

AN ANALYSIS OF THE SATISFACTIONS WITH COLLEGE
EXPERIENCED BY SPECIAL PROJECT STUDENTS,
PRIMARILY INNER-CITY AND NEGRO, AT A
NON-METROPOLITAN UNIVERSITY AS MEASURED BY
THE COLLEGE STUDENT QUESTIONNAIRE

Thesis for the Degree of Ph. D.
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JERALD ELBERT LOUNSBURY

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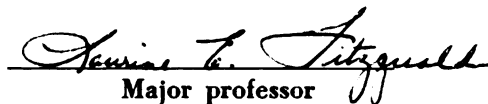
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An Analysis of the Satisfaction with College,
Experienced by Special Project Students,
Primarily Inner-City and Negro, at a
Non-Metropolitan University as measured by
the College Student Questionnaire

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ABSTRACT

AN ANALYSIS OF THE SATISFACTIONS WITH COLLEGE EXPERIENCED BY SPECIAL PROJECT STUDENTS, PRIMARILY INNER-CITY AND NEGRO, AT A NON-METROPOLITAN UNIVERSITY AS MEASURED BY THE COLLEGE STUDENT QUESTIONNAIRE

By

Jerald Elbert Lounsbury

Students with similar low socio-economic backgrounds and similar academic performances were questioned regarding their perceived satisfactions with the collegiate environment at Central Michigan University. Two groups, one composed of minority students (Blacks and Chicanos) and the other composed of majority students (Caucasian--non Spanish-speaking), were questioned by the use of the College Student Questionnaire Part Two, a biographical instrument, and a personal interview.

The purpose of the study was to determine whether the minority students were less satisfied in their relationships with the faculty, administration, major field of study, and other students on campus than were the majority students. This measurement was obtained by the use of four scales from the CSQ-2: Satisfaction with Faculty, Satisfaction with Administration, Satisfaction with Major, and Satisfaction with Students. These scales and some of the pertinent scale questions were analyzed by the Analysis of Variance, Chi Square, and Lawshe-Baker Nomograph percentage comparison methods.

2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 2681, 26

TO DIRECTOR, FBI
FROM NEW YORK OFFICE, FBI
SUBJECT: JAMES EARL RAY, AKA; ALLEGED ASSASSINATION OF
DR. MARTIN LUTHER KING, JR.; CIVIL RIGHTS
MURDER; RACIAL MATTERS; RE: NEW YORK TELETYPE TO
BUREAU, APRIL TWENTY, LAST.

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Department of Psychology, University of Illinois at Chicago, Chicago, IL 60607

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It was found that the minority students were less satisfied with the procedures of the administrative offices and the way rules and regulations affected them than were the majority students. Their low scores implied a critical, perhaps contemptuous view of an administration that is variously held to be arbitrary, impersonal, and/or overly paternal. This finding is in keeping with what other researchers have found.

The other area of greater dissatisfaction for the minority students than for the majority was with their major field of study. The minority students' low scores suggest that they have an uncertainty in commitment to their fields, that they may have made their choices of majors just recently, that they may be unhappy with departmental procedures and the quality of instruction that they have received in their major fields.

There were no differences in perceived satisfactions in contact with the faculty between the minority and the majority students. While it cannot be stated that both groups were equally happy or unhappy with the way their instructors conducted classes and responded to student-faculty contacts, it may be conjectured that the more personal relationships in these contacts allowed for greater humanizing and thus better feelings toward faculty than were noted toward the administration.

In the area of satisfaction with fellow students, it was found that there were no differences between the minority and majority students. Also there were no differences in the way males and females perceived their collegiate experiences as measured by the satisfaction scales.

The review of the literature revealed that student unrest on the college campus today was often traced to the amount of student

Jerald Elbert Lounsbury

dissatisfaction with the collegiate environment. Some of the studies using the College Student Questionnaire Part Two are discussed. Very few studies dealt with student satisfactions, especially minority versus majority.

Mathematical Formulas

For the purpose of this study, the following mathematical formulas were used to calculate the various parameters of the system. The formulas are as follows:

Equation 1

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By
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VITA

Oral Examination: July 21, 1971

Dissertation:

An Analysis of the Satisfactions with College Experienced by Special Project Students, Primarily Inner-city and Negro, at a Non-Metropolitan University as Measured by the College Student Questionnaire.

