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MORAL BEHAVIORAL TRAINING AND CONTROLS IN
HIGHER EDUCATION AND THEIR SIGNIFICANCE TO
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Dugald McMillan

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MORAL BEHAVIORAL TRAINING AND CONTROLS IN HIGHER EDUCATION
AND THEIR SIGNIFICANCE TO STUDENT SATISFACTION.

BY

DUGALD MCMILLAN

A DISSERTATION

Submitted to
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ABSTRACT

MORAL BEHAVIORAL TRAINING AND CONTROLS IN HIGHER EDUCATION
AND THEIR SIGNIFICANCE TO STUDENT SATISFACTION

BY

Dugald McMillan

In a present which increasingly worries about the
apparent dearth of ethics and morals in the young, the
history and place of moral behavioral training and
standards in higher education is of especial interest.

A review of the history of higher education shows
that moral behavioral training has continuously retreated
before the successive and complementary forces of
vocationalism, the research university ideal, and latter
day moral relativism.

Analysis of the institutional policies of a very
large sample of colleges and universities shows that,
although moral behavioral training and standards rest at
an historically low ebb nationally, many schools continue
to rest their educational processes upon bases made up of
a multitude of religious and philosophical tenets.

Geographical analysis of the surveyed institutions provides a clarifying and informing commentary describing the location and values of areas of specific moral behavioral training levels which is consistent with and supported by the general socio-historical record.

A scientific sample of students at seventy-two colleges and universities throughout the United States provided data to show that for many students the provision of a moral behavioral framework has a significant effect upon students' satisfaction with the higher education experience.

Dedication

To Robin and Dolly for all their energy and work.

To Nina for her everlasting patience and support.

Let me count the ways.

ACKNOWLEDGEMENTS

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Purpose and Significance of the Study

THE STATEMENT OF THE PROBLEM

During the last one hundred and fifty years, the
interaction of various dynamic factors has led to a marked
change in the general perception of colleges' and
universities' responsibility for the moral behavioral
training and guidance of students. The years have seen a
steady progression away from the pervasive control of the
colonial college toward a state of value-neutral
indifference.

Rudolph (1962), in his comprehensive historical
survey of American higher education, The American College
and University: A History, points out that colonial
paternalism did not develop over time but was a
fundamental principle undergirding the educational system.
Only through strict and complete control of students'
lives and thoughts could the moral growth necessary in a
Christian man be guaranteed. This moral growth was the
true stuff, the basis, upon which the early colleges were
founded. Secular learning, which today is considered the
core of the college experience, was in those early days

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considered to be merely intellectual equipment for the furtherance of moral development.[1]

The combined effects of democracy, vocationalism, and the university ideal have led to a reconstitution of the goals of higher education and of the relationship between school and student. The student has become, on the one hand, a resource for the furtherance of the intellectual goals of the university and, on the other, a vessel to be filled with sets of applied knowledge for the good of industry, commerce, and government.[2]

Students have not had to be forced to participate in this process. They are the children of a moral neutral society that sees little utility in expending either time or effort to instill any but the most rudimentary social values in the young. There is in fact a tendency to label any attempt to teach comprehensive moral systems as totalitarianism or reactionary philosophy.

E. G. Williamson (1961), in describing the separation of the academic and student personnel spheres, laments

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[1]Frederick Rudolph, The American College and University: A History (New York: Vintage Books, 1962) Chap. 1.

[2]Rudolph, Chaps. 10-14

that at the majority of public colleges and universities,
behavioral control and leadership is left to student
personnel staff whose working brief can fairly be
characterized as "containment". They work to modify
destructive and overtly anti-social behavior but,
reflecting the demo-anarchic ethos, take care to avoid
condemnation or castigation. Indeed, given the limited
nature of the environment in which they are allowed to
operate, an activist-critical attitude would be out of
place.[3]

The collegiate renunciation of responsibility for the
moral behavioral development of students has had two
interconnected yet specific effects. In freeing itself of
its historical responsibility, American higher education
has had to relinquish its position of moral authority and
leadership. Although it remains the chief repository of
knowledge concerning moral thought, philosophy, and
civilization, higher education has, to a great extent,
become spiritually impotent. The knowledge so zealously
collected and studied is not applied. In effect, the
historical drive to assimilate the knowledge of the past
and synthesize moral-societal viewpoints and goals for the

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[3]E.G. Williamson, Student Personnel Services in Colleges and
Universities New York: McGraw-Hill, 1961)

present and future has been replaced by a introverted
scholasticism that does not affect the commonweal.

At the institutional level, students may not be
receiving the education either they or society deserve.
Such is the current state of affairs that neither party is
aware of the deficiency. On the one hand, graduates merge
smoothly into the larger society bringing little moral-
ethical baggage with them for either their own or
society's ongoing development. On the other hand, the
time spent in school is made inordinately lonely and
difficult by the need for each student to struggle
virtually alone to wrest a sense of place and worth from
the maelstrom of social and intellectual activity which is
the modern public campus.

One hundred and fifty years of thought and
rationalization have produced a higher education system
predicated on the notion that students should provide for
their own moral behavioral development. As Helen Nowlis
(1961) has written, in what may be considered the
definitive statement of this view,

> "Becoming adult involves, at a minimum,
> substituting independence for dependence,
> individual identity for borrowed or assigned
> identity, and meaningful social relationships
> with a variety of individuals outside the family
> circle for basic relationships within the
> family. It involves the development of a

meaningful sexual identity and appropriate
masculine and feminine roles and meaningful
relationship to life and the meaning of life.
The attainment of maturity also involves the
ability to postpone immediate gratification
in the interests of long range goals ...
neither meaningful identity nor a set of
values to live can be bestowed like a mantle.
They must become a part of one's being, and
the process of internalizing them can be
painful, both for the person and for those who
care."[4]

The wisdom and efficacy of the contemporary view that college students are responsible for their own moral behavioral development provides the focus for this study.

THE PURPOSE OF THE STUDY

This study will examine the extent to which moral behavioral training currently operates in public and private four year colleges and the effects that moral behavioral training have upon matriculation and student satisfactions with the educational experience provided.

In a more general sense, the current state of the relation between school and student mirrors the current state of the general society both in terms of a lack of direction and the failure to guide our citizens toward a

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[4]Helen Nowlis, <u>Drugs on the College Campus</u> (Garden City, N.Y.: Doubleday and Co., 1969) pp. 21-22.

set of common and constructive values that can provide the social and ethical integration necessary for a healthy civilization.

At an emotional level, the psychological alienation prevalent in contemporary society is reflected in the alienation which students experience in the present campus environment. In a system that provided more support and guidance, in which moral/behavioral goals were set and understood, students would have a framework within which to live and develop, feel valued, and see themselves as prideful participants in the collective effort.

At issue is whether American higher education is as effective or as fulfilling as it could be. While effectiveness is a matter of immediate and popular concern, even though it appears that much of the effort expended in studying the effectiveness of educational methods is superficial, the student's emotional reaction to the educational experience provided has been neglected, due to the difficulty of study and an aversion to examine critically certain basic precepts, the validity of which is crucial to the continuation of the system which the researchers themselves depend upon and hold dear. It is hoped that this study will help to bridge this gap.

THE NEED FOR THE STUDY

The views governing relations between colleges and universities and their students can fairly be characterized as static and self-serving. Historically, the change from active intervention and control of student conduct and moral development to a condition that can most kindly be described as "benign neglect" is the result of a renunciation of responsibility due to a collective desire on the part of faculty, administration, and society to concentrate on more desirable activities. In fairness, it should be pointed out that public higher education in this regard is but a mirror of the greater society.

Nonetheless, the fact remains that higher education need not reflect society's tendency to embrace the desirable at the expense of the necessary. There is reason to regard this point of value only as an excuse obviating the necessity to seriously consider the implications of the retreat from moral leadership. In acceptable realms of academic endeavor, there certainly is no predisposition to emulate general societal mores or beliefs. In fact, the opposite is true. Academics routinely see their work and views as more sophisticated and, in a real sense, better than that which exists beyond the campus boundaries.

In an environment in which there is no real desire to examine basic precepts, there is a tendency to gravitate toward study of the safe and, unhappily, the irrelevant. The questions asked routinely examine the efficacy of techniques and trends within the unquestioned general institutional framework.

The failure to confront sacred tenets severely circumscribes the potential scope of inquiry. In addressing such large questions as the general social and emotional goodness of the higher education system, it is indeed necessary to step beyond what have come to be considered the accepted boundaries of scholarly investigation. The fact that practitioners universally approve of the principles governing higher education does not absolve educational researchers of the scholarly responsibility to investigate all factors having an effect upon the educational process in particular and the subsequent effect of that process upon the welfare of society in general.

In the absence of scholarly investigation and challenge of the current ethos, studies such as this are needed.

THE SIGNIFICANCE OF THE STUDY

A review of existing literature shows that studies of
the effects of college upon students have been severely
limited by two important factors. First, and definitely
the most important, questions have been limited by the
extent to which researchers have been willing to challenge
the beliefs undergirding the system. Generally,
researchers have not been at all willing to question basic
precepts. Furthermore, student perceptions and reactions
have been limited by a high level of conceptual
specificity and by the preconceived notions and goals
governing the researches. Students answer the questions
they are asked, and no more. What of the answers they
hold for questions not asked? And, what of the
subconscious feelings and needs that they cannot verbalize
or even acknowledge because of personal or societal
pressures to the contrary?

It is symptomatic of the state of modern public
higher education that its collective self-perception leads
researchers to a constant reaffirmation of the system and
more pointedly accepts the questionable premise that four
years of undergraduate education renders students, who a
short time earlier were characterized as "empty vessels",
capable judges of the effects of their educational

experiences.[5] It is a cardinal precept of this study that students do not go through miraculous transformations at matriculation or graduation. The weakness of the "empty vessel" image is obvious but so too it the concept that students have clear and valid ideas of what they need to gain from their educational experiences and are able to gauge the effectiveness of the process once their educations have finished.

What is being examined in this study is the extent to which moral behavioral training exists and the effects that the existence of that training has upon students' educational plans and satisfaction. The definition of these wants and needs is controlled not by the preconceptions of educators or the socially acceptable and popular precepts consciously embraced by students but rather by the generally accepted psychological and sociological principles governing the individual's essential relation to the social environment.

It is necessary at this point to acknowledge that public higher education does satisfy a majority of consciously perceived student desires, especially the material and scholastic. It seems appropriate to maintain

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[5]Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students (San Francisco: Jossey-Bass, 1969) vol. I.

that higher education is effective in accomplishing its

mission. The problem is that the definition of that

mission may be flawed.

The significance of this study lies in the challenge

presented to the contemporary frame of reference and

belief.

HYPOTHESIS

The hypothesis of this study is:

> Undergraduate students react directly and
> favorably to the level of moral behavioral
> direction provided by higher education
> institutions.

Three sub-hypotheses provide the informational bases

for the main hypothesis:

SUB-HYPOTHESES

1. Students' original motives for attendance at
   particular institutions are related to institu-
   tional policies concerning moral behavioral
   direction.

2. The degree to which students' original motives
   for attendance are satisfied is related to
   institutional policies concerning moral
   behavioral direction.

3. Institutional conformity to the Eddy principles
   is related to institutional policies concerning
   moral behavioral direction.

4. The degree of student satisfaction in terms of
    the Eddy principles not related to institu-
    tional policies concerning moral behavioral
    direction.

5. The level of general student satisfaction is
    related to institutional policies concerning
    moral behavioral direction.

The hypothesis will be stated in the null form for

the purpose of statistical analysis in Chapter III of this

study.

DEFINITIONS OF TERMS

moral behavioral training and guidance

1. College and university provision of a set of
    ethical/religious and social/civil principles
    governing the operation of the institution and
    the conduct of students.

democratic education

2. The current socially heterogenous condition of
    the student body, drawing from all social strata,
    as contrasted with the classist nature of early
    higher education in the United States.

vocationalism

3. The belief in and espousal of the inclusion of
    applied curricula in higher education, particularly
    science, engineering, business, and agriculture.

university ideal

4.   The belief that the primary functions of higher
     education are the discovery of fundamental and
     applied knowledge, and the training of future
     scholars.

student

5.   For the purposes of this study, persons studying at
     the undergraduate level.

SCOPE AND LIMITATIONS OF THE STUDY

Because of the historical precedents and what might

be considered a backward or conservative outlook, this

study is limited by the lack of contemporary supporting

theoretical or empirical research upon which it might

otherwise depend for support and guidance. These factors,

combined with the usual survey difficulties, i.e.,

cooperation of subjects, internal survey consistency, and

external interpretation, mitigate against the possibility

of drawing definitive conclusions.

THE ORGANIZATION OF THE STUDY

The study of the public higher educational

institution's role in the moral developmental education of

students is presented in five chapters.

Chapter I consists of the Statement of the Problem, the Purpose, Need, and Significance of the Study, the Statement of the Hypothesis, Definitions of Terms, Statements concerning the Study's Scope and Limitations, and a overview of the Organization of the Study.

Chapter II presents a review of related literature. the first section reviews the historical development of public higher education and established the bases of the current conception of institutional responsibility for moral behavioral training and guidance. The second section considers specific modern literature dealing with the general topic of school/student relations. The third section consists of a review of recent literature directly concerned with the moral behavioral needs of students.

Chapter III describes the research methodology, the study design, questionnaire development, and data collection and analysis.

Chapter IV is a presentation of the data and an explanation of the data analysis.

Chapter V consists of a summary of the study, presentations of research conclusions, and recommendations for further research.

Chapter II

Review of the Literature

This chapter is devoted to a review of literature related to the historical development of the relationship between student and the university, modern literature dealing with the relations between school and student, and to recent literature directly concerned with students' moral behavioral needs and institutional reactions to those needs.

HISTORICAL DEVELOPMENT

During colonial and immediate post-colonial times, educational thought was settled and accepted. Publications were relatively simplistic, dealing either with proper pedagogical methods or recounting the histories of particular institutions. Brubacher & Rudy[1] and Rudolph[2] have provided in their survey histories glimpses of higher education in those times. Of especial interest is the unanimity of thought concerning the purposes of higher education. The goal of America's

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[1]John S. Brubacher and Willis Rudy, <u>Higher Education in Transition: 1636-1956</u> (New York: Harper and Row, 1958)

[2]Rudolph, Chap. 1.

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colleges was the successful production of morally mature
graduates. As the graduates of the system were meant to
provide the ministry and secular governance for the
colonies and for the new nation, this view had a
contemporary validity. Certainly, the founders of Harvard
quoted in Morrison[3] were very clear in the statement of
their colony's educational needs circa 1650. Their belief
in the necessity of an enlightened leadership was shared
as the years passed in the other colonies although there
is evidence that there was a tendency to establish
colleges for prestige reasons in colonies whose sense of
mission was not so clearly developed as was that of the
Puritans of Massachusetts. Motives did vary as did
results but there was agreement that the graduate was the
purpose of the educational enterprise and that the method
of classical pedagogy established at Oxford and Cambridge
was the proper mode of operation.

Rudolph points out that the definitions governing
higher education were re-written during the nineteenth
century. The traditional goals and purposes of higher
education were assailed by the dynamic and intertwined

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[3]Samuel Eliot Morrison, Harvard College in the Seventeenth
Century (Cambridge: Harvard University Press, 1936), II, pp
534-537.

tenets of democracy, the industrial revolution, and the
German university.[4]

Jeffersonian and Jacksonian democracy took issue with
the traditional belief in a natural elite. According to
Rudolph, in the new democracy, every man had the right to
rise and take any place for which his desires and
aptitudes might suit him. The effect of this profound
doctrinal change in values was not readily apparent in
terms of the higher education system, although logically
if everyone was to have a right to achieve then education
must provide appropriate training for all who would aspire
and, just as important, provide a type of training that
would be of lasting value to those who might not achieve
their primary goals. The essential connection between
personal aspiration and educational relevance was to be
provided by the changes taking place in the young nation's
economy.[5]

The industrial revolution was beginning to put great
pressure upon the supply of trained technical personnel.
In Rudolph's view, the colleges were not producing
effective citizens, at least from the perspective of the
country's manufacturers and entrepreneurs. The

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[4]Rudolph, Chaps. 10-13

[5]Rudolph, Chap. 10.

traditional classical curriculum did not produce mechanics and engineers. The new materialistic society did not require elites but vast numbers of technical operatives. Herein lay the solution to the quandary posed by nascent democracy. The majority need not hew to the old educational line with predestined failure the lot of most, but could instead be trained in satisfying and self-improving ways for the benefit of the nation.[6]

As part of a movement that included a wholesale expansion of the public high school system, demands were made for the reconstitution of the curricula, the increase of available places, and outright establishment of colleges dedicated to technical and applied education. Acceptance of the vocational view was signalled by the passage of the Morrill Act and consequent establishment of land-grant colleges throughout the nation.[7] What is important for the purposes of our review is that the generalized vision of higher education had been expanded beyond the traditional concept to include material and technical accomplishment.

Vocationalism in no way signalled an abandonment of the social tenets of traditional education. Rudolph

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[6]Rudolph, Chaps. 11-12.

[7]IBID

points out that vocationalism did not bring about an abridgment of the perceived institutional responsibility for moral training and guidance but only a redefinition of the secular curriculum in those colleges where vocationalism was embraced. In fact, the curricular change coincided with a long period of religious revival. Viewed in a general societal context, the moral atmosphere in colleges during the second half of the nineteenth century quite closely approximated the increasingly rigid social structures embodied in Victorianism.[8]

Rudolph traces the implantation of the German university model in the United States. American educators travelling in Europe were attracted to the modern universities being developed in Germany. These new universities were dedicated to the furtherance of knowledge. Education was not viewed as the goal of the university but rather a means to further the expansion of knowledge through the production of university scholars. This concept ran counter to both traditional and vocational education, not to mention causing consternation among religious conservatives and apprehension in those who felt that moral training was the prime duty of higher

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[8]Rudolph, Chap. 4.

education. Opposition to the university movement was immediate, strong and sustained.[9]

In the years before the Civil War, the efforts of Benjamin Silliman, Philip Tappan, and Francis Wayland to install the new concept were largely ineffectual in the face of concerted antipathy from traditionalists.[10] These initial defeats were not important when viewed against the emotional inroads made by the concept. The university became the ideal for the majority, no matter how seemingly impossible the chance that the new idea might be implemented at their particular institutions might seem. It was enough that a new direction had been indicated.

The great industrial-commercial expansion occasioned by the Civil War provided the impetus and the means for the proliferation of the university concept. Industrialists and other men of material vision, according to Rudolph, realizing that the United States must invest in the future to protect its new found commercial prominence, and endowed with the capital necessary for that investment, stepped beyond the vocational viewpoint to embrace the university as the means to insure technical progress. Where the pioneers had failed, in the years

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[9]Rudolph, Chap. 12.

[10]Rudolph, Chap. 11.

following the Civil War, Andrew D. White, Daniel Coit
Gilman, and their fellows succeeded with the help of
capital and support offered by industrial and commercial
interests.[11]

In the last decade of the nineteenth century, the
great causative factors coalesced with momentous effect.
Faced with a multiplicity of needs and constrained by
obvious physical/temporal limits, higher education made a
consensual decision to de-emphasize its historical
responsibility for student character development. The new
needs were more attractive, offering vistas of a new way.
As had been the case throughout the previous fifty years,
desires were not matched by reality.

The years stretching from the beginning of the
twentieth century until the outbreak of World War II, a
period of alternating material prosperity and deep
depression, were punctuated by a strong and active debate
over the new ideas. Rudolph feels that the short shrift
being given student moral behavioral development in the
new schema was a particular concern. Critics pointed to
the moral neutral tendencies of the universities and
wondered what had happened to the eternal verities that
had in an earlier day governed conduct and developed

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[11]Rudolph, Chap. 12.

maturity. In 1913, Theodore Roosevelt, giving voice to the feeling of many, said,

> "What we need is to turn out of our
> colleges young men with ardent
> convictions on the side of right...[In
> our colleges] there is no effort to
> instill sincerity and intensity of
> conviction."

Roosevelt's views were supported in thought and action at the many small colleges which, faced with the improbability of ever emulating the university ideal, due mainly to fiscal constraints, saw their best hope in proclaiming their allegiance to the traditional ways.[12]

At the universities, there was a more specific reaction to the practices which were leading students away from traditional methods and curricula. Irving Babbitt (1908) warned against scientific materialism and the tendency to assume that the inherent goodness of humanity would compensate for the character training now missing from the curricula. Babbitt and his compatriots pointed to the extreme goal orientation of the contemporary student, comparing it unfavorably with the more contemplative and relaxed Oxbridge ideal in which the

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[12]Rudolph, Chap. 21.

complete person was the goal.[13] Even more specific was Robert Maynard Hutchins (1936) who argued forcefully against the aridity of the modern university curriculum and called for a return to the study of those works which had long served as the bases of traditional education. He argued that thousands of years of human artifice had produced a body of thought of immutable truth that need not and should not be jettisoned, questioned, or re-invented.[14]

While of immediate attraction to conservatives and doubters, it is Rudolph's belief that the ideas of Babbitt, Hutchins, and their compatriots were backward looking and held little attraction for those most closely connected with the operation of higher education - the faculties and administrations. Further, their points of view were diminished in the eyes of students who, confronted with the uncertainties of the Great Depression and the apparent failure of traditional values and institutions, were in no mood to take part in a reaffirmation of the old and discredited. Far more attractive were the intellectual vistas presented by John

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[13]Irving Babbitt, Literature and the American College: Essays in Defense of the Humanities (Boston: Houghton, Mifflin and Co., 1908), Chaps. 1-3.

[14]Robert Maynard Hutchins, The Higher Learning in America (New Haven: Yale University Press, 1936)_

Dewey (1916), offering faculties and students
opportunities to redefine the uses, values, and
combinations of knowledge. The immediate future seemed to
demand new methods. Dewey seemed to offer those
methods.[15]

The pre-World War II period witnessed a number of
more prosaic changes in higher education that reflected
the change in the student's relation to the school. The
impersonalism of the university caused a meteoric growth
in the extracurriculum. Students instinctively filled the
socio-emotional void with activities of their own, some of
serious intent, many frivolous, but all necessary to a
sense of social being and place. Rudolph states, that
when faced with a real loss of control over their charges
and alarmed by the excesses of the extracurriculum,
university administrations sought to fill the void with
student personnel staff. There was no attempt to re-
install the entirety of traditional controls.[16]

In Mueller's view (1961), student personnel implied
and still does imply modification and mitigation of
negative forces and activities, not ethical training or

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[15]Rudolph, Chap. 22, and John Dewey, Democracy and Education:
An Introduction to the Philosophy of Education (New York:
MacMillan, 1916)

[16]Rudolph, Chap. 22.

leadership. Moreover, given the minor role assigned to
student personnel staff in the collegiate hierarchy and
the consequent limitations placed upon their scope and
power, an historical fact still much lamented by student
personnel practitioners, the modest outcomes of their
activities is understandable.[17]

American higher education was radically transformed
in the twenty years following World War II. Of the
factors affecting this transformation, some stemmed from
the great socio-political forces unleashed by the war
while others, of earlier origination, found fruition in
the general ferment of the time.

