all of the social orientation categories. His IE score was near the mean. He scored relatively high on PI and SE. These scores seemed to indicate that Lee was socially adjusted. He was very active in his fraternity. He saw his membership as advantageous to physical and social development. He enjoyed and gained from the relationships he formed in the fraternity. His acceptance by fellow members was reflected by his election to an office. Lee dated frequently but did not form any close ties with members of the opposite sex. Lee's high AL score indicated the comfortable, confident social ease he possessed. A relatively high Am score reflected his concern for people and conditions which affected the welfare of others.

Dave's relatively high SE, PI and Am scores reflected his sincere interest in people and the leadership and stimulation he provided. He entered into a helping kind of relationship with one of the less mature members of the research group. His friendly, outgoing manner seemed acceptable and appreciated by many of his close male friendships. He scored relatively high on AL which might indicate he was able to handle the responsibility of his socialization without stress. A high average IE reflected ease in handling interpersonal feelings and reactions.

Gene scored very low on the SE scale. His introversion was evident in the research group where he was not active and eventually dropped out.

He did not readily make friends and came to K-State mainly because some of his established home friends were already here. His high PI score indicated that although he was an introvert, he did not feel especially inadequate or lonely. His IE was near the mean and his AL was average high, which would indicate Gene was content with his small circle of friends. Especially concerning female acquaintances, Gene indicated he did not want to become attached to anyone because parting would be too painful. This might have been part of the reason his Am score was so low. He preferred sports and activities which did not give him the responsibilities for others.

Dean's SE score decreased on the second testing from just below the mean to relatively low. His Am score was very low. Dean seemed to know quite a number of dorm residents and classified himself as an extrovert. His OPI scores and activities seemed to belie this classification. Dean never dated, stating that he reserved this for some future time. Although he seemed to know a number of young men, he did not have any close relationships which might account for his low SE score. He was not especially concerned about issues which affected people. His low IE and Am represented this disinterest. It is difficult to assess whether Dean's tendency not to acknowledge feelings of anxiety reflects personal confidence accompanying a general self centeredness or whether it reflects high defenses accompanying a lack of confidence to become involved with others.

Allen's scores on SE were very low. Even though the score was higher the second time, it was still well below the mean. His PI was also

low on both testings. Allen seemed to have continuous problems living in a close relationship with roommates. They always seemed to be invading his privacy. It seemed that Allen was unsure of how to relate to others since he was not sure of himself. This was revealed in his decreasing AL score. Because he was not always comfortable and felt inadequate with people, he was often alone. He expressed a desire to become more outgoing, but was not successful. Allen scored quite high on IE which released itself in the form of aggression he felt when roommates upset him. Allen's Am score was very close to the mean which should indicate the ambiguities he felt in wanting to have social interaction but being uncomfortable and unsure of himself.

In summary, two of the boys could be described as having superior success and skill in peer relationships. One of the girls had average or better success; the other two had achieved less than average success in peer relations. Of the three remaining boys, one seemed greatly distressed by his lack of social success, the other two seemed to have taken the lack of much involvement with others as a chosen way of life.

#### Handling Intimacy-Heterosexual Relationships

Allen and Dean had not developed any heterosexual relationships. Allen expressed some concern and desire to develop some female acquaintances. Dean indicated there was time for that later.

Lee dated on occasion but had not developed any close ties with these girls. Gene expressed a fear of becoming too close to any girls because when



he returned home the parting would be too painful. It would seem that Gene had done some dating while in college.

Although Dave did not date on campus, he dated at home frequently and eventually married the girl he was dating. They were both in college at the time of their marriage.

Nancy needed feedback from members of the opposite sex. She had several "serious" relationships during a college career. In one case she became pregnant and the boy deserted her. Soon after a miscarriage, she began to date a young man with whom she worked at Fort Riley. She dated him a year and they planned to get married.

Ruth dated one of her high school sweethearts her freshman year after which she had a variety of dating interests. Although she felt most boys began to worship her after one date, she found a young man who impressed her socially. After a stormy courtship, they were married.