Outline of Studies:

Spring Arbor Junior College, 1955-1957. A.A. in Liberal Arts.

Michigan State University, 1957-1960. B.A. in Social Studies.
Minors: History and Physical Science.

Michigan State University, 1960-1962. M.A. in Counseling and Guidance with cognate in Psychology.

Michigan State University, 1963-1971. Ph.D. in Higher Education, emphasis in Student Personnel Work and Sociology.

State University of New York at Buffalo, 1966-1967. Course work in Statistics and Sociology.

Biographical Information:

Born in Owosso, Michigan, 1937. Lived in vicinity and attended Corunna High School. Was active in student government in high school and college.

Married in 1957 to Esther Henry Lounsbury. A daughter, Dawn Marie, was born in December, 1960, and a son, Jeffrey, was born in October, 1962. My wife just completed her Bachelor's in Elementary Education and is pursuing the Educational Specialist degree in Psychological Services at Central Michigan University.

Work Experience:

Teacher: Chemistry, Physical Science, and Mathematics at Haslett High School, Haslett, Michigan, 1960-1961.

Teacher: American, World, and Michigan History at West Junior High School, Lansing, Michigan, 1961-1963.

Graduate Assistant at Michigan State University, 1964.

Director of Placement at State University of New York Agriculture and Technical College, Delhi, New York, 1964-1965.

Director of Financial Aids at State University of New York, College at Buffalo, 1965-1968.

Counselor, Central Michigan University, 1968 to present.

Travels:

Northeastern United States and Nova Scotia.

Professional Organizations:

American Personnel and Guidance Association, American College Personnel Association, Michigan College Personnel Association, Phi Delta Kappa, and New York State Teachers Association. Past memberships in the Eastern Association of Student Financial Aid Administrators, and Michigan Counselors Association.

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CHAPTER I

INTRODUCTION

Central Michigan University, like many other colleges in the United States, has been involved in a process of admitting students of minority backgrounds (Davis & Welty, 1970; Graham, 1969; Hedegard & Brown, 1970; Higher Education Surveys, 1970). Often the admittance of these minority students has been in the form of special projects where the university has been providing a large amount of financial aid and special services, e.g., tutoring, cultural centers, special directors, and counselors. There may, in some cases, have been more flexibility in the admission and retention standards for these students than was traditionally used (Davis & Welty, 1970).

Now that some of these programs have been in operation for several years, many university officials across the country are raising questions as to whether these programs should have been implemented (Davis & Welty, 1970; Graham, 1969; Higher Education Surveys, 1970). Often this questioning begins during or shortly after a group of minority students presents its demands, occupies buildings, or in other ways upsets the status quo of college functioning.

There have been many articles written concerning the complaints of the minority student on campus (Baird, 1969; Barnett, 1969; Harper, 1969; Gomez, 1969; Guerra, 1969; Miller, 1969). Some of these

have been interviews with the more vocal militant rather than the less militant and visible minority student whose primary goal at the university is his academic pursuits.

This study will examine the feelings and thoughts of the minority student attending Central Michigan University on a special project. It will investigate the degree of his satisfaction with his collegiate experience.

Purpose of the Study

The purpose of this study is to analyze and contrast the Continuing Education Experience Program students' perceptions of satisfaction with the college experience with that of Caucasian students who have a similar socio-economic background. Using the College Student Questionnaire Part Two, a measurement of four satisfactions--with faculty, with administration, with major field, and with students, this study will show that scores achieved by the Continuing Education Experience Program students will be lower than those achieved by the Caucasian students, thus indicating a lesser degree of satisfaction with the collegiate experience at Central Michigan University.

Nature of the Study

It is an observation of human behavior that when an individual is dissatisfied with his environment he will attempt to change it to the extent that it will be more congruent with his life style (Flacks, 1968;

Morris, 1968). Often, however, the individual feels trapped, powerless, and unable to act in a manner that will better his situation (Crookston, 1969; Gordon, 1969b). As President John W. McConnell of the University of New Hampshire said:

This urge to be free, to live one's own life, has moved onto the university campus. . . . The majority of the students are not rebellious or alienated, but they want to participate in structuring the society in which they live.*

In order to protect minority students from being abused and to prevent violence as a result of this abuse, the university should order its environment so these students find it compatible. To do this it must be able to analyze its environment objectively. When the causes are known, the prescription for change must be worked out and put into effect.