The most striking change in higher education was the
democratization and expansion of the student body. The
rhetoric of the Allies had for four years alluded to the
equality of humankind. It was perhaps therefore
inevitable that one of the bonuses granted American
veterans should be subsidized higher education. Morse
(1960) relates how the colleges were inundated by almost
four million veterans eager to take advantage of the GI-
Bill of Rights and the chance to improve their futures.
The influx of this heterogeneous mass precipitated an

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[17]Kate Hevner Mueller, _Student Personnel Work in Higher
Education_ (Boston: Houghton, Mifflin and Co., 1961) Chap.
22.

acceleration in the movement away from traditional practices. The veterans did not share the social values of their predecessors, values personified in the old ways, and were moreover preoccupied with the attainment of useable skills.[18]

College was not the only goal of the veterans. Marriages deferred by the war were at last consummated. The result, while not immediately relevant, was the post-war baby boom. By the mid-1960's, the trails blazed by their fathers were followed by the children of the boom, the majority of whom were imbued with the same indifference to tradition and vocational-materialism of their parents. By 1975, 10,880,000 students were enrolled in colleges and universities.[19] The mushrooming numbers of students strained the physical capacities of the system to the breaking point. Campuses were expanded, new schools were established where none had before existed.

The size of the student body accentuated the impersonality of the university, both in sheer physical imperatives and through the reaction of administrators.

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[18]Bradford Morse, "The Veteran and His Education," Higher Education, XVI (1960), No. 3-6,7, pp. 16-19.

[19]United States Department of Commerce, Bureau of the Census, "Statistical Abstract of the United States, 1975", (Washington D.C., Department of Commerce, 1984) p. 149.

Rudolph states that university administrators, with few exceptions, were preoccupied with expansion and inter-institutional competition. In the clash of priorities, these preoccupations led to a further diminution in concern for student welfare.[20]

Another factor affecting the school/student relationship was the entry of the federal government into the higher education area. The flight of Sputnik in 1957 resulted in a vast, federally financed research effort. Harris (1960) relates that, for many, competition for federal funds became an obsession, an obsession with noticeable effects upon the internally perceived responsibilities of faculty and administrators. Increasingly, they turned outward, away from the campus and toward the research opportunities they craved and the federal money that might finance that research.[21]

One final factor was to have a powerful effect upon the school/student relationship. The combination of a continuing concern for civil rights and individual freedoms and the Viet Nam troubles led to a significant reduction in institutional control over students. Already

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[20]Rudolph, Chap. 22.

[21]Seymour Harris, ed., <u>Higher Education in the United States: The Economic Problems</u> (Cambridge: Harvard University Press, 1960)

predisposed to relative disinterest in student welfare,
university administrations, with varying degrees of
reluctance, relinquished much of what remained of their
social prerogatives when challenged by civil rights
activism and mass unrest. When confronted by the excesses
of the Viet Nam years, university administrations reacted
with a caution so obvious that public confidence in the
higher education system was severely damaged. Daniel Bell
and Irving Kristol (1968, in <u>Confrontation: The Student
Rebellion and the Universities</u>, pointed critically to what
they considered the generally weak and ineffective
administrative responses to student outrage.[22]

In one hundred and fifty years, higher education
progressed from a tiny establishment, homogeneous in
thought and outlook and preoccupied with the production of
superior men, to a vast industry encompassing many goals
in which students were but one of the products. The
imposition of new goals necessarily entailed a reduction
in the time and effort expended on the student body.
Perhaps inevitably, those features of the old system that
did correlate closely with the new drives were retained,
while those that did not, particularly the moral

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[22]Daniel Bell and Irving Kristol, <u>Confrontation: The Student
Rebellion and the Universities</u> (New York: Basic Books, 1968

behavioral training and guidance of students, were
relegated to an uncertain limbo.

MODERN LITERATURE PERTAINING TO THE RELATIONSHIP BETWEEN SCHOOL AND STUDENT

The study of literature pertaining to the
relationship between colleges and universities and their
students reveals a coincidental conjunction of great
importance to our study. The amalgamation of traditional
educational theory with modern socio-psychological
concepts and statistical methods that first appeared
during the interwar years was promulgated by university
researchers who accepted the school/student relationship
as defined by the German university model. Thus, the body
of literature that is considered valid in the modern arena
from its inception assumed a condition that did not reach
fruition until the 1960's. It may be said that the hope
presaged the goal. In a very real way, this premonitory
literature has apparently paved the way for the desired
condition. The consistent assumption of the desired
outcome in an ever growing body of literature over the
years has produced a cumulative legitimization of the
university definition of the relationship between school
and student.

The acceptance of the university by researchers manifested itself through its absence from the forum of investigation and analysis. The university concept has become so widely accepted as not to need further explanation or justification.

Not surprisingly, the first instances of modern research into the collegiate experience emerged from the growing student personnel movement. Mueller (1961) and Johnson (1970) both relate that, while genuinely concerned about the welfare of students, the student personnel pioneers were also attempting to find an important and influential place for their infant discipline in the collegiate firmament.[23]

William Cowley was the pioneer in this process, being able to develop a significant study in 1932 based upon his extensive collection and interpretation of student data at Ohio State University.[24] Other notable institutional analyses were published by Theodore Newcomb, based upon

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[23]Mueller, Chaps. 3-4. See also, Walter F. Johnson, "Student Personnel Work in Higher Education: Philosophy and Framework," in Laurine E. Fitzgerald, Walter F. Johnson, Wila Norris, College Student Personnel: Readings and Bibliographies (Boston: Houghton, Mifflin and Co., 1970) Chap. 1.

[24]William H. Cowley, The Personnel Bibliographical Index (Columbus, Ohio: Ohio State University Press, 1932)

his research at Bennington College in 1943[25] and , after

World War II, by Nevitt Sanford at Vassar in 1956.[26]

These established the general model that would be followed

up until the present day. Within the conjectural bounds

dictated by the university definition, a comprehensive

range of student activities, interests, and outcomes have

been investigated and analyzed.

After World War II, the precedent set by the

institutional analysts was maintained by an ever growing

multitude of educational theorists and investigators. The

exponential growth of interest in higher education quickly

forced researchers away from general analysis toward the

study of ever more fractional parts of the whole.

Review of noteworthy leading modern studies

concerning students and their relationship to the

university reveals a diversity of approach and

interpretation but, with few exceptions, a uniformity of

basic outlook. Undergraduate students are perceived to be

unfinished adults coming from diverse backgrounds who

interact with the institutional process for four years and

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[25]Theodore Newcomb, <u>Personality and Social Change: Attitude Formation in a Student Community</u> (New York: Holt, Rinehart and Winston, 1943)

[26]Nevitt Sanford, ed., "Personality Development During the College Years", <u>Journal of Social Issues</u> XII, no. 4, (1956)

are extruded at graduation as productive and superior

adults. The studies, from Jocob (1957)[27] to Astin and

Holland (1961)[28] to Sanford (1962)[29] and Lehmann and

Dressel (1963)[30], accept the generalized outcome as

satisfactory and concentrate on the educational-mechanical

process with great emphasis on small scale detail. Within

context, their findings are often valuable.

Recent literature, written in an environment of

almost universal acceptance of the university ideal, re-

asserts the precedent set by earlier research. The basic

structure is unchallenged and research and any resulting

controversy exist within the acceptable milieu. Perusal

of Feldman and Newcomb's exhaustive The Impact of College

on students (1969) exposes the full range of original

research and reactive criticism, and reinforces the

conclusion that the university ideal, as it applies to the

[27]Philip E. Jacob, Changing Values in College (New York: Harpers, 1957)

[28]Alexander Astin and John L. Holland, "The Environmental Assessment Technique: A Way to Measure College Environments", Journal of Educational Psychology, 52, (1961)

[29]Nevitt Sanford, The American College (New York: John Wiley and Sons, 1962)

[30]Irving J. Lehman and Paul L. Dressel, "Changes in Critical Thinking Ability, Attitudes, and Values Associated with College Attendance", Final Report, U.S. Department of Health, Education and Welfare Cooperative Research Project N. 1646 (East Lansing, MI: Michigan State University, 1963)

school/student relationship, remains generally

unchallenged.[31]

The unrest and anarchy that invaded the campus during

the Viet Nam war did not materially affect the outlook or

attitude of educational researchers. The papers and books

examining the ferment of those times tend to stress

description and process while minimizing proscription and

judgement. Typical are the studies of Baird (1970) and

Kerpelman (1972) that focus on the social origins and

attitudes of the protestors but say little about their

actions or ethics.[32] Durward and Long (1970) and the

"Report of the President's Commission on Campus Unrest"

(1970) exhibit a neutrality that is common throughout the

literature and that is modified only when the authors

contemplate the dangers of student demands for greater

participation in university governance.[33] Bell and

Kristol's study (1968) of the unrest at Columbia is an

exception, heaping ridicule upon what they considered ill-

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[31]Feldman, and Newcomb, Vol. I.

[32]Leonard L. Baird "Who Protests: A Study of Student Activists", in Julian Foster and Durward Long, Protests (New York: William Morrow, 1970) and Larry C. Kerpelman, Activists and Non-Activists: A Psychological Study of American college Students (New York: Behavioral Publications, 1972)

[33]Durward and Long and "The President's Commission on Campus Unrest" (Washington D.C.: U.S. Government Printing Office, 1970)

conceived and ineffective administrative reaction to
student excesses on that campus.[34]

The research patterns established in the years from
1900 through the 1950's have remained in operation to the
present day. Researchers apparently continue to be
preoccupied in the main with the minutiae of the
collegiate experience and to refrain from value judgements
venturing beyond technical processes, student personnel
policies, student demographics, and the curricula.

MODERN LITERATURE PERTAINING TO THE MORAL/BEHAVIORAL NEEDS
OF STUDENTS AND INSTITUTIONAL REACTIONS TO THOSE NEEDS

The recent scarcity of literature concerned with the
school/student relationship, as demonstrated in the
previous section, is even more pronounced when literature
pertaining to the moral behavioral needs of university
students is perused.

The university ideal, democratization, and
secularization have combined to render minuscule
contemporary interest in the moral behavioral needs of
students. At the modern public university, morals,
ethics, and maturation are factors that lie firmly within

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[34]Bell and Kristol

the student's sphere of responsibility. As such, there
seems to be little scholastic concern for a subject that
is by definition beyond the control of faculty and
administration.

Before commenting upon the literature that does
exist, it would be constructive to examine quickly those
areas wherein quite a large body of literature exists
concerning the moral behavioral needs of the young.

In recent years, a sizeable body of polemical
literature has been published by fundamentalist Christian
sects. While inclusion of this literature in this study
is not appropriate, it is worth noting its existence as a
reflection of a growing public concern about the state of
contemporary society and of a perceived failure of public
agencies to provide proper moral and ethical training for
youth at the public school and collegiate levels.

The aversion to consideration of moral/ethical
factors at the collegiate level is evident although not as
prevalent at the public school level. The combined
efforts of Piaget, Russel, Dewey, Spock, and their ilk
have not quite stilled those educators who see a place for
moral behavioral training at the public school level. A
particularly thoughtful example is A. J. Watt's rigorous

treatise (1976) on the place of moral/ethical training in the modern public education system.[35] In a more general way, child and adolescent psychologists concede that as environmental influence on personal development is so pervasive, it is important that children receive constructive inputs. However, they have been preoccupied with process, popularly labelled "values clarification".

The views of child and adolescent psychologists and sociologists provide further tangential sidelights that, while not immediately germane, demonstrate the extent to which the contemporary view of institutional responsibility for moral behavioral development is accepted. The assumption of modern adolescence as an intrinsic part of modern social psychology as promulgated by Berzonsky (1981) and Hopkins (1983) in their widely used textbooks, and the failure to question that assumption, shows how pervasive is the doctrine of individualism and self-development. The proposition, common in the literature, that university students constitute a distinct post-adolescent class adequately served in the collegiate environment, lends significant weight to the current view, coming as it does from

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[35]A. J. Watt, <u>Rational Moral Education</u> (Melbourne: Melbourne University Press, 1976)

ostensibly external sources.[36] Further, studies of the
effect of home environment upon the educational success of
children and adolescents reveals a research orientation of
great significance. Education success is very narrowly
defined to encompass only the formal curriculum and
societal expectations. Many studies, relying on this
definition, have shown that neurotic students are most
successful in school. Musgrove's excellent survey (1966)
of literature in this field clearly demonstrates the
extent to which researchers have become preoccupied with
the mechanical and the measurable.[37]

The most concise and useful literature concerning the
moral behavioral training and guidance of university
students is Edward D. Eddy Jr.'s <u>The College Influence on</u>
<u>Student Character</u>, published in 1959. Eddy argued that
character development was a collegiate responsibility.

> "The American college must be concerned
> with both competence and conscience in
> order to meet its special respon-
> sibilities. The two are requisites
> for effective leadership. Allegiance

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[36]Michael D. Berzonsky, <u>Adolescent Development</u> (New York: MacMillans, 1981), and J. Hopkins, <u>Adolescence: The Transitional Years</u> (New York: Academic Press, 1983)

[37]F. Musgrove, <u>The Family, Education and Society</u> (London: Routledge and Kegan Paul, 1966)

to one without proper attention to the
other may result in the half educated
man."[38]

Written before the storms of the 1960's and 1970's,
Eddy's discourse is largely cautionary, discerning wisdom
in what remains of historical tradition and pointing to
the need to maintain those remnants in the face of
increasing moral nihilism.

Surveying twenty colleges and universities of varying
size and type, Eddy's most profound finding was that the
level of character development depended directly upon
institutional expectations. Students were willing to
satisfy established moral behavioral standards as long as
those standards were honestly and thoroughly applied. He
found that expectations that lacked real and universal
institutional support were often worse than no
expectations at all.

Support stemmed from various sources, specifically;
1) pedagogical style, 2) the curriculum, 3) the level of
student involvement and responsibility in collegiate
governance, 4) the acceptance and promotion of religious
thought and practice, and 5) the general tone of the

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[38]Edward D. Eddy, <u>The College Influence on Student Character</u>
(Washington D.C.:   American Council on Education, 1959) p.
182.

environment. To be really effective, all of these
supportive factors had to be aligned with the
developmental expectations. Misaligned factors, in this
case any factors that were lax or at odds with other
factors, tended to dilute the process in a retrograde
manner. The obvious corollary to Eddy's principle was
that a reduction in expectations would naturally produce a
matching change in the conduct and development of affected
students. Students were quite willing to live down to a
set of minimal standards.[39]

After Eddy, the literature is generally scanty and at
best tangentially applicable to our purpose. A number of
studies and essays address the need for values education
but are unwilling to challenge the value-neutral status
quo. The resulting attempts to prescribe educational
methods conducive to the internal formation of values
without any concrete definitions of desired outcomes are
conjectural and optimistic. Collier, Tomlinson, and
Wilson's <u>Values and Moral Development in Higher Education</u>
(1974) is an example of this sub-genre.[40] After expending
considerable effort attempting to define the necessary
educational schema, the authors present in their

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[39]Eddy, Chaps. 2-7.

[40]Gerald Collier, Peter Tomlinson, John Wilson, eds., <u>Values
and Moral Development in Higher Education</u> (London: Croom
Helm, 1974)

penultimate chapter a description of a student personnel
system implemented at an English polytechnic which is
nothing more than a transplantation of the now traditional
American system into a British environment. It is
interesting that the author of that chapter, Dennis Coe,
Dean of Students at North East London Polytechnic, sees
his Student Services department not as the fruition of the
theoretical rhetoric in the earlier chapters of the book
but simply as affirmation that "...the polytechnic is a
caring community."[41]

Parenthetically, it should be noted that a relatively
disproportionate amount of such literature is British in
origin. This may be caused by the greater rate of change
in the British system and the shock effect of that change
upon educators. Relative weight does not, however, signal
a stronger grasp of the situation for the British seem
even more firmly wedded to the operational principle than
do their American counterparts.

In 1974, Max Lerner published his <u>Value in Education:</u>
<u>Notes Toward a Values Philosophy</u>. <u>Values in Education</u> is
a general, wide-ranging essay not directly related to the
subject of this study but Lerner does make a number of

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[41]Dennis Coe, "The Role of Student Services in Student
Development-A Polytechnic View", in Collier, Tomlinson, and
Wilson, Chap. 17.

points relevant to our discussion. He catalogs basic

human emotional needs as seven in number: 1) growth, 2)

security, 3) identity, 4) belonging, 5) meaning, 6)

interactive feeling, and 7) believing. Modern educational

commentators have concentrated upon growth, identity,

meaning, and interactive feeling at the expense of

security, belonging, and believing. These attributes call

for levels of active prescription and proscription that

are not currently popular.[42]

Lerner also describes without comment the view that

educational efforts should be designed so as to,

> "... educate for social cohesiveness and
> not exclusively for individual gratification
> and fulfillment. A strong case can be made for
> such an aim. It follows from the modern versions
> of the "social contract" theories of law and the
> state: that in order to get their protection
> from the state of nature, whose vileness and
> brutality Hobbes described in his classic passage
> in Leviathan, we give enough of our freedoms to
> make law possible. Since laws in themselves have
> not proved capable of maintaining a social order,
> it follows that they will be enforceable only if a
> climate of social cohesiveness (sometimes called
> "civility") can be achieved. In such a climate
> -- what Robert Nisbet calls the "social bond" is
> strengthened, and the old social contract takes
> on new meaning."[43]

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[42]Max Lerner, Values in Education: Notes Toward a Values Philosophy (Bloomington, Ind.: Phi Delta Kappa, 1976) pp. 30-35

[43]Lerner, p. 80.

In his final word, Lerner espouses his belief

that teachers must care about their students'values, no

matter what the nature of the particular subject matter:

> "... [If the teacher] can use the student's
> own life situation and the experience of the culture
> as case histories in the winnowing and critical
> examination of values, he will be playing the magic
> role of the values catalyst. If he can see through
> some of his own values [,] cast, and present
> confidently to the student the values that have
> survived his own scrutiny, there can be a values
> dialogue and a values exchange between them. In
> the end, education is nothing more than such a values
> dialogue. Out of these values encounters will come
> in time something closer than we have today to a
> values elite - one that takes the lead in both the
> change and continuity of values and becomes
> a force for contagion in spreading them, in a larger
> dialogue with the people themselves.
>
> Thus out of chaos - in Nietzsche's phrase - the
> teacher and the student together can fashion a
> dancing star."[44]

It is instructive to contrast the theoretical

literature discussed above with James R. Davis' Going to

College: The Study of Students and the Student

Experience, published in 1977.[45] Davis, observing that

"...scholars have been eager to put students into boxes

with various labels ...". decided to attempt to describe

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[44]Lerner, pp. 126-127.

[45]James R. Davis, Going to College: The Study of Students
and the Students Experience (Boulder, Col: Westview Press,
1977)

the student experience in its totality. Viewed from the

student standpoint, the college experience is not a series

of statistical abstractions but a very full and sometimes

treacherous trial of passage.

Davis based his work on extensive conversations with

students at the University of Denver, supported by review

of extent literature on the subject. He formulated a

fictional set of characters and led them through a four

year narrative experience. The drafts of his chronicle

were critiqued repeatedly until a consensus was reached

that a realistic result had been achieved.

The four year odyssey of his students is poignant and

all too realistic. The dominant feeling is loneliness.

In the midst of thousands of their peers, the characters

struggle through life with little to support them save a

very small group of friends every bit as vulnerable and

unsure as themselves. That they do, in the main, prevail

in their endeavors seems to be providential.

After carefully describing contemporary campus life,

Davis begs the question as to whether the travail to which

his composite charges are subjected is effective or right.

He sees waste but he is not sure whether the effectiveness

of the present system does not justify the psychic and physical expenditure. In his summary, Davis contrasts the thoughts of "... those who would argue that the genius of the American university is its relatively open, unstructured nature, and that the potency of the undergraduate collegiate experience is a direct outcome of the freedom provided to each individual to make of it whatever he or she will" against those "... who argue that the collegiate experience as presently constituted is outrageously wasteful, the whole enterprise ... [being based] on the dubious assumption that what professors teach is what students learn, when in fact points of congruence are few and far between."[46]

The minutes of two symposia devoted to a discussion of "The Educated Person in the Contemporary World" were published in 1980 as What is an Educated Person: The Decades Ahead.[47] The discussions ranged far beyond the limits of this study but as the participants were willing to challenge the most basic precepts of modern higher education, a number of valuable and concrete conclusions were reached in what was otherwise a rather theoretical disputation.

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[46]Davis, p. 239.

[47]Martin Kaplan, ed., What is an Educated Person? The Decades Ahead (New York: Praeger, 1980)

In reflecting upon her undergraduate experience, Diana Trilling states, "My Harvard (Radcliffe it was then) education was not all that wonderful, I might interpose; but it did give me pride and it did give me discipline and surely - most important of all - it gave me a sense of having a natural place in the tradition of learning."[48]

Carl Schorske of Princeton University provides a lucid description of current institutional environment:

> "What is the table of values of the productive, professionally engaged scholar? The professional ethos of all of us educators arises not out of our service ethic, but out of our scholarly production and how it is used by our peers at home ad abroad. And the particular thing that research model of the educated person drives home to me is that it leads to an institutionalization of the life of reason on the narrower frame of a specialized, professionalized society. Consequently we sense ourselves as being at our best when we are in communication and conformity with that rationalized subgroup in our culture that is our professional community. I see this as an enormous influence and, indeed, as an enormous danger in unseating from the universities and the schools the other cultural functions that are not related to what our professional peers hold to be important. Worst of all, inside our universities this model has become accepted by our administrators. the way a department gets the good man is to go outside, to the other people in the field, and ask their opinions. That means that the tendency for conformity with the external criteria and norms that the professional association provides intrudes into the university, cripples its flexibility, and reduces its potential for a self-definition that will transcend the guild and association matrix. To me this seems a critical problem that the primacy of

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[48]Diana Trilling, in Kaplan, p. 59.

wertfrei wissenschaft has brought into our
educational scene.

We now have a scientific community that has
replaced the republic of letters. It is not
preoccupied, essentially, with the transmission
or creation of values, but with the rational
understanding of those values. We have permitted,
in a way that I think belies the actual nature of
our institutions, the academic man to stand at
the very top of everybody's code of ethics. That
filters down, even with all the plurality in our
educational system, to the pecking order among
lower schools. The culture of our scholarly
community is a homogenized, scientific culture
in desperate need of the recognition, somewhere,
of its value functions - functions that its
institutional organization has enabled it to avoid.