Erma became serious about a young man after a couple of years of infrequent dating. She felt he brought out the best in her. After their marriage, they had many differences. Even though they tried to talk their problems over, they still had considerable difficulties.

Two of the students, Dave and Erma, were married during their college career. Nancy and Ruth were very involved with heterosexual relationships during college. Ruth married and Nancy had definite plans to be married. Lee and Gene dated frequently while Allen and Dean had never dated.

TABLE 17  
HETEROSEXUAL INVOLVEMENT

High	Average	Low
Dave	Lee	Allen
Nancy	Gene	Dean
Erma		
Ruth		

#### Influence of Siblings

It seemed that Allen's older brother had a considerable influence indirectly on Allen. Allen expressed inferior feelings to his brother who was described as very smart, athletic and popular. The brother was going on to law school, and Allen felt his parents were more pleased with his brother's performance.

Lee was one of three chronologically close brothers. Lee saw himself unique of the three not only because he was the youngest but also because he felt he had successfully combined the interest of studying from his older brother and the interest of social life of the middle son. As a result he felt he came out on top.

Erma had a brother three years younger who was quite close to her. She often discussed things with him she could not discuss with her parents. Erma felt that she needed to protect him somewhat from her mother's influence.

Of his seven brothers and sisters, Gene mentioned only two brothers. He was close to the oldest brother until the brother was married. Gene then identified with his sixteen-year-old brother, but commented that they did not have many common interests. The fact that there were seven others in his family probably had a considerable effect on the amount of attention and interaction he received from his parents.

Ruth's youngest sister was five years younger than Ruth. She seemed a little afraid of Ruth. A sister who was only three years younger than Ruth became Ruth's best friend in college even though they had not been very close when younger.

Dean was the oldest of three. When his younger brother came to K-State, they were not extremely close. Dean seemed to receive more parental approval than the younger brother because his interests and activities were more approved by his parents.

Nancy seemed to have been quite close to her slightly younger brother when they were younger but she seldom saw him since he enrolled in a different college.

Dave was an only child which relieved him of any competition of parental attention or approval.

It would appear that in some cases siblings had a great effect on the student's life. However, siblings were rarely mentioned by some of the students. A table reflecting the impression of the effect and influence siblings had on the eight students' lives follows.

TABLE 18  
SIBLING INFLUENCE

High	Average	Low
Allen	Lee	Dave
Erma	Gene	Nancy
Ruth	Dean	

American College Test and Grades

TABLE 19  
ACT AND GPA OF STUDENTS

	American College Test (Percentiles)				Grade Point Average	
	Eng	Math	SS	NS	GPA	Hours Credit or Deg.
Dean	70	89	84	88	2.68	B. S.
Dave	62	69	91	97	3.41	B. S.
Nancy	96	30	77	80	2.20	90
Ruth	54	30	84	88	2.35	129
Erma	45	51	40	42	2.40	B. S.
Gene	12	59	28	45	2.21	76
Allen	16	41	14	8	2.01	89
Lee	54	96	10	79	3.30	91

Dean had the highest ACT average of scores of the eight students. He graduated with above average grades with a B. S. in physical sciences. His ACT math score was very high and although he did well in his major of math

the first year, he began to receive his lowest grades in that area.

Dave's ACT scores were extremely high in social science (SS) and natural sciences (NS), and were well above average in English (Eng) and mathematics (Math). He received a B. S. in agriculture, graduating "Cum Laude."

Nancy's Eng, SS and NS scores were quite high. However, her Math was far below average. Linda scored in the 96th percentile in Eng on her ACT which was her major field. Her GPA after 90 hours was just above average.

Ruth's ACT scores in SS and NS were in the 80th percentiles. Eng was average and Math was well below the average. Ruth left K-State with 129 hours credit but incompletes kept her from graduating. Her grades to that point were a little above average. Three semesters were spotted with withdrawals and incompletes.

Erma graduated with a B. S. in home economics. She was on academic probation twice but managed to have above average grades at graduation. Her ACT scores were in the average range for entering freshmen at KSU.

