

AN ANALYSIS OF STUDENT SUBCULTURES
AT MICHIGAN STATE UNIVERSITY

Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY

Donald Van Adams

1965



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ABSTRACT

AN ANALYSIS OF STUDENT SUBCULTURES AT MICHIGAN STATE UNIVERSITY

by Donald Van Adams

The Problem

The general problem of this study was to examine some of the influences an institution of higher education may have, over a four year period, on the students enrolled at that institution.

If we are to understand the problems of undergraduate education and the influences that an institution of higher learning has on its students, we must inspect all facets of the University as it relates to the student culture and institutional environment. There is need to study and understand the socialization processes by which students identify, interact, and integrate their experiences with the mission of the University. It is the attempt of this research project to study the subculture of undergraduate students on the assumption that the interactions of students with one another exert considerable influence on the nature and extent of the total educational process.

Theory

To study the influences of an institution of higher education upon its student body a theoretical framework for the study is needed which will encompass a diverse student population.

The theoretical framework for this study has its foundation in the sociological research done by Martin Trow. Trow was the first to distinguish four student subcultures on the campus, and he subsequently named them the vocational, the academic, the collegiate and the nonconformist. From his research Trow determined that these subcultures emerged from the combination of two variables: the degree to which students are involved with ideas; and the extent to which they identify with their college or university.

Design and Procedures

The sample for this study was drawn from 535 students, the total number of second-term male students who entered South Case Residence Hall at the beginning of Winter Term, 1962. South Case Hall was the first coeducational residence hall and the first living-learning residence hall on the Michigan State University campus. Usable data were collected from 260 students or eighty per cent of the total number of students available. After 230, or nearly ninety

per cent of the students had completed the College Experience Inventory, a stratified, random sample of twenty-eight students was selected for interviews. A memorized interview guide was used for the interviews.

The data for this study were analyzed according to the student's present subculture identity. The students were selected for the four subcultures on the basis of their responses to questions on the College Experience Inventory. The College Experience Inventory provided specific information pertaining to marital status, parent's education, residence while at the university, size of community where student had spent most of his life, college major, parent's occupation, perceptions of undergraduate education, reaction to the living-learning residence hall, and subculture identity. University records were checked for grade point average, rate of progression through Michigan State University in four years (credits earned at the end of Winter Term, 1965), and College Qualification Test-Total Score. The statistical techniques used in this study were the chi-square non-parametric test and simple analysis of variance.

Findings and Conclusions

The present subculture identity of the student was the independent variable for the study. Over fifty per cent

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of the students selected as their present subculture identity the collegiate subculture; twenty-six per cent chose the vocational subculture; twelve per cent chose the academic subculture and ten per cent chose the nonconformist subculture.

As the students in this study recalled his freshman subculture identity, fifty-two per cent of the students selected the vocational subculture; eighteen per cent selected the academic subculture; twenty-six per cent selected the collegiate subculture; and four per cent selected the nonconformist subculture.

When asked to select the most ideal subculture identity; forty-three per cent of the sample selected the collegiate subculture. The academic subculture was chosen by thirty per cent of the students and the vocational subculture and the nonconformist subcultures followed with twenty-one per cent and six per cent of the sample respectively.

In describing the most typical subculture identity of Michigan State University students, fifty-five per cent of the sample selected the collegiate subculture. Thirty-five per cent of the sample saw the typical Michigan State University student belonging to the vocational subculture. Seven per cent of the sample thought the most typical subculture of Michigan State University students was the academic subculture while three per cent selected the nonconformist subculture.

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Differences in mean grade point average, parents education, size of community where student had spent most of his life, rate of progression through college, and socioeconomic status did not differ significantly among the four subcultures. Significant differences were found in place of residence at the beginning of the students' third year at the University, academic major and academic ability, marital status, subculture identity selection and the individuals or experiences which altered or modified attitudes, values, interests and beliefs.

The experiences and individuals within the living-group were identified fifty-four per cent of the time as the influence which was most profitable to the student. As the students reviewed their living-learning residence hall experience, they were highly in favor of the coeducational aspect of the hall, highly in favor of the all-freshman aspect of the living unit, and were greatly impressed with the academic program in the residence hall.

Information obtained from the interviews generally supported the findings of the questionnaire used for this study.

AN ANALYSIS OF STUDENT SUBCULTURES AT
MICHIGAN STATE UNIVERSITY

By

Donald Van Adams

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CHAPTER I

THE PROBLEM

Introduction

A question often raised by the academic community is: "What effect, if any, does the college experience have on students?" This question can be approached from many viewpoints, all of which depend on the individual's orientation to the problem. But, essentially, the problem still revolves around the basic objective that the university has set for itself. Numerous educators have spoken to the problem. Nevitt Sanford, for example, has remarked:

The crisis in higher education is chronic. The great problem today is not essentially different from what it has been for a long time. It is how to do better the things that the colleges were intended to do; how to realize more fully, despite pressure from without and divided council within, the aim of developing the potentialities of each student.¹

Defining the purposes of undergraduate education in American higher education as well as developing each individual to his fullest potential have commanded a high priority on the list of educational needs in American education.

¹Nevitt Sanford, "Higher Education as a Social Problem," The American College, Nevitt Sanford, Editor (New York: John Wiley and Sons, Inc., 1962), p. 19.

The discussion of direction of undergraduate education and maximum individual development inevitably focus on the pressures resulting from larger enrollments, larger percentages of high school graduates attending college, and hopefully more college graduates. The quantity of undergraduates to be educated, however, should not distract from the quality of the undergraduate education. Clark Kerr has translated the problem into several meaningful segments when he writes:

The first problem of consequence is one which involves the improvement of the undergraduate instruction in the university. It will require the solution of many sub-problems. . . . How to treat the individual student as a unique human being in the mass student body; how to make the university seem smaller even as it grows larger; how to establish a range of contact between faculty and students broader than the one-way route across the lectern or through the television screen; how to open channels of intelligent conversation across the disciplines and divisions; and how to relate administration more directly to individual faculty and students in the massive institution. We need to decentralize below the campus level to the operating agencies.¹

From this it is obvious that solving the problems of undergraduate education will not be easy. Each problem does not exist in isolation from other problems. The systematic method of gathering data and subjecting it to former methods of research no longer suffices. More valid methods of studying the influence of the academic experience for individual students must be developed. The Center for the Study of

¹Clark Kerr, The Uses of the University (Cambridge, Massachusetts: Harvard University Press, 1963), pp. 118-121.

Higher Education of the University of California at Berkeley, the Western Interstate Commission for Higher Education, the Committee on Personality Development in Youth of the Social Science Research Council are just a few of the many organizations which have been developed for the expressed purpose of studying the specific problems of the undergraduate student and undergraduate education. The director of the Western Interstate Commission for Higher Education recently said:

As "institutional research" by and about colleges and universities has increased, it has moved beyond the gathering of statistics on enrollments, space utilization, future needs for teachers and budget-related problems. Researchers have turned the spotlight of their inquiry increasingly on the more subtle social structures and processes that surround and effect the education which students receive.¹

Although there has been increasing research by colleges and universities and by organizations outside specific higher education institutions, too many of the value studies have categorized all students into a general, over-riding value orientation. The importance of individual differences appears to have been forgotten in these studies. Instead of considering the initial characteristics of each entering college student, and the influences these characteristics have on value and attitude change, researchers have been content to look at "the college student."

¹Robert H. Kroepsch, The Study of Campus Cultures, ed. Terry F. Lunsford (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), p. v (Preface).

Initial characteristics of students and characteristics of the colleges they select, however, are demanding increasing attention in research on higher education. Student characteristics as they interact with institutional characteristics directly produce the student culture and institutional environment. The climate for learning on any college campus is the outgrowth of the student culture and institutional environment. Edward Eddy had the following to say after he had visited a selected sample of institutions of higher learning:

Parts of the environment may be positive, some neutral, and some obviously negative. We believe it is within the control of the colleges which shall be which. And we believe further that the environment will never truly have a full impact on character growth until all of its components, large and small, important and relatively unimportant reinforce the best which the college has to offer.¹

If we are to understand the problems of undergraduate education and the ability of a specific institution of higher education to meet the needs of its particular student enrollment, we must inspect all facets of the university. There is a need to study and understand the process by which students identify, interact and integrate their experiences with the mission of the university. For example, as we learn from this research we should be able to develop different experiences on the campus that will enhance a student's

¹Edward D. Eddy, Jr., The College Influence on Student Character (Washington, D.C.: American Council on Education, 1959), p. 165.

education so that his final characteristics will evidence the objectives and aims of the institution which he has selected.

It will be the attempt of this research project to study the informal social environment or subculture of undergraduate students, on the assumption that the interactions of students with one another have considerable influence on the effectiveness of the college experience.

Statement of the Problem

The general purpose of this study is to examine some of the influences an institution of higher education may have, over a four-year period, on the students enrolled at that institution. Emphasis, in this study, is placed upon a particular sample of male students who were enrolled in the first living-learning residence hall at Michigan State University.

To study the influences an institution of higher education may have upon its student body a theoretical framework is needed which will encompass a diverse student population. Research indicates that students attending large, state universities tend to view the purposes of higher education differently.¹ It also indicates that students tend

¹Burton Clark and Martin Trow, "Determinates of College Student Subcultures, The Study of College Peer Groups: Problems and Prospects for Research" (Berkeley, California: The Center for the Study of Higher Education, 1962), pp. 23-35. (Mimeographed.)

to select universities for different purposes.¹ In this study these perceptions and purposes have been assigned to four student subcultures. These subcultures may well exert a strong influence which modifies or enhances higher education's impact upon student attitudes and values.

Specifically, the purposes of this study are:

(1) To identify some of the influences an institution of higher education has on student attitudes and values over a four-year period.

(2) To identify different philosophies that students have for attending an institution of higher education and how these different philosophies lead to subcultures of students that may modify or enhance higher education's influence upon student attitude and values.

(3) To examine students' attitudes about their experiences in an all-freshman residence hall and a living-learning residence hall.

(4) To determine the nature of the student population enrolled at a large, midwestern, land-grant university.

(5) To determine the experiences and outcomes of membership in a particular subculture identity on the campus at a large midwestern, land-grant university.

(6) To identify the student attitudes and values associated with membership in a particular subculture.

¹Burton R. Clark, "College Image and Student Selection" (Berkeley, California: Center for the Study of Higher Education), p. 1. (Mimeographed.)

(7) To describe students who have identity with a particular subculture.

(8) To study all of the above from an adequate theoretical framework within which a diverse student body can be studied.

Sample

The sample consists of male students who were second-term freshmen, Winter Term, 1962. The students were housed in South Case Hall, the first living-learning residence hall¹ at Michigan State University. This sample of students was first administered the College Experience Inventory,²

¹Living-learning residence hall is the name given to a coeducational residence hall, with an instructional program for the students living in that residence hall and taught by instructors who have their offices in the residence hall. Students who reside in a living-learning residence hall usually take two courses in that particular residence hall. These courses are from a core of four courses that each undergraduate is required to take before he graduates from Michigan State University. Usually these courses are completed during the students first two years at the university.

²This Inventory has been devised by this investigator for the purposes of this study. The College Experience Inventory contains questions prepared by the writer, from the Senior-Year Experience Inventory and College Student Questionnaire, Part I. The Senior-Year Experience Inventory was devised for Cooperative Research Project No. 590, Critical Thinking, Attitudes, and Values in Higher Education. Permission to use the items from the Senior-Year Experience Inventory was obtained from Dr. Irvin J. Lehman, Project Director. The College Student Questionnaire, Part I, was copyrighted in 1963 by Educational Testing Service, Princeton, New Jersey. Permission for the use of pages 10-11 was obtained from Dr. Francis Nulty of Educational Testing Service. This permission was obtained in a telephone conversation, January 15, 1965.

which revealed their individual subculture identity. They were then asked to identify the college experiences or those individuals on the college campus that altered, modified, reinforced or stabilized their attitudes, values and subculture identity. After the subculture identity was established, a stratified random sample was selected and interviewed. The data from the interviews and questions from the inventory were interpreted to determine the influence of the living-learning residence hall program.

Hypothesis

From the statement of the problem it is possible to formulate a general hypothesis for this study. The general hypothesis is that there are significant differences among the vocational subculture, academic subculture, collegiate subculture and nonconformist subculture on the following variables: (A) marital status; (B) college grade point average; (C) parents' education; (D) residence at the university; (E) size of the community where student spent most of his life; (F) college major; (G) rate of progression through college; (H) aptitude for college work as measured by the College Qualification Test; (I) socio-economic status; (J) student perceptions of their undergraduate education; (K) reaction to living-learning residence halls; (L) change in subculture identity. This general hypothesis will be restated in research form in Chapter III.

Definitions of Terms

Throughout this study students are described in terms of four subcultures. These subcultures were determined from student responses to the College Experience Inventory. These subcultures are as follows:

Vocational subculture (Philosophy A on College Experience Inventory)--This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, although certainly not ignored. Concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

Academic subculture (Philosophy B on College Experience Inventory)--This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extra-curricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

Collegiate subculture (Philosophy C on College Experience Inventory)--This philosophy holds that besides occupational training and/or scholarly endeavor an important part of college life exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

Nonconformist subculture (Philosophy D on College Experience Inventory)--This philosophy is held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is in a sense searching for meaning in life. There is often deep involvement with ideas and art forms both in the classroom and in sources, in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of the college--organized extracurricular activities, athletics, traditions, the college administration--are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity and, often, contempt for many aspects of organized society.

Limitations and Scope of the Study

The study is limited to a selected sample of undergraduate, male students who lived in the first living-learning residence hall at Michigan State University. Since this residence hall was also the first coeducational residence hall on the Michigan State University campus, a great deal of attention was given to the students. The unusual amount of publicity and research that was directed at this student population their first year in South Case Residence Hall will necessarily limit the results of this study in that the students being tested may have developed much stronger relationships with university and fellow students.

Some of the questions forced the students to recall information and experiences that happened four years ago. The study is thus limited to the accuracy of these perceptions.

Subculture identity of the sample is described, but there is no attempt to predict the future identity selected, intensity of commitment to this subculture or prediction of behavior of any one individual in a subculture grouping. A cause and effect relationship between any of the variables found to be significant in this study is by no means inferred from the data. It is not the purpose here to describe behavior of students who have selected certain subculture identities.

The author served as the head resident advisor of South Case Residence Hall the first year of its existence. Though this appointment was for only one year, certain acquaintances resulted which might limit the validity of the results of this study.

The results of this study should have applicability to administrators, faculty and staff on college and university campuses. It is assumed these parties would have an interest in understanding more about the college student subcultures on the college campus and how these relate to the students' education.

Theory

The theoretical framework of this study has its foundation in the sociological work done by Martin Trow. Although Trow's work will be the basis for the study, it is important to state that much of this study has evolved from the writings of his associate, Burton Clark and especially Theodore Newcomb. Trow was the first to distinguish four student subcultures on the college campuses, and he subsequently named them the vocational, the academic, the collegiate, and the nonconformist. From his research Trow determined that these subcultures emerge from the combination of two variables: (a) the degree to which students are involved with ideas, and (b) the extent to which they identify with their college or university. A more detailed description of Trow's theory will be found in Chapter II.

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Overview of the Study

In this study certain undergraduate experiences of a selected sample of undergraduate male students were examined. These experiences are studied according to the present subculture identity of the student. Differences among the undergraduate experiences of the student in these subcultures are then described. To facilitate the process of research the undergraduate experiences are categorized into twelve areas. And finally, stability and change of the subculture identity and the undergraduate experiences of the student over a four-year period are described.

In Chapter II the literature relevant to this study is reviewed. The design of the study is presented in Chapter III. The findings of the study are then reviewed in Chapter IV, and Chapter V presents the summary and conclusions.

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CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The study of campus cultures had its earliest beginning in the 19th century when college historians compiled individual accounts of campus organizations, faculty-student relations, living arrangements, and extra-curricular activities. At times these histories convey a negative impression of campus life, a good example being the riots and disturbances which provided a more than picturesque description of the campus culture. During the nascent period of the American college few sophisticated studies were undertaken with respect to the understanding of either the individual or the group. The preponderance of common sense terminology used by most of these historians reflected a superficial approach to understanding the dynamics of student involvement.

Ralph Tyler provides a concise and conclusive historical review of the study of campus cultures.¹ He points out that following World War I there developed what was

¹Ralph W. Tyler, "The Study of Campus Cultures," in Terry F. Lunsford (ed.), The Study of Campus Cultures (Berkeley: Center for the Study of Higher Education, 1963), pp. 1-10.

called "the student personnel movement." This movement was led by people who were involved in the military psychological services. The founders of this movement strongly believed that the problems of the expanding colleges which developed after the first World War and the provisions for more varied educational programs could not be handled without psychological methods and knowledge in dealing with students. The student personnel movement emphasized the need for understanding the student as a whole person in dealing with his extracurricular life and his living arrangements, as well as his instruction. In Tyler's review of the doctoral theses written during this time (1920-1935) he discusses comparisons of drop-outs with students who graduated, grades of fraternity and non-fraternity members and comparisons of participants and non-participants in various types of extracurricular activities.

In 1929 William H. Cowley, then at the University of Chicago, was asked to head the first division of student personnel research at the Ohio State University. His writings while at the university were representative of this pioneering period and showed evidence of his participation on the committee for student personnel of the American Council on Education and his editorship of the Journal of Higher Education. Graham Sumner, through his sociological work, began to view student life as an important contribution to the total education of the student. His studies defined

the university image as seen by the students at that time, as well as the students' purposes for attending the university.

In Tyler's study he cites the depression as the prime reason for more students remaining in school than before. This was the turning point for comprehensive, systematic studies of youth that only research could answer. During the 1930's, Theodore Newcomb was to follow with his intensive study of Bennington College.¹ It was at this time that Newcomb developed the very important concept of the mediating educational influence of the student peer group.