The fall of the religious attitude from the
center of our culture in the last century has
acquired a special meaning for our universities
and centers of learning. It changes their function
drastically. In the course of the 19th century,
one field of human activity after another proclaimed
its autonomy from any central referent of a moral or
metaphysical character. And this is encapsulated
in phrases familiar to all of us: "Business is
business" and "That's politics." The second
expression isn't quite parallel to the first, but
it says the same thing - politics has its ethic,
its logic, that is self-enclosed, autonomous.
"L'art pour l'art" is another; the artist is defined
not in relation to some larger social or
philosophical or religious value system, but
according to art's own law.

. . . . . .

The University has recently become the place
where the most deadly conflicts in the society are
being fought out. This is occurring at precisely
the time when the people who run the universities -
the faculty members - are least disposed by modern
development to come to grips with the demands made
on the university as though it were something other
than an intellectual institution.

Wertfrei wissenschaft is the common denominator
that in some sense rules our ethic. We are being
made to feel exactly as the church was made to seem
at the end of the Middle Ages in terms of social
conflicts in the society. The task of the church
was to lead people to salvation; ours certainly is
not. But we inherited that function when reason won
over religion. The university won over the church,
and it has become the central institution of the
rational society that makes the norms of intellectual
progress: The scholar's model becomes the model for
every citizen. Our secular Western society hopes
that every person can protect himself or herself
under the aspect of reason. Now are "paying the
piper" for that; the cultural conflicts that
dissolved into the variety of pluralism, and the
claims for perfection that issue from the sources
of feeling rather than of mind, are placing their
demands inside the university. They are asking
not merely for recognition but also for perfection,
for power, for all kinds of things that our
truly intellectual function is not capable of
providing."[49]

Richard Loewenthal expanded on the role of education

in modern society:

"Socialization is mainly spoken of negatively
- as the process of teaching discipline, performance,
and obedience. I want to suggest that socialization
is extremely worthwhile. No society can exist
without people relying on the other fellow's
following certain rules. These rules are linked to
certain common values of a society. And
socialization is really the teaching not only of
these rules but also of those values. This
process is all the more important in times of social
change, when - to maintain values - the rules have to
be changed.

I would say in passing that it is not true that
there is not societal agreement on values. I would
maintain that within our civilization there is, and
has been through the centuries, a great deal of
agreement on basic values. this is true even among

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[49]Carl Schorske, in Kaplan, pp. 101-102, 103-104.

opposing political movements, philosophies, churches, and organized interests. This agreement distinguishes us from other civilizations, and needs to be included in the socialization of every individual. A great part of the elementary need for socialization was traditionally achieved partly by the family and partly by the church. Those have become less effective in performance - the family owing to its breakdown in many parts of the civilized world, I suppose, and the church owing to the process of secularization. Because of that the load on formal education to achieve socialization has increased."[50]

Writing in the January/February, 1983 edition of

Change, Warren Bryan Martin made the following comments

about values education and institutional responsibility.

"Despite the presence of moral problems in every human relationship, the idea that a college should promote attention to them cuts against the grain of contemporary values. American society has rejected traditional authority in favor of the experts and celebrities of the culture of no-context interpreting the history of no-history. On the grid of 200 million, moral conflicts are resolved by the expanding coterie of control, that coalition of authorities from the multinational corporations and federal-state government. And on the grid of the individual, the solitary person thinks for himself or thinks he thinks for himself. At the surface and in the moment, he appears to take responsibility for his actions while actually deferring to the experts.

Is every attempt to probe the substance of moral and ethical dilemmas doomed to failure, at least in this culture with its commitment to pluralism? It does appear, in truth, that when dealing with moral issues we tend either to dig a few deep holes in a few selected places, take our stand, and thus get positioned at that specified location, becoming fixed or sectarian; or we throw everything together, insisting that we are all alike, continuing our mistake until hell freezes over and we find ourselves

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[50]Richard Loewenthal, in Kaplan, pp. 105-106.

skating on thin ice, circling around without a sense
of center or the circumference.

Nevertheless, difficulties in efforts to
formulate an ethic for a college of character are no
greater than the dangers in our present situation. We
need not believe the skeptic's contention that
nothing can be known for certain (Nothing except the
skeptic's premise that nothing can be known). We
need not acquiesce to the transcendentalist who
insists that the only help worth having comes from
outside ourselves, more specifically, from somewhere
up above. We need not collapse into a sauna of bile
nor try to build a ladder to the sky. Help comes
from beneath our feet, as Renford Bambrough has said,
from this world and human experience, at least for
those persons who will pick up their spade and get to
work.

The quest for moral certitudes yields progress
slowly, partially because it is poorly understood.
It proceeds step by step, from one point of reference
to another... We move from the known to unknown
territory, thus progressing not toward moral
certainty but moral certitudes. In searching for a
definition in a dictionary, you will be most
effective if you have experience with words, some
range in your vocabulary. You must know something
about what you want in order to learn more about what
you want to know. As progress can be made in
defining words by persistent use of a dictionary, so
progress can be made in formulating standards for a
college.

Teaching is about how to make choices. The
ethical impulse in teaching is to tell about how to
go about acquiring the material and then building
the edifice of a belief. As the ancients said, good
teaching is a sculpting process. To that, we ad,
a sculpting process using the stuff of earth and
man to an end that transcends the basic material
yet does not forsake this world. Bartlett Giamatti,
president of Yale University:

"The teacher chooses. The teacher chooses
how to structure choice. The teacher's power
and responsibility lie in choosing where everyone
will begin and how, from the beginning, the end

will be shaped. The choice of that final form
lies in the teacher's initial act." Giamatti
does not believe that amid all this sorting and
choosing a teacher should sculpt the contours of
another's mind. I see no way to avoid that effect.
A teacher who will not run the risk of shaping the
contours of a student's mind, doing that shaping as
carefully as possible, is, to change the image, as
floundering but dangerous as a shark without fins.
The teacher is the leader in making choices that
influence the development of the student's skill
in making choices - and probably affects the choices
the student makes."[51]

Reacting to the economic/technical tenor of the

"Nation at Risk" report, Jeffrey R. Holland, president of

Brigham Young University made the following comments in

the course of an extensive article in the June, 1984 issue

of American Education.

     "As evidenced by their conspicuous and wholesale
absence from virtually every one of these reports and
proposals, we have obviously relegated all the moral
and civic (read "civilizing") values of education to
the very back seat of the big yellow bus - if indeed
they are still being allowed to ride at all - while
prominently seated up front are the real necessities,
those which give primacy to our economic needs, our
escalating technological needs; in short those that
are unabashedly utilitarian. As professor Douglas
Sloan has said, "First a living, then art and
morality; first survival for our financially
beleaguered colleges and universities, then a
philosophy of higher education."

     Well, if our number one priority in this country
is education devoted to economic growth,
national defense, and increased productivity,
important as they are, then God in His Heaven

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[51]Warren Bryan Martin, "Education for Character, Career, and
Society" Change, XV, No. 1 (1983), pp. 38-40.

cannot help us out of the severe straits we are
in. No wonder Amitai Etzioni speaks of the
1980's as "the hollowing of America."

As a nation we lost sight of "the basic purposes
of schooling," but so, it seems to me, have far too
many of our educators ... Where are the Thoreauvian
men and women who will strike at the root of our
educational - and national - problem rather than
hacking forever at the branches? ... Too many in
our profession have forgotten what Socrates said in
those original and purer groves of academe: "For the
argument," he said to his students, "is not about
just any question but about the way one should live."
Losing the significant sense of that notion has put
our nation at risk. It is the greatest crisis in
American education, for the "rising tide of
mediocrity" is in morality and manners far more than
in mathematics and manufacturing."

President Holland in closing offered some suggestions

that he felt might help to correct the problems he

perceives:

"For one thing we can all talk about and expect
more and indeed demand more virtue in our lives and
in our schools. The remarkable Barbara Tuchman once
wrote, "Standards of ... morality need continued
reaffirmation to stay alive, as liberty needs eternal
vigilance ... To recognize and to proclaim the
difference between the good and the shoddy, the true
and the fake, as well as between right and wrong ...
is the obligation of persons who presume to lead or
are thrust into leadership or hold positions of
authority." We can have exactly what we want in
this patter of morality. SAT scores in mathematics
have finally improved after 19 years of decline - due
largely, I think, to the fact that enough people
talked about it and expected it and demanded it.
We can do the same regarding the civilizing of our
children's minds if we want it badly enough.

Schools, and especially universities, have to
again be keepers of what Chase calls the group
memory, remembering the unity, continuity, and values
which have marked the teaching of the liberal arts

for nearly 2500 years."[52]

In this chapter, the historical development of the place of moral behavioral training and guidance in modern public universities has been presented. The contemporary conception of institutional responsibility for moral/ethical training and discipline has been shown to be the product of great forces working both within and without the educational system. The historical review demonstrates that the university ideal has attained a dominant theoretical and practical position at the expense of the traditional concern for the education of complete and socially mature humanity.

The small amount of truly relevant modern literature concerned either generally with the school/student relationship or specifically with institutional responsibility for moral behavioral training and guidance is an indication of the power of the university ideal. The majority of existing literature attempts to square perceived needs for rational value formation with the university's constitutional aversion to participation in the process. Only a very small number of authors have been willing to examine critically the university's

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[52]Jeffrey R. Holland, "A Notion at Risk: The Greater Crisis in American Education" <u>American Education</u> XX No. 5 (1984)

governing doctrines and the effect those doctrines have upon students and upon the larger society.

The following chapter presents the methodology used to design the study, gather the data, and analyze the data.

Chapter III

Methods

In this chapter, the research methodology, study design, questionnaire development, and data collection and analysis are presented and explained.

PURPOSE OF THE STUDY

This study examines the proposition that students do react directly and favorably to the level of moral behavioral direction they experience during their college educations.

The study had five main goals:

1.   1260 public and private four year colleges and universities were categorized according to the level of moral behavioral training suggested in each institution's published mission or purpose statement. This categorization was used to generate state, regional, and national distributions illustrating geographical tendencies in terms of institutional and enrollment frequencies. A survey instrument was utilized to compare student perceptions concerning the level of moral behavioral training with those generated in the systematic categorization.

2. Students' original motives for attending their particular institutions and the degree to which the respondents' original motives were satisfied were ascertained and the relationship between those findings and the school categories established in number 1 above was examined both without and with regard to institutional reputation.

3. The guidelines established by Eddy[1] were used to generate an instrument scale gauging the extent to which the respondents felt that their institutions conformed to those guidelines.

4. A further question set examined the relationship between perceptions of institutional conformity to the Eddy guidelines and student satisfaction with institutional performance vis-a-vis the Eddy guidelines. The relationships between student perceptions of institutional conformity to the Eddy guidelines and student satisfaction with institutional performance and the categories established in number 1 above were examined.

5. The level of general student satisfaction was measured and the relationship of these measures and the

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[1]See Chapter II, pp. 34-35.

categories established in number one above were correlated.

This chapter will describe the hypothesis to be tested, the target population, the survey instrument and its development, survey data collection, and the methods employed in analysis of the data.

HYPOTHESES

The hypothesis was stated in Chapter I. For the purposes of statistical analysis it is here stated as a null hypothesis:

> Undergraduate students do not react directly and favorably to the level of moral behavioral direction provided by higher education institutions.

The nulls of the sub-hypotheses are stated as follows:

1. Students' original motives for attendance at particular institutions are not related to institutional policies concerning moral behavioral direction.

2.   The degree to which students' original motives for attendance are satisfied is not related to institutional policies concerning moral behavioral direction.

3.   Institutional conformity to the Eddy principles is not related to institutional policies concerning moral behavioral direction.

4.   The degree of student satisfaction in terms of the Eddy principles is not related to institutional policies concerning moral behavioral direction.

5.   The level of general student satisfaction is not related to institutional policies concerning moral behavioral direction.

THE INSTITUTIONAL SAMPLE

     The institutional sample was drawn from public and private four year schools with undergraduate programs that submitted alumni fund collection data to the Council for Financial Aid to Education and that were rated in the

Gourman Report.[2] Of the 1345 institutions listed in both

Voluntary Support of Education and the Gourman Report,

1260 had catalogs available for review and constituted the

institutional sample.

The undergraduate catalogs of the 1260 schools were

reviewed to establish each institution's policy concerning

moral behavioral training and control of students. The

schools' mission or purpose statements were examined

utilizing consistent content and language parameters. If

the initial catalog statement was not clear in its intent,

the catalog was reviewed to the depth necessary to insure

a valid classification. Many institutions published

superficially strong and intrusive policies which were

found to be neutralized in subsequent rhetoric or by rules

which did not support the purported policies.

While the review process was necessarily complicated

and protracted, nonetheless the validity of the process

was proven at the .88 level through successful replication

of the process by suitably prepared and trained test

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[2]Council for Financial Aid to Education, Jointly sponsored by
the Council for Advancement and Support of Education and the
National Association of Independent Schools, Voluntary
Support of Education (New York: 1984) pp. 36-45, and Jack
Gourman, The Gourman Report: A Rating of Undergraduate
Programs in American and International Universities, fourth
edition, revised (Los Angeles: National Educational
Standards, 1983) pp. 160-178.

reviewers who reviewed a statistically reliable random institutional sample of college and university catalogs encompassing the three institutional types.

On the basis of the review, the schools were arrayed into three categories: 1) University ideal - universal knowledge, value neutral, no direction, with students expected to forge their own personal sets of values; 2) Moderate guidance - the school has a definite moral view with a directed knowledge base but does not demand adherence by dissenting students; and, 3) Strong guidance - definite moral behavioral view and a strong expectation that all students will believe and adhere.

The category 1 schools are typified by the AAU institutions, the state college systems, and the old undergraduate schools of the Ivy League. The largest single type of category 2 schools are urban sectarian (mainly Catholic) schools forced by market forces to court non-believer students. The remainder of the category 2 schools are chiefly rural, mid-western Presbyterian and Methodist schools suffering the same fate as the city schools. Category 3 is made up of the service academies, small and medium sectarian schools, and a few large, religiously affiliated universities.

The categories were used to compute geographical frequency and mean distributions at state, regional, and national level that illustrate the distribution of the three institutional policy types in terms of institutional and undergraduate enrollment frequencies.

THE SURVEY SAMPLE

A stratified matrix was constructed based upon the institutional policy categories and total institutional enrollment. Total institutional enrollment, rather than undergraduate enrollment, was used so as to better reflect the institutional ambiance and environment. The division of institutions at a population level of + 2,000 was utilized to reflect the organizational and environmental differences of "small" and "large" schools. It is expected that the natural connection between organizational size and anomie or alienation will exhibit an inverse relationship between size and satisfaction within institutional policy categories. Each of the MBD category/size cells was stratified on the basis of the geographical location of the institution to insure regional inclusion in the study. Location was based upon 9 regions defined in the National Geographic Atlas of Our Fifty States.[3]

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[3]National Geographic Society: Washington, D.C. 1978, pp.

The total student population in each cell was accumulated and twelve clusters (schools) were chosen from each cell utilizing P.P.S. (Probability Proportional to Size) procedures and systematic sampling techniques.

Each of the 72 institutions selected were sent 25 survey questionnaires to be distributed to 25 randomly selected seniors for completion. Schools which refused to participate were replaced by institutions from the same cell and geographical zones that had been selected in two reserve random cluster selections.

THE SURVEY INSTRUMENT

The survey instrument for this study was constructed to accurately gauge the subjects' perceptions and feelings of satisfaction resulting from their educational experience. Fourth year students were chosen as subjects so as preclude post-graduate factors from having an effect upon the results.

The instrument was reviewed by faculty, administrators, and a member of the Research Consultation staff of the College of Education. Their comments were incorporated into the instrument.

The survey instrument was constructed to include five scales, each depending upon certain combinations of the 33 survey questions. Specific questions are used in one or more scales.

The five scales were:

1. Original motive for attendance.
2. Satisfaction of original motive for attendance.
3. Student perception of institutional conformity to Eddy guidelines.
4. Student satisfaction with the degree of institutional conformity to Eddy guidelines.
5. General student satisfaction.

Frequency distributions of each of the scales in terms of the institutional policy categories were constructed to illustrate the motivational and perceptual tendencies of students attending particular types of institutions of higher education.

It was assumed that the various satisfaction scales would correlate directly with the institutional category groups: i.e., that students would be more satisfied at institutions with higher levels of moral behavioral training and smaller institutional size.

Of the 1800 individuals receiving a questionnaire 711, or 39.5 percent, responded to the survey.

ALUMNI SOLICITATION TEST

In a supplementary survey, the institutional policy categories were related with institutional alumni solicitation success rates calculated from the Council for Financial Aid to Education data.[4] Two solicitation success rates were utilized; a raw score based upon dollars per solicitation and a refined score based upon dollars per solicitation equalized for external institutional reputation.

SCALING

The initial scale measures priority of five possible motives for attendance at specific institutions. There is no specific relative value between responses. The priority ratings requested are not germane to the immediate study. Likert-Type, summated rating scales were chosen as appropriate for the rest of the scales. Four degrees of response were selected with those responses

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[4]Ibid., p. 52.

reflecting the most positive or strongest perceptions receiving the highest score.

Values from four to one were assigned to each response. A value of four was assigned to responses with the most positive or strongest value, the value of three to a moderate positive value, and a value of two to minimal positive value. A value of one indicated the lowest value.

Care was taken to ensure that each option represented a realistic and non-overlapping response.

Item and scale means were computed for use in the statistical analyses.

FIELD TEST

The instrument was administered at six institutions of higher education. Of the students surveyed, 55 or 45.8% responded to the questionnaire.

In order to allow for modification and improvement of the instrument, a frequency and percentage of response table was computed from the pilot data.

RELIABILITY

The reliability of each of the four summated rating scales was estimated utilizing Cronbach's Alpha in S.A.S.

Original Motivation Satisfaction	0.552016
Eddy Guideline Conformance	0.760511
Eddy Guideline Satisfaction	0.811693
General Student Satisfaction	0.885848

The results are acceptable, considering scale size(s) and the unrefined nature of the data.

VALIDITY

The finalized instrument was validated through content analysis by three professors and four graduate students from the Michigan State University College of Education who understood the purpose and underlying argumentation of the study. A systematic review by these individuals led them to conclude that the instrument would elicit realistic and usable responses. Face validity is also claimed for the instrument. Respondents in the pilot study agreed that the instrument was an effective measure of institutional policies and practices affecting moral

behavioral development of students and the resulting level
of student satisfaction. Further support for the validity
of the study was provided by the numerous faculty, staff
and students who reviewed the questionnaire and
contributed to its final form.

ADMINISTRATION OF THE INSTRUMENT

The instrument and an explanatory cover letter were
distributed to the cluster schools during November and
December of 1988. Replacement packets were sent to
nine alternate schools because of institutional non-
participation. Eight weeks after the first mailing, 532
or 29.6 percent had returned completed questionnaires. A
reminder letter was sent to schools from which surveys had
not been received resulting in the return of a further 171
questionnaires for a total of 704 or 39 percent by May 1,
1989.

STATISTICAL ANALYSIS

Individual responses and institutional non-instrument
data were transferred to a computer-readable format for
statistical manipulation.

Descriptive statistics including frequency distributions and means were computed for use in the preliminary analysis.

The effects of institutional moral behavioral policy and size in terms of the various scales were tested at the 95% confidence interval for each of the six previously determined cells in the matrix reflecting institutional size and moral behavioral policy categories.

In a supporting comparison, a two-way analysis of variance was used to test the relationship between policy and size and alumni solicitation success scores at the 95% confidence interval.

Computations were made using version 5.16 of S.A.S. on an IBM 3090 mainframe computer. S.A.S. procedures used were FREQ, ANOVA, and GLM. Statistical computation was followed by a descriptive analysis of the findings.

Chapter IV presents a analysis of the data.

Chapter IV

ANALYSIS OF RESULTS

In this chapter a report of the analysis of the data
and a discussion of the results are presented. The
analysis is organized into two sections.

In the first section, the geographical distribution
of the subject schools by size and moral behavioral
development levels is examined and illustrated.

In the second section, the data collected via the
survey questionnaire are examined. This data is analyzed
through the use of statistical hypotheses corresponding to
each research hypothesis formulated in null and
operational forms.

The analysis sections are followed by a summary
discussion in which the geographical and survey results
are combined in order to add dimension and depth to the
study.

GEOGRAPHICAL ANALYSIS

The 1260 schools subject to categorization are
distributed geographically as detailed in Table 1. The

68

regional names used in Table 1 were defined by and derived from the <u>National Geographic Picture Atlas of Our Fifty States</u>.[1] These terms will be used in subsequent discussion. The states included in each region are defined in Map 1.

TABLE/MAP 1 - REGIONAL GEOGRAPHICAL DISTRIBUTION

The geographical distribution of the schools closely parallels general regional population distributions, albeit with a slight bias toward the east occasioned by the greater number of established and smaller colleges and universities east of the Mississippi. The highly populated Pacific Coast is numerically underrepresented due to the tendency of the younger, public institutions prevalent in the region to be larger rather than smaller.