Gene scored above average in Math on his ACT. He scored slightly below average in NS and low in SS. The Eng score was extremely low. Gene had accumulated 76 hours with slightly above average grades after five semesters of college.

Allen's ACT scores were the lowest of the eight students. Eng, SS and

NS were extremely low. Math was below average. Allen had been on academic probation one semester but had accumulated 89 hours with an average grade point after six semesters of college.

Lee's ACT scores were quite surprising. His major was in the area of social science and his SS score on his ACT was in the 10th percentile. His scores were extremely high in Math, average in Eng and high in NS. With 91 hours credit, his GPA was 3.3

While the academic ability and progress of all eight students was average or above, as a group they were not distinctive in intellectual activity. As was pointed out in the discussion of "styles of thinking," there was great variation in their application of abilities and approach to studies. Thus the common perception of the eight fathers of having talked frequently about intellectual matters with their students, would not appear to have had a common effect.

### Purpose of College

Each of the 75 students who completed the student questionnaires identified the educational goals which they thought the ideal college or university should emphasize. The goals which students ranked as highly important in a university are identified in Table 20.

Vocational training was the goal which the greatest percentage of the 75 students ranked as highly important. The eight students in the study ranked it somewhat less important. All of the eight students agreed that a general education and appreciation of ideas was a main purpose of higher

education. The 75 students ranked it high considerably less often.

Development of ability to get along with different kinds of people was often an important goal of both groups. Half of both groups ranked community and world problems, and development of personality as an important goal. Less emphasized was the development of moral capacities and preparation for marriage.

Ruth ranked all seven purposes as highly important to her education. Erma felt five of the goals were of highest importance. Gene, Dave, and Allen thought over half of the goals should be highly emphasized by the university.

It would seem that all of these eight students saw a general education and appreciation of ideas as an important goal in their college experiences. Second of importance to these eight was a development of abilities to get along with different kinds of people. From this standpoint, it would seem that these eight students were more intellectually oriented than the entire group of students.

Compared to the 75 students, more of the students in the study wanted to obtain a bachelor's degree as their highest level of education. Three of them hoped to do some graduate work.

Erma, Dave and Dean had achieved their highest level of desired education. It seemed unlikely that Ruth would ever ascertain her goal of doing some graduate work since she had not yet successfully completed her undergraduate degree. With Gene's scholastic difficulties, it is questionable

if he would be able to achieve his graduate work goal. Although these students in the study indicated they desired intellectual growth from the college experience, they were not too different from the general population of college students in their educational aspirations.

TABLE 20

## PURPOSE OF COLLEGE (High Ranked Goals)

Goals of College	75 Students	8 Selected Students
Provide vocational training, develop skills and techniques directly applicable to career	76%	Nancy 63% Ruth, Erma, Lee, Dean,
Develop ability to get along with different kinds of people	68%	75% Ruth, Erma, Dave, Gene, Allen, Lee
Provide a basic general education and appreciation of ideas	63%	100% All eight
Develop knowledge and interest in community and world problems	45%	50% Ruth, Dave, Allen, Gene
Help develop moral capacities, ethical standards and values	23%	25% Ruth, Dave
Prepare you for a happy marriage and family life	11%	25% Ruth, Erma
Develop personality, enabling you to become a cultural person and to enjoy life	51%	50% Ruth, Erma, Gene, Allen
Highest level of education you expect to complete		
Bachelor's Degree	41%	63% Erma, Gene, Dave, Nancy Dean
One or two years of graduate or professional work	43%	38% Lee, Ruth, Gene



## CHAPTER VI

### SUMMARY

Although the fathers in these selected families described themselves as talking very often about intellectual matters with their student, there was not a great deal to support the picture of those being either "intellectual" or "highly communicative" homes. There was little to support any concept that these homes were very different from homes of the general student population.

Much descriptive information on the homes, parents and college experiences of these eight students has been brought together in this study. It has been difficult, however, to identify patterns. This was due somewhat to the size of sample. A sample of this size is sufficient to represent the varieties of experience but not to obtain an estimate of the distribution of these varieties.