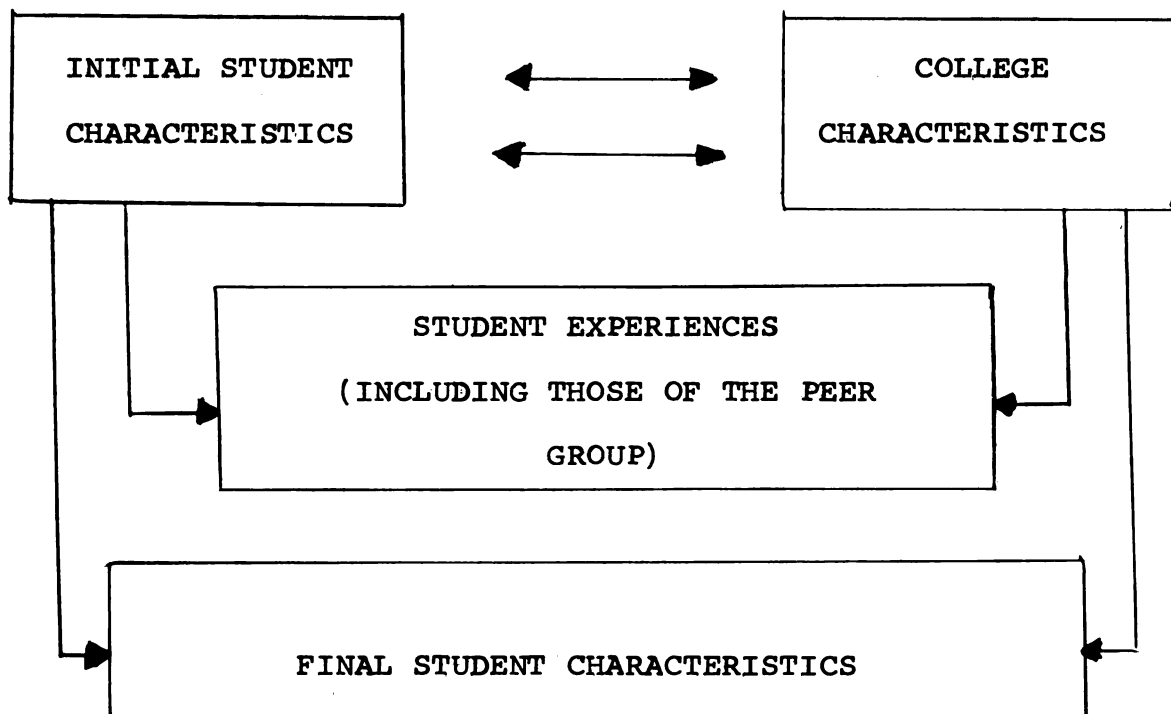
Newcomb has provided a schematic diagram that illustrates the interdependent influences upon final student characteristics.² This diagram may be illustrated as follows on page 17.

In this diagram the final characteristics of the students at any given university or college are a combination of initial student characteristics and college characteristics interacting with the total students' experiences. Newcomb feels that little effort has been made to utilize these subcultures or to channel students into the areas that seem most likely to encourage growth and productivity, rather than

¹Theodore M. Newcomb, Personality and Social Change (New York: The Dryden Press, 1943).

²Theodore Newcomb, "Student Peer-Group Influences," in Sanford Nevitt (ed.), The American College (New York: John Wiley and Sons, Inc., 1962), p. 472.

failure and departure.¹ Thus it is that the kind of culture that the college student assimilates, given some choice, depends heavily upon the social organization of that college. Student cultures may be largely understood in terms of collective responses to problems commonly encountered. In institutions of higher learning such decisions as intense participation in athletics, joining a fraternity, and selecting a major field of study are made on the basis of the network of peer-cultures. One of the big questions, though, is whether or not the responses of the peer group are consistent with educational goals.



¹Ibid., pp. 469-488.

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Theodore Newcomb,¹ Leon Festinger,² Prescott Lecky,³ James Coleman⁴ and David Reisman⁵ have discussed the need of the individual to maintain consistency within his own personality system. He must accept or reject new value systems as he sees them relating to himself. In the context of the academic setting this strain for consistency centers around the similarities and differences which intervene between the student's perception of the goal of higher education and his role within it, and more particularly how the college he has chosen fits within this perception. As the student relates his philosophy or perceptions of higher education to his individual needs, and as he selects certain parts of the community or environment to strengthen or alter this perception, the student cannot avoid certain segments of the academic community or intellectual environment. These segments become a reinforcement or a catalyst for change. Newcomb supports the theory that normative subsystems which emerge as a result of

¹Theodore M. Newcomb, Personality and Social Change (New York: The Dryden Press, 1943), pp. 155-156 and The Acquaintance Process (New York: Holt, Rinehart and Winston, 1961), p. 22.

²Leon Festinger, A Theory of Cognitive Dissonance (Stanford, California: Stanford University Press, 1957), p. 1.

³Prescott Lecky, Self-Consistency: A Theory of Personality (Boston: The Shoestring Press, Inc., 1961), p. 152.

⁴James A. Coleman, The Adolescent Society (Glencoe, Illinois: The Free Press, 1961).

⁵David Reisman, The Lonely Crowd: A Study of the Changing American Character, Anchor Book, Abridged Edition (Garden City, New York: Doubleday & Company, Inc., 1953).

this strain could find support from peer-groups, parents, faculty, and other individual experiences.¹

Talcott Parsons and Edward Shils observed that the various groups of which an individual is a member form a series of subsystems within his "total system of action."² The commitment a student has to any one of these series of subsystems is determined by him. The diverse nature of the undergraduate student body and the complex nature of the academic system demand that any given institution of higher education examine students' reasons for attendance.

More recently Esther Rauschenbusch studied the campus culture and peer group influence at Sarah Lawrence College.³ Nevitt Sanford similarly did an extensive study at Vassar College.⁴ In addition there are the numerous publications of the University of California's Center for the study

¹Theodore Newcomb, "Exploiting Student Resources," in Hall T. Sprague (ed.), Research on College Students (Boulder, Colorado: Western Interstate Commission for Higher Education and Berkeley, California: The Center for Higher Education, December, 1960), pp. 6-21.

²Talcott Parsons and Edward A. Shils, "Values, Motives, and Systems of Action," in Toward a General Theory of Action, Talcott Parsons and Edward A. Shils (eds.), Tenth Book Edition (New York: Harper & Row, 1951), pp. 101-102.

³Esther Rauschenbusch and Lois Murphy, Achievement in the College Years; A record of intellectual and personal growth (New York: Harper, 1960).

⁴Nevitt Sanford, "Personality Development During the College Years," Journal of Social Issues, Vol. XII (1956), pp. 1-71.

of Higher Education, the Social Science Research Council and Nevitt Sanford's The American College.¹ Pryor has reviewed over 30 of the more recent publications that discuss college subcultures.² His summary statement describing the present research studies on the subcultures is as follows:

Peer-group influence in college is now firmly entrenched as a topic of major interest and concern in research in higher education. There is abundant evidence that diversified research is currently well underway, and will be rather steadily reported through organizations such as the American College Personnel Association, Social Science Research Council, College Entrance Examination Board, and the Center for the Study of Higher Education, among others.

Although it is tiresome to read at every point in time that we are on the threshold of great development, in virtually every sphere of human activity, that would seem the precisely appropriate appraisal₃ of the status of our knowledge of college peer groups.

With the present status of the knowledge of college peer-groups in mind educators have begun to study the elements that comprise the campus culture and have attempted to determine the variables that positively or negatively influence college student peer-groups and college student cultures on the campuses of colleges and universities today.

Theory

The theoretical framework of student subcultures within the larger campus culture is the focus of this study.

¹See Bibliography.

²John J. Pryor, "Peer-Group Influence on the College Climate for Learning," The Journal of College Student Personnel, Vol. V, No. 3 (March, 1964), pp. 163-167.

³Ibid.

For this study Martin Trow's theory of college students' subculture is used to study the undergraduate experiences of a selected sample of male students over a four-year period.¹ The research related to peer-groups among college students has dealt primarily with their structure and internal processes and secondarily with their influence on members of the larger campus community. Also, little has been written on the social forces of the campus culture or the social forces of the large society which shape these peer-groups and subcultures. Concerning this, Clark and Trow have said that, "The college peer-group is the locus for a set of processes which intervene between the outcomes of college and the larger social systems which constitute the environment for higher education."² Thus higher education cannot be divorced from the larger society of which it is a part. However, higher education has a distinctive social structure and culture. This social structure has a normative system with its own sanctions, rewards, punishments and well defined set of rules within which are found rights and obligations peculiar to the academic setting.

Identifying student cultures allows us to focus on their normative content instead of working with the formal

¹Burton Clark and Martin Trow, "Determinants of College Student Subcultures," *The Study of College Peer Groups: Problems and Prospects for Research*, 1962. (Mimeographed.)

²Ibid., p. 2.

properties of informal associations among students. It is important to emphasize that in this study types of subcultures and not types of students, will be examined. However, these subcultures are often described by characterizing their members. An individual student may be assigned to more than one of the subcultures available on campus; though, in most cases one of them will describe his dominant orientation.

Trow has identified the dominant forms that student subcultures take on American campuses. As a first approximation, he has distinguished four broad patterns of orientation toward college which give content and meaning to the informal relations of students. When these patterns of orientation define patterns of behavior, sentiment, and relationship, we can usefully think of them as subcultures. The names we have given to them are the collegiate, the academic, the vocational, and the nonconformist.¹

These subcultures are fluid systems of norms and values which overlap and flow into one another on any particular campus in ways that challenge us to distinguish them analytically. Yet, that effort, for all the violence it does to the complexity of university life, appears justified by the congruence of these types of students with observed reality, and by the light it sheds not only on student

¹Ibid., pp. 3-8.

subcultures themselves, but on colleges as social organizations embedded in a larger social structure.

Explaining this further, Trow has said:

Each of these subcultures suffers from the impersonality of the mass campus in its own way: the collegiates, in being permitted to insulate themselves against the values and ideas of higher education; the academics, in their loss of the critical encouragement and stimulation that they are most able to profit from; the vocationalists, in never having direct and persuasive experience through a personal relationship of the rewards and challenges of human studies and the life of the mind; and the nonconformists, whose vitality and questing are allowed to waste themselves in trivial, meaningless, or self-destructive rebelliousness without being confronted and strengthened in a relationship with mature adults who share their interests.¹

By applying Trow's theory of subcultures to an undergraduate student population we may study the socialization process of an institution of higher education.

Living-Learning Residence Halls at Michigan State University

For this study students from South Case Hall were chosen as they constituted the first students in a living-learning residence hall at Michigan State University. Michigan State University initiated living-learning residence halls in the Fall Term, 1961. It was the intention of these residence halls to take fullest advantage of the peer-group

¹Martin Trow, "The Campus as a Context for Learning," Proceedings of the Forty-Sixth Anniversary Conference of the National Association of Student Personnel Administrators held in Detroit, Michigan, 1964.

influence to establish an environment or cultural influence that was conducive to the intellectual aims of the university. The living-learning program provided for a close student community and similar curricula, thereby giving the students a commonality of attitudes and interests.

In essence, smaller academic communities were built within the larger campus. Each of these smaller academic communities was established around the needs of the students who lived in that residential area or established around a curriculum in a particular area that would hopefully serve students who lived or attended classes in that area. Concerning the educational value of such academic communities, Burton Clark and Martin Trow have written the following:

It is worth re-emphasizing that the organization of the college as a community has profound effects on student life in ways that have been given too little consideration by administrators and too little study by scholars. The effective size of an institution can be reduced, even without a reduction of its absolute enrollment, by creating what are in effect distinctive smaller communities within the larger organization, communities which include both students and faculty which have a sense of identity, and above all whose members share interests and commitments which can be supported and furthered, rather than diluted and discouraged, through the ordinary on-going relations of the members of the community. Such communities cannot be called into being by proclamation. They have to have structural definition and support, formal members, physical place for meeting and working, and insulation against distracting and competitive interests and appeals. In short, these have to be genuine intellectual communities, rooted in residence halls and groups of departments, or in some other combination of structured interactions and shared intellectual interests. But little is known of the nature and determinants of student communities, and of the role which administrative action can play in

the creation of the best of them. Here, if anywhere a call for research is not mere ritual: the potential gains both for organizational theory and educational practice are very great.¹

From these remarks it would appear that the concept of living-learning residence halls should provide ample educational opportunities for the students who live there.

Courses in the residence halls were limited to the population of the hall. Students were somewhat homogeneous since they were predominately freshmen. These factors are compatible with Newcomb's postulates regarding peer-group influence and educational objectives:

The formal group should be large enough to provide a range of selectivity based upon individual preferences for companionship, but not so large that it will be improbable that most individuals will at least recognize each other. It is important, second, to take advantage of the fact that students' living arrangements provide the major single source of daily contact. Peer-group influence is most certain to be enhanced--for better or worse--if there is a considerable overlap between membership in formal college units and in living units. . . . The third condition has to do with instruction and faculty contact. It calls, again, for overlap--both with formal college-unit and with a living unit.²

The living-learning residence halls were an attempt to relate peer group influence to educational excellence. Evaluation of the results of the living-learning residence halls was an important part of the preliminary planning for

¹Burton Clark and Martin Trow, "The Campus Viewed As A Culture," in Hall T. Sprague (ed.), Research on College Students (Boulder, Colorado: Western Institute Commission for Higher Education and Berkely, California: The Center for the Study of Higher Education), p. 122.

²Newcomb, "Student Peer-Group Influences," op. cit., p. 486.

these living units. The Evaluation Services at Michigan State University was asked to perform this research task.¹

The residence hall as a center for social science research is presently receiving increased attention in behavioral science research, as is evident from the references below. A recent research conference on social science methods and student residences, held at the University of Michigan, Ann Arbor, Michigan, November 7, 1964, is but one example of this interest.² Esther Vreeland and Stanley King have done extensive research on the Harvard Houses as a part of the Harvard Student Study.³ The Harvard Student Study is a longitudinal investigation of undergraduate life. Jo Ann Johnson has cited works by Paul Heist, Theodore Newcomb, C. Robert Pace, Donald Thistlethwaite, and George Stern as a sociological basis for assigning student housing arrangements by academic major.⁴

¹LeRoy Olson, "Attitudes and Achievement of Case Hall Students, Winter Term, 1962," Office of Evaluation Services, University College. Unpublished.

²This conference was sponsored by the U.S. Office of Education and the University of Michigan. Harlan Lane and John Taylor, of the University of Michigan, coordinated the conference. Working papers were distributed to the workshop participants for their review and study before the conference convened.

³Stanley King and Esther Vreeland, Harvard Student Study, Unpublished Mimeograph Report. Specific information relating to this project may be obtained from Stanley H. King, Ph.D., Harvard Student Study, 75 Mt. Auburn Street, Cambridge, Massachusetts.

⁴Jo Ann Johnson, "Sociological Bases for Living-Learning Residence Halls," Unpublished Mimeograph Report for Michigan State University.

Harold Taylor has stated that the relationships among students in the residences are the greatest factors in their general attitude toward the college and toward themselves.¹

Ruth Hill Useem pleads for experimental living-learning-caring units built around instant traditions such as international outlook; units oriented around science and technology, units oriented around a characteristic of the student such as a unit composed of married students in which both husband and wife were full-time students; and an experimental college oriented around the slow learner or achiever.²

Related Research

To the best knowledge of the author the theoretical model used for this study has not been used for research similar to this study. For this reason the investigation was developed as a descriptive study. Some of the hypotheses, stated in this study, can be reviewed with results of present research. The related research with respect to these hypotheses appears in the following data interpretation.

¹Harold Taylor, "Freedom and Authority on the Campus," in Nevitt Sanford (ed.), The American College (New York: John Wiley and Sons, Inc., 1962).

²Ruth Hill Useem, "A Sociologist Views Learning in College Residence Halls," Remarks prepared for delivery at the American Personnel and Guidance Association, April 13, 1965; Minneapolis, Minnesota.

Subculture identity--Benjamin Hodgkins,¹ in a study in which he develops a theory of college subcultures, used Michigan State University for gathering his data. He found (using a crude education emphasis scale) that forty-three per cent of the academic departments at this university were vocational in nature. Twenty-six per cent were vocational and academic and twelve per cent social and vocational. His findings support the position that a large, state-supported institution has its primary goal as vocational education. There is, however, variation in emphasis from one department to another within the same university setting. Hodgkins emphasizes that a content analysis technique, attempting to delineate the primary emphasis of a particular department recognizes that other goals may also be important to the departments considered. Thus, we expect that a large proportion of students come to the large state university looking for an education that has a vocational emphasis. Hodgkins also found that at Michigan State University the social goal and total academic orientation of the university is emphasized to develop the "well-rounded" student. This objective is evidenced in the following quotation from the university catalogue: "The University seeks in every way to provide its students with a rich, well-rounded college

¹Benjamin Hodgkins, "Student Subcultures--An Analysis of Their Origins and Affects on Student Attitude and Value Change in Higher Education" (Unpublished Ph.D. dissertation, Michigan State University, 1964), pp. 65-89.

experience so that as they develop academic and professional confidence they also gain experience and insight into many different activities and relationships." Hodgkins concludes that while the vocational goal receives primary emphasis in this school's goal orientation, the academic and social goals do receive emphasis as well.

In a study by Irving Lehmann and Paul Dressel on the 1958 entering freshman class at Michigan State University, students were asked with which subculture they identified.¹ Hodgkins' study employed different definitions of subculture than those developed for this investigation; however, his definitions did have some similarities. Irving Lehman and Paul Dressel found that male senior students categorized themselves as follows: 12 per cent were collegiate, 19 per cent were nonconformist, 35 per cent were vocational and 34 per cent were academic.