Need for the Study

In the past decade, there has been an increasing amount of student unrest on the college campuses. This unrest is in part a reflection of student dissatisfaction with collegiate experience, as will be discussed in Chapter II. An increasing amount of this unrest is evident among the minority students.

Assuming that student dissatisfaction with college experience is a function of discontentment or poor interaction with different phases of campus life, it is desirable to know what these phases and

* Taken from a document produced by the National Association of State Universities and Land Grant Colleges called "Constructive Changes to Ease Campus Tensions."

interactions are. The writer's review of the literature found that there was little written of a comparative nature on the satisfaction of minority and majority students with administration, faculty, major subject area, and peer group.

This study will attempt to measure and describe the extent of satisfaction of the Low Socio-Economic Class students, both majority and minority, at Central Michigan University. It is hoped that as a result of this study corrective measures will be taken to decrease the areas of conflict and thus lessen the chances of student unrest and disruptive behavior.

Limitations of the Study

This study involved the evaluation of student satisfactions with the faculty, administration, major field, and other students at Central Michigan University as measured by the College Student Questionnaire Part Two. The study was limited in the following ways:

1. It was concerned with low socio-economic class students only.
2. It examined only those students who had been on campus one or more years, who entered the University Fall 1969, or earlier.
3. The minority students were examined by a majority person.
4. Certain limitations are inherent in the instrument used in this study. A discussion of the instrument and its validity and reliability is undertaken in Chapter III.

Definitions

College Student Questionnaire Part Two (CSQ-2) is the main instrument used in this study. It was produced by the Educational Testing Service to facilitate gathering large amounts of diverse information about groups of college students for a variety of research purposes. (See measuring instruments in Chapter III.)

Continuing Education Experience Program (CEEP) refers to the special project through which minority students were recruited and funded to attend Central Michigan University as full-time students. A more comprehensive discussion of this group will be found in Chapter III under population.

Grade Point Average (GPA) is based on an "A" = 4.00 scale and is derived by dividing the number of hours attempted into the number of honor points earned.

Low Socio-Economic Class (LS-EC) is the terminology used primarily to describe the economic background of the students used in this study. Selection of the subjects was based on amount of financial aid received from the University because this aid reflects the economic status of the family. This was further substantiated by the biographical data gathered in the supplementary questionnaire. (See Chapter IV, Tables 4.1 - 4.9 and Appendix E.)

Minority refers to Negroes (Blacks) and Spanish-speaking Americans (Chicanos).

Majority is used to designate the non-minority population, Caucasians who are not of Spanish-speaking heritage.

Metropolitan, as used in this study, is based on the following

criteria: size of city, size of high school and possible style of behavior at the high school, e.g., large classes, impersonalness, gang behavior for protection or activities. This included cities such as Detroit and its suburbs, Flint, Grand Rapids, Lansing, and Saginaw. Selection of the metropolitan areas involved was made in consultation with the director of admissions at Central.

Satisfaction refers to a general attitude of approval, specifically used in connection with feelings about the university faculty, administration, major field, and other students. (See measuring instruments in Chapter III for more comprehensive discussion of these four satisfactions.)

Hypothesis

There is one main hypothesis and four subhypotheses. The minority students on the special project will be less satisfied with their collegiate experience as measured by the College Student Questionnaire Part Two than will the majority students with a similar background.

a) The minority students will be less satisfied in their contacts with the faculty than will the majority students.

b) The minority students will be less satisfied in their contacts with the administration than will the majority students.

c) The minority students will be less satisfied with their major fields than will the majority students.

d) The minority students will be less satisfied with the other students on campus than will the majority students.

Overview

In Chapter II, the review of the literature is limited to a discussion of students' unrest as a measure of student dissatisfaction as well as studies in which the satisfactions of students have been compared and analyzed including minority students versus majority.

In Chapter III, the methodology and procedures employed in this study, as well as the methods of comparing data, are presented.

The results of this study are analyzed in Chapter IV.

In Chapter V, the data is summarized and discussed. Conclusions are drawn, implications for action are suggested, and recommendations for future research made.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A survey of the literature reveals a paucity of research studies directly related to satisfaction of students with their collegiate experience (Betz, 1970). Even more scarce are studies comparing minority students' attitudes with those of the majority. Therefore this survey will focus on a backdoor approach to the subject; namely, if students are dissatisfied with their college life, they will seek to change it. This leads to unrest on our campuses (Morris, 1968; Planisek, 1969; Reddoch, 1969).