In general the students saw the communication occurring somewhat less frequently than did the parents. The intellectual stimulation and communication seemed very weak in the homes of Dean and Gene. The rejecting atmosphere of Allen's home was not intellectually inspiring. Nancy and Erma experienced conflict with their mothers which seemed to get in the way of intellectual matters. However there seemed at times to be some positive interaction between Nancy and her father, and between Erma and both of her

parents. Dave's relationship with his father seemed genuine and stimulating, but not of an intellectual nature. Interaction between Ruth and her father seemed to be very influential on Ruth's behavior. Lee's quiet, comfortable interaction with his father and two older brothers was distant but influential on his college experience.

The students did not appear to be very different from the general student population. Of the eight students, three subgroups based on the intellectual orientation seemed to emerge. Nancy and Lee's life style and scholastic aptitude scores were most typically intellectual. Both possessed the drive and ambition to pursue intellectual activity. Neither seemed to be proceeding directly toward a specific educational goal. Nancy was very involved with heterosexual relationships while Lee succeeded in leadership and academic success.

Erma and Ruth scored moderately high on the IDC of the OPI. Allen's scores were slightly low but they seemed to be increasing. All three seemed to respond to intellectual stimulation positively but were too involved in their own difficulties to pursue intellectual aspirations. Erma and Allen had an increasing intellectual interest but seemed consumed by personal problems. Ruth had an interest in intellect if it could help her social status. More than any others in the group her home appeared to offer the most typically intellectual orientation. All three had definite goals but Ruth was having difficulty making progress. Erma was a leader while Allen was an introvert and Ruth appeared to be socially self-centered.

Dave, Dean and Gene did not seem to see value in pursuing intellectual aspirations. Dave was practically oriented and striving toward a career which did not require an intellectual emphasis. Dean was not stimulated intellectually and seemed content with his narrow interests. Dean and Dave were both successful academically and were moderate leaders. Gene seemed to find his world complicated enough without adding unnecessary responsibility which might be the case in intellectual pursuits. He wanted to keep things as simple and controllable as possible. He was slowly but successfully moving toward his goal of a college degree.

In each of these groups, various characteristics were present. There are no clean cut lines or divisions. Each student had unique characteristics and qualities. Each student changed in some or many ways during the college experience.

The influence the home has on the student is sometimes reflected in the student's reaction to his college experience. Allen was insecure but gaining confidence. He seemed to be experiencing rejection from his parents. His older brother received all the family praise and encouragement. Allen struggled but had not yet overcome his feelings of inadequacy. His growing intellect seemed to give him some desired contact with people, even though it was often indirect. It was a way of communicating with people.

Gene came from a large family from the lower-middle socioeconomic level. The limited home stimulation probably influenced Gene's interests. The limited family resources also made it necessary for Gene to be con-

stantly concerned about financial matters.

Other than farm work, the only family activity mentioned by Dean was watching television. His college range of activities also seemed limited. He never mentioned any activities other than dorm functions and going home.

Dave was clearly influenced by his father and their relationship. Dave had no desire to change since he saw in his father all he wanted in life. As a productive, work-oriented man, Dave's father did not have the time or a great deal of interest in matters that did not directly apply to himself or others he knew.

Erma had a great deal of difficulty breaking her home ties when coming to college. Through her close relationship with her mother, Erma had developed fears and guilt feelings. As Erma became more independent, conflicts with her mother interfered with their relationship. The problems which resulted from her attempt to overcome fears and anxiety for a while interfered with Erma's functioning.

Nancy's alienation from her mother seemed to be reflected in her rebellion against many of society's values. She did have a relatively close relationship with her father and at times he sided with her against her mother. Nancy was the most typically intellectual. She was continually seeking her own answers.

Lee's manner seemed quite similar to that of his father. Although Lee indicated they did not have a close relationship, he did indicate he would consult with him about many things. His father was in his late 60's, and Lee

spoke of their relationship as comfortable but it seemed distant and infrequent.