Table 1

Regional Geographical Institutional Frequency Distribution

Region		Frequency	%	Cumulative Frequency	%
1	New England	116	9.2	116	9.2
2	Mid Atlantic	245	19.5	361	28.7
3	Appalachian	150	11.9	511	40.5
4	Southeast	153	12.1	664	52.7
5	Great Lakes	211	16.7	875	69.4
6	Heartland	143	11.3	1018	80.7
7	Southwest	89	7.1	1107	87.8
8	Mountain	43	3.4	1150	91.2
9	Pacific	110	8.8	1260	100.0

[1]National Geographic Society: Washington D.C. 1978, pp. 4-5

Map 1. Regional Distribution of Subject Institutions
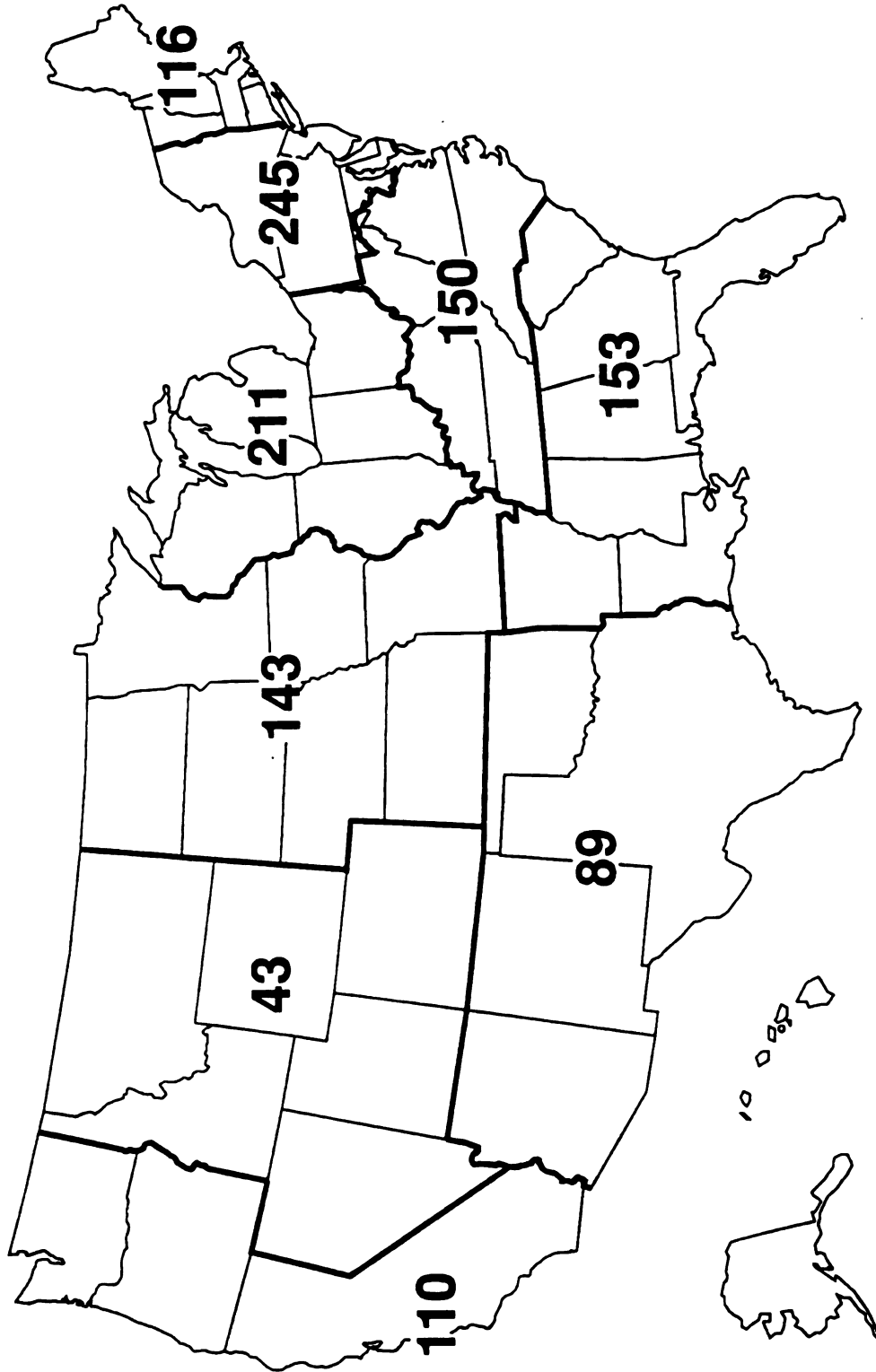
**TABLE/MAP 2 - REGIONAL DISTRIBUTION OF INSTITUTIONS
OF LESS THAN 2,000 STUDENTS**

The regional frequency distribution of the schools of
less that 2,000 students is presented in Table and Map 2.
the bias in small schools east of the Mississippi is a
reflection of the historical progression in the
development of higher education in the United States. The
majority of colleges founded before the emergence of
public higher education were located in the eastern and
older regions of the nation and were quite usually small
in size. Many of these schools have remained small by
design or chance. As the need for higher education in the
west became manifest, this factor intersected with the
nationwide growth in public higher education thereby
providing necessary capacity in public schools which in
modern time grew large in response to demand and public
policies.

Table 2

Regional Geographic Frequency Distribution of Institution
of less than 2,000 Students

Region		Frequency	%	Cumulative Frequency	%	% of Total
1	New England	47	8.5	47	9.2	3.7
2	Mid Atlantic	88	15.8	135	28.7	7.0
3	Appalachian	84	15.1	219	40.5	6.7
4	Southeast	62	11.2	281	52.7	4.9
5	Great Lakes	104	18.2	385	69.4	8.3
6	Heartland	82	14.7	467	80.7	6.5
7	Southwest	37	6.7	504	87.8	2.9
8	Mountain	13	2.3	517	91.2	1.0
9	Pacific	39	7.0	556	100.0	3.1

Map 2. Regional Distribution of Institutions of less than 2,000 Students

47

88

84

62

104

82

37

13

39
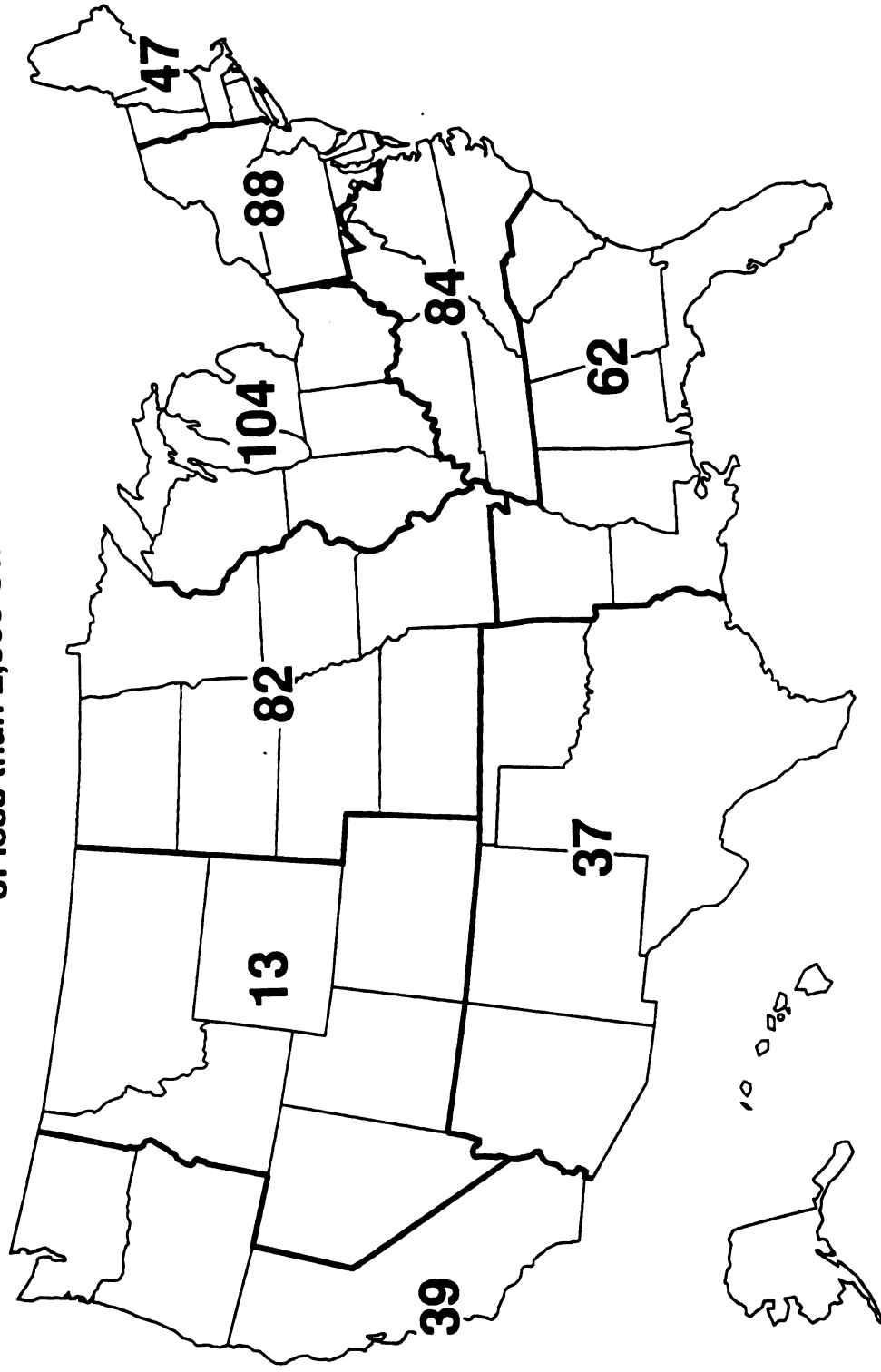
**TABLE/MAP 3 - REGIONAL DISTRIBUTION OF SCHOOLS
OF MORE THAN 2,000 STUDENTS**

The regional distribution of institutions of more than 2,000 students is presented in Table and Map 3. The slight westward bias as compared to the geographical distribution of the small schools is a reflection of the dearth of smaller institutions West of the Mississippi and the complementary tendency of public institutions to be larger than private schools of which there are few in the West.

Table 3

Regional Geographic Frequency Distribution
of Schools of more than 2,000 Students

Region		Frequency	%	Cumulative Frequency	%	% of Total
1	New England	69	9.8	69	9.8	5.5
2	Mid Atlantic	157	22.3	226	32.1	12.5
3	Appalachians	66	9.4	292	41.5	5.2
4	Southeast	91	12.9	383	54.4	7.2
5	Great Lakes	107	15.2	490	69.4	8.5
6	Heartland	61	8.7	551	78.3	4.8
7	Southwest	52	7.4	603	85.7	4.1
8	Mountain	30	4.2	633	89.9	2.4
9	Pacific	71	10.1	704	100.0	5.6

Map 3. Regional Distribution of Institutions of more than 2,000 Students
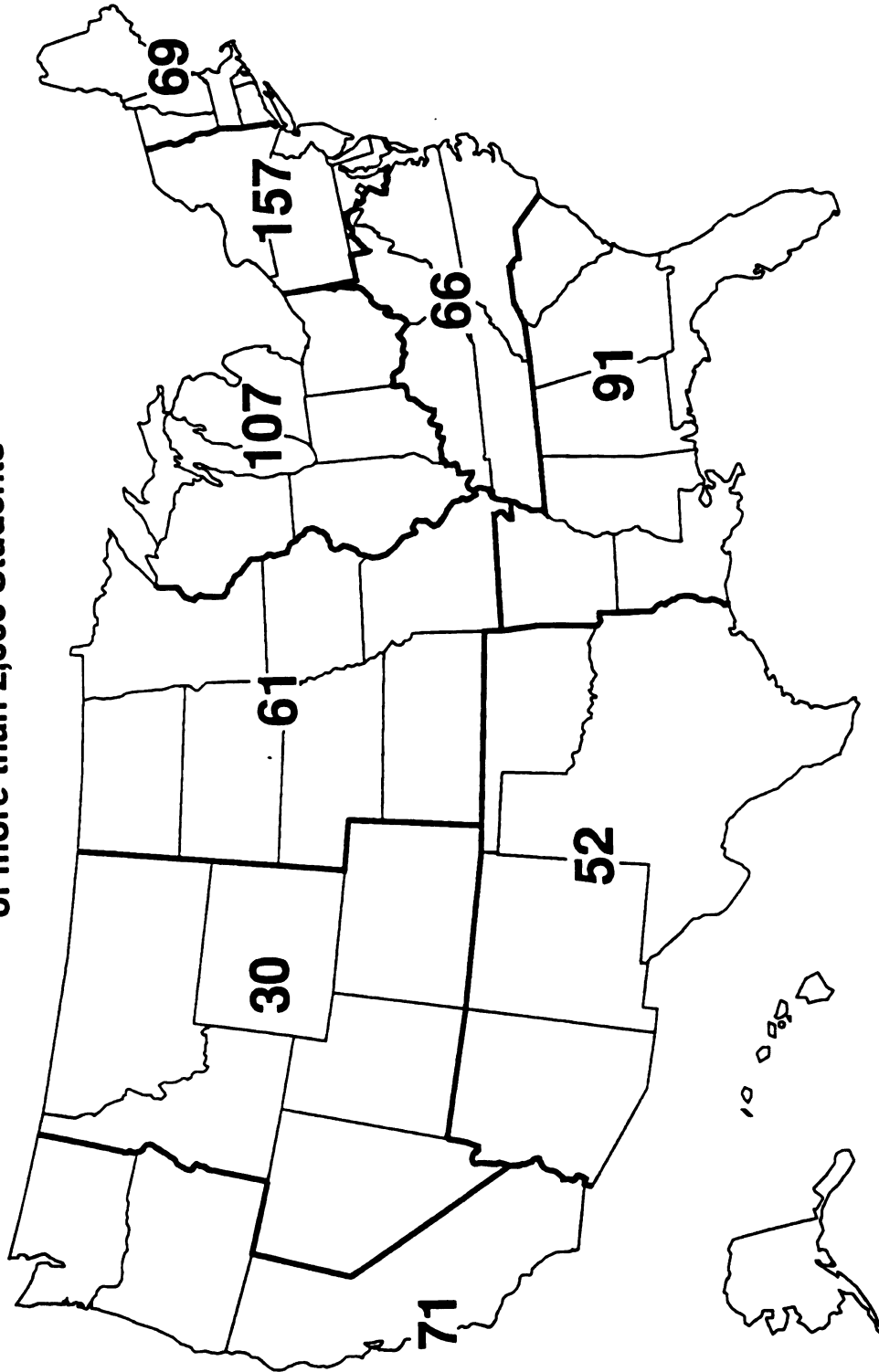
CATEGORIZATION OF INSTITUTIONS BY MORAL BEHAVIORAL DEVELOPMENT (MBD) LEVELS

The categorization of the 1260 institutions into the three moral behavioral developmental categories resulted in the national frequency distribution described in Table 4.

Table 4
National Frequency Distribution by MBD Level

Category	Description	Frequency	%	Cumulative Frequency	%
1	Low	791	62.8	791	62.8
2	Medium	218	17.3	1009	80.1
3	High	251	19.9	1260	100.0

The preponderance of category 1 institutions is a reflection of the dominant position of public institutions in post - World War II higher education. Of the 7,259,048 students enrolled in the 1260 schools involved in the study, 6,338,096 or 87.3% are enrolled in category 1 institutions.

Institutional overrepresentation in categories 2 and 3 (38.2% of institutional sample with 12.7% of the students) is the result of many of these schools being smaller and older than their more liberal and larger counterparts in category 1.

While there would seem to be no logical connection between larger, public institutions and low moral behavioral development levels, examination of the category lists clearly shows a preponderance of public higher education institutions in category 1, a sign that public higher education was one of many public processes affected by the dissolution of a universal ethic and its replacement by relativistic and situational processes.

CATEGORY FREQUENCY DISTRIBUTION BY STATE AND REGION

TABLES 5-7 AND MAPS 4-9

The state and regional distributions of each of the three MBD categories are illustrated in Tables 5, 6, and 7 and the accompanying state and regional maps. Each of the categorical groups exhibits unique tendencies.

The category 1 institutions distribution shows a marked bias toward New England and the Mid Atlantic states, a thinning in the center and south, strengthening again from the high plains to the Pacific Coast.

The distribution of Category 2 institutions as compared to Category 1 dips significantly in the northeast, increases modestly in the southeast then jumps

significantly in the Great Lakes and upper Midwest.
Modest percentage increases are evident from the high
plains to the Pacific Coast.

The category 3 institutions exhibit the same
southward and central biases as do the category 2
institutions. The reduction in the northeast is more
marked than in category 2 but an interesting fact is the
percentage reduction in the South East which contrasts
clearly with significant increases in the Appalachian
Highlands, Great Lakes, and Heartland regions.

The relative dearth of category 3 institutions in the
Mountain and Pacific Coast regions result in percentage
reductions in these regions.

The state and regional maps show clearly the highly
modal regional concentration of the category 1 and
category 3 institutions, contrasting vividly with the more
non-specific category 2 distributions. The shading scales
used for all maps in this study have been maintained at
constant values to illustrate not only numerical
differences but also relative intensity.

Table 5

Category 1 Frequency Distribution by State and Region

	Frequency	%	Cumulative Frequency	%
New England				
Connecticut	13	1.3	13	1.6
Maine	10	1.3	23	2.9
Massachusetts	42	5.3	65	8.2
New Hampshire	9	1.1	74	9.3
Rhode Island	5	0.6	79	9.9
Vermont	12	1.5	91	11.4
	91	11.4	91	11.4
Mid Atlantic				
Delaware	3	0.4	94	11.8
Maryland	12	1.5	106	13.3
New Jersey	19	2.4	125	15.7
New York	77	9.7	202	25.4
Pennsylvania	54	6.8	256	32.2
Washington D C	6	0.8	262	33.0
	171	21.6	262	33.0
Appalachian Highlands				
Kentucky	10	1.3	272	34.3
North Carolina	20	2.5	292	36.8
Tennessee	14	1.8	306	38.6
Virginia	26	3.3	332	41.9
West Virginia	13	1.6	345	43.5
	83	10.5	345	43.5
South East				
Alabama	14	1.8	359	45.3
Arkansas	11	1.4	370	46.7
Florida	14	1.8	384	48.5
Georgia	22	2.8	406	51.3
Louisiana	14	1.8	420	53.1
Mississippi	10	1.3	430	54.4
South Carolina	14	1.8	444	56.2
	99	12.7	444	56.2
Great Lakes				
Illinois	24	3.0	468	59.2
Indiana	18	2.3	486	61.5
Michigan	22	2.8	508	64.3
Ohio	32	4.0	540	68.3
Wisconsin	22	2.8	562	71.1
	118	14.9	562	71.1

Continued

Table 5

Category 1 Frequency Distribution by State and Region

	Frequency	%	Cumulative Frequency	%
Heartland				
Iowa	8	1.0	570	72.1
Kansas	7	0.9	577	73.0
Minnesota	11	1.4	588	74.4
Missouri	21	2.6	609	77.0
Nebraska	11	1.4	620	78.4
North Dakota	6	0.8	626	80.2
South Dakota	8	1.0	634	80.2
	72	9.1	634	80.2
Southwest				
Arizona	3	0.4	637	80.6
New Mexico	8	1.0	645	81.6
Oklahoma	14	1.8	659	83.4
Texas	31	3.9	690	87.3
	56	7.1	690	87.3
Mountain				
Colorado	13	1.6	703	88.9
Idaho	5	0.6	708	89.5
Montana	6	0.8	714	90.3
Nevada	3	0.4	717	90.7
Utah	5	0.6	722	91.3
Wyoming	1	0.1	723	91.4
	33	4.1	723	91.4
Pacific Coast				
Alaska	4	0.5	727	91.3
California	41	5.2	768	97.1
Hawaii	3	0.4	771	97.5
Oregon	11	1.4	782	98.9
Washington	9	1.1	791	100.0
	68	8.6	791	100.0

Map 4. Distribution of MBD Category 1
Institutions by State
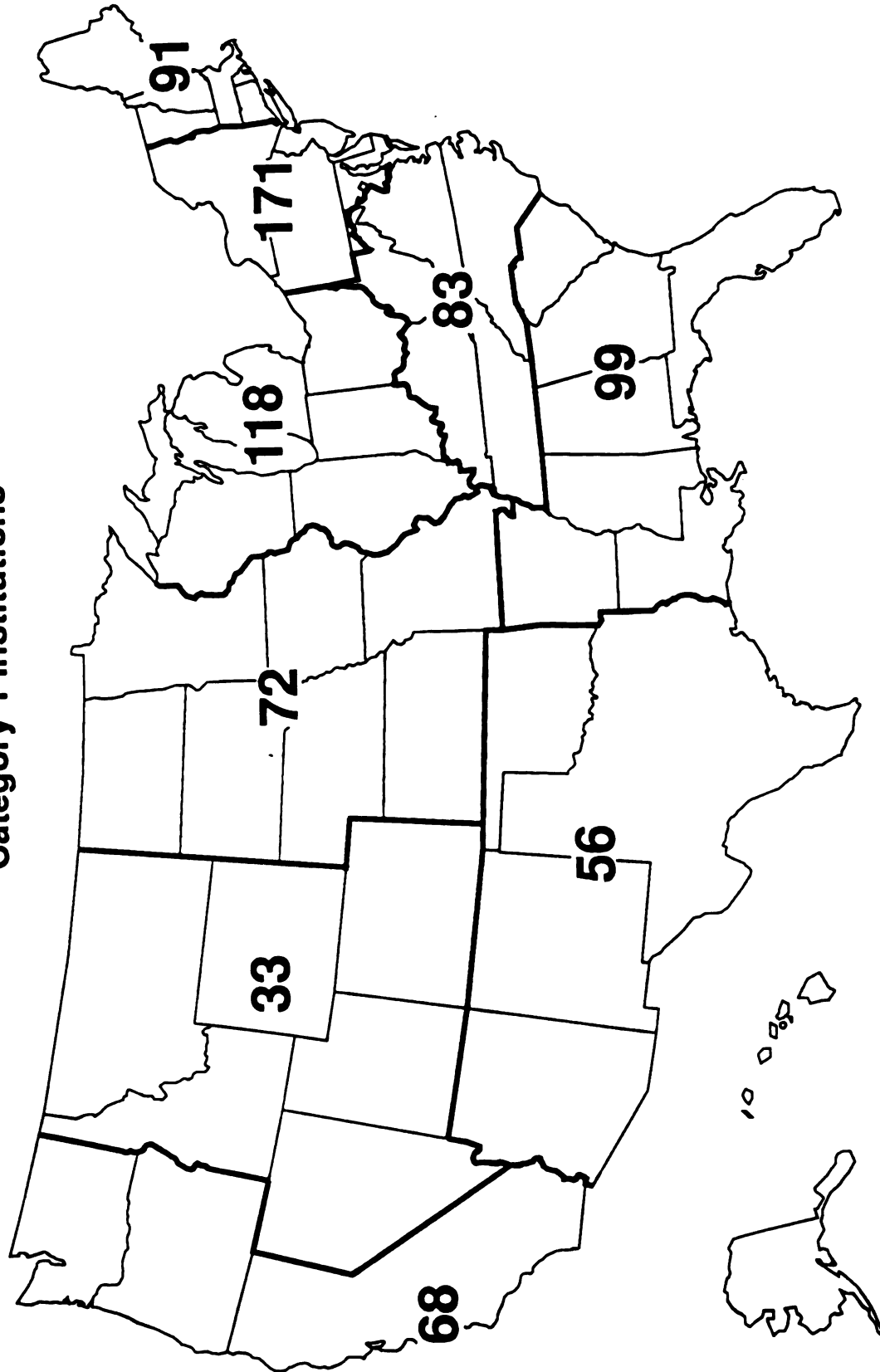
Distribution of Rank 1

77
41-54
18-32
9-14
1-8

Map 5. Regional Distribution of MBD Category 1 Institutions

Table 6

Category 2 Frequency Distribution by State and Region

	Frequency	%	Cumulative Frequency	%
New England				
Connecticut	4	1.8	4	1.8
Maine	1	0.5	5	2.3
Massachusetts	4	1.8	9	4.1
New Hampshire	1	0.5	10	4.6
Rhode Island	1	0.5	11	5.0
Vermont	1	0.5	12	5.5
	12	5.5	12	5.5
Mid Atlantic				
Delaware	0	0.0	12	5.5
Maryland	5	2.3	17	7.8
New Jersey	4	1.8	21	9.6
New York	11	5.0	76	14.7
Pennsylvania	17	7.8	49	22.5
Washington D C	3	1.4	52	23.9
	40	18.3	52	23.9
Appalachian Highlands				
Kentucky	4	1.8	56	25.7
North Carolina	9	4.1	65	29.8
Tennessee	5	2.3	70	32.1
Virginia	6	2.8	32	34.8
West Virginia	2	0.9	78	35.7
	26	11.9	78	35.8
South East				
Alabama	5	2.3	83	38.1
Arkansas	3	1.4	86	39.4
Florida	6	2.8	92	42.2
Georgia	8	3.7	100	45.9
Louisiana	3	1.4	103	47.2
Mississippi	0	0.0	103	47.2
South Carolina	4	1.8	107	49.1
	29	13.3	107	49.1
Great Lakes				
Illinois	14	6.4	121	55.5
Indiana	3	1.4	124	56.9
Michigan	6	2.8	130	59.6
Ohio	13	6.0	143	65.6
Wisconsin	5	2.3	148	67.9
	41	18.8	148	67.9