Anders (1968, p. 12) records:

. . . Behavior is caused: when there is unrest among students it is because there are real or imagined infringements on basic rights. Demonstrations are really denunciatory editorials by those who have no other media for voicing their views, for airing their grievances, and for insisting on corrective measures.

The college scene of the 1960's and early 1970's has witnessed very active and turbulent times as opposed to the "passive 50's." It has seen the shut down of several campuses by peaceful sit-ins as well as violent, destructive demonstrations. It has been a time of concern for college officials, parents, and the tax paying public as they have

watched their young people experiment with drugs, sex, lifestyles, and sensitivity groups.

Historical Perspective

It is the temptation of many lay people to feel that what is happening today is a new phenomena and that our whole system of higher education has failed our youth. Yet as we read the history of higher education, we soon realize that not all of the student unrest was saved for this generation. Hascall (1970, p. 620) points out:

Medieval students rioted, dumped garbage on passersby, wrote erotic or ribald poems and read them on church steps and in other sanctuaries of the Establishment, coerced their professors and occasionally killed one. Colonial college students rioted about food, stole, took pot shots at university presidents, protested infringement of their private lives, and gradually forced colleges to modify stringent rules regarding personal conduct. Nineteenth century college students took sides over the Civil War and demanded a voice in academic governance. Twentieth century students signed the Oxford Peace Pledge, joined in the Spanish Civil War, rioted over food, violated the Eighteenth Amendment, and experimented with sex.

Rudolph (1962) notes that the advent of the dormitory in the late eighteenth and early nineteenth century introduced living conditions which caused tempers to flare and violence to break out to the extent that students, faculty, and even presidents were injured or killed. He also points out that when the students were down on the quality of education being offered in the classroom, they took matters into their own hands and formed literary societies.

Nonetheless, there was a period of time in the history of higher education when students appeared to be satisfied with the status quo and

the height of activity was the playing field, panty raids or freshmen hazing.

The "silent generation" of the 1950's came to an end with the growth of the sit-in movement in the South and the peace movement in the North in 1960. Groups like the Student Non-Violent Coordinating Committee (SNCC) and the Student Peace Union represented the awakening of student political and social consciousness (Altbach, 1966, p. 424).

Lombardi (1969b, p. 3) points out that

Any discussion of student activism must begin with the Free Speech Movement (FSM) at Berkeley, which is to student activism what the fall of the Bastille is to the French Revolution. It was a student rebellion that has few parallels in our educational history. It attracted large numbers of students, received unusual support from the faculty, and, for a time, brought educational activities to a grinding halt. Although similar, but not so extensive and dramatic, outbursts occurred at other colleges about the same time, FSM has become the model and the measure of all subsequent student outbursts.

As Lombardi pointed out above, there have been other outbursts, one of the most notable being at Columbia. Grievances against university policies took on a civil rights flavor as liberal students led by Students for a Democratic Society joined the black students in protesting the university's involvement in ghetto housing (Stretch, 1968).

In reviewing the scene of student unrest and dissatisfaction, at least two separate forces are evident. As Altbach pointed out above, an awakening came in the early 1960's when students became aware of America's race problem and from that time there has been the white liberal or leftist body of activists and the black student activists.

In 1964 and again in 1965, the federal government passed student financial aid laws--College Work-Study Program and the Educational Opportunity Grants Program.

With the advent of these two programs a search for the black student became an admissions' priority. As a result, in the late 1960's, previously all white campuses and others which had only a fraction of a per cent of black students, now contained enough black students that it was possible to organize such groups as the Black Student Union and Black Student Association. Coinciding with the creation of these groups was an increasing awareness on campus among the black students that "Black is Beautiful" and a sense of power began to replace the powerlessness that was formerly felt (Lombardi, 1969b; Sedlacek, 1970).

Dissatisfaction--Unrest--Why?