Community where student lived most of life--Research cited by Schwarzweller² and others, indicates that rural and small town students tend to emphasize the vocational goal of higher education.

¹Irving J. Lehmann and Paul L. Dressel, Critical Thinking, Attitude, and Values in Higher Education. Final Report of Cooperative Research Project N. 590 (East Lansing, Michigan: Michigan State University).

²H. K. Schwarzweller, "Value Orientations in Educational and Occupational Choices," Rural Sociology, Vol. XXIV (1959), pp. 256-264.

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Socio-economic status--Ruth Goldsen,¹ Douvan and Kaye,² Kahl³ and Davis⁴ have all reported the strong vocational nature of low status students' perception of higher education. The socially mobile element of this low-status group may provide an element that is not entirely vocational in nature.

Isabelle Payne found that attitudes change and selected biographical factors revealed significant relationships among groups of male students and father's occupational level.⁵

James Trent emphasizes that socio-economic status is closely associated with educational status. When holding

¹Ruth Goldsen, What College Students Think (Princeton, New Jersey: D. Van Nostrand Co., 1960).

²Elizabeth Douvan and Carol Kaye, "Motivational Factors in College Entrance," The American College (ed.), Nevitt Sanford (New York: John Wiley and Sons, Inc., 1962), pp. 193-224.

³Joseph Kahl, "Educational and Occupational Aspirations of 'Common Man' Boys," Harvard Educational Review, Vol. XXXIII (Summer, 1953), pp. 186-203.

⁴James Davis, "Social Class Factors and School Attendance," Harvard Educational Review, Vol. XXXIII (Summer, 1953), pp. 175-185.

⁵Isabelle K. Payne, "The Relationship Between Attitudes and Values and Selected Background Characteristics" (Unpublished Ph.D. dissertation, Michigan State University, 1961).

socio-economic status constant, social status has more bearing on college attendance than academic ability.¹

Margaret Nalter found a positive relationship between ability and father's occupational status.²

Grade point average--Hodkins found significant statistical differences in the students' accumulative grade point averages when he controlled for subculture membership.³ Using data collected by Paul Dressel and Irving Lehman he reports that the grade point averages for the different subcultures are as follows: the nonconformist subculture was 2.72; the academic subculture was 2.66; the vocational subculture was 2.49; and the collegiate subculture was 2.32.

Trent found parent and family acceptance as a primary source of academic motivation.⁴

Coleman showed that high status in the adolescent system resulted in an increase in college interest and a

¹James W. Trent, "Non-Cognitive Factors Associated with Varying College Experiences," Berkeley, California, Center for Higher Education. Paper prepared for address given to the Annual Meeting of the Indiana College Personnel Association, November 6, 1964.

²Margaret Nalter, "A Study of College Enrollment of High School Graduates," National Association of Women's Deans and Counselor Journal, Vol. XXVIII, No. 1 (Fall, 1964), pp. 10-43.

³Trent, op. cit.

⁴Ibid.

decrease in interest in scholastic achievement.¹ Coleman and McDill found that the values of adolescents which shape their academic behavior are to a great extent a function of their interactions with each other.²

Duncan Osborne's study suggests that no relationship exists between those students whose needs are not satisfied and their striving for academic grades.³

Donald Whyte, however, found that middle class and urban students tended to be more alienated by the academic system than students from rural and working class background.⁴ The alienation occurs where there is a discrepancy between the internalized values of the personality system and the institutionalized norms of the social system.

James Summs found congruence between the values of the student and those of his dominant pre-college and present reference groups to be an important variable in the

¹James Coleman, *The Adolescent Society* (New York: The Free Press of Glencoe, 1961).

²James S. Coleman and Edward L. McDill, "The Social System of the High School and Academic Aspirations and Orientation," National Association of Women's Deans and Counselors Journal, Vol. XXVIII, No. 1 (Fall, 1964), pp. 10-17.

³Duncan Osborn, "The Relationship of Personality Factors to Academic Achievement in College" (Unpublished Ph.D. dissertation, Columbia University, 1963), *Dissertation Abstracts XXIV*; 3839, No. 9.

⁴Donald Whyte, "Social Alienation Among College Students" (Unpublished Ph.D. dissertation, Cornell University, 1963), *Presentation Abstracts XXIV*; No. 9, 3875.

determination of academic achievement.¹ "Non-intellectual" factors such as values and motivation play as important a role in determining academic achievement as factors which are purely "intellectual."

Parent's Education--Isabelle Payne found that attitude change and selected biographical factors revealed significant statistical relationships between groups of male students and parent's educational level.² Results of the study indicate that factors most closely allied with change in beliefs and values are familial in nature, e.g. parents' education and father's occupation.

Searles suggests that students perceiving a positive home climate will score higher on measure of self-regard in terms of factors describing ones general adequacy as a person.³ Mental health factors are determinants in a college student's academic aspirations. When a student perceives his home climate positively, he regards his intelligence, personality and mental health realistically.

¹James Summers, "Values and Status Variables As Determinants of Academic Achievement" (Unpublished dissertation, Emory University, 1962), Abstract XXIV, No. 1, 423.

²Payne, op. cit.

³Warren Searles, "The Relationship Between the Perceived Emotional Climate of the Home of College Students and Certain Variables in Their Functioning related to Self-Concept and Academic Functioning" (Unpublished dissertation, University of Maryland, 1963).

Trent found parents are a primary source of academic motivation.¹

Coleman and McDill found that the student's status in school contributes more to variations in his stated college plans than does either his father's or mother's level of formal education.²

Margaret Nolte found a positive relationship between amount of schooling of parents and per cent of off-spring attending college.³

Results of Joseph Kalista's research are inconclusive but indicate that students coming from homes where parents attended college differ from students coming from homes where neither parent had attended college.⁴

Outcome of college--Trent found the largest numbers of college graduates consider the most important goal of college as attaining knowledge and appreciation of ideas.⁵

¹Trent, op. cit.

²Coleman and McDill, op. cit.

³Margaret Nolte, "A Study of College Enrollment of High School Graduates," National Association of Women's Deans and Counselors, Vol. XXVIII, No. 1 (Fall, 1964), pp. 40-43.

⁴Joseph Kalista, "A Study of Parent's Education Level As a Factor in the Planning Done for College by Superior High School Students and Their Parents" (Unpublished dissertation, The University of Wisconsin, 1963), Dissertation Abstract XXIV, No. 4, 1448.

⁵Trent, op. cit.

Donald Warwick suggests that a socialization model provides a comprehensive and effective approach to explaining change in attitudes and values among undergraduates.¹ The findings indicate that the social structure and culture of a community set the basic learning tasks for the new members, but the extent and direction of change will vary with the initial characteristics of the student and his interactions inside and outside the community. The findings also suggest that the degree of initial conformity to community expectations is a particularly important consideration in understanding the outcome of the socialization process.

Academic major--The work cited by Pace,² Stern,³ Heist⁴ and Thistlewaite⁵ indicates that there are certain

¹Donald Warwick, "Socialization and Value Change in a College Community" (Unpublished dissertation, The University of Michigan, 1963).

²C. Robert Pace and George Stern, "An Approach to the measurement of Psychological Characteristics of College Environments," Journal of Educational Psychology, Vol. XLIX (October, 1958), pp. 269-277.

³George Stern, "Environments for Learning," The American College: A Psychological and Social Interpretation of Higher Learning (ed.), Nevitt Sanford (New York: Wiley, 1962), pp. 690-730. Also see "Student Values and Their Relationship to the College Environment," Western Interstate Commission for Higher Education, Research on College Students (ed.), Hall T. Sprague (Boulder, Colorado: The Commission, 1960), pp. 67-104.

⁴Paul Heist, "Implications from Recent Research on College Students," National Association of Women's Deans and Counselors Journal, Vol. XXII (April, 1959), pp. 116-124.

⁵Donald L. Thistlewaite, "College Press and Student Achievement," Journal of Educational Psychology, Vol. LI (October, 1959), pp. 183-191. Also see "College Press and Changes in Study Plan of Talented Students," Journal of Educational Psychology, Vol. LI (August, 1960), pp. 222-234.

characteristics of personality that are typical of persons in certain types of student cultures and academic fields and that certain types of student cultures tend to develop as a result.

Summary

Campus cultures have been studied for many years. Various stages of sophistication have accompanied this research. Recent studies indicate that students approach higher education with different orientations and different perceptions of the goals for higher education. The student's philosophy of education has been developed and supported or not supported by family, friends and acquaintances before going to college. When a student reaches the college campus, his behavior and his basis for decision-making are founded in his perceptions of educational goals and how these goals relate to the college he is attending. The student's response to these goals is strengthened or reinforced by others in the academic community who share similar interests which emerge into a normative pattern of behavior that may or may not be related to the larger normative pattern of the total college community. Taken together these subsystems or subcultures or orientations form the student culture found on the campus.

Martin Trow's theory of subculture is an attempt to set forth a meaningful conceptual framework, within which

the effect of higher education upon attitudes and values may be assessed. It must appropriately utilize all the components of the campus culture to realize the outcomes of these goals and values.

An attempt to maximize the educational influence of the student peer groups was one of the major reasons for the living-learning residence halls at Michigan State University. These living-learning residence halls were an attempt to increase student interaction with faculty and other students in classroom and out of classroom experiences.

From the review of research relevant to the specific hypothesis, we can expect that the majority of students come to the university expecting an education that would lead to a specific vocational goal. Socio-economic status of parents, grade point averages, academic major and parent's education appear to be influenced by variables leading to a particular subculture identity.

CHAPTER III

DESIGN OF THE STUDY

This chapter consists of six main sections, which are the sample, the collection of the data, the instrumentation, the analysis of the data, the statistical hypotheses, and the chapter summary.

Sample

The sample for this study was drawn from the total number of male students who entered South Case Residence Hall for the beginning of Winter Term, 1962. Case Hall, as previously indicated, was the first coeducational residence hall and the first living-learning residence hall on the Michigan State University campus. North Case Hall, the women's living area of the coeducational residence hall, was opened for occupancy Fall Term, 1961. The residents of South Case Hall, second-term freshmen male students, moved from other men's residence halls at the beginning of Winter Term, 1962. The instructional program did not start until the men moved into the residence hall, Winter Term, 1962, at which time there was a total of 535 students in South Case Hall. Of this number, approximately 326 students attended the University during the 1964-65 academic year and were theoretically available for this study. Of this group usable

data were collected from 260 students, or 80% of the total number of students available the entire year. (See Appendix B.)

To determine how representative the sample drawn for this study is with other Fall Term, 1961, Michigan State University freshmen male student population several comparisons were made. Ability and academic achievement comparisons¹ were made between the South Case Hall freshmen and the all-university freshmen male students. The new freshmen students in South Case Hall were quite similar to all freshmen students in regard to their total scores on the College Qualification Test (C.Q.T. Total Score). As a group, however, Case Hall men had more homogeneous, slightly higher, total (C.Q.T.) scores than did all freshmen men. This is illustrated in the following table:

Table 1. Comparison of College Qualification Test--Total Scores between Case Hall men and other freshman male students.

	Range	Quartile 1	Median	Quartile 3
Case Hall Men	61-194	126.1	140.9	155.4
All Freshman Men	47-195	122.0	138.2	154.0

¹LeRoy Olson, Case Hall Students: Their Characteristics and Initial Attitudes and Abstract, Attitudes and Achievement of Case Hall Students, Winter Term, 1962, Office of Evaluation Services, Michigan State University (unpublished). March 6, 1962.

It is evident from the above table that the average College Qualification Test--Total Score was slightly higher at each quartile for the Case Hall men than for the all freshman men.

The grade point average for South Case Hall new freshmen was slightly higher than the all-university freshman grade point averages at the end of Fall Term, 1961. The Case Hall men achieved a 2.28 grade point average while the all-university freshman men's average was 2.20. Accordingly, Case Hall men generally performed at a somewhat higher academic level than comparable groups during Winter Term. Case Hall men had a 2.37, and all-university freshman male students a 2.33 grade point average.

South Case Hall men moved to their new living quarters from the eight men's living units on campus at the beginning of Winter Term, 1962. Six of the residence halls were located in one area (Brody Group of Residence Halls), and two residence halls, in another area (Shaw Hall). Approximately 20% of the students came from Shaw Hall and 80% from Brody Group of Residence Halls.

In the Fall Term of 1961 one of the most serious inconveniences for most freshman students was that they were assigned three to a room, rather than the conventional two per room. This is standard procedure at Michigan State University when increased housing needs surpass the available two per room capacity. Getting away from a three-man room

situation was listed by students as the most important reason for leaving their present residence hall and moving to South Case Hall. Also, students anticipated a better academic atmosphere in South Case Hall, and they had an opportunity to select more desirable roommates.

Another area for review was the comparison of students completing the questionnaire and the remainder of the population on scholastic ability and academic achievement. The majority of the total population (all students living in Case Hall, Winter Term, 1962) can be divided into three groups. These three groups were: (1) the students on the Michigan State University campus during the 1964-65 academic year who responded to the College Experience Inventory; (2) the students on campus during the 1964-65 academic year who were asked to respond to the College Experience Inventory but didn't; (3) the students who were not on campus at any time during the 1964-65 academic year, and who were not asked to respond to the College Experience Inventory. Simple analysis of variance was used to compare the mean score of these three groups on ability (C.Q.T.-Total Score) and academic achievement (Grade Point Average). The results are summarized in Table 2.

It is evident from the data in the table that ability measures (C.Q.T.-Total Score) do not differ significantly among the three groups. However, grade point averages among the three groups differ significantly. The students not at

Michigan State University during the 1964-65 academic year had lower grade point averages when compared with students who were currently enrolled during this same period. The difference in grade point average between students who completed the College Experience Inventory and the students who were on campus but did not complete the Inventory showed no significant difference.

Table 2. Analysis of variance of mean differences for students in the study, students who were on campus but didn't reply to the questionnaire and students from the original population but who were not at Michigan State University during the 1964-65 academic year on the College Qualification Test-Total Score and Grade Point Average.

Group	CQT-Total			Grade Point Average		
	N	Mean	F*	N	Mean	F**
Students in Study	255	59		255	2.65	
Students on Campus-- No Reply	66	58		66	2.52	
Not at MSU during 64-65	128	58		128	2.04	

*.319 Not significant.

**32.25 Significant beyond .05 level of significance.

Even though the students volunteered for the new living-learning residence hall, it is obvious, from the data summarized above, that this was a comparable sample of freshman male students which comprised the population of South Case Residence Hall.

Collection of the Data

Housing lists for the Winter Term, 1962, were obtained from the business manager's office of Case Hall. These lists included all names, room numbers and roommates names for all students who lived in the residence hall. An alphabetical listing of all students initially enrolled in South Case Hall was made from these lists. The names, addresses and telephone numbers were established for the students from this list who were on campus, Fall Term, 1964. Corrections were made for students who had withdrawn, returned to the university or who had address changes after Winter Term registration. Permission was given by the Vice President for Student Affairs to send the students whose names appeared on the final list a letter over his signature asking them to take part in the study. (See Appendix C.) Students not responding to the initial letter were sent a second letter indicating the researcher as the project director and all future communications were sent and signed by the researcher. (See Appendix C.) Students not responding to the second letter were contacted by telephone. Those individuals who could not come to the office to complete a questionnaire were asked permission to have one sent to them. Those that responded favorably were sent questionnaires. If questionnaires were sent to the students, a post card reminding them to return the questionnaire was sent one week

later. If there was no response to the post card, the second telephone call was made. Those students desiring to complete the questionnaire at the researcher's office were asked to make an appointment. When students were unable to keep the appointment, a follow-up telephone call was made. As a last resort, several appointments were made to deliver questionnaires, which the researcher subsequently collected. The complete research list of student names was corrected from the spring term housing cards.

Any new students were approached in the same manner as above. Between Fall and Winter Term there had been 82 major address changes. This may reflect the off-campus housing regulations which stipulate that students must live in supervised housing until age 21.

After 230 or nearly 90% of the questionnaires had been returned, a stratified, random sample of the students was selected for the subsequent interviews during which the researcher employed a memorized interview guide (See Appendix D). Information received from the students during these interviews was written in note form by the researcher and summarized afterwards.

The stratification of the sample consisted of two groups: (1) students who had no change in their subculture identity from their freshman year, and (2) students who had changed their subculture identity from their freshman year. Eleven students were selected from the first stratification

and sixteen were selected from the second stratification group.

The interviews followed a fairly specific pattern for acquiring certain information. The researcher determined the reliability of the statements that the students had made on the College Experience Inventory (CEI), clarified any written statements by the students from the CEI, and attempted to add depth and understanding to all aspects of the Inventory responses. The student's initial reasons for attending Michigan State University, the student's meaning of undergraduate education, questions that related to the stratification of the random sampling from which the student was taken for the interviews, the student's reasons for a particular choice of major, further recollections of their living-learning experiences, and comparing their living experience in South Case Hall to their first residence hall on the Michigan State University campus were other topics of concern during the interviews.

Instrumentation

The data for this study were analyzed according to the students' present subculture identity. As previously mentioned, the subculture identity for each student was one of the four subcultures: vocational, academic, collegiate, and nonconformist.

The students were selected for the four subcultures on the basis of their responses to questions on the College Experience Inventory (See Appendix A). As mentioned in an earlier footnote, the College Experience Inventory contains questions prepared by the author, from the Senior-Year Experience Inventory and College Student Questionnaire, Part I.

To determine the present subculture identity of each student, the student was asked to "rank in order of importance, the philosophies on the preceding page, to describe the kind of philosophy you have at this time" (Question 14 - College Experience Inventory). The "Philosophies on the preceding page" (Section III - College Experience Inventory) which were the choices from which the student had to select were: (1) Philosophy A: the vocational subculture; (2) Philosophy B: the academic subculture; (3) Philosophy C: the collegiate subculture; (4) Philosophy D: the nonconformist subculture.