Continued

Table 6

Category 2 Frequency Distribution by State and Region

	Frequency	%	Cumulative Frequency	%
Heartland				
Iowa	12	5.5	160	73.4
Kansas	4	1.8	164	75.2
Minnesota	10	4.6	174	79.8
Missouri	9	4.1	183	83.9
Nebraska	1	0.5	184	84.4
North Dakota	0	0.0	184	84.4
South Dakota	1	0.5	185	84.9
	37	17.0	185	84.9
Southwest				
Arizona	1	0.5	186	85.3
New Mexico	1	0.5	187	85.8
Oklahoma	1	0.5	188	86.2
Texas	9	4.1	197	90.4
	12	5.5	197	90.4
Mountain				
Colorado	2	0.9	199	91.3
Idaho	0	0.0	199	91.3
Montana	2	0.9	201	92.2
Nevada	0	0.0	201	92.2
Utah	0	0.0	201	92.2
Wyoming	0	0.0	201	92.2
	4	1.8	201	92.2
Pacific Coast				
Alaska	0	0.0	201	92.2
California	12	5.5	213	97.7
Hawaii	2	0.9	215	98.6
Oregon	3	1.4	218	100.0
Washington	0	0.0	218	100.0
	17	7.8	218	100.0

Map 6. Distribution of MBD Category 2 Institutions by State
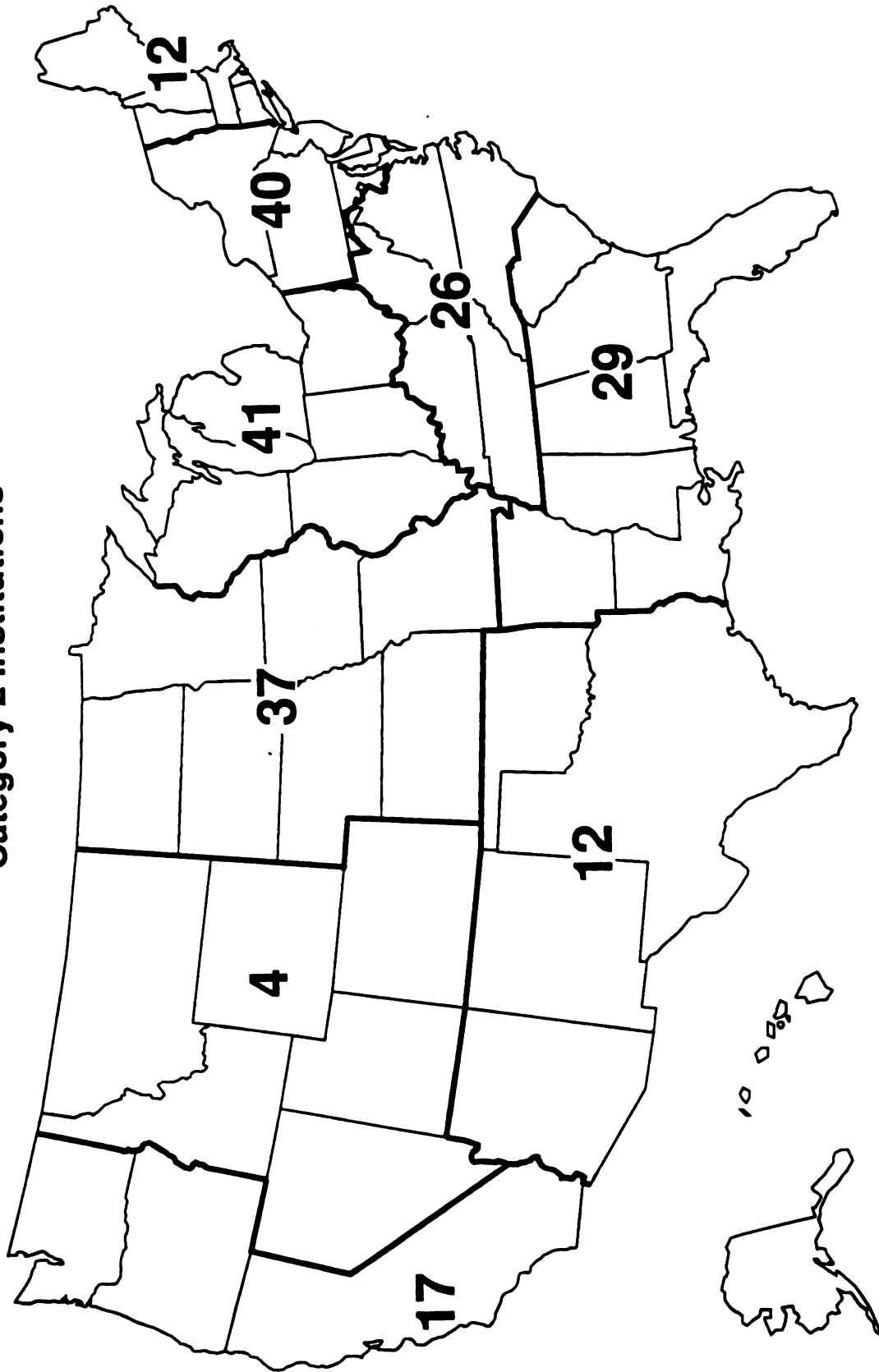
Distribution of Rank 2
12-17
8-11
4-6
2-3
0-1

**Map 7. Regional Distribution of MBD
Category 2 Institutions**

Table 7

Category 3 Frequency Distribution by State and Region

|	Frequency	%	Cumulative Frequency	%
New England				
Connecticut	1	0.4	1	0.4
Maine	1	0.4	2	0.8
Massachusetts	6	2.4	8	3.2
New Hampshire	1	0.4	9	3.6
Rhode Island	2	0.8	11	4.4
Vermont	2	0.8	13	5.2
	13	5.2	13	5.2
Mid Atlantic				
Delaware	0	0.0	13	5.2
Maryland	4	1.6	17	6.8
New Jersey	4	1.6	21	8.4
New York	8	3.2	29	11.6
Pennsylvania	18	7.2	47	18.8
Washington D C	0	0.0	47	18.8
	34	13.5	47	18.7
Appalachian Highlands				
Kentucky	7	2.8	54	21.5
North Carolina	15	6.0	69	27.5
Tennessee	12	4.8	81	32.3
Virginia	5	2.0	86	34.3
West Virginia	2	0.8	88	35.1
	41	16.3	88	35.1
South East				
Alabama	4	1.6	92	36.7
Arkansas	2	0.8	94	37.5
Florida	1	0.4	95	37.8
Georgia	3	1.2	98	39.0
Louisiana	2	0.8	100	39.8
Mississippi	5	2.0	105	41.8
South Carolina	8	3.2	113	45.0
	25	10.0	113	45.0
Great Lakes				
Illinois	12	4.8	125	49.8
Indiana	17	6.8	142	56.6
Michigan	8	3.2	150	59.8
Ohio	10	4.0	160	63.7
Wisconsin	5	2.0	165	65.7
	52	20.7	165	65.7

Continued

Table 7

Category 3 Frequency Distribution by State and Region

	Frequency	%	Cumulative Frequency	%
Heartland				
Iowa	6	2.4	171	68.1
Kansas	11	4.4	182	72.5
Minnesota	2	0.8	184	73.3
Missouri	7	2.8	191	76.1
Nebraska	3	1.2	194	77.3
North Dakota	2	0.8	196	78.1
South Dakota	3	1.2	199	79.3
	34	13.5	199	79.3
Southwest				
Arizona	1	0.4	200	79.7
New Mexico	1	0.4	201	80.1
Oklahoma	6	2.4	207	82.5
Texas	13	5.2	220	87.6
	21	8.4	220	87.6
Mountain				
Colorado	2	1.2	223	88.8
Idaho	1	0.4	224	89.2
Montana	1	0.4	225	89.6
Nevada	0	0.0	225	89.6
Utah	1	0.4	226	90.0
Wyoming	0	0.0	226	90.0
	6	2.4	226	90.0
Pacific Coast				
Alaska	0	0.0	226	90.0
California	15	6.0	241	96.0
Hawaii	1	0.4	242	96.4
Oregon	3	1.2	245	97.6
Washington	6	2.4	251	100.0
	25	10.0	251	100.0

Map 8. Distribution of MBD Category 3
Institutions by State

Distribution of Rank 3

15-18
10-13
6-8
3-5
0-2
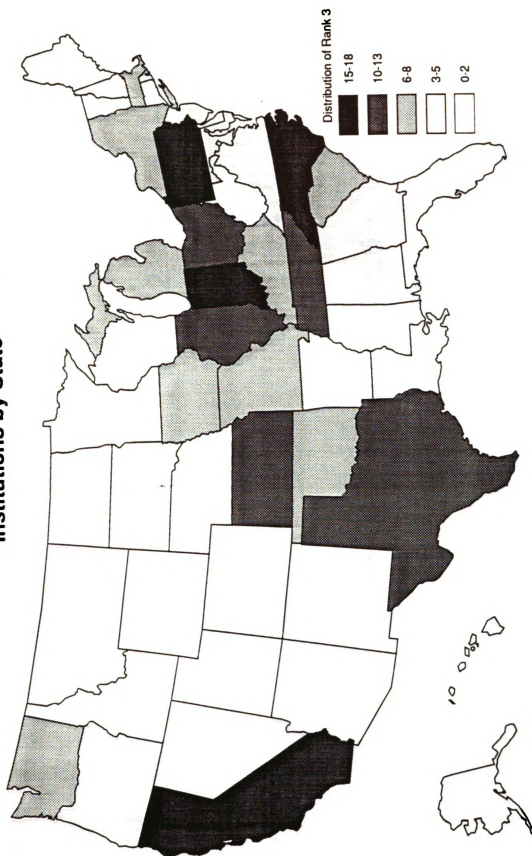
Map 9. Regional Distribution of MBD
Category 3 Institutions
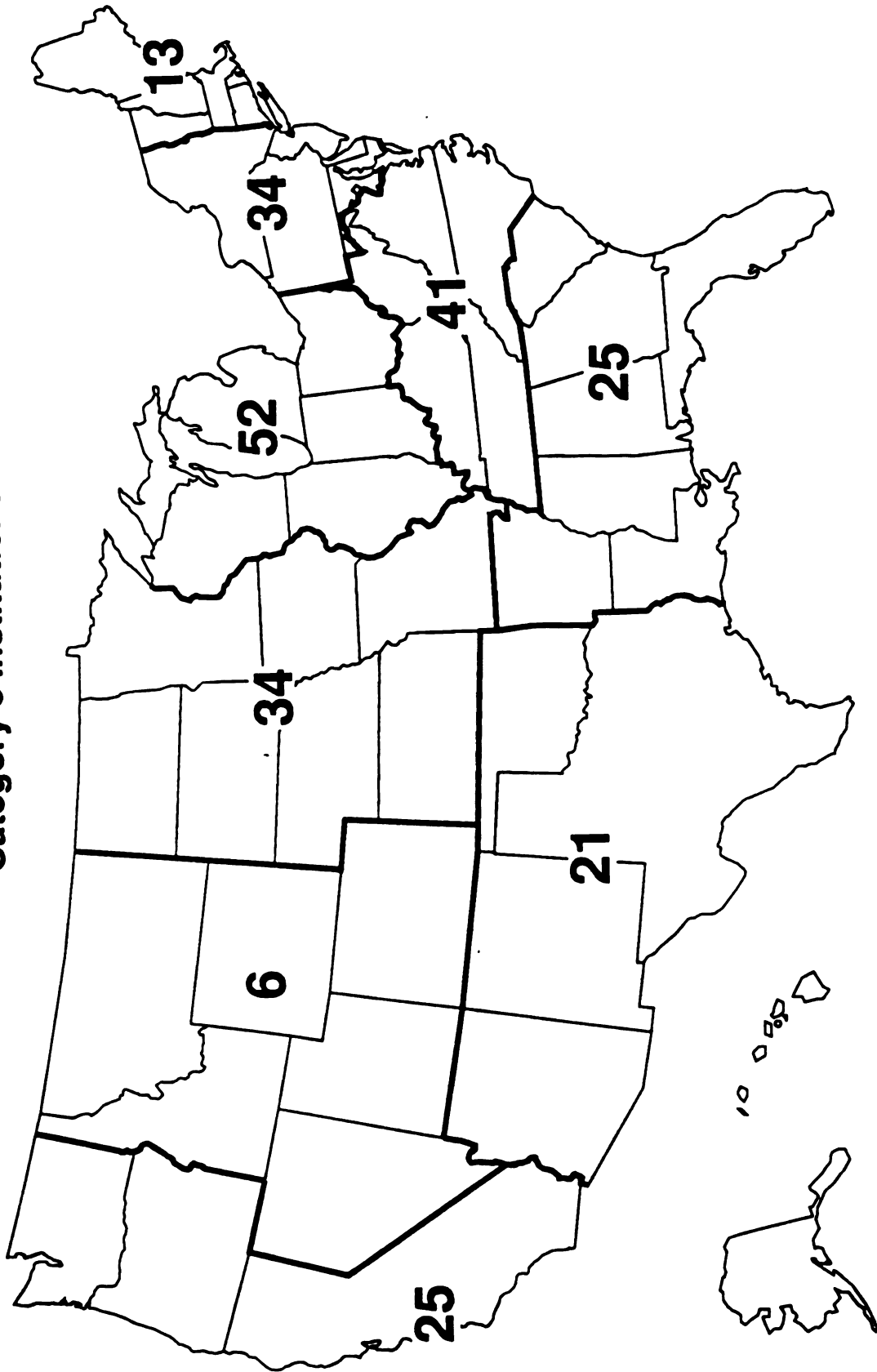
STATE AND REGIONAL MBD MEANS

When the MBD ratings of the subject institutions in each state are averaged, the resulting value reflects the MBD orientation of each state's higher education system as represented by the institutional sample.

Maps 10 and 11 illustrate, through shading, the concentrations of low, medium and high MBD orientation. This corroborates the information contained in the MBD category detail maps 4-9. While there are a number of anomalies, low state MBD means occur in New England and the Mid-Atlantic states and then increase strikingly through the South, Midwest and Southwest until low populations and a preponderance of public institutions in the rockies bring a sharp reduction in state averages. The state values in the Pacific Coast states reflect generally the norms found to the east of the mountains.

As noted on the maps, the computed national mean is 1.571, indicating that if MBD levels can be considered continuous, the institutions surveyed offer students a selection of schools that collectively might be considered neutral in terms of the levels of moral behavioral development operating. In truth, the national, regional, and state MBD means mask polar extremes. In view of the

Map 10. Computed MBD Institutional Rating Average by State

Rank	Mean/Institution
	1.800-2.812
	1.565-1.769
	1.424-1.529
	1.250-1.381
	1.000
	National Mean 1.571

Map 11. Computed MBD Institutional Rating Average by Region

1.328

1.441

1.720

1.516

1.687

1.734

1.372

1.607

1.610

National Mean 1.571
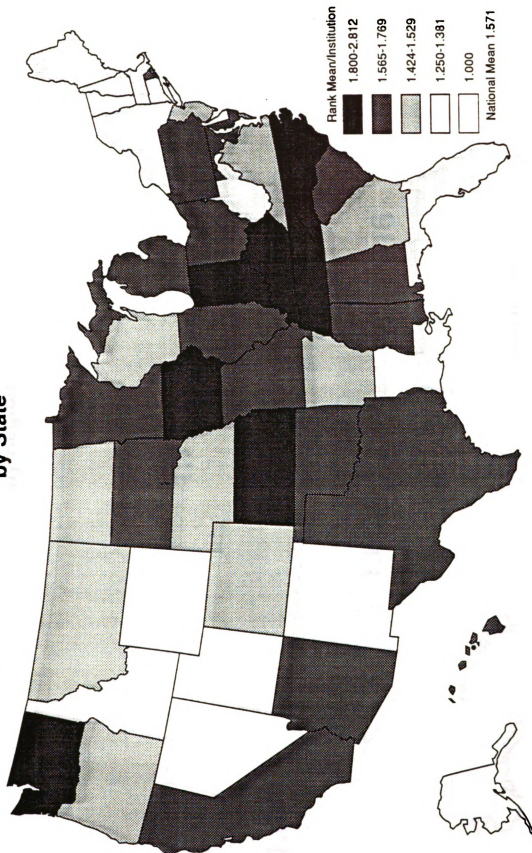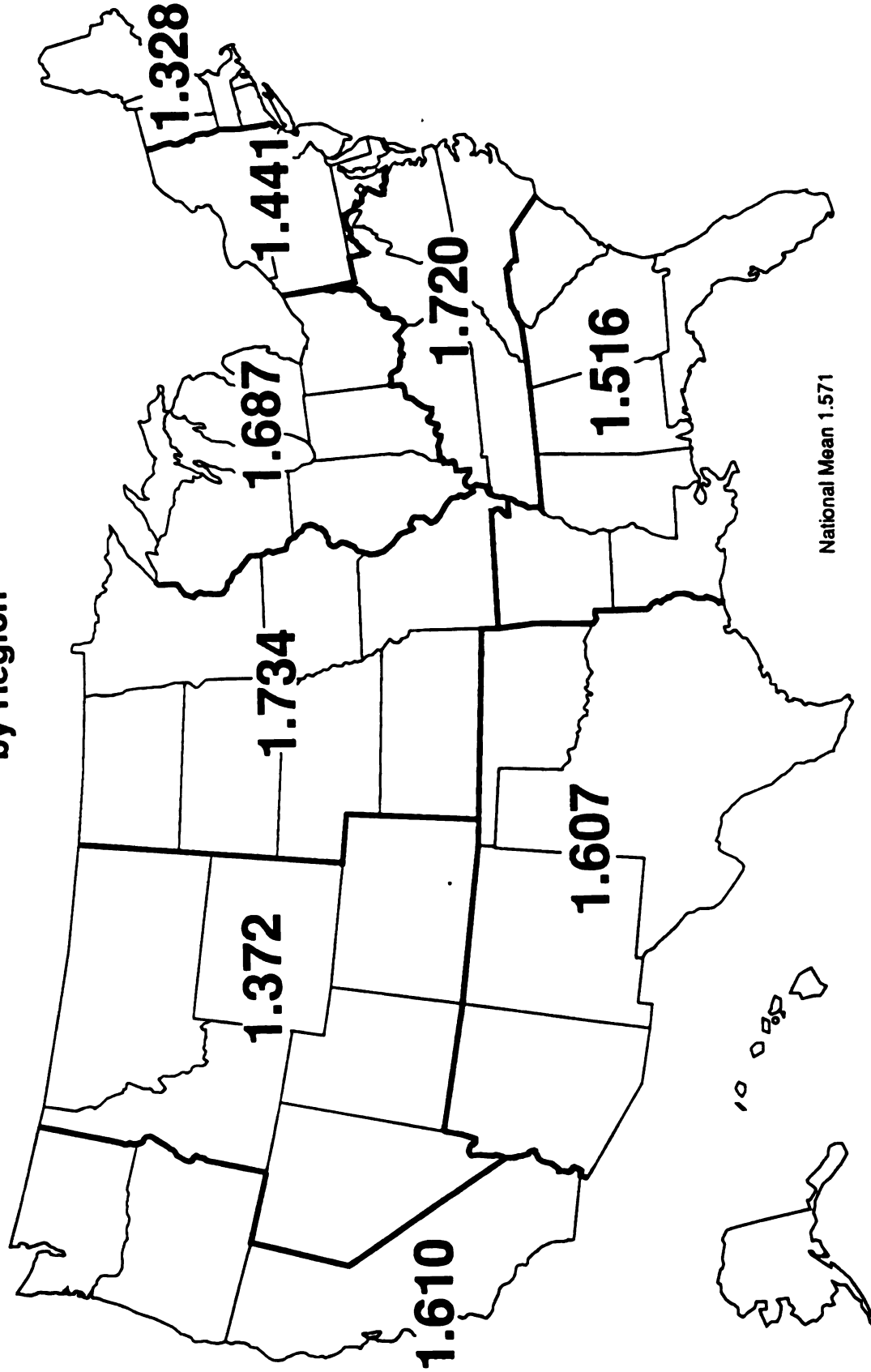
fact that category 1 is defined as a contextual maximum and category 3 is defined by a minimum, with category 2 filling the intervening doctrinal space, both extremely low and extremely high MBD level schools are subsumed within each category. It is expected that these extremes would tend to cancel each other out in computation if the categories were increased.

WEIGHTED STATE AND REGIONAL MBD MEANS

The State and Regional MBD Means discussed in the section above effectively demonstrate the distribution of institutions offering levels of moral behavioral development as defined in this study.

By factoring in the actual undergraduate population of each subject school into the state and regional mean computations, the means are weighted to show where students go to school in terms of MBD levels. The effects of this recomputation are illustrated in Maps 12 and 13.