There have been many reasons set forth as to why today's youth, especially college students, are uneasy and quick to make their feelings known. Blocker (1969, p. 1) contends that in discussing students' unrest and its causes ". . . society-at-large with its multitudinous social problems . . ." has to be considered a prime factor. He further states:

Most authors ascribe the frustrations of students to the war in Viet Nam, continuing racial discrimination, corruption in politics, unethical commercial exploitation of consumers, a breakdown in the American family structure, a continually weakening position of organized religion, and a massive shift in the values of individual citizens. I would like to add to that list of causes, the development of an economy and society based upon the exploitation of scientific knowledge with virtually no commensurate progress made in the application of the social sciences to our political institutions and processes. (p. 1)

Bayer and Astin (1969), Barnett (1969), Boyd (1970), and Lombardi (1969b) all cite similar causes.

Crookston (1969) and Morris (1968) state that in a very rapidly

changing world the youth of today feel powerless and impotent to cope with the numerous problems present.

Gordon (1969, p. 3) states that the ". . . student movement is first and foremost a political movement . . .," while Vaughn (1969) notes a comparison between the student movement in the United States with the one in Russia around the turn of the century, and also more recent movements in Germany and France.

Bettelheim (1969, p. 512) states that the adolescent revolts due to

. . . the fact that society keeps the next generation too long dependent in terms of mature responsibility and a striving for independence.

Years ago, when schooling ended for the vast majority at 14 or 15 and thereafter one became selfsupporting, got married, and had children, there was no need for adolescent revolt. Because while puberty is a biological given, adolescence as we know it with its identity crises, is not.

It is this waiting for the real life to come which creates a climate in which a sizable segment of students can be seduced into following the lead of the small group of militants. It seems to give them a chance to prove themselves as real men.

.....

In my opinion, there are far too many students in college who essentially have no business to be there. Some are there to evade the draft; many others out of a vague idea that it will help them to find better paying jobs, though they do not know what jobs they want. And again many of them go to college because it is expected of them. Their deep dissatisfaction with themselves is projected against all institutions of society secondarily.

Ohlsen (1970) agrees with Bettelheim but argues further that much of the blame lies in the child rearing practices of our nation, characterized by too much permissiveness. Much has been written about the home life of the activist student and whether or not the adolescent is rebelling against society as a substitute for rebelling against home. However, Braungart (1969, p. 48) reports:

Our research supports the political-diaper interpretation over the generational revolt theory (Keniston over Feuer The Conflict of Generations) in that family politics proved to be the strongest predictor variable in our theoretical model explaining the direction of student political activism on both the political left and right. Therefore, we cannot conclude, in the present study at least, that student activists are rebelling against the political views of their parents, when the reverse appears to be true.

Brewster's (1969) "involuntary campus" and Ander's (1968) "unstudent" both derive from two major pressures in our society and contribute to the campus unrest. The first pressure that forces students to come to campus is the military draft. In a desire to escape the war, for whatever reason, the male student takes to the campus hoping that at the end of four years he will not have to face the problem. Likewise, there is another pressure on students, both male and female, which is more nebulous and harder to resolve but nevertheless forcing students into a form of involuntary situation. Throughout their lifetimes it is impressed upon these students that in order to be a success, to obtain a satisfactory job, to enjoy life and be happy, they must attend college. Without even knowing why they are there or what to study or work for, they just go, occupying time and space but not functioning as students. Crookston (1969) and Gordon (1969b) both echo this thought.

There are other authors who feel that the university must take its share of the blame, along with society's ills and adolescent frustration and rebellion, for the dissatisfaction expressed on our campuses and in our communities. Educators and government leaders have indicted education with such statements as this one by Dr. Charles Thomas: "Education has crippled more of us than all of the diseases of mankind." (Lombardi, 1969a, p. 9)

One of the most pressing forces in the current university milieu is student dissatisfaction. Recent developments on campuses across the nation have demonstrated that many students are disappointed with the state of affairs in higher education and feel that their grievances are not understood by university personnel. (Passons, 1971, p. 126)

Barnett (1969, p. 12), quoting Jack Vaughn, former director of the Peace Corps, points out:

And of all the shams young people resent the ones they obviously resent the most, because they are the most immediate, are those perpetrated by American colleges and universities: the sham that those colleges and universities are independent, inner-directed institutions when, in fact, many of them in many ways are manipulated by both government and business; the sham that they exist for the benefit of their students, when in fact one inviolable principle on which they conduct their affairs is the comfort and profit of their senior faculty members; the sham that they prepare young men and women for life when in fact they are more often than not indifferent to or at odds with the communities that physically surround them; the sham that they provide the best possible education, which is the biggest sham of all.