The definition of subculture identity was taken from an instrument developed by Educational Testing Service. The instrument is entitled the College Student Questionnaire. The College Student Questionnaire, Part I and Part II, has been developed to facilitate the gathering of a large amount of diverse information about groups of college students for a variety of research purposes. The material on page 10, of Part I, from which the above questions are taken, was suggested by a typology of college student subcultures

("vocational," "academic," "collegiate," and "nonconformist") proposed by Burton Clark and Martin Trow. Every question in either Part I or Part II may be scored and understood individually; every query is intended to provide unique information.¹

Reliability

As yet reliability coefficients have not been established for this instrument. Educational Testing Service has reported some preliminary results of their attempts to establish reliability measures for the College Student Questionnaire. In an extended questionnaire survey of some 13,000 entering freshmen at 23 colleges and universities Peterson reports the results of this study in Table 3.² This table indicates that students respond according to the type of institution they are attending.

Another attempt to establish a reliability measure was Item Eighteen of the College Experience Inventory. This question attempted to measure the consistency of the student's selection of a subculture identity. These subcultures were

¹For further information concerning the instrument the reader is referred to the College Student Questionnaire, Parts I and II, Experimental Form 284C, Richard E. Peterson, Educational Testing Service, May, 1963.

²Richard E. Peterson, "Some Biographical and Attitudinal Characteristics of Entering College Freshmen: A summary Report of a Questionnaire Survey," Princeton, New Jersey: Educational Testing Service, December, 1964, p. 7.

Table 3. Proportions of freshmen classified as vocational, academic, collegiate and nonconformist.

Present Subculture	Total Sample (N=12,949)	Technical Institute (N=236)	Private University (N=171)	State Colleges (N=727)	Independent Liberal Arts (Women) (N=110)
Vocational	27	48	33	21	7
Academic	19	14	33	12	47
Collegiate	51	34	29	64	15
Nonconformist	4	2	2	2	31

his present subculture identity, his subculture identity as a freshman, his ideal subculture identity, and the subculture identity of the typical Michigan State University student. Question eighteen asked the students to review their responses to the subculture identity questions and then to describe the sequence of events from their freshman to senior year which have made a difference in the order of importance for their own subculture identities. The results of this question are summarized in Table 4.

From this table it is evident that the events described as being important to the student's present subculture identity are categorized in approximately the same proportions to the different subcultures as the student's present subculture identity. It is also evident that the events described as being important in determining the student's freshman subculture identity are categorized in approximately the same proportions to the different subcultures as the student's freshmen subculture identity.

The College Experience Inventory was administered to all students responding to the letters from the researcher. The Inventory provided specific information pertaining to marital status, parents' education, residence while at the university, size of community where student had spent most of his life, college major, parents' occupation, perceptions of undergraduate education, reaction to living-learning residence hall and subculture identity. Personnel records of

Table 4. Comparison of present subculture identity and freshman subculture identity with the important events described by the students that led to their present subculture identity and freshman subculture identity.

	No Response		Vocational		Academic		Collegiate		Nonconformist	
	N	%	N	%	N	%	N	%	N	%
Present Subculture Identity	5	2	68	26	31	12	129	50	27	10
Important Events During Senior Year	75*	29	46	18	34	13	91	35	14	5
Freshman Subculture Identity	6	2	132	43	46	18	65	25	11	4
Important Events During Freshman Year	66*	26	111	43	32	12	44	17	7	2

*Number of students in the sample not responding to Question 18 on the College Experience Inventory.

the University were checked for grade point average, rate of progression through Michigan State University in four years (credits earned at end of Winter Term, 1965) and College Qualification Test-Total Score.

The questions on the College Experience Inventory relating to the student's undergraduate experiences and to his reactions to the living-learning residence hall asked for an open-ended response. This required the author to read each question, establish categories for each student response, and then categorize the responses after re-reading the responses to be certain the subjectivity of the researcher's evaluations did not engender excessive error into the final results.

Analysis of the Data

The statistical techniques used in this study consisted of chi-square and simple analysis of variance. Chi-square was used to test the null hypotheses that no differences existed among the groups in marital status, parents' education, place of residence, size of community where student had spent most of his life, college major, academic ability, rate of progression in four years (total credits at the end of Winter Term, 1965), socio-economic status (fathers' occupation), perception of undergraduate experience, reaction to living-learning residence hall experience, and subculture identity change. The distributions were analyzed to determine

how closely the observed number of responses in a given category approximated an expected theoretical distribution. The significance level used for the chi-square test statistic was the .05 level of confidence.

Contingency tables with theoretical frequency cells of less than 5 were carefully reviewed. The data were analyzed for the best way to collapse the cells without losing data important to the total investigation. William Hays reports the dangers of collapsing cells using the chi-square statistic. He states:

The arrangement into population class intervals is arbitrary. In most instances this will require some combining of extreme class intervals (since the expected frequency in each interval must be relatively large, at least five) to make the expected frequencies large enough to permit the test of this combining operation amounts to a tinkering with randomness of the sample and the loss of valuable data.¹

The Control Data Corporation 3600 computer reports the contributions of any one cell of a contingency table to the total chi-square. These were carefully reviewed before cells were collapsed. In some contingency tables which contained cells with theoretical frequencies of less than five the researcher determined that too much data would be lost by collapsing cells. The final collapsing of cells for chi-square analysis is reported in the statistical tables following each null hypothesis.

¹William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 588.

Simple analysis of variance was used to test the null hypothesis that the four subcultures in the study were from populations with the same mean. This analysis of variance was used to test differences among the four subcultures in regard to grade point average. The test of significance using the F distribution in the analysis of variance is valid when observations are from normally distributed populations with equal variances.¹ The test of variances showed that they met this statistical assumption. The significance level used for the analysis of variance was the .05 level.

Statistical Hypotheses

As mentioned above, the data for this study were analyzed according to four subcultures. They were:

- The vocational subculture
- The academic subculture
- The collegiate subculture
- The nonconformist subculture

The following null hypotheses were used to study these subcultures. These null hypotheses relate to the background characteristics and undergraduate experiences of the students who selected the subcultures and form the basis for the study.

¹Allen L. Edwards, Statistical Methods for the Behavioral Sciences (New York: Holt, Rinehart, and Winston, 1961), p. 328.

Null Hypothesis I: No differences exist among the four subcultures with respect to marital status.

Null Hypothesis II: No differences exist among the four subcultures in grade point average.

Null Hypothesis III: No differences exist among the four subcultures in parents' education.

Null Hypothesis IV: No differences exist among the four subcultures in place of residence at the University.

Null Hypothesis V: No differences exist among the four subcultures in the size of community where student spent most of his life. ✓

Null Hypothesis VI: No differences exist among the four subcultures in college major.

Null Hypothesis VII: No differences exist among the four subcultures in the rate of progression through college, as measured by the total number of credits earned at the end of the Winter Term, 1965.

Null Hypothesis VIII: No differences exist among the four subcultures in ability (C.Q.T. Total Score).

Null Hypothesis IX: No differences exist among the four subcultures in socio-economic status. ✓

Null Hypothesis X: No differences exist among the four subcultures in the perceptions of undergraduate education. ✓

Null Hypothesis XI: No differences exist among the four subcultures in the experiences in the living-learning residence hall.

Null Hypothesis XII: No differences exist among the four subcultures in subculture identity change.

Summary

The sample for this study was drawn from the total number of 535 male, second-term freshman students who entered South Case Residence Hall for the beginning of Winter Term, 1962, after having spent the Fall Term in another men's

residence hall on the Michigan State University campus. Data were collected Winter Term and Spring Term, 1965, from students in this population who were still on the Michigan State University campus. When comparing the South Case Hall population and the all-university freshman male students on ability and academic achievement, little difference was found.

The instrument used in this study for the collection of data was the College Experience Inventory, which contained questions prepared by the researcher, from the Senior-Year Experience Inventory, and from the College Student Questionnaire, Part I. A stratified random sample of 27 students was interviewed for additional information and to provide a reliability measure for the College Experience Inventory. Little difference was found between the Inventory responses and the interview remarks.

The information from the College Experience Inventory was analyzed for the subcultural identity that the student felt best described him at this time. This subculture identity became the independent variable for the interpretation of the data. The subculture identities were: the vocational subculture, the academic subculture, the collegiate subculture and the nonconformist subculture. The four subcultures were then analyzed for differences in marital status, parents' education, residence while at the university, size of community where student had spent most of

his life, college major, parent's occupation, perceptions of undergraduate education, reaction to living-learning residence hall, subculture identity change, grade point averages and academic ability.

The basic hypothesis for this study was that the four student subcultures differed significantly on each of the 12 variables. The hypotheses derived from the basic hypothesis were then tested for the differences among the individuals in the four subcultures on the data collected.

Results were analyzed by means of chi-square and simple analysis of variance.

The final analysis of the results of this study will be discussed in the next chapter.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

An analysis of the data is presented in this chapter. Also, the null hypotheses are restated in this chapter, and tables are presented which contain the data and the statistical test for each of the hypotheses. Following the presentation of each hypothesis and table is a discussion section. In the discussion section an interpretation of the results from the analysis of the data is presented. A summary at the end of the chapter provides the most significant findings of the study.

Subculture Identity

Null Hypothesis I--No differences exist among the four subcultures, in the freshman subculture identity, in the ideal subculture identity, and in the selection of the typical Michigan State University student subculture identity.

As mentioned earlier, all data for the investigation are interpreted by comparing the data collected with the present subculture identity of the student. The present subculture identity of the students studied appears in Table 5.

Table 5. Frequency and proportion of students' present subculture identity.

Subculture Identity	N	Per Cent
Vocational	68	26
Academic	31	13
Collegiate	129	50
Nonconformist	27	10

Thus, it is evident from the above table that the present subculture selected by the greatest number of students in this study is the collegiate subculture. To determine the change of subculture identity during the four year period since the students in this study had been freshmen at Michigan State University, the students were asked to select the subculture that best described them as freshmen. Table 6 presents the results of the student's responses to this question.

From this table it is evident that the majority of students selected the vocational subculture as the subculture most accurately describing them as freshmen at Michigan State University. To understand the students' change in subculture identity and how this change indicated progress towards an ideal subculture identity, the students were asked to select the subculture that they thought was the most

Table 6. Comparison of present subculture identity with freshman subculture identity.

Freshman Subculture Identity					
Present Subculture	Vocational N %	Academic N %	Collegiate N %	Nonconformist N %	Total N %
Vocational	37 (54)	13 (19)	16 (24)	2 (3)	68 (100)
Academic	15 (48)	9 (29)	5 (16)	2 (6)	31 (100)
Collegiate	64 (50)	20 (16)	42 (33)	3 (2)	129 (100)
Nonconformist	16 (62)	4 (15)	2 (8)	4 (15)	26 (100)
	132 (52)	46 (18)	65 (26)	11 (4)	254 (100)

$\chi^2 = 19.479$. Significant beyond the .05 level of confidence.

Degree of freedom = 9.

ideal. Table 7 presents the results of responses to this question.

As indicated in Tables 6 and 7 the majority of students selected the collegiate subculture as both their present subculture identity and their ideal subculture identity. To determine how the student in this study saw his present subculture identity as compared with the typical Michigan State University student subculture identity, he was asked to select the subculture that best described the typical student at Michigan State University. The results of this question are found in Table 8. As evidenced in this table, the collegiate subculture is seen as the subculture of the typical student at Michigan State University.

From the data appearing in Tables 5-8 it may be concluded that the null hypothesis that no differences exist among the four subcultures in their selection of a freshman subculture identity, an ideal subculture identity and a typical Michigan State University student subculture identity is rejected.

Discussion of subculture identity--The data from which the results in this study were taken was analyzed according to the student's present subculture identity. The highest percentage of the students, exactly fifty per cent, classified themselves in the collegiate subculture. The vocational subculture, the academic subculture, and the non-conformist subculture followed in order of importance.

Table 7. Comparison of present subculture identity with ideal subculture identity.

Present Subculture	Ideal Subculture Identity					Total N	Total %			
	Vocational N	Vocational %	Academic N	Academic %	Collegiate N			Collegiate %	Nonconformist N	Nonconformist %
Vocational	35	(52)	24	(36)	8	(12)	0	(0)	67	(100)
Academic	2	(6)	24	(77)	2	(6)	3	(10)	31	(100)
Collegiate	11	(9)	17	(13)	98	(77)	2	(2)	128	(100)
Nonconformist	4	(15)	11	(41)	1	(4)	11	(41)	27	(100)
	52	(21)	76	(30)	190	(43)	16	(6)	253	(100)

$\chi^2 = 209.681$ Significant beyond the .05 level of confidence.

Degrees of freedom = 9.

Table 8. Comparison of present subculture identity with the typical student subculture identity at Michigan State University.

Present Subculture	Typical Subculture Identity									
	Vocational		Academic		Collegiate		Nonconformist		Total	
	N	%	N	%	N	%	N	%	N	%
Vocational	27	(42)	3	(5)	32	(49)	3	(5)	65	(100)
Academic	9	(29)	4	(13)	16	(52)	2	(6)	31	(100)
Collegiate	37	(30)	9	(7)	77	(63)	0		123	(100)
Nonconformist	14	(52)	1	(4)	10	(37)	2	(7)	27	(100)
	87	(35)	17	(6)	135	(55)	7	(3)	246	(100)

$\chi^2 = 17.584$ Significant beyond the .05 level of confidence.

Degrees of freedom = 9.

As freshmen, fifty-two per cent of the sample identified with the vocational subculture. Four years later, only twenty-six per cent identified with this subculture. The percentage of change during this four-year period within the vocational subculture represented the largest change among the four subcultures.

In analyzing the present subculture identity, combining the second choice with the first choice appears to give additional information. The collegiate subculture and the vocational subculture became mutual choices of many students. The students who selected the collegiate subculture as their first choice selected the vocational subculture seventy-one per cent of the time as their second choice. However, the students who selected the vocational subculture as their first choice are more evenly divided on their second choice. They selected the collegiate subculture fifty-three per cent of the time and the academic subculture forty-four per cent of the time. The nonconformist subculture has little support from either the vocational subculture or the collegiate subculture.

Students in the academic subculture selected the collegiate subculture as their second choice forty-five per cent of the time, but as a second choice chose the nonconformist subculture thirty-two per cent of the time. So, although the collegiate subculture does have the greatest percentage of support as a second choice, the attachment between

students selecting the nonconformist subculture and the academic subculture is evident.

The nonconformist subculture is by far the most unpopular subculture on the Michigan State University campus. However, students who selected the nonconformist subculture as their first choice, selected as second choice the academic subculture (forty-eight per cent); vocational subculture (forty-one per cent); and the collegiate subculture (eleven per cent). It appears that students identifying with the vocational subculture and collegiate subculture had a strong dislike for the nonconformist subculture. Students in the academic subculture appear most tolerant toward all other subcultures. However, students in the academic subculture had difficulty choosing between the vocational subculture and the nonconformist subculture as their last choice. Students selecting the nonconformist subculture have a strong dislike for the collegiate subculture since fifty-two per cent who selected the nonconformist subculture as their first choice selected the collegiate subculture as their last choice.

As the sample of students recalled their choices of subcultures as freshmen, over one-half (fifty-two per cent) of the students entering Michigan State University identified strongly with the vocational subculture. The collegiate, academic and nonconformist subcultures followed in that order. The large percentage of students identifying with

the vocational subculture is even more evident when we combine the first and second choices of the students. This combination reveals that eighty-two per cent of the students identified with the vocational subculture.

In the majority of cases students did not differ in their selection of an ideal subculture identity and a present subculture identity. However, when the students were asked to select their ideal subculture identity, the academic subculture was selected more frequently. Only twelve per cent of the sample selected the academic subculture as their most important present subculture identity, whereas thirty per cent of the sample selected the academic subculture as their first choice for an ideal subculture identity. By combining the students' first and second choices of the most important subculture identity, the collegiate subculture commanded seventy-two per cent of the response and the academic subculture attracted forty-one per cent. When we combine the first and second choices of the student's ideal subculture, the collegiate subculture represented sixty-nine per cent, and the academic subculture, sixty per cent. The inconsistency of the sample in response to this item may have been caused by conflict between present and ideal perceptions. Seventy-five per cent of the students favored the nonconformist subculture as their last choice for an ideal subculture identity. Student impatience with this small, but vocal minority has been evident on many college campuses.

Fifty-five per cent of the students in the sample placed the typical student at Michigan State University in the collegiate subculture, whereas only thirty-five per cent of the sample placed the typical Michigan State University student in the vocational subculture. However, when the first two selections were combined, nearly ninety per cent of the sample felt that the typical student belonged to the collegiate subculture. Again, the academic subculture provided an interesting analysis. Thirteen per cent of the sample selected the academic subculture as their most important subculture identity at the present time. Thirty per cent saw the academic subculture as their ideal; yet only six per cent felt that the typical student would select the academic subculture as the most important. In fact, twenty-six per cent of the sample categorized the typical student as being least like the academic subculture.

Academic Ability

Null Hypothesis II--No differences exist among the four subcultures in scholastic ability as measured by the College Qualification Test-Total Score.

The data used to test this hypothesis appear in Table 9. It is evident from the data in Table 9 that the null hypothesis that no differences exist among the four subcultures with respect to scholastic ability is rejected.

Table 9. Comparison of subculture identity with academic ability.

Present Subculture	Academic Ability Groups							
	0-29		30-59		60-89		90-99	
	N	%	N	%	N	%	N	%
Vocational	5	(7)	28	(41)	29	(43)	6	(9)
Academic	3	(10)	6	(19)	15	(48)	7	(23)
Collegiate	20	(16)	55	(43)	38	(29)	16	(12)
Nonconformist	5	(19)	7	(26)	6	(22)	9	(33)
	33	(13)	96	(38)	88	(35)	38	(15)
							255	(100)

$\chi^2 = 22.796$ Significant beyond the .05 level of confidence.