Because of the concentration of population in large category 1 schools, there is significant reduction and flattening of the state and regional means as shown in Maps 10 and 11. Nowhere is this change more prominent than in the Great Lakes, Heartland, and Pacific Coast

Map 12. Weighted MBD Institutional Rating Average by State

Weighted Rank/Institution

- 1.76
- 1.295-1.378
- 1.190-1.278
- 1.083-1.173
- 1.000-1.063

Map 13. Weighted MBD Institutional Rating Average by Region

1.122

1.218

1.237

1.139

1.192

1.228

1.321

1.180

1.181
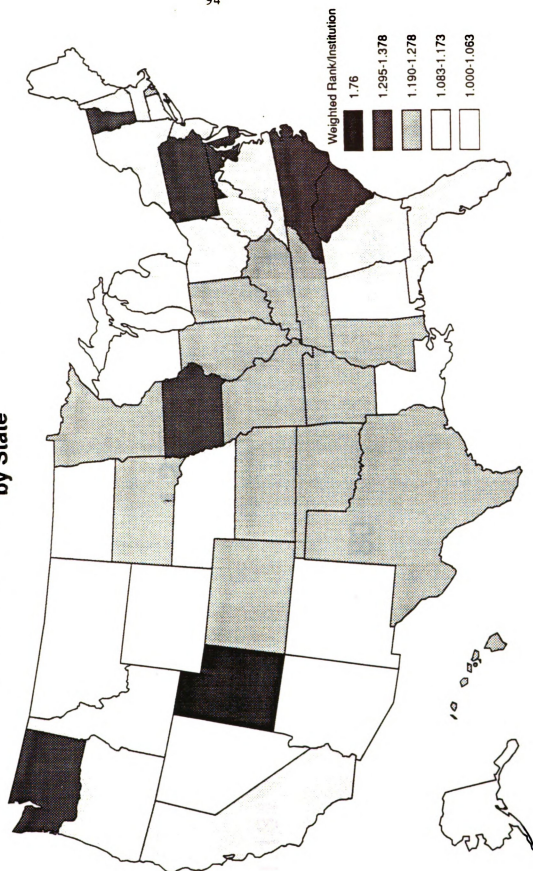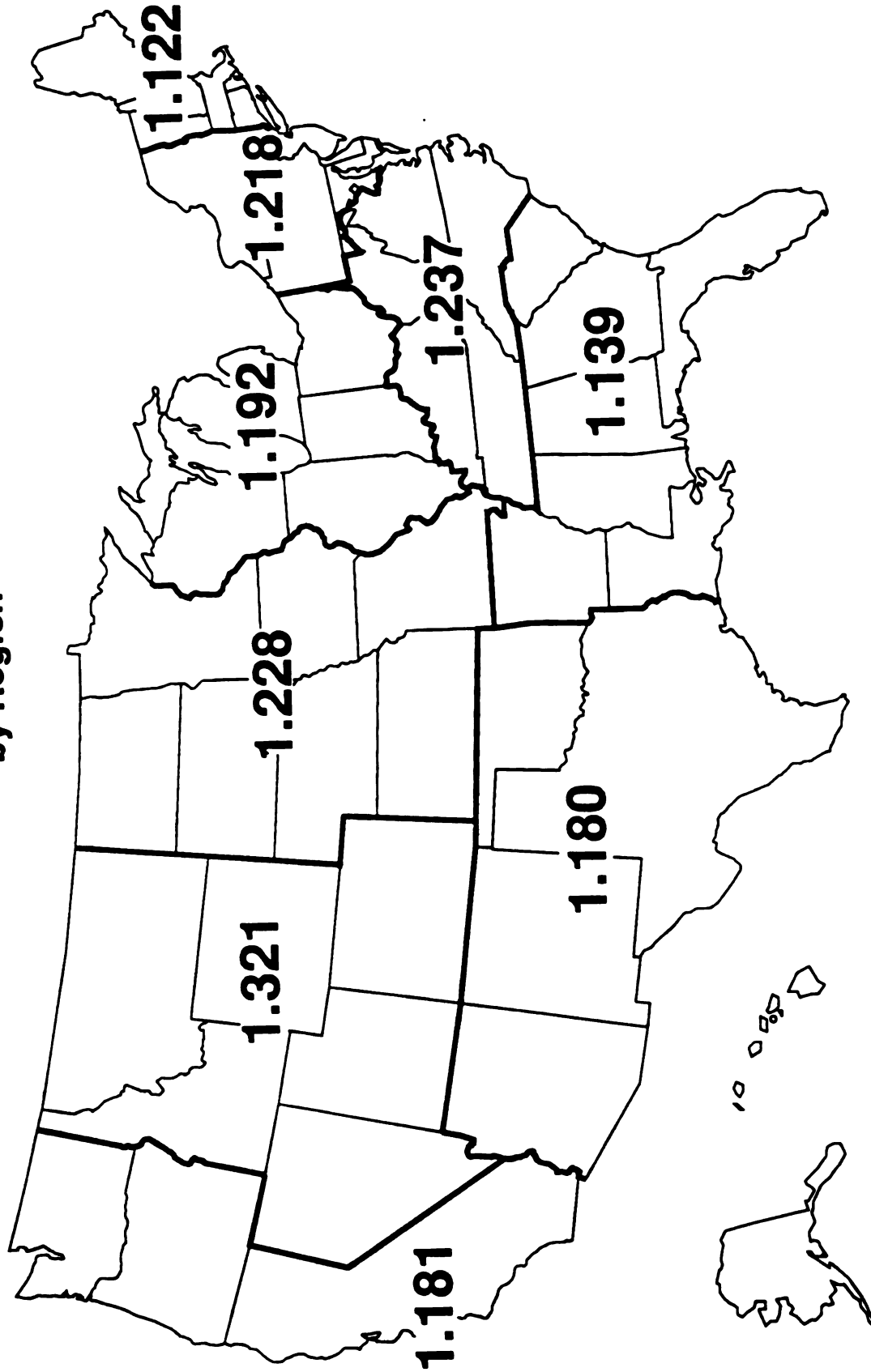
regions. The effect is less pronounced in the Northeast where the unweighted MBD means are low to begin with and in the trans-Appalachian states where significant proportions of the student population attend category 2 and 3 schools.

Noteworthy exceptions in various regions include high weighted means in Pennsylvania and Iowa, a low value in Louisiana and a weighted mean higher than the simple mean in Utah where high - MBD Brigham Young enrolls a high proportion of the state's students.

A comparison of the simple and weighted mean regional maps (10 and 12) reveals a leveling of regional values when weighted. The values for New England and the Mid-Atlantic regions lay closer to the national weighted average than did those regions' simple means to the simple national average.

The Heartland, Great Lakes, Southeast, Southwest, and Pacific Coast regional weighted means dip significantly reflecting the small size of category 2 and 3 schools in the regions and the dependence by a majority of students upon the large state colleges and universities.

The Rocky Mountain average is maintained by the obvious influence of high - MBD Brigham Young and the Air Force Academy in an otherwise sparsely populated region.

STATISTICAL ANALYSIS OF SURVEY DATA

The information collected in the survey questionnaire was used in five scalar analyses. Because of unequal sample sizes within blocks, the General Linear Model (GLM) is used instead of the ANOVA procedure throughout the analyses.

In aid of the general thesis which contends that undergraduates react directly and favorably to the level of moral behavioral direction provided by higher education institutions, five sub-hypotheses were formulated.

Scale 1 - Original Motive for Attendance

Sub-hypotheses 1 is directly related to the data collected for use in Scale 1. In its null form, the sub-hypothesis is stated as follows:

> Students' original motives for attendance at particular institutions are not related to institutional policies concerning moral/behavioral direction.

In the first question in the survey, respondents were
asked to rank five reasons for original attendance with
values from 1 to 5 without value duplication. In cases
where the same numerical value was applied to more than
one motive, all entries were discarded. Further, no
attempt was made to deduce the relative value of blanks
even if only one motive was not rated. Motive responses
are illustrated and correlated in Tables 8-12 with
accompanying figures.

INSTITUTIONAL REPUTATION

"Your institution's national academic
reputation." This motive was scored by respondents as
illustrated in Table 8. The distribution was strongest at
values 2-3 but fell markedly at the lower values of 4-5.

Table 8

Value	Frequency	%	Cumulative Frequency	%
1	147	21.5	147	21.5
2	199	29.1	346	50.6
3	170	24.9	516	75.4
4	103	15.1	619	90.5
5	65	9.3	684	100.0
	Frequency Missing = 20			

The responses rating institutional reputation were
analyzed using GLM to examine the effect of size, MBD
category and size/MBD interaction upon the result, and are
displayed in Figure 1.

Figure 1

Source	S.S	DF	M.S.	F-value	Pr F
Model	56.40946154	5	11.281189231	7.69	0.0001
	R-square = 0.053664		Mean	=2.261988304	
Size	2.06666083	1	2.06666083	1.41	0.2357
MBD	36.90731054	2	18.45365527	12.58	0.0001
Size/MBD	17.43549018	2	8.71774509	5.94	0.0028
Error	994.76012910	678	1.4671983		

MBD category and Size/MBD are both significant. Size
is not significant. The null hypothesis is rejected in
terms of this motive.

While the R-square of 0.053664 is quite small, MBD
had an effect twice as powerful as the Size/MBD
interaction, inferring that institutional size while not
significant in itself, is inversely related to the
relative strength of the MBD variable.

Figure 2

Tabulated Means by Institutional Group Cell

	MBD	LOW	MEDIUM	HIGH
Size	-2000	2.10	2.57	3.09
	+2000	2.53	2.42	2.67

The means demonstrate that this motive was strongest
(2.10) at small secular schools and least important (3.09)

at small institutions in the high MBD category, reflecting
the fact that reputation is much more important at
specular institutions than at high MBD schools.

SPECIFIC CURRICULA

"Your institution offered specific professional/
vocational training that you desired and could find
nowhere else." The frequency distribution for motive 2 is
very even across scores. 177 respondents chose this
motive as primary, the greatest number for any of the five
motives (Table 9).

Table 9

Value	Frequency	%	Cumulative Frequency	%
1	177	26.1	177	26.1
2	104	15.3	281	41.4
3	119	17.5	400	58.9
4	132	19.4	532	78.4
5	147	21.6	679	100.0

Frequency Missing = 25

The GLM analysis of responses for the specific
curricula motive produced the results in Figure 3.

Figure 3

Source	S.S.	DF	M.S.	F-value	Pr F
Model	60.04856424	5	12.00971285	5.50	0.0001
	R-square = 0.039235			Mean = 2.95287187	
Size	33.28489262	1	33.28489262	15.23	0.0001
MBD	17.52172776	2	8.76086388	4.01	0.0186
Size/MBD	9.24194386	2	4.62097193	2.11	0.1214
Error	1470.44333562	673	2.18490837		

Institutional size and MBD category are significant. The Size/MBD interaction are not significant. The null hypothesis is rejected for this motive.

As in the calculations for the academic reputation motive, the R-square of 0.039235 shows that Size and MBD were of little effect in an attendance decision based upon specific curricula offered. In this case, Size proved to be almost twice as effective as MBD category, signalling the fact that students seeking specific curricula are apt to find desired programs of study at larger institutions with national curricular reputations.

Figure 4

Tabulated Means by Institutional Group Cell

	MBD	LOW	MEDIUM	HIGH
Size	-2000	3.30	2.98	3.37
	+2000	2.52	2.79	2.84

Consistent with the calculated predominance of the Size factor, the cell means for larger schools are consistently lower than those of the small schools within each MBD category.

ENVIRONMENT/ATHLETICS

"Social environment/athletic reputation". The frequency distribution appearing in Table 10 is noteworthy in illustrating the lack of importance of this motive to respondents, the 51 value 1 responses being far below the value 1 totals of the other four motives.

Table 10

Value	Frequency	%	Cumulative Frequency	%
1	51	7.6	51	7.6
2	114	16.9	165	24.4
3	151	22.4	316	46.8
4	154	22.8	470	69.6
5	205	30.4	675	100.0

Frequency Missing = 29

Analysis of the responses to the Environment/ Athletics Motive produced the following results.

Figure 5

Source	S.S.	DF	M.S.	F-value	Pr F
Model	23.87861713	5	4.77572343	2.93	0.0125
	R-square = 0.021462		Mean = 3.51555556		
Size	19.37735607	1	19.37735607	11.91	0.0006
MBD	0.88859103	2	0.44429552	0.27	0.7612
Size/MBD	3.61267002	2	1.80633501	1.11	0.3302
Error	1088.70804954	669	1.62736629		

Size is significant in determination of high values for Environment/Athletics Motive. MBD category and the Size/MBD interaction are not significant. The null hypothesis is not rejected for this motive.

With an R-square of 0.021462, the social environment/ athletic reputation of particular schools is found to explain only a little more than 2% of the decision process. Given this stricture, the significance of Size is interesting, especially as the cell means in Figure 6 show that this was a strong attendance motive at small, low MBD institutions, but not very powerful in other Size/MBD categories.

Figure 6

Tabulated Means by Institutional Group Cell

	MBD	LOW	MEDIUM	HIGH
Size	-2000	3.19	3.42	3.36
	+2000	3.61	3.57	3.85

The low mean in the -2000/Low cell MBD categories has already been noted. While not particularly powerful, the relatively low mean in the -2000/High cell is interesting.

Moral Behavioral Development

"The character of your institution's total ethical/ religious program and the basic principles upon which that

program is based". This motive is central to the efficacy
of the sub-hypothesis. The frequency distribution of the
responses for motive 4 appears in Table 11.

Table 11

Value	Frequency	%	Cumulative Frequency	%
1	147	21.7	173	21.7
2	113	16.7	260	38.3
3	122	18.0	382	56.3
4	157	23.2	539	79.5
5	139	20.5	678	100.0

Frequency Missing = 26

GLM analysis for the Moral Behavioral Development
Policy motive appears below:

Figure 7

Source	S.S.	DF	M.S.	F-value	Pr F
Model	228.3233480	5	45.6646696	25.91	0.0001
	R-square = 0.161606		Mean	= 3.04129794	
Size	26.2168015	1	26.2168015	14.87	0.0001
MBD	192.9679572	2	96.4839786	54.74	0.0001
Size/MBD	9.1385893	2	4.5692947	2.59	0.0756
Error	1184.5203098	672	1.7626790		

Both size and MBD category are significant in the
choice of the moral behavioral motive as the primary
consideration for enrollment at particular institutions.
The Size/MBD interaction is not significant. The null
hypothesis is rejected for this motive.

In comparison to other motives, moral behavioral
development plays a important part in the decision to
attend a particular institution, generating an R-square
value of 0.161606. MBD has 7 1/2 times the effect of Size
which is nonetheless significant in the decision process.

Figure 8

Tabulated Means by Institutional Group Cell

	MBD	LOW	MEDIUM	HIGH
Size	-2000	3.30	3.16	2.16
	+2000	3.92	3.27	2.73

The low means in the four medium and high MBD cells
signals the connection between effective MBD and the
decision to attend particular schools. The effect is also
stronger at smaller schools.

Educational Value

"Best Education for the money". The frequency
distribution of educational value motive scores is very
even. The relatively high value 1 total of 165 is
noteworthy.

Table 12

Value	Frequency	%	Cumulative Frequency	%
1	166	24.4	166	24.4
2	147	21.6	313	46.0
3	120	17.6	433	63.6
4	131	19.2	564	82.8
5	117	17.2	681	100.0

Frequency Missing = 23

The analysis of the Educational Value responses provides the following result:

Figure 9

Source	S.S.	DF	M.S.	F-value	Pr F
Model	39.57229122	5	7.91445824	3.95	0.0015
	R-square = 0.028451		Mean = 2.8325912		
Size	5.80122423	1	5.80122433	2.90	0.0892
MBD	16.49666092	2	8.24833046	4.12	0.0167
Size/MBD	17.27440597	2	8.63720299	4.31	0.0137
Error	1351.34400834	675	2.00199112		

MBD, and Size/MBD interaction are significant in determining the outcome for this motive. Size is not significant. The null hypothesis is rejected for this motive.

As in the first three motives, as compared with the MBD motive calculation, the R-square for the "best value for the money" motive is quite small at 0.028451. The

predominant significance of the Size/MBD interaction reflects the positive connection where both Size and MBD are considered.

Figure 10

Tabulated Means by Institutional Group Cell

	MBD	LOW	MEDIUM	HIGH
Size	-2000	3.09	2.85	3.00
	+2000	2.34	2.93	2.90

The low mean in the +2000/Low cell signals the importance of the public institutions for students concerned withh educational costs. The relatively low mean in the +2000/High cell reflects the effect of the responses from the Air Force Academcy and the U.S. Military Academy, both high MBD schools with very high responses to this attendance motive.

Scale 2 - Satisfaction of Motive for Attendance

Scale 2 tests the validity of the second sub-hypothesis, stated in its null form as follows:

> The degree to which students' original motive for attendance are satisfied is not related to institutional policies concerning moral behavioral direction.

Table 13

Cross Tabulation of Motive and Question Scores

Response Value

Motive	1	2	3	4
1	2(2.19%)	3(3.30%)	2(2.19%)	84(92.31%)
2	2(2.04%)	10(10.20%)	42(42.86%)	44(44.90%)
3	6(4.11%)	36(24.66%)	62(42.47%)	42(28.77%)
4	6(3.97%)	23(15.23%)	92(60.93%)	30(19.87%)
5	11(9.73%)	31(27.43%)	48(42.48%)	23(20.35%)

Summarization of the forgoing data into negative and positive responses percentage categories produces the following result:

Table 14

Cross Tabulation of Motive and

Negative/Positive Question Responses

Response

Motive	Negative	Positive
1	5.49%	94.51%
2	12.24%	87.76%
3	28.77%	71.23%
4	19.20%	80.80%
5	37.16%	62.84%

Academic reputation and fulfillment of vocation/ educational objectives had the greatest percentages of satisfactory scores followed by the MBD motive. Social/athletic reputation has a significantly lower positive score rate. Value for money had the lowest high satisfaction score rate.

These outcomes are consistent with the information generated in the analysis of Scale 1 information above, and relates positively, in a logical sense, with the demonstrated importance of the school and with the respondents' class standing.

Utilizing the General Linear Model, the relationship between satisfaction of the original motive for attendance and pertinent independent variables was examined. In this analysis, the actual school attended is introduced as an independent variable.

Figure 11

Source	S.S.	DF	M.S.	F-value	Pr F
Model	900.6683545	53	16.9937425	3.46	0.0001
R-square = 0.220033			Mean = 15.3053977		
Size	2.0508174	1	2.0508174	0.42	0.5184
MBD	183.9832250	2	91.9916125	18.73	0.0001
Institution	714.6343121	50	14.2926862	2.91	0.0001
Error	3192.6711342	650	4.9118017		

The analysis showed that both MBD category and Institution were significant. Size was insignificant. The null hypothesis was rejected.

As might be expected, the actual institution chosen had almost four times the effect of the MBD categories. It is reasonable to assume that the non-institutional motives for attendance are in many cases subsumed within the Institution.

Figure 12

Tabulated Means by Institutional Group Cell

	MBD	LOW	MEDIUM	HIGH
Size	-2000	15.13	14.74	15.93
	+2000	14.80	15.10	16.08

The relatively uniform means illustrate the insignificance of size in the relation between satisfaction with the experience and the original motive for attendance. The higher means in the the high MBD categories reflects that factor's significance.

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Scale 3 - Conformance with Eddy Guidelines

Scale 3 measured student perceptions of their school's conformance with the principles for enlightened institutional policies as set forth by Edward D. Eddy in The College Influence on Student Character. (see chapter 2, page 34-35)

The nine questions were formulated to relate to
Eddy's five principles and to gauge the depth of
institutional commitment to those precepts.

Analysis of scale 3 data was performed to test the
third sub-hypotheses, here stated in its null form:

> Institutional conformity to the Eddy
> principles is not related to institutionál
> policies concerning moral/behavioral
> direction.

The General Linear Model was utilized with Size, MBD
category and school defined as independent variables. The
results appear as follows:

Figure 13

Source	S.S.	DF	M.S.	F-value	Pr F
Model	5866.136887	53	110.681828	7.29	0.0001
R-square = 0.372785			Mean = 35.6193182		
Size	730.991704	1	730.991704	48.14	0.0001
MBD	1308.856472	2	654.428236	43.10	0.0001
Institution	3826.288710	50	76.525774	5.04	0.0001
Error	9869.840386	650	15.184370		

School, MBD and Size were all significant. The null
hypothesis was rejected.

Size, MBD category, and actual institution proved to
be quite important in the determination of conformance to
the Eddy guidelines, generating an R-square of 0.372785.
Once again the actual institution attended had the
greatest effect with a ratio of 39-12-8 (Institution -
MBD-Size).

Figure 14

Tabulated Means by Institutional Group Cell

	MBD	LOW	MEDIUM	HIGH
Size	-2000	36.85	35.88	37.93
	+2000	32.09	35.35	35.96

The relatively high means in the -2000 schools in the
medium and high MBD categories are understandable given
the propensity for the Eddy guidelines to be operative at
smaller schools with specific ethical/moral policies.

Scale 4 - Satisfaction with Eddy Guideline Conformance

The ten questions of scale 4 were designed to gauge
the respondents' levels of satisfaction with those facets
of their institutions encompassed in Eddy's five
principals. In scale 3, respondents were asked to report
on the extent to which their institutions adhered to the
Eddy principles. In this scale, they are asked to report
on the degree to which that adherence to the principles is

satisfying. Analysis of scale 4 data was performed to test the fourth sub-hypothesis, here stated in its null form:

> The degree of student satisfaction in
> terms of the Eddy principles is not
> related to institutional policies
> concerning moral/behavioral direction.

The General Linear Model was utilized with Size, MBD category and school defined as independent variables. The results appear in Figure 15.

Figure 15

Source	S.S.	DF	M.S.	F-value	Pr F
Model	4253.536606	53	80.255408	4.24	0.0001
R-square = 0.256713			Mean = 30.5625000		
Size	439.345326	1	439.345326	23.19	0.0001
MBD	619.541855	2	309.770927	16.35	0.0001
Institution	3194.649425	50	63.892989	3.37	0.0001
Error	12315.713394	650	18.947251		

Each of the independent variables proved to be statistically significant. The null hypothesis was therefore rejected.

In the determination of the degree to which satisfaction with the Eddy guidelines is affected by institutional MBD policies, the MBD category had an effect

41% greater than institutional size but only 1/5 as strong
as actual institution. As in the previous scale, the
actual institution has a strong determining effect,
signalling a connection between strong survey responses
and allegiance to the school.

Figure 16

Tabulated Means by Institutional Group Cell

	MBD	LOW	MEDIUM	HIGH
Size	-2000	31.85	30.70	32.21
	+2000	28.15	30.03	30.98

Higher means in the -2000 cells reflect the
prevalence of smaller schools to successfully operate
within the Eddy guidelines.

Scale 5 - General Satisfaction

Scale 5 compiled all survey responses reflecting
student satisfaction with their educational experiences in
order to test the final sub-hypothesis, here stated in its
null form:

> The level of general student satisfaction
> is not related to institutional policies
> concerning moral behavioral direction.

The General Linear Model was utilized with size, MBD
category, and school defined as independent variables.
The results appear in Figure 17.

Figure 17

Source	S.S.	DF	M.S.	F-value	Pr F
Model	15465.28021	53	291.79774	4.33	0.0001
	R-square = 0.261044		Mean =	65.5142045	
Size	970.02160	1	970.02160	14.40	0.0002
MBD	2221.22509	2	1110.61255	16.49	0.0001
Institution	12274.03351	50	245.48067	3.64	0.0001
Error	43778.57775	650	67.35166		

Size, MBD category and school were all significant in the determination of total satisfaction scores. As the MBD category was significant the null hypothesis is rejected.

As in the previous scale, the effect of Size, MBD, and Institution explained about 26% of variation in general student satifaction with the undergraduate experience (R-square = 0.261044). Institution again proved to be the most effective having 12.7 times the effect of size and 5.5 time the effect of MBD category. This result is consistent with the high number of respondents who picked institution - bound motives for attendance (reputation, specific currcula, best value for money).