Anders (1968), Boyd (1970), Blocker (1969), Casey (1969), Flacks (1968), Gordon (1969b), Hart and Saylor (1970), and Koile (1966) have leveled an accusation at the university on behalf of the student for being too impersonal and indifferent to the needs of the students. A reoccurring theme was that of the faculty being too busy with research and consultation to take time to properly prepare for their classes or that the professors were busy "doing their thing" and graduate assistants or instructors were left to hold the classes. Hascall (1970), Lobenthal (1969), and Phi Delta Kappan (1966) took the university to task for its poor curriculum and teaching methods while Crookston (1969, p. 5) charged:

The evidence on the side of academic inadequacy is most persuasive. To the charges of poor teaching methods, irrelevance of the curriculum, inadaptability to the

changes wrought by science and technology there is no doubt higher education must plead guilty. Ironically the very professors who teach business, industry, and government how to improve their organizational effectiveness, efficiency and output, seem incapable of applying their know-how toward improving the university!

Probably one of the most indicting statements is made by Lewis Mayhew as quoted by Anders (1968, p. 13):

Virtually every student uprising during the last four years has been caused because an administrator denied students' procedural rights. . . . Behind every successful student outbreak stands some administrator who exercised discretion without legitimacy.

Studies Analyzing Dissatisfactions

Having noted that college students are dissatisfied and that at least some of the cause may be traced to campus atmosphere, an attempt will now be made to pinpoint, from different studies, where some of the problems lie and what per cent of the population is affected.

As was pointed out in the preceding section, many writers feel that what takes place or doesn't take place in the classroom is a great deal to blame for the students being dissatisfied with their collegiate experience. For instance, Peterson (1969, p. 6) in surveying the student protest movement across the nation, discovered "that colleges that stress or do a good job teaching undergraduates seldom experience organized protest." Chase and Warren (1969) in studying freshmen before and after first semester discovered that both men and women want good instruction and to personally know their instructors. They also want to have sufficient advice and counsel. However, during and near the end of the first semester the women's interest in supervision declines

as does the men's interest in knowing their instructors personally.
 "Neither men nor women see the traditional marks of the scholar--
 research and writing--as an important characteristic of the faculty."
 (p. 7)

In dealing with the aspect of research versus teaching which is often mentioned in the literature in a conflicting manner with research usually being degraded, Letchworth and Hayes (1970) polled both students and faculty as to the effect of research on instruction. They found that:

. . . research activity tends to affect instruction in a positive fashion and probably does not have the detrimental effects sometimes attributed to it. It may be further concluded that faculty and students exposed to research are more favorably disposed to research than are those with no exposure, and so to improve instruction research activity for both faculty and students should be encouraged. (p. 9)

The Committee on the Student in Higher Education (1968) found in its survey that the incoming student comes with high expectations and excitement concerning both the intellectual and social life on campus. However, he is not there long before these feelings soon fade and he discovers that college isn't much different than high school--dull and boring and that the courses are often of a make-work variety.

Earlier it was mentioned that impersonality was one of the big gripes of students and a source of real discontent. It is often heard that as the campus gets bigger, it gets more impersonal, unfriendly, and faculty-student relations and communication break down. The implication often is that one should seek a small campus to avoid this. However, Chickering (1969), in surveying five small liberal arts campuses, found that there was limited communication outside of class. The students did

not get to see many different faculty members either socially or for academic purposes, such as academic planning. One of the students summed up the feelings of many in this study when he stated: "I'm tired of, and bored with, being talked at!" The message at these small colleges was, "Listen, don't talk!", "Memorize, don't think." (Chickering, 1969, p. 3)

Earlier it was mentioned that student satisfaction had to be treated in two separate camps--majority and minority students. However, it has become evident in reviewing the literature that there is a minority within the majority. It is only of late that this voice has been heard but dissatisfaction with the status quo has been around for quite awhile. As Heist (1964, p. 3) put it:

A mass of college men have a perspective of the coeds that isn't far removed from that of the military man. This can most tactfully be presented by saying that women per se are seen as the second sex, not too unlike the perception of minority groups as viewed by a prevailing majority. This matter of not quite or never "being" an equal becomes part of the perceived inhibiting environment in which a young woman's behavior and development is always somewhat bounded by how she thinks she and other women are seen and received.