Degrees of freedom = 9.

Discussion of academic ability--Significant statistical differences were found among the groupings of ability scores for the four subcultures. The student's percentile rank on the total score of the College Qualification Test was used as the basis for ability groupings. Percentile scores are derived each year for entering students at Michigan State University. Normative data is established for each class based on the performance of each student on the College Qualification Test (C.Q.T.-Total Score). In this way each student can be compared in terms of ability with other students in the freshman class. Thus, for the data summarized in Table 9, it would appear that the students in the four subcultures do come from different populations with respect to academic ability.

In the University setting it is often meaningful to categorize ability groupings. These groupings allow a description of certain categories of scores rather than specific scores. Often certain minimal percentile scores are used to identify students who should enter remedial work or advance honors study. Also this percentile score is used as a prediction of future academic success and future grade point averages.

For this study the scores were divided into four categories. These categories provided frequencies which allowed for the use of the chi-square test statistic. The four groupings are; 0-29; 30-59; 60-89; 90-99.

Table 9 presents the results of a comparison of academic ability groups with subculture identity.

As indicated in Table 9 students in the vocational subculture most frequently had scores in the sixty to eighty-nine percentile categories. However, in the two extreme ability groups fewer scores than theoretically expected by the chi-square analysis were found for students identifying with the vocational subculture.

Students selecting the academic subculture contributed heavily to the top one-half of the CQT percentile rankings. Seventy-one per cent of these students were above the sixtieth percentile. Forty-eight per cent of the students in the vocational subculture and forty-two per cent of the students in the collegiate subculture were above the sixtieth percentile. Students identifying with the collegiate subculture were in ability groupings representing the lower sixty per cent of ability to a greater proportion than would be expected.

The nonconformist subculture tended to attract the extreme categories of ability. The number of students was larger than expected in the lower thirty per cent and also larger than expected in the upper ten per cent. One third of the total students in the nonconformist subculture were in the top ten per cent of the College Qualification Test total scores. Students identifying with both the academic

subculture and the nonconformist subculture contributed a significant number to the upper ten per cent.

Grade Point Average

Null Hypothesis III--No differences exist among the four subcultures in grade point average at the end of Winter Term, 1965.

The data used to test this hypothesis appear in the following table.

Table 10. Analysis of variance of mean differences for the four subcultures on grade point average at the end of Winter Term, 1965.

Present Subculture	Grade Point Average		
	N	Mean	F*
Vocational	67	2.59	
Academic	31	2.74	
Collegiate	129	2.47	
Nonconformist	27	2.65	
	254	2.56	1.96

* Not significant.

It is evident from the data in Table 10 that the null hypothesis that no differences exist among the four groups with respect to grade point average is accepted.

Discussion of grade point average--The differences among the mean grade point averages for the different subcultures was not statistically significant. However, there are reasons to study grade point averages by different grade point groupings. The basis for fraternity pledging, scholastic honors, honorary organization membership and many other experiences within the academic community is based on a minimal grade point average. In considering the above criteria the 2.5 and 3.0 grade point averages were selected for the basis of the groupings. The following table presents the results of comparing grade point average with subcultural identity.

Table 11. Comparison of subculture identity with grade point average.

Present Subculture	Grade Point Average						Total N %
	0-2.49 N %	2.50-2.99 N %	3.00-4.00 N %				
Vocational	39 (58)	19 (28)	9 (13)			67 (100)	
Academic	8 (26)	14 (45)	9 (29)			31 (100)	
Collegiate	77 (60)	38 (29)	14 (11)			129 (100)	
Nonconformist	13 (48)	8 (30)	6 (22)			27 (100)	
	137 (54)	79 (31)	38 (15)			254 (100)	

$\chi^2 = 14.612$ Significant beyond the .05 level of confidence.

Degrees of freedom = 6.

From the above table it is evident that when students' grade point averages were studied by different groupings significant statistical differences were found. Fifty-four per cent of the sample received grade point averages below a 2.5. Fifteen per cent were above a 3.0. The major statistical differences found within groupings of grade point averages were in the academic subculture. In the academic subculture fewer than one-half the number of students expected were below a 2.5, and twice as many students as expected were above a 3.00. Students in both the vocational and collegiate subculture had grade point averages below a 2.5 more frequently than expected. The students in the academic subculture and students in the nonconformist subculture consistently had a larger proportion than expected above a 2.5.

Rate of Progression Through
Michigan State University

Null Hypothesis IV--No differences exist among the four subcultures in the rate of progression through college during the four-year period.

The rate of progression for this study was measured by the number of credits each student had earned at the end of Winter Term, 1965. When a student has reached 130 credits he obtains senior status and when a student reaches 180 credits he is eligible for graduation. The following table presents the data used to test the above hypothesis.

Table 12. Comparison among the four subcultures in rate of progression through college.

Subculture Identity	Credits Earned							
	0-130		130-179		180+		Total	
	N	%	N	%	N	%		
Vocational	12	(18)	44	(65)	12	(18)	68	(100)
Academic	3	(10)	18	(58)	10	(32)	31	(100)
Collegiate	16	(12)	89	(69)	24	(19)	129	(100)
Nonconformist	7	(26)	16	(59)	4	(15)	27	(100)
	38	(15)	167	(65)	50	(20)	255	(100)

$\chi^2 = 7.369$ Not significant.

Degrees of freedom = 6.

It is evident from the data in Table 12 that the null hypothesis that no differences exist among the four subcultures with respect to rate of progression through Michigan State University is accepted.

Discussion of progression through college--Differences in rate of progression through the university over the four-year period were not significantly different for the different subcultures. The majority of students were classified as seniors although the total number of credits earned indicated many of the students would need an extra term to graduate. Students in the academic subculture had the largest

number who had progressed faster than expected. The students in the nonconformist subculture had the largest percentage proceeding slower than anticipated.

College Major

Null Hypothesis V--No differences exist among the four subcultures in choice of academic major.

The data used to test this hypothesis appear in Table 14. It is evident from the data in Table 13 that the null hypothesis that no differences exist among the four subcultures with respect to college major is rejected.

Discussion of college major--The College of Agriculture is the only college in the university not having a larger or smaller percentage of students than expected selecting it for a major. The different departments within the College of Agriculture appear to equally attract students from each of the four subcultures.

Students identifying with the vocational subculture tended to major in engineering, veterinary medicine, natural science and business. They seemed to stay away from majors in the social sciences, education and arts and letters.

Students within the academic subculture majored in the College of Social Science and the College of Arts and Letters. Not one student in this subculture majored in the College of Business.

Table 13. Comparison among the four subcultures of college major.

Present Subculture	Agric.		Arts & Letters		Bus.		Soc. Sci.		Ed.		Eng.		Vet. Med. & Nat. Sci.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Vocational	7	(11)	3	(5)	22	(34)	6	(9)	2	(3)	9	(14)	15	(23)	64	(100)
Academic	3	(10)	5	(17)	0		12	(41)	2	(7)	2	(7)	5	(17)	29	(100)
Collegiate	13	(11)	6	(5)	43	(35)	20	(16)	14	(11)	9	(7)	18	(15)	123	(100)
Nonconformist	3	(11)	6	(22)	1	(4)	8	(30)	2	(7)	2	(7)	5	(19)	27	(100)
	26	(11)	20	(8)	66	(27)	46	(19)	20	(8)	22	(9)	43	(18)	243	(100)

$\chi^2 = 50.049$ Significant beyond the .05 level of confidence.

Degrees of freedom = 18.

Students identifying with the collegiate subculture selected the College of Business and the College of Education as academic majors and seldom selected the College of Arts and Letters curriculum.

Individuals selecting the nonconformist subculture were most interested in the College of Arts and Letters and the College of Social Science. Just as in the academic subculture, students in the nonconformist subculture were least attracted to the College of Business.

The variable of college major seems to distinguish the subcultures more than any other variable in this study.

Place of Residence

Null Hypothesis VI--No differences exist among the four subcultures in place of residence at Michigan State University.

As mentioned earlier, students came to South Case Hall at the start of Winter Term, 1962. During their first term on campus the students in this sample had lived in the Brody Group of Residence Halls and in Shaw Hall. Fall Term, 1962, the students had an opportunity to live in housing of their choice. Table 14 summarizes the choices they made.

Since nearly seventy per cent of the students selected to remain in South Case Hall, differences in choice of residence were not statistically significant among the students selecting each of the four subcultures. Beginning

the third year the students again selected a place of residence. The choices they made for this year are summarized in Table 15.

Table 14. Comparison among the four subcultures in place of residence Fall Term, 1962.

Present Subculture	South Case Hall		Fraternity		Cooperative and Off-Campus		Total	
	N	%	N	%	N	%	N	%
Vocational	39	(63)	8	(13)	15	(24)	62	(100)
Academic	19	(73)	3	(12)	4	(15)	26	(100)
Collegiate	79	(68)	25	(21)	13	(11)	117	(100)
Nonconformist	21	(84)	3	(12)	1	(4)	25	(100)
	158	(69)	39	(17)	33	(14)	230	(100)

$$\chi^2 = 10.935 \quad \text{Not significant.}$$

Degrees of freedom = 6.

Again South Case Hall is the most popular choice of residence for the students in this study. However the data in Table 15 suggest the many alternatives that students selected for place of residence. Consequently the differences in housing were statistically significant for the third year at Michigan State University.

Fall Term, 1964, represented the fourth year for the students in this study. Table 16 presents the places of residence for the students at that time.

Table 15. Comparison among the four subcultures in place of residence, Fall Term, 1963.

Present Subculture	South Case Hall		Other Resi- dence Halls		Fraterni- ties		Cooperative and Off-Campus Supervised		Off-Campus Unsupervised		Married or Home		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Vocational	22	(33)	3	(5)	9	(14)	13	(20)	11	(17)	8	(12)	66	(100)
Academic	6	(20)	2	(7)	3	(10)	14	(47)	3	(10)	2	(7)	30	(100)
Collegiate	37	(30)	12	(10)	36	(29)	28	(23)	7	(6)	3	(2)	123	(100)
Nonconformist	8	(35)	5	(22)	3	(13)	4	(17)	3	(13)	0		23	(100)
	73	(30)	22	(9)	51	(21)	59	(24)	24	(10)	13	(5)	242	(100)

$\chi^2 = 36.979$ Significant beyond .05 level of confidence.

Degrees of freedom = 15.

Table 16. Comparison among the four subcultures in place of residence, Fall Term, 1964.

Present Subculture	South Case Hall		Res. Hall All Other Halls		Fraterni- ties		Coop. Off-Campus Supervised		Off-Campus Unsupervised		Married or with Parents		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Vocational	12	(18)	8	(12)	6	(9)	6	(9)	24	(36)	11	(16)	67	(100)
Academic	2	(7)	2	(7)	2	(7)	6	(20)	12	(40)	6	(20)	30	(100)
Collegiate	14	(12)	13	(11)	21	(17)	19	(16)	44	(36)	10	(8)	121	(100)
Nonconformist	4	(15)	3	(12)	4	(15)	2	(8)	12	(46)	1	(4)	26	(100)
	32	(13)	26	(11)	33	(14)	33	(14)	92	(38)	28	(11)	244	(100)

$\chi^2 = 15.907$ Not significant.

Degrees of freedom = 15.

From the data presented in Table 16 it is evident that the majority of students selected off-campus, unsupervised housing for Fall Term, 1964.

Since place of residence while at the university was statistically significant for only Fall Term, 1963, the null hypothesis that no differences exist among the four subcultures with respect to residence is accepted.

Discussion of residence while at Michigan State University--Students came from the Brody Group of Residence Halls and the Shaw Residence Hall, Fall Term, 1961, to live in South Case Hall. Seventy per cent of the students in the sample remained in South Case Hall their second year. Sixty-four per cent of the students who moved from South Case Residence Hall were from the collegiate subculture. Students in the collegiate subculture tended to move to the fraternities. Eighty-five per cent of the students in the nonconformist subculture remained in the residence hall.

It was not until the Fall Term of 1963, the third year for many of the students at Michigan State University, that significant differences among the four subcultures in place of residence were found. At this time, many of the students had reached 21 years of age. At this age housing regulations allow students to live any place of their own choosing. Before this age students usually live in university supervised off-campus housing, residence halls, fraternities, cooperatives, religious living units or at home.

Thirty per cent of the sample still resided in South Case Hall at the beginning of Fall Term, 1963. The fraternities, cooperatives and supervised off-campus housing comprised forty-five per cent of the housing. Students identifying with the vocational subculture lived in unsupervised, off-campus housing and many of them were married. Students selecting the academic subculture tended to live in the cooperative houses or supervised off-campus housing. Again members of the collegiate subculture were still in fraternities while students in the nonconformist subculture were living in other residence halls than South Case Hall. Students in both the academic subculture and the vocational subculture remained away from the fraternities.

The fourth year most, nearly forty per cent of the sample, lived in unsupervised housing. Most of the students identifying with the vocational subculture returned to South Case Hall or were married. They appeared to remain away from the fraternity and supervised housing. Many members of the academic subculture were married or living in supervised off-campus housing. A disproportionate number of students in the collegiate subculture were in fraternities and supervised off-campus housing. Most of the students in the nonconformist subculture moved to unsupervised housing.

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Reaction to Living-Learning
Residence Hall

Null Hypothesis VII--No differences exist among the four subcultures in the student's reaction to their experience in a living-learning residence hall.

Students' reactions to the living-learning residence hall are summarized in Tables 17, 18 and 19. The academic experience, the all-freshmen aspect of the residence hall and the reaction to living in a coeducational residence hall are the three areas for which data are presented.

Table 17. Comparison among the four subcultures of the reactions to the academic experience of a living-learning residence hall.

Present Subculture	Favorable		Un- favorable		Indifferent		Total	
	N	%	N	%	N	%	N	%
Vocational	48	(75)	7	(11)	9	(14)	64	(100)
Academic	21	(70)	5	(17)	4	(13)	30	(100)
Collegiate	97	(76)	18	(14)	12	(9)	127	(100)
Nonconformist	20	(80)	2	(8)	3	(12)	25	(100)
	186	(76)	32	(13)	28	(11)	246	(100)

$$\chi^2 = 2.266 \text{ Not significant.}$$

Degrees of freedom = 6.

It is evident from the data presented in the above table that the null hypothesis that no differences exist

Table 18. Comparison among the four subcultures of the reactions to the all-freshmen aspect of a living-learning residence hall.

Present Subculture	Fav.		Un- Fav.		Indif.		Fav. Sim. Exp. Unfav.--Need Upper Class.		Fav. as Fresh. But Glad Left		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Vocational	29	(53)	6	(11)	9	(16)	7	(13)	4	(7)	55	(100)
Academic	9	(33)	7	(26)	3	(11)	5	(19)	3	(11)	27	(100)
Collegiate	64	(55)	22	(19)	6	(5)	10	(9)	15	(13)	117	(100)
Nonconformist	11	(50)	4	(18)	2	(9)	2	(9)	3	(14)	22	(100)
	113	(51)	39	(18)	20	(9)	24	(11)	25	(11)	221	(100)

$\chi^2 = 13.328$ Not significant.

Degrees of freedom = 12.

among the four subcultures with respect to reactions to the academic experience is accepted.

It is also evident from the data presented in Table 18 that the null hypothesis that no differences exist among the four subcultures with respect to the all freshmen aspect of the hall is accepted.

Table 19. Comparison among the four subcultures of the reaction to the coeducational housing of a living-learning residence hall.

Present Subculture	No Resp.		Fav.		Unfav.		In- different		Total	
	N	%	N	%	N	%	N	%	N	%
Vo- cational	28	(41)	34	(50)	2	(3)	4	(6)	68	(100)
Academic	18	(58)	9	(29)	3	(10)	1	(3)	31	(100)
Col- legiate	48	(37)	74	(57)	3	(2)	4	(3)	129	(100)
Non- conformist	14	(52)	11	(41)	1	(4)	1	(4)	27	(100)
	108	(42)	128	(50)	9	(4)	10	(4)	255	(100)

$$\chi^2 = 12.627 \text{ Not significant.}$$

Degrees of freedom = 9.

It is evident from the data in Table 19 that the null hypothesis that no differences exist among the four subcultures with respect to reactions to coeducational housing is accepted.

From the above tables it is evident that the students in this study were highly in favor of the academic experience, the all-freshman aspect of the residence hall and were pleased to live in a coeducational residence hall.

Discussion of the reactions to a living-learning residence hall--The physical facilities for Case Hall are two living units, one for men and one for women, separated by public areas where dining, classrooms, recreation and snackshop facilities are provided. As the students remembered their experiences in South Case Hall a large percentage favored living in a coeducational residence hall. Students in all the subcultures viewed coeducational living as highly favorable. Only eight per cent of the students disliked living in the hall.

The all-freshman aspect of Case Hall was also viewed positively by the students in this sample. Seventy-three per cent of the students expressed favorable opinions. Twenty-two per cent qualified their responses by saying upperclassmen were needed to add additional maturity to the residence hall student population. An additional eleven per cent liked the all-freshman hall as a freshman but they were glad they had left the residence hall at the end of their first year. Students in the academic subculture were least impressed by the all-freshman aspect of the residence hall. They liked the commonality of experiences that all freshmen had but felt upperclassmen could have added an atmosphere

more conducive for study and maturity. Most of the students in the collegiate subculture were either highly in favor or completely dissatisfied with the all-freshman aspect of the residence hall. Students identifying with the vocational subculture were indifferent to it all.

After four years it was quite evident that students in the sample were highly impressed with the results of the academic aspect of the residence hall as seventy-six per cent of the students reacted favorably to this item. The convenience of the classrooms and the interaction with faculty members were the aspects they remembered most. Most of the students saw the academic aspect of the residence hall with the same positive regard.