Figure 18

Tabulated Means by Institutional Group Cell

	MBD	LOW	MEDIUM	HIGH
Size	-2000	67.34	65.48	68.38
	+2000	61.23	64.77	66.66

The general upward tendency in the means from Low MBD to High in both population segments reflects the effect of moral behavioral development and training in the general student population, irrespective of institutional size.

ALUMNI SOLICITATION TEST

In this test, institutional MBD and size categories were related to calculated institutional alumni solicitation success rates derived from data collected by the Council for Financial Aid to Education. Two success rates were utilized. The first rate was a raw score based upon dollars collected per solicitation. The second rate used the raw score equalized for external institutional reputation by dividing the Gourman rating of each institution into the raw score.

Because of incomplete financial data, 824 schools out of the total of 1260 were used in this test.

The raw score values were analyzed using GLM and appear in Figure 19.

Figure 19

Source	S.S.	DF	M.S.	F-value	Pr F
Model	731633023.5167230	3	243877674.5055740	4.58	0.0035
	R-square = 0.016468		Mean = 4935.16868932		
Size	565736206.3187880	1	565736206.3187880	10.62	0.0012
MBD	165896817.1979340	2	82948408.5989670	1.56	0.2115
Error	43695888466.0355000	820	53287668.8610189		

In this analysis, the error was very large. Size was found to be significant. MBD proved not to be significant.

In the second analysis, size and MBD were related to the equalized score. The results appear in Figure 20.

Figure 20

Source	S.S.	DF	M.S.	F-value	Pr F
Model	14810.79612069	3	4936.93204023	11.84	0.0001
	R-square = 0.041513		Mean = 15.12272946		
Size	13469.67067080	1	13469.67067080	32.30	0.0001
MBD	1341.12544989	2	670.56272495	1.61	0.2009
Error	341961.07685100	820	417.02570348		

In this analysis, institutional size was found to be significant in determining alumni contribution success. MBD category was not significant.

DISCUSSION OF RESULTS

The categorization of schools according to operative levels of moral behavioral development control quite clearly illuminated the national distribution of the three categories of school. It is interesting that from the standpoint of institutional frequency, the reported "Bible Belt" is located west and north of its popularly perceived location in the Appalachians and deep South. The numbers and percentages of middle and high MBD level schools in the Great Lakes and Heartland regions is striking. When the affected student populations are factored into the analysis, the "Bible Belt" retreats back to the expected location in the east and south, signalling the relatively lesser importance of public institutions in the mid and deep South.

The data clearly points to the predominance of the university ideal, with its value-neutral environment, in American higher education. 62% of the institutional sample is made up of category 1 (low MBD) schools. These schools enroll 87.3% of the students attending the 1260 institutions. In view of the predominance of large publicly-supported institutions, it is noteworthy that the analysis of the survey data shows the MBD factor having a

significant and positive effect upon student appreciation of the educational experience.

In the first part of the survey, the respondents were asked to rate the importance of five pre-determined motives for attendance. Of the five motives four, institutional reputation, specific curricula, the character of ethical/moral environment programs, and educational value, were found to be significantly affected by the schools' MBD category. Only in one case; social climate/athletic reputation, was the motive not affected by the institutional MBD category.

Scale 2 correlated students' attendance motives and their ratings of their schools' success in satisfying these motives with the schools' MBD categories, size, and the actual school itself. The school showed itself to be a very significant factor but so also did the MBD category.

The third scale measured student's perceptions of the extent to which their respective schools adhered to the principles set forth by Edward D. Eddy in his treatise on progressive higher education. The analysis attempted to measure the connection between conformance to the Eddy principles and the MBD category. The analysis showed that

size, school, and MBD were all significant in the
determination of conformance to the Eddy principles.

Assuming that the six Eddy principles provide a
reasonable and wise basis for a good and satisfying
college education, in the fourth scale student
satisfaction in terms of the Eddy principles was analyzed
with size, school, and MBD category once again the
independent variables. Once again, all independent
variables proved to be significant.

In the fifth scale, an expanded set of responses
measuring student satisfaction was analyzed. Again, the
size, school, and MBD category variables proved to be
significant.

In the final analysis, institutional alumni
contribution success was related in two forms to MBD
category and size. The school variable was deleted
because the Gourman factor was already institutional in
nature. While size was significant, MBD category was not
significant in accounting for variation in alumni
contribution tendencies.

In four of the five primary motives and in all of the
subsequent four survey scales, the MBD category of the

school showed itself to be a significant factor in determining students' perceptions of their schools and of their satisfaction with their educational experiences.

In the next chapter, conclusions based upon the readings and the survey statistical research will be drawn, and possible avenues for further inquiry will be discussed.

Chapter V

Summary and Discussion

This chapter contains a summary of the study, presentation of the conclusions, a discussion of the findings, and implications for future research.

SUMMARY OF THE PROBLEM AND METHODS OF INVESTIGATION

The purpose of this study was to investigate the importance and extent of moral behavioral development in higher education, and to gauge whether students react positively and directly to the inclusion of moral behavioral controls and training in the collegiate environment.

The bases for the study lay in the writer's interest in the evolution, if not impending dissolution, of the previously reasonably homogeneous American society as it cascaded into the "era of the individual". Intimate awareness of the realities of contemporary campus life and a full recollection of the standards obtaining thirty years ago led to a preliminary survey of learned thought on the subject. As stated in an earlier chapter, it became immediately apparent that the subject of moral behavioral standards and controls was not being

considered. In short, the dissolution of *in loco parentis* and the disappearance of coherent institutional moral and behavioral standards received nothing more than narrative descriptions in general histories of higher education. Modern studies of higher education trends and practices simply accepted the moral-neutral present as the normal state, never questioning nor examining the effects of that reality on higher education or the larger society.

The realization that the subject was not being considered led to a desire to examine higher education's residual connection to moral behavioral training both in terms of frequency and of its affective influence on student satisfaction with the higher educational experience.

The first step in the study involved the review of 1260 college and university catalogs available on microfiche and rated in the Gourman Report to determine each institution's relative adherence to moral precepts and behavioral controls. The schools were placed in one of three groups corresponding to low, medium and high levels of moral behavioral practice.

While the schools surveyed and categorized were not methodically chosen from the population, the arbitrary selection by disinterested organizations and the very large size of the sample helped to provide an accurate and valid picture of the geographical distribution and strength of moral behavioral development in four year colleges and universities throughout the United States.

The accuracy of the institutional survey depends upon the correlation between the rhetoric of collegiate catalog statements and the reality on the campuses. This correlation is functionally impossible to calculate as it would entail experiencing the environment at each school. A factor that serves to mitigate this inability is the consistency, or more frankly the lack of originality, of the institutional self-descriptions. There is a perceptible textual model that is used by schools within each of the three moral/behavioral development categories. There are, of course, exceptions, most notably the service academies where a strict secular doctrine replaces the usual religious orientation. In some cases, the location or reputation of the school appeared to be at odds with the image projected in the mission statement. In these cases, documentation of institutional regulations was reviewed and a decision made as to the proper categorization based upon all available evidence.

While the categorization of institutions and the resultant geographical distribution of these schools and categories was necessarily limited, it nonetheless was rigorous and consistent, complicated only by occasional overblown text.

Following this work, the survey instrument was formulated, tested, modified, and mailed to subjects.

SURVEY DATA

In February of 1989, packets containing 25 survey questionnaires were mailed to seventy-two colleges and universities which had been selected from a double stratified size/moral/behavioral development/geographical matrix utilizing Probability Proportional to Size (P.P.S.) and systematic sampling techniques to insure random selection.

By June 1, 1989, 704 of 1800 or 39% of the questionnaires had been returned. In terms of institutional size and geographical distribution, the return was very well balanced. The return from schools with low moral behavioral development levels was somewhat less than the returns from medium and high moral behavioral development level institutions (189-264-251).

Because of this factor and because the matrix naturally included unequal sizes within blocks, the General Linear Model (G.L.M.) was utilized rather than the more common A.N.O.V.A. procedure.

Table 15

Geographical Distribution of Returned Questionnaires

Region		Frequency	%	Cumulative Frequency	%
1	New England	26	3.7	26	3.7
2	Mid Atlantic	127	18.0	153	21.7
3	Appalachian	41	5.8	194	27.6
4	Southeast	99	14.1	293	41.6
5	Great Lakes	149	21.2	442	62.8
6	Heartland	114	16.2	556	79.0
7	Southwest	49	7.0	605	85.9
8	Mountain	26	3.7	631	89.6
9	Pacific Coast	73	10.4	704	100.0

The returned surveys arrayed by MBD category and size appear in Table 9.

Table 16

Institutional Size and MBD Category of Returned Questionnaires

MBD	1	2	3	Totals
+2000	128	144	102	373
-2000	61	120	149	338
Totals	189	264	251	704

GENERAL OBSERVATIONS

Before proceeding to comments on the various sub-hypotheses and accompanying scales, it would be enlightening to relate some non-statistical observations made while scoring the questionnaires.

The statistics effectively mask some very polar responses coming from the same institutions. This phenomenon was most noticeable in high moral behavioral development schools where the majority of responses would be quite positive but would be accompanied by one or more very negative responses. It would appear that some subjects found themselves trapped in a high moral behavioral development school and could not, for whatever reason, move on to a happier personal environment.

This polarization was not as apparent at medium or low moral behavioral development schools. At these schools the positives were not as strong and the negatives seemed to reflect indifference rather than antipathy. Public school students did not seem to expect much from their institutions and were only quietly disappointed that their expectations were realized. A special and thought provoking set of data was submitted by students from the U.S. Military Academy and the Air Force Academy. 12 of

the 25 responses submitted by West Point cadets marked attendance motive 5, "best education for the money", with the highest value, reflecting the fact that tuition is free at the Military Academy.

While this response may be understandable, it shatters the preconception that cadets attend the Point because they want to serve in the Army as commissioned officers. This divergence between traditional belief and reality gains credibility when the West Point scores on cooperation and friendliness are examined. The cadets who reported that they attended West Point because of the cost savings were alienated from their peers and hated the system in which they found themselves. While it is possible to sympathize or to disregard these peoples' plight, what seems most serious is that 48% of the institutional sample entered the Academy for financial reasons and hate the situation and, by extension, the obligation to which they have pledged themselves. This would seem not to bode well for the health of the officer corps of the Army.

The same phenomenon manifested itself in the Air Force Academy return with 3 of the 12 responses connecting the economic motive with evidence of alienation and over-

competitiveness. The lower incidence may well reflect the more technical and less physical nature of the educational and operational environment of the Air Force Academy.

Presentation of the Conclusions

MORAL BEHAVIORAL DEVELOPMENT CATEGORIZATION AND GEOGRAPHICAL DISTRIBUTION

In order to gain some sense as to the prevalence or absence of moral behavioral training in contemporary American higher education, a methodical analysis of 1,260 college and university mission statements was undertaken. Each school was placed in one of three categories depending upon the strength of moral-behavioral training evident in the schools' policies and practices. This analysis confirmed the primacy of the moral-neutral university philosophy in modern higher education. It also showed that the stronger philosophical position has by no means disappeared.

While the value neutral schools enrolled 87.3% of the under-graduates attending the 1,260 institutions, 37.2% of the institutions did, in fact, include moral behavioral training and development in their philosophies and practices.

An interesting sidelight to the rating methodology was an insight into the ongoing transformation of higher education in this century. Many sectarian schools,

especially in urban areas, seem to have had to moderate
the force and volume of their moral behavioral training in
order to attract the non-believing students the schools
need to remain in operation. The rhetorical skill which
their mission statement writers utilized to slide from the
hardrock religious base to the relativistic present proved
to be quite variable.

The ratings, when viewed in geographical and
population terms, provided few surprises. The north-east,
home of the Ivy League and the liberal educational
principle, proved to have only a small percentage of its
institutions or places dedicated to moral-behavioral
training.

Somewhat surprising was the north-central position of
the Bible Belt. Viewed in the institutional context, many
more high moral behavioral development schools operate in
the Great Lakes and Heartland areas than appear in the
Appalachian, Southeastern, or Southwest regions. It
should be noted that many of the northern schools were
rated at the middle rather than the high moral behavioral
development level. Many of the middle level schools are
rural Protestant in nature, products of the college -
building years of the nineteenth century.

When institutional populations were factored into the process, the Bible Belt re-formed in a quite narrow band stretching from the Middle Atlantic region through the Appalachians to the Heartland region of the upper Midwest. It should be emphasized that this shift away from the Great Lakes and the southern regions is truly relative. The calculated factors in all regions fell when population became a factor: the values in the Middle Atlantic, Appalachian Highland and Heartland regions fell less precipitously than in the other regions.

The high value in the Middle Atlantic region is of great interest. It signals the existence of a number of large urban sectarian schools as well as the Naval and Military Academies.

The fading values in the Southeast and Southwest reflect the primacy of the public sector in these geographically expansive areas. In each of these regions, the calculated factor was negatively affected by very low state values in Florida in the east and Arizona and New Mexico in the west.

STATISTICAL INVESTIGATION

The statistical investigation of the general thesis that undergraduates react directly and favorably to the level of moral behavioral direction was based upon five

sub-hypotheses.

Sub-hypothesis 1

In its null form, the sub-hypothesis states:
Students' original motives for attendance
are not related to institutional policies
concerning moral behavioral direction.

The respondents were asked to rate the five reasons
for original attendance with values from 1 to 5 without
value duplication. The five reasons were:

1. Your institution's national academic
    reputation.

2. Your institution offered specific
    progressional/vocational training
    that you desired and could find
    nowhere else.

3. Social environment/athletic reputation

4. The character of your institution's total
    ethical/religious program and the basic
    principles upon which that program is
    based.

5. Best education for the money.

The accumulated data when subjected to analysis
showed that institutional moral behavioral direction was a
significant factor for students who chose academic

reputation, specific curricula, moral behavioral climate and educational value as the highest priorities in original institutional selection.

Moral behavioral climate, which related to students' desires/needs for a school with specific ethical/religious orientation, was clearly significant in terms of institutional moral behavioral development status. This correlation is intuitively correct in that students embracing this motive would necessarily have to choose a school with a discernible moral behavioral policy. Student responses to the other four motives for original attendance merit comment.

Academic reputation, was more important as a secondary or tertiary motive than as the primary motive, and generated a very small lowest value (5) total indicating that while not of primary importance, institutional reputation had a very high secondary or tertiary relevance.

The existence of desired professional/vocational training at a specific institution had the highest primary value total of all the motives of attendance. There is nothing particularly surprising about this result. It demonstrated that 24.9% (175/704) of the respondents had a

very specific future in mind at the time of matriculation for which there was a very restricted supply of schools.

Social environment/athletic reputation, produced the smallest primary motive score and the largest lowest priority score, underscoring the relative seriousness which young people and their parents attach to the decision of whichever college or university to attend. This was the only motive where moral behavioral development was not significant.

Students viewed the motive, best education for the money, as very important. The highest value motive score was the second highest of the five motives. The lesser scores were biased toward the higher end but very evenly distributed.

Sub-hypothesis 2

In its null form, sub-hypothesis 2 states:

The degree to which students' original motives for attendance are satisfied is not related to institutional policies concerning moral behavioral direction.

Respondents were asked to rate their satisfaction with their educational experience. As seniors, they had at least four years experience upon which to draw. The resulting ratings, on a score from 4 to 1 were then

related to each student's value 1 attendance motive and
the results tabulated.

At the most general level, students were very
satisfied with their experience. 79.85% of respondents
marked one of either of the two positive responses. It is
not difficult to expect that there may be long-term
rationalization occurring in these responses. It is
natural that after four years investment in an
institutional environment, seniors on the eve of
graduation would positively rationalize the experience and
move the response in a positive direction.

It is interesting that the highest satisfaction rates
were reported by respondents preoccupied with
institutional reputation and then specific courses of
study. In clear contrast, those who "bought" a school
based upon value for money were the most disappointed.
The result may signal that those most motivated by
economics were more apt to critically view the final
outcome of their experiences. Technically, the very low
aggregate scores reported by respondents at the Air Force
Academy and West Point may have driven the total
motive/satisfaction score down out of proportion to their
numerical weight.

The third highest satisfaction rate was reported by
students whose attendance was predicated in the moral
behavioral environment at their institutions. Moral
behavioral development/satisfaction had the second lowest
total of highest satisfaction scores and very much the
highest total of middle positive ratings. With
the data at hand, it is impossible to ascertain the
reasons for this phenomenon. Perhaps, students had
religious/emotional aspirations that were unrealistic
because their colleges and universities could not, in the
real world, begin to provide the desired outcomes.

Although the smallest number of respondents chose
"social environment/athletic reputation" as their primary
motive, their satisfaction scores were reasonably
positive. Like the satisfaction scores for the moral
behavioral development motive, the scores were highest at
the secondary positive level rather than at the highest
value.

Statistical analysis showed that moral behavioral
development category was significant in determining level
of satisfaction of original motive for attendance. In
this analysis, the actual institution was introduced as an
independent variable and proved to be very significant.
This result is naturally expected, since students selected

their schools based upon their personal hierarchy of

motives and responded positively - 79.85% versus 20.15%

negative responses.

Sub-hypothesis 3

Sub-hypothesis 3 is stated in its null form as

follows:

Institutional conformity to the Eddy

principles is not related to institutional

policies concerning moral/behavioral

direction.

The respondent were asked to score questions that

reflected their respective institutions' adherence to the

five principles Edward D. Eddy used to gauge enlightened

institutional policies.

Eddy's principles encompassed the honest and wise

implementation of institutional performance and

expectations measured in five areas:

1.   pedagogical style,

2.   the curriculum,

3.   the level of student involvement and
     responsibility in collegiate
     government,

4.   the acceptance and promotion of
     religious thought and practice, and

5.   the general tone of the environment

Each item couched Eddy's principles in terms of the respondent's institution's enlightened approach to operational policies.

Statistical analysis showed that institutional moral behavioral development category was a significant factor in the respondents' views concerning their institutions' adherence to the Eddy principles.

Sub-hypothesis 4

In its null form, sub-hypothesis 4 states:

The degree of student satisfaction in terms of the Eddy principles is not related to institutional policies concerning moral behavioral direction.

In this test, respondents reported on their satisfaction with the extent to which their institutions adhered to the Eddy principles. Given that there could well be an inverse relationship between high - Eddy principle adherence and the satisfaction of those who did not report moral behavioral development as primary motive for attendance, the statistical analysis did report a positive correlation between Eddy adherence and personal satisfaction.

The analysis also reported that the moral behavioral development category was significant in this relationship, an understandable result in light of the fact that those whose primary motive was moral behavioral development would be apt to be very satisfied with their institutions' predispositions to emphasize religious thought and practice.

The actual institution attended was also significant. This outcome is also predictable because students who reported institutional reputation as primary motive for attendance would attend schools with strong internal policies which might or might not include religious training. Many of the finest purely secular institutions are known for their particular environments, many of which measure quite strongly in terms of the Eddy principles, minus the religious tenet. Such students, therefore, knowing what they were accepting at matriculation, would tend to be satisfied with those same conditions four years later.

Sub-hypothesis 5

The 5th sub-hypothesis states in null form:

The level of general student satisfaction is not related to institutional policies concerning moral behavioral direction.

In this analysis, all survey responses reflecting student satisfaction were compiled and subjected to statistical analysis. The moral behavioral development category was found to be significant as were institutional size and the particular institution. The significance of the moral behavioral development category was expected. The particular institution is understandable in light of the majority of respondents who reported reputation and specialized training as primary motives for attendance. Having chosen particular institutions, these respondents' satisfaction is almost given. It is interesting that satisfaction is higher at smaller schools than larger. This is probably a reflection of the fact that moral behavioral training is more prevalent at many of the smaller colleges and largely absent from the large public universities.

ALUMNI SOLICITATION TEST

In an independent analysis, the rates of alumni giving by institution were related to institutional size and moral behavioral development category. The hypothesis for this test lay in the notion that the higher the moral behavioral development category and concomitant satisfaction, as indicated by the previous analyses, the higher would be the alumni contribution. In the event,

the analysis did find a significant correlation between size and the level of alumni contribution calculated as dollars collected per solicitation. Moral behavioral development category was not significant. These results are consistent with common sense analysis. As this analysis did not take into account institutional reputation, which would appear to be the most powerful determinant of alumni giving, the results are expected.

A second test, which equalized the alumni contribution score by dividing the value for each school by the institution's Gourman rating, again found the moral behavioral development category to not be significant. Size was found to be significant. As high Gourman ratings tend to attach to large research universities, this outcome is not surprising.

The original intent of the hypothesis was borne out by the statistical analysis of the data provided by the institutional respondents. In all but one subsection of five tests, moral behavioral development category was found to have statistical significance in the measure of student satisfaction with their chosen schools. That moral behavioral training and orientation was not the dominant determinant in attendance at specific institutions, and consequent relative realization of

As a result of the ongoing degeneration of communal and family values in American society, moral behavioral development has become a very popular subject in learned, journalistic, and political circles. "Family values" have become in the course of time both the basis for serious discussion and a code word used by politicians to signal their personal adherence to a set of undefined and generally backward-looking social principles. In a more constructive sphere, citizens are, with help from government, establishing a plethora of principle-driven private K-12 schools. At the same time, politicians are skeptically examining many of the effusions of the "great society" of the 1960's - 80's in order to ascertain whether these programs, once so well meant, are by their very processes wrecking the institutions they were meant to protect and encourage.

During the same time that society has been seriously examining the continuing problem of declining values and striving to find ways to stem the tide, higher education has chosen to largely leave the field of general discussion to polemicists and politicians and to forge its own peculiar reality on the campus, a reality neither shared nor accepted by general society.

The failure of higher education to attack the problem is hard to understand especially in a micro-society made up entirely of "experts". Conjecture points toward two factors that may serve to partly explain the situation. The establishment and rapid growth of private, principle-driven schools invites comparison with a value-neutral, public education system that is painfully the product of the doctrines espoused by college and university schools of education. It is easy to understand that the faculties would be reluctant to objectively discuss the place of values in public education when these same people labored so long to remove these very values from the system. It would be less than satisfying to partake of an examination destined to prove oneself wrong.

At the socio-political level, the education establishment, from college to school to NEA, has a need to defensively protect itself in the face of unremitting criticism and competition. The higher education contribution to this defense is generally quiet. The lack of volume may again be ascribed to embarrassment and futility. The sad fact is that public K-12 education has degenerated as a result of the need to deal with integrative and behavioral problems at the expense of real teaching and because of the legacy of liberal education which has actually made the K-12 system receptive to the

imposition of tasks beyond the purview of traditional

education. How could schools refuse to assume

responsibilities for personal/social training after years

of esteem building and socialization? A system free of

these doctrines could well have refused to accept

distractive responsibilities thrust upon it by abdicating

parents and society.