Ruth possessed many of the values her parents did. However, she made specific attempts to be independent of them. She spoke of her father and his ideas frequently. There was little communication with her mother since coming to college. She spent a lot of time with her parents who seemed to have a variety of cultural and general education interests. Thus Ruth, too, expressed an identification with a cultural, well-informed life style. This seemed, however, much more of a surface attitude, in contrast to the probing, testing, searching approach of Nancy Moore.

Each of these students seemed quite different. A great deal of this difference was reflected in the home environment. The nature of the influence differed from home to home. Identification with a parent seemed most clear-cut with Dave. Erma seemed to struggle with the similar process. The richness or lack of it seemed a major factor in Ruth's, Dean's and Gene's situation. Perceived rejection or isolation seemed influential in Allen's and Lee's lives but with different effects.

### Future Research

Although it is only a small facet of the entire picture of student development in general, the intellectual development of the college student lends itself to many further investigations. Insight could be gained from a companion study to this one which would look at the effect of the homes on the other end of the continuum, where the father represented his contact with his student

as "non-intellectual."

There are possibilities of approaching the development from the "intellectual" and "non-intellectual" oriented mother. A larger percentage of the entire group of mothers were intellectually oriented than fathers. However, only five mothers of the families discussed in this study were intellectually oriented.

There is also the student approach to consider. A study of the student's perception of communication with his parents would be of value. It would be interesting to study the homes and the college experience of the students who said they talked "very often" about intellectual matters with their parents.

There is also the whole matter of identifying an "intellectual" home. Further study attempting to specify characteristics of such a home environment would be helpful. The wide range of educational and socioeconomic background of these fathers who described the contact with their students as intellectual suggests that level of education and socioeconomic background are probably not the significant factors influencing the parents' perception.

Research attempting to identify an intellectual home would of course have to begin with an operational definition. While the perception of the family members might well be included in such a definition, it is probably that more questions would be needed than the frequency with which they talked about intellectual matters.

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COLLEGE EXPERIENCES AND FAMILY INTERACTION OF STUDENTS  
FROM INTELLECTUALLY PERCEIVED FAMILIES

by

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One of the basic motives of the university is to promote intellectual development of its students. Although some work has been done in the area of parent-student interaction and its influence on student development, the information is limited, and very little has been done in the area of intellectual development and parent-student interaction. This study was undertaken to look intently at eight students, their college experience and their families.

The study was an extension of work being done in the Study of Student Development conducted in the Kansas State University Counseling Center. Of 46 parents who completed a questionnaire dealing with their interaction with their student, eight fathers perceived themselves as communicating very frequently about intellectual matters with their student. The experiences of their students were the focus of this study.

Each of these eight selected students were in research groups which met for three and four years, 1965-1970. During this time the groups met with a research staff member for an hour each week. Data from those weekly group interviews and from individual interviews together with results of the Adjective Check List, Omnibus Personality Inventory, and Cornell Medical Index; and interviews with friends provided information for the study, along with the questionnaires completed by the students' fathers and mothers.

The interaction and relationships of these eight students with their parents varied greatly. The frequency and kind of communications differed from family to family and there was some disagreement about communication

frequency among the mother, father and student in many cases. The students in general saw parent-student communication occurring much less frequently than their parents did.

The extent of perceived student identification with each parent varied greatly as did the success and experiences of the eight subjects as college students. Each student had a distinct style of thinking and related to peers and family in unique ways.

The objective of this study was to describe characteristics of these homes which were perceived as intellectual, and to determine what home characteristics were concomitant with or in opposition to intellectual development. A description of the effect of the "intellectual home" in terms of characteristics, behavior and reported attitudes toward the home was discussed.

Although the fathers described themselves as talking very often about intellectual matters with their student, there was not a great deal to support the picture of those being either "intellectual" or "highly communicative" homes. There was little to support any concept that these homes were very different from homes of the general student population.

It was evident that the student-parent relationship had a great deal of influence on the student's college experiences, however it was difficult to identify characteristics which had a direct bearing on intellectual development. Few of the homes and students would be classified as "intellectual." Data from this limited descriptive study will hopefully contribute to the development of hypotheses for more controlled studies.