Undergraduate Education Experiences

Null Hypothesis VIII--No differences exist among the four subcultures in students' perceptions of undergraduate education.

To better understand some of the experiences that students encountered during their undergraduate years each student was asked to list the most important or significant thing learned at college. He was also asked to list the experience or activity which had been most profitable and what had been the greatest impact of Michigan State University. In addition he was asked to list the most important individuals or experiences which reinforced his attitudes, values,

opinions, beliefs and interests and the most important individuals or experiences which had modified or altered his attitudes, opinions, beliefs and interests. The following tables present the results of these questions.

It is evident from the data in Table 20 that the null hypothesis that no differences exist among the four subcultures with respect to the most important or significant thing learned at college is accepted.

From the data in Table 21 it is evident that the null hypothesis that no differences exist among the four subcultures with respect to the experience or activity which has been most profitable is rejected.

It is evident from the data in Table 22 that the null hypothesis that no differences exist among the four subcultures with respect to the impact of college is accepted.

From the data in Table 23 it is evident that the null hypothesis that no differences exist among the four subcultures with respect to experiences or individuals which reinforced attitudes, values, opinions, beliefs and interest is accepted.

It is evident from the data in Table 24 that the null hypothesis that no differences exist among the four subcultures with respect to experiences or individuals which reinforced attitudes, values, opinions, beliefs and interest is rejected.

Table 20. Comparison among the four subcultures with the most important or significant thing learned at college.

Present Subculture	Get along with other people		New knowledge, skills & social skills		Basis for decision-making- to think logically		Developed an appreciation for individual contribution		Total	
	N	%	N	%	N	%	N	%	N	%
Vocational	13	(21)	24	(39)	15	(24)	10	(16)	62	(100)
Academic	1	(4)	11	(39)	6	(21)	10	(36)	28	(100)
Collegiate	29	(24)	44	(36)	23	(19)	25	(21)	121	(100)
Nonconformist	2	(8)	11	(46)	6	(25)	5	(21)	24	(100)
	45	(19)	90	(38)	50	(21)	50	(21)	235	(100)

$\chi^2 = 11.308$ Not significant.

Degrees of freedom = 9.

Table 21. Comparison among the four subcultures in the experience or activity which has been most profitable to the student.

Present Subculture	Can't Differentiate		Experiences Within Living Group		Academic		Student Activities Other Than Group Or Academic		Total	
	N	%	N	%	N	%	N	%	N	%
Vocational	9	(17)	22	(42)	17	(32)	5	(9)	53	(100)
Academic	6	(25)	8	(33)	8	(33)	2	(8)	24	(100)
Collegiate	10	(9)	73	(68)	11	(10)	13	(12)	107	(100)
Nonconformist	2	(10)	8	(40)	8	(40)	2	(10)	20	(100)
	27	(13)	111	(54)	44	(22)	22	(11)	204	(100)

$\chi^2 = 26.693$ Significant beyond the .05 level of confidence.

Degrees of freedom = 9.

Table 22. Comparison among the four subcultures in the impact of Michigan State University.

Present Subculture	Communication w/ people; ideas; knowledge for future jobs		<u>Positive</u> Attitude of Independence		Negative		Total	
	N	%	N	%	N	%	N	%
Vocational	29	(51)	16	(28)	12	(21)	57	(100)
Academic	20	(71)	5	(18)	3	(11)	28	(100)
Collegiate	62	(52)	43	(36)	14	(12)	119	(100)
Nonconformist	11	(42)	8	(31)	7	(27)	26	(100)
	122	(53)	72	(31)	36	(16)	230	(100)

$\chi^2 = 9.874$ Not significant.

Degrees of freedom = 6.

Table 23. Comparison of students' selections of the experiences of individuals which reinforced their attitudes, values, opinions, beliefs and interests.

Present Subculture	Can't Differentiate		Experiences or Individuals in Living Group		Experiences or Individuals in Academic Group		Experiences or Individuals Other Than Academic Living		Total	
	N	%	N	%	N	%	N	%	N	%
Vocational	10	(17)	34	(57)	12	(20)	4	(7)	60	(100)
Academic	0		18	(62)	7	(24)	4	(14)	29	(100)
Collegiate	12	(10)	89	(71)	15	(12)	9	(7)	125	(100)
Nonconformist	1	(4)	14	(58)	8	(33)	1	(4)	24	(100)
	23	(10)	155	(65)	42	(18)	18	(8)	238	(100)

$\chi^2 = 16.603$ Not significant.

Degrees of freedom = 9.

Table 24. Comparison of students' selection of the most important individuals or experiences which modified or altered their attitudes, opinions, beliefs and interests.

Present Subculture	Can't Differentiate		Experiences or Individuals in Living Group		Experiences or Individuals in Academic Group		Total	
	N	%	N	%	N	%	N	%
Vocational	12	(23)	20	(38)	20	(38)	52	(100)
Academic	0		16	(64)	9	(36)	25	(100)
Collegiate	9	(8)	75	(70)	23	(22)	107	(100)
Nonconformist	2	(10)	9	(45)	9	(45)	20	(100)
	23	(11)	120	(59)	61	(30)	204	(100)

$\chi^2 = 22.428$ Significant beyond .05 level of confidence.

Degrees of freedom = 6

Discussion of Undergraduate Experiences

Most important thing learned at Michigan State University--The largest percentage of the students in this study saw the most important thing learned at Michigan State University as the new ideas and new knowledge which they acquired. Nearly one-third of the sample felt this was the most important. Following in order of importance were: a framework for decision making, thinking logically, a respect for the significant contribution that any one individual can make to society, and getting along with people.

Students in the academic subculture saw the most important thing learned as the contribution an individual can make to society. Their response was larger than the chi-square theoretical value for this question. Students identifying with the collegiate subculture saw the most important thing learned as the ability to get along with people and vocational training. Students in both the nonconformist subculture and the academic subculture responded fewer times than expected that "getting along with people" was the most important thing learned at the university.

Experience or activity most profitable--Significant differences among the four subcultures were found in the experiences or activities that were "most profitable to them at the university." Students in the vocational subculture continued to find their academic experiences most profitable.

Their living unit was seen as the category least contributing to their university experience. Students selecting the academic subculture had difficulty deciding between "all of college life in general" and the other categories but they also saw the academic experience superior to their living group activity. Students that selected the collegiate subculture identified the living group experience contributing significantly to their education and the academic experiences having much less impact. Students in the nonconformist subculture listed areas that were hard to categorize but they also saw the academic experiences as more meaningful than their living-group experience.

Impact of the university--The greatest impact the university had on the students in this study was the new ideas and new knowledge that were imparted to them. Students in the vocational subculture saw the impact of the university as training-centered and negative comments were frequently mentioned. Students selecting the academic subculture saw themselves becoming more of an individual and highly idea oriented; whereas the students in the collegiate subculture were highly positive in their comments on the impact of the university. Students selecting the nonconformist subculture were considerably more negative than any other subculture.

Individuals or experiences that strengthened and reinforced attitudes and values--Students selecting the nonconformist subculture found their academic experiences strengthening and reinforcing their attitudes and beliefs. Little satisfaction was found in the academic experience at the university by students identifying with the collegiate subculture. Many students in the vocational subculture found it difficult to distinguish the individuals or experiences that strengthened or reinforced their attitudes. The same was true for the academic subculture.

Individuals or experiences which modified or altered values--When students were asked to identify the experiences and individuals who modified or altered their values, their responses were divided into two main categories: the living group experiences or individuals and the academic experiences or individuals. Fifty-nine per cent of the students identified living group experiences or individuals as being most important in modifying or altering values; thirty per cent identified the academic experiences or individuals and eleven per cent could not differentiate the experiences or the individuals responsible for the modification or altering of their values.

Students in the vocational subculture had a difficult time determining the individuals or experiences who modified or altered their values. Academic experiences had greatest

impact for change in the vocational subculture and nonconformist subculture. The living group experiences were identified as agents for change by the students in the collegiate subculture more than any other subculture.

Parents Education

Null Hypothesis XIX--No differences exist among the subcultures in parents education. The data used to test this hypothesis appear in Tables 25 and 26.

It is evident from the data presented in these tables that the null hypothesis that no differences exist among the four subcultures with respect to parents education is accepted.

Discussion of parents education--The lack of relationship between parents education and subculture identity would indicate that the attitudes that cause students to select the different subcultures are not related to the number of years their parents were in formal education. The students in this study came from homes where twenty-six per cent of the fathers and eighteen per cent of the mothers had not completed a high school education. The students in the vocational subculture tend to have fathers who started college but didn't graduate. Parents with a college degree were found more than expected as parents of students in the nonconformist subculture.

Table 25. Comparison among the four subcultures in father's education.

Present Subculture	Didn't Complete H.S.		Completed High School		Started College Didn't Graduate		College Graduate		Graduate Work		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Vocational	14	(22)	19	(30)	14	(22)	8	(13)	8	(13)	63	(100)
Academic	9	(32)	10	(36)	2	(7)	5	(18)	2	(7)	28	(100)
Collegiate	33	(26)	33	(26)	23	(18)	22	(17)	15	(12)	126	(100)
Nonconformist	8	(30)	8	(30)	2	(7)	7	(26)	2	(7)	27	(100)
	64	(26)	70	(29)	41	(17)	42	(17)	27	(11)	244	(100)

$\chi^2 = 8.818$ Not significant.

Degrees of freedom = 12.

Table 26. Comparison among the four subcultures in mothers' education.

Present Subculture	Didn't Complete H.S.		Completed High School		Started College Didn't graduate		College Graduate		Graduate work		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Vocational	12	(18)	27	(42)	10	(15)	10	(15)	6	(9)	65	(100)
Academic	6	(20)	15	(50)	4	(13)	3	(10)	2	(7)	30	(100)
Collegiate	20	(16)	54	(43)	24	(19)	20	(16)	7	(6)	125	(100)
Nonconformist	5	(20)	9	(36)	3	(12)	6	(24)	2	(8)	25	(100)
	43	(18)	105	(43)	41	(17)	39	(16)	17	(7)	245	(100)

$\chi^2 = 4.675$ Not significant.

Degrees of freedom = 12.

Socio-Economic Status

Null Hypothesis X--No differences exist among the four subcultures in socio-economic status as measured by father's occupation.

The data used to test this hypothesis appears in Table 27.

It is evident from the data in this table that the null hypothesis that no differences exist among the four subcultures with respect to socio-economic status is accepted.

Discussion of socio-economic status--Socio-economic status, as measured by father's occupation did not significantly differentiate the four subcultures. Fifty-five per cent of the sample was classified as executive-managerial or laborers.

Students in the vocational subculture tended to have fathers in executive and managerial positions but not involved in professional positions. Business owners tended to be the smallest group from which the academic subculture came but students in the collegiate subculture had more fathers than expected as business owners and in professional occupations. Students selecting the nonconformist subculture were represented by fathers who were identified as laborers and these students had few fathers who were business owners.

Table 27. Comparison among the four subcultures with socio-economic status as measured by father's occupation.

Present Subculture	Executive or Managerial		Business Owner		Pro- fessional		White Collar		Farm Owner		Laborer		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Vocational	24	(37)	12	(18)	3	(5)	4	(6)	5	(8)	17	(26)	65	(100)
Academic	8	(26)	3	(10)	3	(10)	5	(16)	2	(6)	10	(32)	31	(100)
Collegiate	31	(24)	28	(22)	15	(12)	12	(9)	13	(10)	29	(23)	128	(100)
Nonconformist	8	(30)	1	(4)	1	(4)	3	(11)	3	(11)	11	(41)	27	(100)
	71	(28)	44	(18)	22	(9)	24	(10)	23	(9)	67	(27)	251	(100)

$\chi^2 = 17.419$ Not significant.

Degrees of freedom = 15.

Size of Community

Null Hypothesis XI--No differences exist among the four subcultures in size of community where student spent most of his life.

The data used to test this hypothesis appears in the following table.

Table 28. Comparison among the four subcultures in size of community where student spent most of his life.

Present Subculture	Farm- 2,499		2,500- 24,999		25,000- 99,999		100,000 +		Total	
	N	%	N	%	N	%	N	%	N	%
Vocational	18	(26)	19	(28)	16	(24)	15	(22)	68	(100)
Academic	10	(32)	7	(23)	2	(6)	12	(39)	31	(100)
Collegiate	32	(25)	34	(27)	26	(21)	34	(27)	126	(100)
Non- conformist	7	(27)	8	(31)	4	(15)	7	(27)	26	(100)
	67	(27)	68	(27)	48	(19)	68	(27)	251	(100)

$$\chi^2 = 6.637 \text{ Not significant.}$$

Degrees of freedom = 9.

It is evident from Table 28 that the null hypothesis that no differences exist among the four subcultures with respect to size of community where student spent most of his life is accepted.

Discussion of size of community--There were no significant statistical differences among the subcultures as to the size of community where the students had lived most of their lives. The only group with more than the expected numbers of students in any category was the academic subculture. Students in the academic subculture had a larger number of students from urban centers larger than 100,000 population, and fewer than expected from the 25,000-99,999 category.

Marital Status

Null Hypothesis XII--No differences exist among the subcultures in marital status.

The data used to test this hypothesis appears in the following table.

Table 29. Comparison among the four subcultures in marital status.

Present Subculture	Single		Married		Total	
	N	%	N	%	N	%
Vocational	55	(81)	13	(19)	68	(100)
Academic	24	(77)	7	(23)	31	(100)
Collegiate	115	(90)	13	(10)	128	(100)
Nonconformist	27	(100)	0		27	(100)
	221	(87)	33	(13)	254	(100)

$\chi^2 = 9.721$ Significant beyond the .05 level of confidence.

Degrees of freedom = 3.

It is evident from the data in Table 30 that the null hypothesis that no differences exist among the four subcultures with respect to marital status is rejected.

Discussion of marital status--Only thirteen per cent of the entire sample was married. The 1964-65 Report of the Registrar at Michigan State University lists fifteen per cent of the undergraduate population married. Thus the results of this sample appear consistent with the all-university population. The students in the nonconformist subculture were all single. More married students than expected chose the academic subculture.

Sequence of Events--Freshman
to Senior Year

As students described the sequence of events that led them from their freshman subculture identity to their senior subculture identity, it was evident that their freshman year or their first recollection of the reasons for attending the university were related to a specific vocational goal. Nearly seventy per cent of the students who responded to this question described their initial reasons for attending Michigan State University as job or vocation oriented. However, four years later their subculture identity was described much differently. The need for a "well-rounded" education; an education that emphasizes the classroom, a job, and ideas and how people relate to each other became the

responses of over one-half the students. Students in the vocational subculture placed greatest importance on events relating to their future job or job experience. Students identifying with the academic subculture and the nonconformist subculture found it difficult to differentiate experiences during the senior year that led to their present subculture identity. Students selecting the nonconformist subculture related negative experiences at the university that led to their identity.

Interviews

As mentioned earlier a random stratified sample of students was selected for interviews. For purposes of discussion the interviews with the students are divided according to the student's subcultural identity. Each subculture identity; vocational, academic, collegiate and nonconformist will be discussed. When applicable, the interviews for students who started with a particular subculture identity and who did not change this subculture identity in four years will be a separate category from those students who started with a particular subculture identity and did change their subculture identity at the end of four years.

Vocational subculture--Students who started at Michigan State University in the vocational subculture and who remained in this subculture at the time when the data were collected for this study saw themselves seldom changing

their ultimate goals while at Michigan State University. Some of the students changed majors because majors they selected when they came to Michigan State, e.g., pre-med, engineering, pre-law, were too difficult and thus they had to get out of these majors in order to remain in college. Consequently, many of their overall grade points were low because of disastrous grades their first two years. However, most of these students did keep their ultimate goals but chose other avenues reaching them. A typical statement from this category of students was as follows:

I dropped engineering, but selected management, because I have found this was my best route to the kind of engineer I wanted to be when I came to Michigan State University. The further I went I realized a management major also needs economics so management and economics are the route I have selected to be a good engineer.

Participation in extra-curricular activities is seen by these students as being very important sometime during the student's collegiate career. These activities make the student "more marketable." The students in this category also expressed the idea that classes with a specific reference to their job orientation were most helpful. The undergraduate curriculum is definitely seen as a means to an end. For example, a student said, "I have always wanted political science as a way to law. This is the best way."

Students within the vocational subculture who had changed, or who had perceived themselves to change their subculture identity after their freshman year saw the first two

years at the university as being highly significant years for their educational growth. The first two years the residence hall bull sessions, defining goal orientation, changing majors, influences of roommates or members of the opposite sex, were all common discussions during the interviews. Most of these students came to the university with their goals quite nebulous, or their major goal was to just succeed in the classroom. A common expression from students in this category was,

I came here majoring in engineering and lasted two terms. I left school before I was asked to leave. Now I am in business and preparing for law school later. This university has taught me to find a goal, stick to it and then succeed,

or,

I started as a biological science divisional major and didn't know for sure what I wanted to do. At the end of two terms, however, I started in pre-vet. Before I came to Michigan State University I was highly fraternity oriented. If I couldn't belong to a fraternity, I thought I would die or just forget the university entirely. So Winter Term I pledged a fraternity; however, this was at the same time that I decided I might enjoy pre-vet. I pledged a fraternity, got my mid-term grades and decided then I wasn't here to goof off so I depledged and settled down to study towards my major which was going to lead me to an excellent career,

or,

Living in a residence hall my first year was very important. It gave me a chance to meet many students who have now become friends of myself and my family. When I first came to Michigan State, studying to succeed in the classroom was my one and only goal. I had a particular major in mind and strived to do the best in the classroom. In my sophomore year, my philosophy changed as I knew my career was going to be in Crop Science.