Higher education has chosen to go its own way,

refusing to address the problems afflicting K-12 education

and the resultant dissolutive effects that carry over from

the lower levels of the educational process. Instead,

higher education has been preoccupied with the

implementation of a superficially reconfigured affirmative

action policy. At a time when affirmative action, as

developed in the twenty-five years since the passage of

the Civil Rights Act of 1964, was coming under increasing

attack because of alleged reverse discrimination and

because it actually appeared to be itself racist, higher

education became aware of the changes that were occurring

in ethnic birthrate demography which predicted that by the

turn of the century the majority of graduating high school

seniors would be non-white. In <u>A NATION AT RISK</u>[1] and in

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[1]United States. National Commission on Excellence in
Education, <u>A Nation at Risk: The Imperative for Educational
Reform: A report to the Nation and the Secretary of
Education, United States Department of Education</u> (Washington,
D.C. : The Commission: Supt. of Docs., U.S. G.P.P.

the many demographic monographs published by people such as Harold Hodgkinson,[2] the spectre of a majority of high school seniors being non-white drove higher education to seriously consider its position and image. In order to compete successfully for the new audience, colleges and universities, with the continued efficacy of affirmative action an open question, needed a new strategy that would prove to minority students that the institutions had these students' best interests at heart, interests defined by the students themselves and by their communities.

The key to the new strategy was a repackaging of affirmative action in combination with an old collegial chestnut, "The well rounded student body". The new policy, labelled diversity, posited the notion that optimal quality of experience can be achieved by configuring the student body, faculty, and support personnel such that the institutional ethnic/gender makeup mirrors exactly the proportions found in the environment in which each institution is physically located.

In modern times, colleges and universities have espoused the notion and, in many cases, aggressively

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Distributor, 1983)

[2]Hodgkinson, Harold L., <u>Guess Who's Coming to College: Your Student in 1990:</u> (Washington, D.C., National Institute of Independent Colleges and Universities, 1983)

promoted a policy of diversification of their student
bodies, recruiting students from other states and
countries so as to provide students experience with the
habits and mores of different regions and nations. This
intercourse was traditionally viewed as intercultural, and
only coincidentally inter-racial.

One of most problematical aspects of the affirmative
action policies of the last thirty years has been the
principle of proportionalism. Simply put, the original
prohibition embodied in the Civil Rights Act of 1964
against ethnic and gender discrimination in public affairs
and employment has been transformed into a process based
upon the notion that the minimally acceptable condition is
a sharing of meaningful societal places such that ethnic
minorities and women hold the same percentage of positions
as is represented by each group's percentage of the
general relevant population.

By grafting the universally acceptable principle of
intercultural intercourse on to the increasingly
vulnerable proposition of ethnic/gender proportionality,
affirmative action was effectively transformed through
disguise, and became diversity. It should be noted that
the effectiveness of the transformation is directly
related to the viewpoint and attitude of the beholder.

Naturally, those with a stake in the continuation of proportional affirmative action are most accepting of the overall proposition and have combined to promulgate the rectitude and wisdom of the diversity construct. Diversity is based upon the desired goal of proportional affirmative action and generates an environment bound to be viewed as positive, if not friendly, by the ethnic minorities it is meant to attract.

Apart from arguments as to the efficacy of the principle of environmental proportionality (whether the environmental proportions mirror in any meaningful way the actual demand for educational services or employment in the various ethnic/gender segments), diversity suffers most from the fact that many do not accept the principle at the intellectual level. In a world of ideas, the theory that ethnic/gender mixture is more important than intellectual quality is anathema to the university ideal. Critics also point to the uni-directional fallacy implicit in the practice if not the principle of diversity. The process only works to increase minority/female inclusion. It does not posit increasing white male participation in environments preponderantly populated by ethnic minorities and women. Such venues are regularly described as providing "havens" for the disadvantaged, places to be protected and nurtured.

The subordination of quality to share and the hypocrisy of the one-way street render diversity an empty yet very formidable monolith. Eminently politically correct yet silently rejected by many, diversity is in fact the only general societal ethic embraced by higher education.

While higher education's preoccupation with diversity has left little room for discussion of the need for general ethics and behavioral training, colleges and universities have been forced by current circumstances to address a subject they strive so thoroughly to avoid.

Of most immediate concern is the disintegrating level of civility on the campus. In a climate that descries the paramountcy of any set of ethic/behavioral principles as being ethnocentric or Eurocentric, and glorifies the relativistic and the individual, the most common reaction strangely has been authoritarian and anti-intellectual. Institutions have attempted to impose codes of conduct and speech based not upon manners and "old fashioned" notions of civility but upon the content of speech and writing with the "acceptable" based upon the principle of diversity and the "unacceptable" being "non-PC" or antagonistic to diversity. In so doing, colleges and universities have confused form with content, a failure

not lost on the courts which have found consistently that
such campus speech/behavior codes quite clearly abridge
constitutional freedoms.[3] In searching for a less
antagonistic environment, higher education has chosen a
tactic based upon the control of thought and word instead
of striving to re-instill levels of civility and social
intercourse within which real intellectual diversity might
thrive.

Notwithstanding higher education's inability to
confront and recognize the genuine means to provide a
general solution to civil disintegration, a number of
academic disciplines have found it necessary to provide
ethical training for their students. Faced with a student
body who bring little real moral underpinnings to the
educational task, schools of medicine, law, and business
have initiated courses in ethics to instill in students
the attitudes and morals necessary for the successful and
constructive continuation of these professions.

The individualism and moral relativism of the current
society when combined with the social Darwinism implicit
in transcendent capitalism has produced a generation of
young people many of whom are imbued with the notion that

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[3]Doe V. University of Michigan: (EDMich, 721 FSupp 852,
1989)

anything that furthers their goals short of being caught
is appropriate.

In medicine, the lure of magnificent incomes has
replaced, in many hearts, the desire to serve and protect
life. The geometric expansion of medical technology has
only increased the material possibilities. In a wide-
ranging attempt to stem the tide and re-orient medicine
back toward the patient and society, many medical schools
have established mandatory ethics curricula. Currently,
there are almost 60 medical schools operating such
programs.[4]

In the law, competition for business by an
overabundance of lawyers in a litigious society has bred
the "Rambo" lawyer undeterred by any standards, so intent
are they upon victory. Law schools and state bar
associations have established courses and standards to
redress the problem.[5]

Nowhere have the deleterious effects of the moral
vacuum been more visible than in commerce. The 1980's was
the decade of the junk bond kings and the corporate

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[4]The Hastings Center "Graduate Programs in Bio-Ethics,
Briarcliff Maner, (New York, 1996)

[5]US News and World Report "The American Uncivil Wars", (New
York, April 22, 1996) pp.69-70

raiders. Most noteworthy was the popular reaction to the apprehension and conviction of people such as Bernard Cornfeld, Robert Vesco, Michael Milken, and Charles Keating. The tendency among many of the younger people in business was to lionize these people rather than to revile them. In the popular view, these malefactors' problem was that they had been caught, not that they had acted unethically and illegally. While the tempo and tenor in business has cooled in this decade, many schools of business have initiated ethics courses to further influence the current generation toward a more socially acceptable and ethical frame of mind.

Higher education has chosen not to confront the ethical vacuum currently pervading general society and the campus alike. Rather than attack the problem with the tools that were so effective in the past but are now momentarily discredited by popular myths and particularist antipathies, colleges and universities have attempted generally clumsy tactical solutions to local behavioral problems while furthering affirmative proportionality and projecting a favorable image to the upcoming freshman intake.

This study has shown that ethics and social/religious rules are important factors in the determination of the

level of student satisfaction with the educational
experience. In an environment increasingly involved with
Continuous Quality Improvement programs and their ilk, and
jostled by increasing competition for freshman, higher
education's continuing refusal to re-establish a higher
general level of moral behavioral controls and training
when such policies promote student satisfaction seems at
least shortsighted.

The reestablishment of a greater measure of
institutional controls and training offers a number of
advantages. Student satisfaction will increase and so
presumably will retention. The social climate of the
campus should improve once the new policies are accepted.
And, the place of higher education in society will be
rejuvenated and the campus will be once again seen as a
place of higher thought and action.

IMPLICATIONS FOR FURTHER STUDY

As the effect of moral behavioral training upon
students' higher education experiences remains a fertile
field almost completely unplowed by either learned or lay
commentators and researchers, there is much that can be
done to explicate and illuminate students' true societal
and emotional needs.

While the data and conclusions arrived at in this
study are valid from a methodological standpoint and
because the condition that prompted the initiation of the
study has actually worsened in the intervening years, it
is clear that much more exhaustive and comprehensive study
and evaluation of the subject could be undertaken. In
particular, it is probable that more intensive, on-site
study of particular institutions could add depth and
weight to deductions first presented here.

On-site study would aid in validation of the
geographical analysis in terms of the particular MBD
values assigned in this study to particular institutions
through review of college and university catalogs.
Comparisons of campus realities with catalog rhetoric
would of necessity be anecdotal in nature, unless we were
to contemplate visiting all 1260 schools surveyed, but it

could prove the validity of the data so far collected or point to the need for wholesale review of the methodology.

The implementation of more rigorous and comprehensive personal questionnaires could provide valuable insight into the interplay of student expectations and institutional policies concerning moral/behavioral training and the resulting outcomes. Most valuable would be an attempt to guage the temporal effect as students progress from the freshman year to graduation. The present study relied upon randomly selected seniors without regard to antecedent conditioning, attitudes, or environment. By factoring in these variables it would seem probable that a much more refined summary statistic could be achieved.

In the present climate of serious discussion and review of the various social trends of the past forty years which many feel have brought us to our present contentious and dangerous state of affairs, it would seem to be a most propitious time for higher education to rationally and intellectually consider its own emotional and civic condition.

Higher education has a very strong tendency to self-define itself with great precision and power and then sit

back and view subsequent contrary or critical views with
condescension and a smug and uncommunicative passivity.
The "outside world" or the "real world" is generally
considered neither intellectually nor morally fit to
intrude or comment upon affairs of the campus.

Currently, higher education feels very much insulated
from the popular ferment over the need for a
revitalization of public manners, morals, and ethics. So
powerful is its commitment to its own program of
proportional diversity and affirmative action that higher
education does not allow or even tolerate even-handed and
open discussion of the subject.

There is great danger in this attitude. Unlike other
aspects of higher education which can be viewed quite
reasonably as being unique to the educational environment,
moral behavioral training is ubiquitous, having great
effect on both sides of the boundary wall. To a great
extent, the moral/behavioral tone in colleges and
universities is dictated by the attitudes and beliefs that
students bring with them when they matriculate.

In fact, the homogeneity of thought and purpose
embraced by higher education is a hollow myth, sustained
only by student passivity and disinterest on the one hand

and by the dangerous and the anti-intellectual proscription of "political correctness" on the other. If students were to speak openly and powerfully, and wisely, about their beliefs and needs, and if the faculties were able to freely discuss school policies concerning moral behavioral controls, affirmative action, and proportional diversity, there is good reason to believe that current policies could well be changed rapidly and radically.

Even if students and faculties do not intervene, and there is no reason to believe they will in the immediate future, there is nonetheless great peril if higher education fails to join the general discussion. The discussion is ongoing. Affirmative action is under attack in the media, the government and the courts. The failure of morality and the need for civil rejuvenation everyday gains new champions and, if higher education does not become an active participant in the dialogue, it may find that lay society, after coming to conclusions and formulating a new civil design, will exercise its power prerogative and impose a solution upon the campus in which higher education has had little input or effect.

Appendix I

SURVEY QUESTIONNAIRE

QUESTIONNAIRE

My name is Dugald McMillan, Assistant Registrar at Michigan State University. As part of the research for my doctoral dissertation, I am conducting a comprehensive national survey of the state of contemporary student/school relations. You are being asked to complete the following questionnaire. It should take 10-15 minutes to complete. You may be assured that your answers will be treated confidentially. In order to insure anonymity, do not enter your name on any page of the questionnaire.

Your return of the completed questionnaire constitutes your voluntary consent to participate.

1. Please rank the following statements in order of their importance to your decision to attend your college or university (1 - most important, 5 - least important). DO NOT USE THE SAME NUMBER MORE THAN ONCE.

    -- Your institution's national academic reputation.
    -- Your institution offered specific professional/vocational training that you desired and could find nowhere else.
    -- The character of your institution's total ethical/religious program and the basic principles upon which that program is based.
    -- Best education for the money.

PLEASE CHOOSE THE RESPONSE THAT MOST ACCURATELY REFLECTS YOUR APPRECIATION OF CONDITIONS AT YOUR INSTITUTION -- CIRCLE ONLY ONE LETTER.

2. Your institution's faculty is:

    a. distant and preoccupied with other activities.
    b. going through the motions, but friendly.
    c. interested in student academic success.
    d. really interested and involved in your growth as a person.

3. Do you feel that your institution's commitment to the
    production of comprehensively educated, mature
    graduates is:

    a. non-existent.
    b. moderate, but technical expertise takes
        precedence.
    c. energetic, but liberal arts program is not
        well coordinated.
    d. well defined and supported by positive
        policies.

4. How would you rate the faculty's concern for your
    emotional and ethical development?

    a. non-existent.
    b. low.
    c. moderate.
    d. high.

5. Please characterize your institution;s efforts to
    provide for your integration into the campus
    community.

    a. ineffectual or non-existent.
    b. superficial -- left to resident adviser or
        dormitory staff.
    c. not pushed aggressively, but an accepted task.
    d. an intrinsic and obvious part of the educational
        process.

6. Your undergraduate curriculum:

    a. is completely vocational in orientation and is
        not concerned at all with liberal arts
        education.
    b. is vocationally oriented but offers a few
        liberal arts courses.
    c. is vocationally oriented but offers many liberal
        arts courses.
    d. is oriented toward the liberal arts but offers
        sufficient vocational training.

7. Your institution's commitment to the encouragement of student responsibility and participation in school governance is:

   a. non-existent.
   b. superficial.
   c. real, but not very coherent.
   d. part of a concerted and active policy.

8. How would you characterize your institution's code of student conduct?

   a. does not operate.
   b. given lip service but sanctions are weak or non-existent.
   c. is generally known and applied but students see the code as administrative rules imposed upon them by the institution.
   d. is universally accepted as an actual and positive code of conduct by almost all students.

9. Your institution's attitude toward the encouragement of religious thought and practice is:

   a. very negative.
   b. quietly negative.
   c. quietly positive.
   d. actively positive.

10. How would you describe your campus in a physical sense?

    a. ill-maintained, needs work.
    b. neat but old-fashioned.
    c. the school expends a lot of effort maintaining new facilities but students have little or no input into decision making.
    d. the campus community is committed to maintenance of our physical surroundings and we all strive to improve our environment.

11. How would you rate other students at your
    institution?

    a. friendly, supportive.
    b. reasonable but distant.
    c. indifferent, unhelpful
    d. overly competitive, everyone is out for
        themselves.

12. In a general sense, how would you characterize your
    institution's attitude toward you?

    a. purposefully cold and impersonal.
    b. indifferent.
    c. friendly but unconcerned.
    d. caring, concerned.

Question 13 through 33

Indicate your degree of satisfaction with the following
institutional characteristics:

VERY SATISFIED
4

SOMEWHAT SATISFIED
3

SOMEWHAT DISSATISFIED
2

VERY DISSATISFIED
1

13.	national academic reputation	4	3	2	1
14.	training in your major.	4	3	2	1
15.	social environment and athletic reputation.	4	3	2	1
16.	institutional ethical/ religious viewpoints and policies.	4	3	2	1
17.	value of your education in dollar terms.	4	3	2	1

VERY SATISFIED
4

SOMEWHAT SATISFIED
3

SOMEWHAT DISSATISFIED
2

VERY DISSATISFIED
1

18. faculty commitment to the   4   3   2   1
    fostering of close and
    constructive relationship
    with students.

19. the extent to which you   4   3   2   1
    have been happy at school.

20. institutional commitment
    to the production of
    comprehensively educated,
    mature graduates.   4   3   2   1

21. policies to integrate you
    into the campus community.   4   3   2   1

22. amount and quality of
    vocational training.   4   3   2   1

23. faculty concern for your
    emotional and ethical
    development.   4   3   2   1

24. amount and quality of
    liberal arts training.   4   3   2   1

25. encouragement of your
    assumption of responsibility
    for, and participation in,
    campus governance.   4   3   2   1

26. written code of student
    conduct.   4   3   2   1

27. institutional encouragement
    of religion.   4   3   2   1

		VERY SATISFIED 4	SOMEWHAT SATISFIED 3	SOMEWHAT DISSATISFIED 2	VERY DISSATISFIED 1
28.	campus physical environment.	4	3	2	1
29.	the attitude of other students.	4	3	2	1
30.	your school's general attitude toward you.	4	3	2	1
31.	the value of your college experience.	4	3	2	1
32.	the extent to which you liked college.	4	3	2	1
33.	your relations with administrative offices and staff.	4	3	2	1

Appendix II

Survey Question Sets in Each Scale

Survey Question Sets in Each Scale

		questions
1.	Original Motive for Attendance	1
2.	Satisfaction of Motive for Attendance	13-17
3.	Conformance with Eddy Guidelines	2-12
4.	Satisfaction with Eddy Guidelines	18-27
5.	General Satisfaction	13-33

Appendix III

Tabulated Question Means by
Institutional Group Cell

Tabulated Question Means by
Institutional Group Cell

Questions	MBD	Low -2000	Low +2000	Medium -2000	Medium +2000	High -2000	High +2000
1.							
Motive	1	2.10	2.53	2.57	2.42	3.09	2.67
	2	3.31	2.52	2.98	2.79	3.37	2.84
	3	3.19	3.61	3.42	3.58	3.36	3.85
	4	3.30	3.92	3.16	3.27	2.16	2.73
	5	3.09	2.34	2.85	2.93	3.00	2.90
2.		3.57	2.90	3.46	3.31	3.57	3.46
3.		3.72	2.90	3.43	3.36	3.56	3.43
4.		3.20	2.87	3.24	3.13	3.50	3.39
5.		2.98	2.60	2.94	2.73	3.16	3.07
6.		3.87	2.98	3.63	3.57	3.65	3.36
7.		3.33	2.80	2.98	2.84	3.17	3.16
8.		3.20	3.14	3.12	3.10	3.15	3.31
9.		3.08	2.89	3.13	3.30	3.73	3.55
10.		2.87	2.93	2.89	3.21	3.15	3.13
11.		3.46	3.44	3.68	3.48	3.77	3.14
12.		3.72	3.03	3.57	3.44	3.72	3.39
13.		3.18	3.08	3.17	3.17	3.12	3.37
14.		3.41	3.25	3.15	3.32	3.37	3.29
15.		2.75	2.78	2.60	2.83	2.95	2.94
16.		2.80	2.77	2.98	3.10	3.38	3.17
17.		3.03	3.03	2.88	2.74	3.18	3.37
18.		3.41	2.80	3.41	3.17	3.45	3.31
19.		3.59	3.04	3.31	3.25	3.47	3.14
20.		3.31	2.87	3.25	3.17	3.32	3.21
21.		2.89	2.59	2.89	2.69	3.04	2.87
22.		2.88	2.99	2.87	2.93	3.09	3.06
23.		3.15	2.72	3.15	3.03	3.42	3.11
24.		3.69	3.11	3.47	3.52	3.57	3.29
25.		3.05	2.67	2.75	2.65	2.81	2.89
26.		3.03	2.92	2.78	2.75	2.93	3.08
27.		3.00	2.72	3.06	3.06	3.43	3.18
28		3.21	3.06	3.14	3.42	3.34	3.56
29.		2.90	3.02	3.18	2.93	3.14	2.99
30.		3.38	2.75	3.26	3.08	3.38	3.19
31.		3.72	3.33	3.61	3.54	3.60	3.74
32.		3.62	3.32	3.57	3.52	3.59	3.30
33.		3.52	2.83	3.26	3.15	3.44	3.13

Appendix IV

Alphabetical List

of Survey Institutions

			*
Arkansas College	Batesville	AR	*
Augsburg College	Minneapolis	MN	
Aurora College	Aurora	IL	*
Avila College	Kansas City	MO	
Baylor University	Waco	TX	
Belmont College	Nashville	TN	*
Bethel College	Saint Paul	MN	*
Bluefield College	Bluefield	VA	
Brenau College	Gainesville	GA	*
Butler University	Indianapolis	IN	*
Cabrini College	Radnor	PA	
California State University at Los Angeles	Los Angeles	CA	*
Calvin College	Grand Rapids	MI	*
Cedar Crest College	Allentown	PA	
Chapman College	Orange	CA	*
City University of New York John Jay College of Criminal Justice	New York	NY	
Columbia College	Columbia	MO	
Davidson College	Davidson	NC	
Denison University	Granville	OH	*
Eastern Oregon State College	La Grande	OR	*
Emmanuel College	Boston	MA	*
Gannon University	Erie	PA	*
Georgia College	Milledgeville	GA	*
Greenville College	Greenville	IL	*
Grinnell College	Grinnell	IA	*
Gustavus Adolphus College	Saint Peter	MN	*
Hamilton College	Clinton	NY	*
Immaculata College	Immaculata	PA	*
Kentucky Wesleyan	Owensboro	KY	*
King's College	Wilkes-Barre	PA	*
Lake Forest College	Lake Forest	IL	*
Le Moyne-Owen College	Memphis	TN	
Linfield College	McMinnville	OR	
Loyala University of Chicago	Chicago	IL	*
Mary Hardin-Baylor College	Belton	TX	*
Mercer University	Atlanta	GA	*
Morningside College	Sioux City	IA	
Mundelein College	Chicago	IL	*
Northwestern College	Orange City	IA	*
Oberlin College	Oberlin	OH	*
Ohio Northern University	Ada	OH	*
Pace University New York Campus	New York	NY	*

*returned questionnaires

			*
Pacific Lutheran University	Tacoma	WA	*
Pepperdine University	Malibu	CA	*
Regis College	Denver	CO	*
Rivier College	Nashua	NH	
Edwards University	Austin	TX	*
Josephs College	North Windham	ME	
Michael's College	Winooski	VT	*
Sarah Lawrence College	Bronxville	NY	
School of the Ozarks	Point Lookout	MO	*
Siena College	Loudonville	NY	*
Spring Hill College	Mobile	AL	*
St John's University	Jamaica	NY	
St Francis College	Fort Wayne	IN	*
St Cloud State	Saint Cloud	MN	*
Texas A & M University	College Station	TX	*
Texas Wesleyan College	Forth Worth	TX	*
U.S. Military Academy	West Point	NY	*
U.S. Air Force Academy	Colorado Springs	CO	*
Unity College	Unity	ME	
University at Montevallo	Montevallo	AL	*
University of Portland	Portland	OR	*
University of Richmond	Richmond	VA	*
University of North Carolina at Greensboro	Greensboro	NC	*
University of Washington	Seattle	WA	*
Warren Wilson College	Swannanoa	NC	
Western Maryland College	Westminster	MD	*
Westfield State College	Westfield	MA	
William Jewell College	Liberty	MO	*
Wofford College	Spartanburg	SC	*
Xavier University	Cincinnati	OH	*

*returned questionnaires

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