The academic subculture--During the interviews the students who identified with the academic subculture discussed experiences that related to faculty members and to the classroom in general. In these interviews students stated a desire to take part in discussions in class, to help teachers with special research projects and to work above or beyond the minimal classroom expectancies. Another priority for the students in the academic subculture was learning to "get" grades. To illustrate this point the following quote is representative:

College has changed me because I used to want to learn because of a desire to know, to uncover truth and good grades resulted, but now I try to tell myself I will understand later, but work for the "A" now. Courses are to give you the overview and then work for depth later.

Social interaction to the students in the academic subculture is important but as a student said,

We made our friendships the freshman year and then we moved with many of these students to off-campus living units or stayed in Case Hall with our friends. I wouldn't want to go through the ordeal of trying to make friends each year.

Special mention was made of off-campus housing and independence for intellectual maturity. The instructors who discussed the reasons "why," tended to be the instructors with whom the students in the academic subculture identified. Another common quote of the student in this subculture was: "A man needs to find himself or interact with people who have found themselves." Students in the academic subculture

seemed to understand that they were working for themselves, no one else, and if things were going to be done, the individual student had to do it. Independent research and the opportunity to discuss ideas and intellectual concerns with professors all seemed very important to this group. Students in this subculture seem to question the reasons for their existence and are seeking opportunities to contribute to mankind.

The collegiate subculture--Students in the collegiate subculture tended to discuss "people" more than any other subculture. The importance of identifying a student as an individual with dignity, with integrity, and with respect is highly important to students in the collegiate subculture. Students in the collegiate subculture view education as an experience that will make them a "well-rounded" person. They are concerned that many of their initial courses at this University taught them nothing more than the classroom manners that a student must learn sometime at college. The fraternity became an important variable in the total collegiate experience of this subculture. The fraternity and residence halls offered many bull sessions, informal contracts, opportunities to assume leadership positions and to know people in informal situations. All of these different experiences are very important to the student who identifies with the collegiate subculture. A typical response of students in the collegiate subculture is as

follows: "I met my wife at a coed football game and to me this is the most significant thing the university has done for me"; "The fraternity house allowed me to fix my room any way I wanted it. The first part of the wall is paneled and the rest is paint. I could paint my room the way I wanted it to be"; "When I came to college I felt that this was a place to prepare me for a job. However, when I discovered that this was a university and its purpose was to educate me so that I might have a more significant experience in life, I became much happier and much less disillusioned about the university." Many of these students saw the academic program in the residence hall as making their education more convenient. Students in the collegiate subculture also saw the fraternity as a negative academic influence. In fact, even though some of the students felt fraternities did not necessarily lend themselves to academics, they still saw the group experiences in the fraternities as the most significant experience they had at Michigan State University. Many of the students in the collegiate subculture could identify several instructors with whom they had had contact and conversations. To them the academic experience at Michigan State University appears highly polarized; either negative or positive. The choice for this student is the choice between the classroom and preparing himself as an individual. Students identifying with the collegiate subculture speak positively of their experiences at Michigan State University.

Instructors are friendly and students, faculty and administrators enjoy discussions on all topics of concern. The residence hall, fraternities, and other agencies on campus provide many opportunities for growth. The individual however must accept the challenge offered because "at this university you are really on your own." Orientation sessions, opportunities to meet new people with different values or with different philosophies and different ideas than your own, and the opportunity for leadership positions have all become important parts of the total education to the collegiate subculture.

The nonconformist subculture--Students in the nonconformist subculture had many negative comments regarding the university. For example, "I dislike the Brody Group of residence halls because of all the sewage and the smell and the walk. Classes in Case Hall and the coed concept were good, but it became dead to everything else around." Students in the nonconformist subculture often discussed their lives before they came to the university. Much of the interview time was devoted to why they decided to come to Michigan State University. Many times students in this subculture had comments that were exceptionally descriptive of themselves. For example: "The residence hall kept me immature because it made all my decisions for me. When I moved out this helped me. A great deal of contempt for the administrators and rules and regulations on this campus will always

remain with me," or "The importance of a college education becomes less important as it is accomplished. Because after it is accomplished I have to find myself." The search for an identity, activities as a means to an identity, and the love of knowledge in books are all things that typify this subculture. The meaning of the psychological and social distance on the university campus and the possibility that this distance may lead to less effort and less identity of all the academic community participants is of grave concern to the students in the nonconformist subculture.

General Reaction from Interviews

One of the questions asked of all participants in the interviews was, "When did you first begin to think about college?" Most of the students could not remember when they had first thought about coming to college; it was just assumed in their home. It was a family attitude that college was a thing that you did after you finished high school. Not one of the students interviewed could remember a significant event that led to his attendance at college other than an attitude built within the home or built within the curriculum in high school. Most of these students had taken a college oriented curriculum in high school. So regardless of ability, or academic achievement, for this group of students college attendance was an attitude that had been

solidified for a period of time. A common response to this particular item was as follows: "The high school was geared to college thinking; I had grown up just assuming I would go to college."

Summary

The results of the analysis generally support the null hypotheses of this study. Statistical significance beyond the .05 level of confidence was found among the following variables as they were interpreted according to the present subculture identity of the sample: marital status, the students place of residence during his third year on campus, college major, academic ability, the experience or the activity most profitable at the university, and the individuals or experiences which altered or modified attitudes and values.

The chi-square, nonparametric test statistic was used to interpret all but one of the twelve variables in this study. The analysis of variance was used to test differences among the four subcultures on the variable of grade point average.

Interviews were conducted with a stratified, random sample of the students in this study. Comments from students identifying with the different subcultures of this study were reported.

CHAPTER V

SUMMARY AND CONCLUSIONS

The Problem

The general problem of this study was to examine some of the influences an institution of higher education may have, over a four-year period, on the students enrolled at that institution. Defining the purposes of undergraduate education in American higher education, as well as developing each individual to his fullest potential, have commanded a high priority on the list of educational needs in American institutions of higher education. Although there has been increasing research by colleges and universities and by organizations outside specific higher education institutions regarding the influence of the colleges and universities on college students today, too many of the value studies brand all students with a general, categorical value orientation. These studies too often deal with the "typical college student" instead of allowing for the initial characteristics of each entering college student and the influences these characteristics have on the value and attitude change of the individual while he is at the institution of higher education.

Initial characteristics of students and the characteristics of colleges they select are demanding increased attention in research on higher education. The prime reason for this is the fact that student characteristics, as well as those of the institution, directly produce the student culture and institutional environment. If we are then to understand the problems of undergraduate education and the influences that an institution of higher learning has on its students, we must inspect all facets of the university as it relates to the student culture and institutional environment. There is need to study and understand the socialization processes by which students identify, interact, and integrate their experiences with the mission of the university. It was the attempt of this research project to study the subcultures of undergraduate students on the assumption that the interactions of students with one another exert considerable influence on the nature and extent of the total educational process.

Theory

To study the influences of an institution of higher education upon its student body a theoretical framework for the study is needed which will encompass a diverse student population. Research indicates that students attending large state universities tend to view the purposes of higher education from various philosophical foundations. It also

indicates that students tend to select universities for different reasons. In this study four separate student subcultures have been identified to encompass these perceptions and purposes. These subcultures exert a strong influence which modifies or enhances higher education's impact upon students' attitudes and values. The theoretical framework for this study has its foundation in the sociological research done by Martin Trow. Trow was the first to distinguish four student subcultures on the campus, and he subsequently named them the vocational, the academic, the collegiate, and the nonconformist. From his research Trow determined that these subcultures emerged from the combination of two variables: the degree to which students are involved with ideas; and the extent to which they identify with their college or university.

Design and Procedures

The sample for this study was drawn from the total number of male students who entered South Case residence hall for the beginning of Winter Term, 1962. South Case Hall was the first co-educational residence hall and the first living-learning residence hall on the Michigan State University campus. The residents of South Case Hall were second term, freshman male students. They moved from other men's residence halls at the beginning of Winter Term, 1962. At this time there was a total of 535 students in South Case

Hall. Of this number, approximately 326 students attended the university during the 1964-65 academic year, and were thus theoretically available for this study. Of this group, usable data was collected from 260 students or 80 per cent of the total number of students available. Comparison of the South Case Hall male student population with other Fall Term, 1961 freshman male students, indicated nonsignificant differences in scholastic ability and academic achievement. Nonsignificant differences were also found comparing the students who were on campus during the 1964-65 academic year who did not reply to the questionnaire with those students who comprise the sample for this study. Individual letters, follow-up letters, post cards, telephone calls and personal visitations were all used as methods of obtaining as many questionnaires from the students as possible. After 230, or nearly 90 per cent, of the questionnaires had been returned, a stratified random sample of 28 students was selected for interviews. A memorized interview guide was used for the interviews. After the completion of the interview, a summary of the remarks was written.

The data for this study were analyzed according to the students' present subculture identity. The subculture identity for each student was one of four subcultures; vocational, academic, collegiate, and nonconformist. The students were selected for the four subcultures on the basis of their responses to questions on the College Experience

Inventory. As yet reliability coefficients have not been established for this instrument. However, Educational Testing Service has reported some preliminary results of their attempts to establish reliability measures for the College Student Questionnaire, Parts I and II. The results from these reliability tests indicate that students respond to the subculture identity questions according to the type of institution they are attending. Another reliability measure that was designed for the College Experience Inventory was a question that asked the student to describe the sequence of events from his freshman to senior year which made a difference in the order of importance in which they ranked their own subculture identities. Still another attempt to establish reliability measures was the interview. The interview responses and the responses describing the sequence of events from their freshman to their senior year, were very close to the questionnaire responses. The College Experience Inventory provided specific information pertaining to marital status, parent's education, residence while at the university, size of community where student had spent most of his life, college major, parent's occupation, perceptions of undergraduate education, reaction to living-learning residence hall, and subculture identity. Personnel records of the university were checked for grade point average, rate of progression through Michigan State University in four years (credits earned at the end of Winter Term, 1965), and

College Qualification Test-Total Score. The statistical techniques used in this study were the chi-square non-parametric test and simple analysis of variance. Chi-square was used to test the null hypotheses that no differences existed between the groups in marital status, parents education, ability, place of residence, size of community where student had spent most of his life, college major, rate of progression in four years (total credits earned at the end of Winter Term, 1965), socio-economic status (father's occupation), perception of undergraduate experience, reaction to living-learning residence hall experience, and subculture identity change. The distributions were analyzed to determine how closely the observed number of responses in a given category approximated an expected theoretical distribution. The significance level used for the chi-square test statistic was the .05 level of confidence. Simple analysis of variance was used to test the null hypotheses that the four subcultures in the study were from populations with the same mean. This analysis of variance was used to test differences among the four subcultures in regard to grade point average. The significance level used for the analysis of variance was the .05 level of confidence. The twelve main null hypotheses which applied to this study were: no differences exist among the four subcultures in marital status; no differences exist among the four subcultures in grade point average; no differences exist

among the four subcultures in parent's education; no differences exist among the four subcultures in place of residence at the university during the four year period; no differences exist among the four subcultures in the size of community where student spent most of his life; no differences exist among the four subcultures in college major; no differences exist among the four subcultures in the rate of progression through college; no differences exist among the four subcultures in scholastic ability (the College Qualification Test-Total Score); no differences exist among the four subcultures in socio-economic status; no differences exist among the four subcultures in the outcomes of the student's undergraduate education; no differences exist among the four subcultures in perceptions of the student's experience in the living-learning residence hall; no differences exist among the four subcultures in present subculture identity, freshman subculture identity, and typical Michigan State University student subculture identity.

Findings and Conclusions

Students in the sample identified with one of the four subcultures in this study; vocational, academic, collegiate, and nonconformist. The present subculture identity of the student was the independent variable for the study. Over fifty per cent of the students selected as their present subculture identity the collegiate subculture; twenty-six

per cent chose the vocational subculture; twelve per cent chose the academic subculture and ten per cent chose the non-conformist subculture.

Since one of the purposes of the study was to determine what changes, if any, took place in the four years between the admission to college and the collection of the data in subculture identity, each student was asked to determine his subculture identity as a freshman. As the student recalled his freshman subculture identity, fifty-two per cent of the students selected the vocational subculture; eighteen per cent selected the academic subculture; twenty-six per cent selected the collegiate subculture; and four per cent selected the nonconformist subculture.

The most ideal subculture identity for the students in this study was the collegiate subculture. Forty-three per cent of the sample selected this subculture. The academic subculture was chosen by forty-three per cent of the students and the vocational subculture and the nonconformist subcultures followed with thirty per cent and six per cent of the sample respectively.

When asked to describe the most typical subculture identity of Michigan State University students, fifty-five per cent of the sample selected the collegiate subculture. Thirty-five per cent of the sample stated the typical Michigan State University student belonged to the vocational subculture. Consequently, the students in this sample felt

ninety per cent of the students at Michigan State University identified with the collegiate and vocational subcultures. Seven per cent of the sample categorized the typical Michigan State University student in the academic subculture and three per cent in the nonconformist subculture.

The analysis indicated that marital status was related to the student's present subculture identity. In the four year period covered in this study, thirteen per cent of the sample had been married. None of the students identified with the nonconformist subculture were married.

Differences in mean grade point average among the four subcultures were not found to be statistically significant. Statistical differences were found when grade point averages were analyzed according to groups representing certain minimal grade point averages for membership in various activities, honors, and organization membership. Grade point averages used for these groupings were the 2.5 and 3.0 grade point averages.

The total percentile score on the College Qualifications Test was used as the measure of academic ability for this study. The differences among the four subcultures on this variable were statistically significant. After grouping the percentile scores to determine ability groups, statistical differences among the four subcultures were found. Four categories were used for this grouping; the lower

thirty per cent, the 30-59 percentile group, the 60-89 percentile group, and the upper ten per cent of ability.

Parents' education, size of community where student had spent most of his life, rate of progression through college (credits earned at the end of Winter Term, 1965), and socio-economic status did not differ significantly among the four subcultures.

Students must live in residence halls their first year at Michigan State University. After their first year they may move to fraternities, cooperatives, or supervised off-campus housing. At the beginning of the students' third year, significant differences in selection of housing were found for the first time. The second year seventy per cent of the students remained in South Case Hall. Starting the third year of residence the students in the collegiate subculture moved to the fraternities. During the fourth year the majority of the students lived in unsupervised housing.

The variable of academic major tended to differentiate the subcultures more than any other variable. The students in the vocational subculture tended to major in the College of Business, the College of Natural Science, Veterinary Medicine, and the College of Engineering. On the other hand, the College of Social Science, the College of Arts and Letters, and the College of Natural Science were the choices of the students identifying with the academic subculture and the nonconformist subculture. Students

identifying with the collegiate subculture tended to identify with the College of Business, the College of Social Science, and the College of Natural Science. The small number of majors in the College of Business identifying with the academic and nonconformist subculture is very apparent. Also, the few majors in the College of Social Science and the College of Arts and Letters among the students in the vocational and collegiate subculture is very evident.

Many of the students in this study found the most important thing they learned at college was the new knowledge and skills, both intellectual and social, that they acquired in their exposure to the university. Approximately the same percentage of students listed, "as the most important or significant thing learned at college" was "getting along with people"; "developing an appreciation for the contribution an individual can make to society or to their own welfare"; and "establishing a basis for decision making that helped me think logically to solve problems."

The experiences and individuals within the living group were identified fifty-four per cent of the time as the experience or activity which was most profitable to the student. Academic experiences, academic activities, and other student activity opportunities on campus followed in that order. Students in the collegiate subculture identified experiences within the living group as being most important to them. When asked to identify the experience or activity

most profitable to them in the past four years at Michigan State University, the students in the vocational subculture, the academic subculture, and the nonconformist subculture tended to identify academic experiences more than the collegiate subculture. When students discussed the personal impact of the University they identified ideas learned, opportunity to express their own opinions, obtaining new skills, and learning to communicate with people, as the areas most prominent at Michigan State University.

The experiences and individuals within the living groups were selected by most of the students in this study as the factors which strengthened and reinforced their attitudes, values, opinions, interests and beliefs. Sixty-five per cent of the students identified with this category. Eighteen per cent of the sample identified academic experiences and academic faculty. Again, the experiences and individuals associated with the living group were identified as the agents for modification and altering attitudes, opinions, beliefs, and interest. However, thirty per cent of the students identified the total academic experience, as opposed to the living experience, which modified or altered their attitudes, opinions, beliefs and interest. This compared to the eighteen per cent who identified the academic personnel and experiences as strengthening and reinforcing these same areas.

As the students reviewed their living-learning residence hall experience, they were highly in favor of the co-educational aspect of the hall, highly in favor of the all-freshman aspect of the living unit, and were greatly impressed with the academic program in the residence hall. Information obtained from the interviews generally supported the findings of the questionnaire used for this study. The interviews provided additional depth of understanding concerning all aspects of the influences of the university upon the student.

Discussion

The results of this study generally supported the theory of campus subcultures as a means of understanding the diverse nature of a campus population. Students were able to identify themselves with a particular philosophy which determined their subculture identity. Even though the majority of the students identify with the vocational subculture, as freshmen, and with the collegiate subculture four years later, the academic subculture demands critical review. Thirty per cent of the sample identified with the academic subculture as the ideal subculture, and yet only seven per cent of the total sample thought the typical Michigan State University student identified with the academic subculture. When the results of student opinion indicate this much diversity in their perception of themselves, and other fellow students, there may be reason to question the why of this

perception. Also, the nonconformist subculture was overwhelmingly the least desirable category of the four subcultures. Few students see themselves having their main allegiance to this subculture. It may be, however, that this small minority is quite verbal and makes itself quite visible in the campus community. The collegiate subculture and the nonconformist subculture appear to represent the polar extremes of philosophies among the subcultures. Within a large state university campus, where a high percentage of students identify with the collegiate subculture, it would appear that the nonconformist subculture may have a difficult time finding support for their ideas and philosophy of the university. Also, the academic and nonconformist subcultures appear to be most alike on the variables tested in this study, and the vocational and collegiate subcultures tended to answer questions similarly. The nonconformist and academic subcultures tended to have higher scores of scholastic ability, higher grade point averages, and tended to major in the arts and letters and social science curriculums. Since many of these variables relate to the graduate student population, we may be selecting graduate students from a biased population as they define the objectives and purposes of an institution of higher education. The nonconformist subculture, however, tended to be attracting the extremes of polarized groups. While they tended to have high scholastic ability test and grade point averages, their rate of

progression through the university was significantly slower than the other subcultures. Also, they tended to have socioeconomic status both from the laboring class, and from the executive and managerial. They tended to have, however, more parents with college degrees as well as more parents who had not graduated from high school. The nonconformist subculture is also conspicuous by their absence of marital status; not one of the students in the nonconformist subculture is married.

Comparing the three major groupings of students that comprise the population for this study: (1) the students who responded to the questionnaire, (2) students who were on campus but did not respond to the questionnaire, and (3) students who were not at Michigan State University during the 1964-65 year, non-significant differences were found in scholastic ability but significant differences were found in academic achievement. Since significant differences were found in academic achievement but not academic ability non-academic influences other than academic ability are contributing to the withdrawal of students from this institution of higher education. The majority of the students who responded to the questionnaire will graduate within a four-year period; however, fifteen per cent of the group have not reached junior status. A more meaningful way to study the rate of progression through college might have been to consider the mean number of credits that each subculture had

earned in the four year period. It was decided for the purpose of this study, however, that determining the groups of students who had maintained or reached senior status was more meaningful at this time.

The students in the academic subculture do have the highest grade point average, the highest scholastic ability and also have the largest number of students who have progressed through college faster than expected from the theoretical frequency reported as a part of the chi-square analysis.

Place of residence while attending the university showed a pattern of residence-hall living the first two years at Michigan State. The third year in residence at Michigan State the subculture identity did differentiate the residence of the students. It is during this year that students in the collegiate subculture decided to live in fraternities. The students in the academic subculture, however, moved to supervised housing and the cooperatives; whereas, students in the vocational subculture tended to live in married housing or in unsupervised housing. But, students identifying with the nonconformist subculture remained in the residence hall. A more accurate statement might be that the students in the nonconformist subculture chose to remain away from the fraternities, the cooperatives, and supervised housing. During the fourth year the students found the unsupervised off-campus housing as their most popular choice for housing.

Students in this study favored an all-freshman residence hall. Seventy-three per cent of the students indicated that it was a favorable experience to remain in an all-freshman residence hall for their first year. Eleven per cent of these students qualified their remarks by saying they were "glad they left" at the end of their freshman year. Another eleven per cent saw some favorable aspects of the freshman residence hall as being, "the similarity of the total experience." There were, however, unfavorable aspects; for example, "there was need for upperclassmen to give over-all direction." But the majority stated that an all-freshman residence hall did have advantages over an upper-class residence hall including freshmen.

"More opportunities for decision-making" was the reason given for selecting all-freshmen residence halls. There was overwhelming support for the academic experiences of the living-learning residence hall during their freshman year. This substantiated the fact that after four years students still saw this as a highly favorable experience.

As students responded to questions discussing their undergraduate educational experiences they identified events that increased their general, intellectual ability and challenges which questioned their stereotypic thinking that gave impact to the total educational effect of Michigan State University.

The interviews substantiated the results that the students were able to verbalize and discriminate the different types of influences during their undergraduate years. Again, the majority of the interview sample identified the living-group experiences and the individuals identified with the living-group as important agents for education. The need for professional staffing and acceptance of living units as contributing members of the academic community are important since students perceive the experiences and the staff at this level as being highly instrumental in their total undergraduate experience.

Since parents' education was not significantly related to subculture identity, the importance of each individual's contribution to higher education is maximized. The lack of any one particular background from which most of the students came suggest that each individual student has an equal chance in a campus community regardless of parents' education. From the review of related research, it was expected that socio-economic status would differentiate the membership in the individual student subcultures. However, in this study significant differences were not found. Also, the lack of significance found in the size of community from which the student comes has relevance. The many family associations and backgrounds in a particular community do not tend to differentiate subcultures. Consequently, within

limits, the academic contribution of the university to any one student doesn't need to be influenced by these background characteristics.

As mentioned earlier, since the nonconformist subculture does not have one student in the married category, marital status does differentiate the four subcultures. The academic subculture tended to have more students in the married category than the other subcultures. In the four-year period, however, only thirteen per cent of the students were married.

The interviews again reemphasized the complexity involved in the undergraduate's problem-solving. More time must be given to understanding the searching, the questioning, and the urgencies of developing their own Weltanschauung. Students go through countless "dark corridors" making sense out of life. Regardless of the reasons for which a student is attracted to an institution of higher education the quality and scope of the undergraduate experience will be determined after he arrives on the campus.

The questions in the College Experience Inventory that gave examples structured the responses too much, especially the questions on reinforcement and modification of values, opinions, beliefs, and attitudes. The results of this part of the questionnaire are not totally reliable.

Implications for Future Research

The influences of the total college environment offer many opportunities for learning that students consider very important to their total education. Opportunities outside the classroom were named as the most significant experiences at Michigan State University by the majority of the sample of students for this study. The systematic method of investigating or describing these influences to ascertain the positive and negative effects of the peer-group culture needs to be refined. Once the peer-group influences are identified on the university campus, many facets of administrative decision-making should be affected.

Longitudinal research studies could define the initial characteristics of students, membership in subculture groups, the intensity of this membership, and the change in membership and intensity and the reasons for these changes over a period of years. Variables that relate to consistent membership in a particular subculture identity can also be identified.

The communication of student normative behavior on a university campus appears to be very selective. The informal and formal communication channels relate to the goals and values formulated by an institution or an individual and how each relate to behavior. The entire system of communication as it relates to individual goal formulation or individual decision-making is an important area for further research.

Since students in this study identified closely with certain experiences in their living group, the impact of decision-making at the living-group level needs to be explored. The staff at the living-group level that interacts with the students for providing meaningful educational experiences must meet the same standards for excellence that the university holds for its academic or instructional staff. A descriptive study of the staff or the ideal staff needed in the living units as seen by students, faculty and administrators might prove beneficial.

The use of a freshman residence hall as an agent of change in the transition from high school senior to college freshman should be explored. Possibly the similarity of a total population with certain experiences, anxieties, problems and interactions would provide the socialization base needed for the difficult transition between high school and college.

The background characteristics of college students and how these characteristics determine the final characteristics of the college graduate needs continuous study. Replication of research studies could provide the continuity of variables that is needed to study one campus with another. The definition of critical terms, i.e., parents' education, socio-economic status, rate of progression through college, need to be the same definition in each study, otherwise results are not comparable. In this study certain findings

were contradictory to related research studies, but it was difficult to determine whether the population was different or whether the definition of terms used in the study was different.

More attention could be directed to the students who comprise the different majors on the university campus. Special attention is needed in this area as the need for additional faculty at all universities and colleges is evident. Possibly the majors on our college campus that contribute the most graduate students are not producing the types of graduate students needed in our institutions of higher education as faculty members. Or if these graduate students are going to be the university faculty of tomorrow, we need to understand their philosophy of higher education and its relationship to the broader goals of higher education in a democratic society.

A follow-up of the student's description of the experiences and individuals who were most influential may relate to certain personality characteristics, certain teaching methods, faculty-student interaction, influences of roommates, bull sessions, and membership in student-activity organization clubs. The process of academic major change on the college campus also needs special attention and follow-up. The information collected at time of admission or during orientation clinics is important for planning a total orientation to the university based on the different orientation

and philosophies of each student. In addition to these problems, quantification of instruments and systematic methods of collecting data need constant refinement for the improvement of behavioral science research.

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APPENDIX A

COLLEGE EXPERIENCE INVENTORY

COLLEGE EXPERIENCE INVENTORY

It is hoped that you will feel free to give frank and sincere responses to the questions you find in this College Experience Inventory. Your cooperation in this study is greatly appreciated. All information will be treated confidentially and will be used for research purposes only.

SECTION I

1. Student Number _____ 2. College Major _____
3. Marital Status: Single _____ Married _____ Other _____
4. What does your father do for a living? (Describe in a line or two in the space provided.)

5. What does your mother do for a living? (Describe in a line or two in the space provided.)

6. Father's Education (Circle appropriate line)
Did not finish first eight grades
Finished first eight grades but not high school
Graduated from high school
Started college but quit before completing two years
Completed two years but did not finish four years
College graduate (four year)
Graduate Work; How Much _____

Other; Please explain _____

7. Mother's Education (Circle appropriate line)

Did not finish first eight grades

Finished first eight grades but not high school

Graduated from high school

Started college but quit before completing two years

Completed two years but did not finish four years

College graduate (four year)

Graduate Work; How much _____

Other; Please explain _____

SECTION II

This section requires some writing. There are no right or wrong answers. Just answer the questions as you think of them at this time. Use the back of the sheet of paper if needed. Be sure to identify the right question with your comments if you use the back of the paper.

8. The most important or significant thing you have learned at college is _____

9. The experience or activity which has been most profitable to you (What and why) is: _____

10. What impact has this University had on you? _____

11. In retrospect how do you view your living experience in South Case Hall? (Then and now) Amongst other things elaborate on the all freshman aspect of the hall, classes in the residence hall, faculty members in the residence hall, etc. _____

12. Please list, in order of importance, the three individuals (e.g. instructor, resident assistant, roommate, etc.) or experience (e.g. fraternity, residence hall house, football, bull sessions) which you feel served to strengthen or reinforce your attitudes, values, opinions, beliefs and interests. Please give an explanation as to how these individuals or experiences served to strengthen or reinforce your attitudes, values, opinions, beliefs and interests. (If it is difficult to specifically identify individuals or experiences, then describe the sequence of individuals or experiences as you remember them.)

13. Please list, in order of importance, the three individuals (e.g. instructor, resident assistant, roommates, etc.) or experiences (e.g. fraternity, residence hall house, football, bull sessions) which you feel served to modify or alter some of your attitudes, values, opinions, beliefs and interests. Please give an explanation as to how these individuals or experiences served to modify or alter some of your attitudes, values, opinions, beliefs and interests. (If it is difficult to specifically identify individuals or experiences, then describe the sequence of experiences or individuals as you remember them.)

SECTION III

On every college or university campus students hold a variety of attitudes about their own purposes and goals while at college. Such an attitude might be thought of as a personal philosophy of higher education. Below are descriptive statements of four such "personal philosophies" which there is reason to believe are quite prevalent on American college campuses. As you read the four statements, attempt to determine how close each comes to your own philosophy of higher education.

PHILOSOPHY A: This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, although certainly not ignored. Concern with extra curricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

PHILOSOPHY B: This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

PHILOSOPHY C: This philosophy holds that besides occupational training and/or scholarly endeavor an important part of college life exists outside the classroom, laboratory, and library. Extra-curricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extra-curricular side of college life.

PHILOSOPHY D: This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is in a sense searching for meaning in life. There is often deep involvement with ideas and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of the college--organized extracurricular activities, athletics, traditions, the college administration--are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity and often, contempt for many aspects of organized society.

14. Please rank in order of importance, the philosophies on the preceeding page, to describe the kind of philosophy you have at this time.

Most accurate ____ Second most accurate ____ Third most
accurate ____ Least accurate ____

15. Please rank in order of importance, the philosophies on the preceeding page, to describe the kind of philosophy that you had when you first came to the university.

Most accurate ___ Second most accurate ___ Third most accurate ___ Least accurate ___

16. Please rank in order of importance, the philosophies on the preceeding page, to describe the kind of philosophy you would like to have if you had a choice.

Most accurate ___ Second most accurate ___ Third most accurate ___ Least accurate ___

17. Please rank in order of importance the philosophies on the preceeding page, to describe ~~the~~ philosophy of the typical Michigan State University student.

Most accurate ___ Second most accurate ___ Third most accurate ___ Least accurate ___

18. As you review your responses to the above questions describe the sequence of events from ~~your~~ freshman to senior year that have made a difference in the order of importance that you have given the philosophies on the preceeding page. (e.g. You have felt philosophy A was most important from your freshman year to your senior year; you have felt each philosophy was most important at one time or another; my freshman year I definitely felt philosophy A was most important but my junior year philosophy C became most important; be sure to state WHY you think you had this change of philosophy.

SECTION IV

Please indicate your local address while attending Michigan State University (e.g. State residence hall-South Case Hall; fraternity-Delta Tau Delta; supervised off-campus housing-room; home; unsupervised off-campus housing-Haslett Street Apartments. Don't give street address but do give type of housing).

1st year:

Fall Term _____
Winter Term _____
Spring Term _____
Summer Term _____

Second year:

Fall Term _____
Winter Term _____
Spring Term _____
Summer Term _____

Third year:

Fall Term _____
Winter Term _____
Spring Term _____
Summer Term _____

Fourth Year:

Fall Term _____
Winter Term _____
Spring Term _____
Summer Term _____

20. Before coming to college, in what kind of a community did you live most of your life? (Circle appropriate description of community)

Farm

250 - 2,499 population

2,500 - 24,999 population

25,000 - 99,999 population

100,000 population and over

APPENDIX B

POPULATION OF STUDY

POPULATION OF STUDY

Students in South Case Residence Hall, Winter Term, 1962

130 Not in school during 1964-65 academic year
 12 Resident Assistants (upperclass staff members--
 graduated)
 260 Usable data collected (Winter and Spring Term, 1965)
 133 On campus at sometime during academic year but didn't
 respond
 66 On campus entire period but no response
 29 On campus Fall Term only (No letters sent)
 20 On campus Fall and Winter Term only
 3 On campus Spring Term only
 3 On campus Winter Term only
 4 On campus Winter and Spring Term only
 3 In South Case Hall too short of time to make
 judgement
 2 Sent Questionnaire to me but didn't reach me
 3 Refused to answer

535 Total Students in South Case Hall, Winter Term, 1962

Number of Students*

Last Term Student At MSU

17	Winter - 1962
38	Spring - 1962
15	Fall - 1962
5	Winter - 1963
23	Spring - 1963
9	Fall - 1963
5	Winter - 1964
18	Spring - 1964

130

Students not at MSU--1964-65
 Academic Year

*130 Not in school during 1964-65 academic year.

APPENDIX C

**LETTERS SENT TO STUDENTS ASKING FOR
THEIR PARTICIPATION IN THIS STUDY**

February 12, 1965

Dear

For the past three and one-half years Michigan State University has been studying the views and opinions of students who live, or have lived, in its living-learning residence halls. During this time those conducting the studies have been able to gather data enabling them to assess something of the impact of the living-learning residence hall on the total education of students at Michigan State University. As you know, Michigan State University was the first university to attempt this innovation in higher education. The studies to date have given us information which has been used in curricular and instructional planning.

We appreciate the assistance you have given in the past. We know you were one of the first students to live in a living-learning residence hall. Now most of the freshmen who started in Case Hall, the first living-learning residence, are seniors. We now need your assistance more than ever before. Since you were directly involved in the operation of the first living-learning residence hall, we need your ideas before you leave Michigan State.

The week of February 15-19 has been set aside for us to get your ideas. We are asking for one-half hour of your time. Please come to 338 Student Services Building and complete the short questionnaire we have developed. We are asking for your impressions of your college experiences at Michigan State University. We know how busy you are, so we have arranged as many hours as possible for you. Anytime between 8:00 a.m. and 10:00 p.m., Monday through Friday, someone will be in Room 338 to give you the questionnaire to complete. If you cannot come to the office during this time, please call 5-7490 and tell us when you can complete the questionnaire.

Without your cooperation and assistance during this final phase of your college experience much of the knowledge that students have regarding the living-learning residence halls will be lost. In contributing some of your time to this project, you will be contributing to increased understanding of the cumulative, long-term impact to the educational process. We feel that this study can be of real importance and value to Michigan State University and urge your cooperation.

Sincerely,

J. A. Fuzak
Vice President for Student Affairs

February 19, 1965

Dear

A few days ago you received a letter from Vice President J. A. Fuzak requesting your cooperation in a study involving those students who lived part of their freshman year in South Case Hall. Since we have not heard from you, we are assuming that you forgot or that you were too busy last week to participate in the study.

Would you please schedule one-half hour of your time this week so that we might have the benefit of your thinking at this time. For this study to be of help to the students at Michigan State University, we must have as many participants as possible.

Please come to Room 338, Student Services Building, to complete the questionnaire. We will have the office open from 8:00 a.m. to 5:00 p.m., Monday through Friday. If you cannot come at this time, please call 355-7491 or 355-7733 and arrange an appointment or we will mail the questionnaire to you.

We hope to hear from you in the near future.

Sincerely,

Donald V. Adams
Project Director

APPENDIX D

INTERVIEW GUIDE

INTERVIEW GUIDE

GENERAL DIRECTIONS:

We are interested in learning more about your ideas of your college experience at Michigan State University. I know you are busy so I have prepared an outline to keep me on the subject and to use our time most profitably. Please be honest and frank. I assure you complete confidentiality. What you say will in no way influence my evaluation of you as a person or will it ever appear in any records of this university.

1. Review the entire questionnaire for clarification and depth.
2. Return to Question 18, "Sequence of events from your freshman to senior year that have made a difference in the order of importance that you have given the philosophies on the preceeding page," for more depth in understanding the process of change in philosophy.
To understand the student's freshman philosophy discuss his reasons for attending Michigan State University.
To validate and give reliability to the students' responses in question 18 discuss the purposes for which a university exists. Also discuss how these perceptions of the purposes for which a university exists has changed in the student's mind over the past four years and why they have changed.
3. Specific questions related to the particular population this person represents as a random selection.
4. Why are you in your present major? Did you change? Why?
5. How would you describe your different living experiences on this campus? How did they compare to the freshman year in South Case?