It was pointed out by Mitchell (1968) that there is a tacit form of discrimination which many graduate institutions permit by not allowing part-time pursuit of degrees, thus preventing women from pursuing further education while married. Likewise, even when there is a possibility of going back to school on a full- or part-time basis the female is usually the last to get financial aid.

Women often find themselves in the same "pseudo-equal" position in which Blacks or Chicanos find themselves, namely--"if you can make it by the majority's standards more power to you--if not, tough!" Mitchell

(1968) stated that from her survey of female students it would be helpful if there were some special kind of counseling to inform girls of the realities of their lives. It would also be helpful to have more female models to follow.

During her studies of the female students, Truex (1970, p. 329) collected quotations from conversations with distinguished professors: "Why do you want to major in philosophy?" "Do you think it will make you happier as you clean toilet bowls in your future home?" "Women ought to stick to home economics or take business courses so they can meet men." "Women make better grades because they have little pigeon-hole minds."

It is against such a background that some of the following studies can be best presented. Cross (1968) found that there was a widespread phenomenon of academic disillusionment which occurred in college women as they progressed from their freshmen to senior year. Almost half of the freshmen women expected their greatest satisfaction to come from course work, but less than one-fifth of the upperclassmen reported it so.

Shoulders (1968) found that common areas of difficulty for freshmen women were: Adjustments necessary in order to continue education-44%; scheduling problems-26%; and financial assistance-16% including help with child care money and facilities.

When Faunce (1968) surveyed 87 gifted women for the reasons why they had dropped out of college, she found that marriage (34%) and insufficient finances (19%) were the top two reasons. No major or dissatisfaction with major (12%) was third; dissatisfaction with courses and requirements (7%) eighth; adjustment to college life (4%), fourteenth

and dissatisfaction with advising, counseling, or red tape (4%) was fifteenth.

Truex (1970), in reviewing the universities' attitudes towards women in the non-academic area, pointed out how in instances of women's hours, open dorms, and dating behavior the expectations of standard keeping was up to the girls. Viewed from the women's point of view there were expectations of inequality and discrimination. Often the records of sign-out were used to track the girls down at pot parties or motels. The punishments meted out often, even under due process, were more severe because the records were self-incriminating.

Apparently something the college is doing to the female is causing her to be dissatisfied, for Schmidt (1970, p. 417) notes that "as seniors, the women were more critical of their college than they were as freshmen." However, Schufletowske (1967) provides a little different view as a result of his survey of college women at Washington State. He found that 70% were satisfied with dormitory closing hours; that the girls (68%) felt satisfied with their equality of rights as compared with men; and that 82% of the girls felt that the university did not interfere with their freedom.

One other interesting study about women needs to be noted.

In the original Free Speech Movement (FSM) at Berkeley, women were over represented in the demonstrating students by 13%. Whereas women made up about 39% of the Berkeley student body, they constituted 52% of the FSM students. I don't think this disproportionate number of women demonstrators is accidental nor is it peculiar to Berkeley. When we asked students on twelve campuses what role they would most likely play if there were a student protest on their campus regarding the support of civil rights, the percentage of women stating that they would be actively involved exceeded the percentage for men on every campus (Cross, 1968, p. 7).

One would think that a student who has been disciplined by the college would have a rather bitter attitude towards it. It appears, however, according to a study by Williams and Rhodes (1969), that such is not the case. They found that the amount of satisfaction experienced by those males who were disciplined was no different than that experienced by males who did not receive discipline.

Astin (1968) devoted only three pages in his book, The College Environment, to discussing student satisfactions from a scale in a survey that was taken from many schools. Many things, both academic and non-academic, were included in the scale. His summary of the survey is:

These results suggest that most students at most institutions are relatively well satisfied with many aspects of their freshman college year. However, this general conclusion should be tempered by a recognition that degrees of reported satisfaction varied considerably among the 246 institutions and that students at several institutions reported moderate and even substantial dissatisfaction with certain areas. (p. 99)

Along with this, Campagna (1969) found in surveying two thousand students from thirteen colleges that only 38% were satisfied with the non-academic scene.

A comparison of college freshmen with graduate students and faculty by Martin (1968) showed that there was a significant difference between beginning freshman satisfaction with college and both end of year freshman and faculty-graduate student satisfaction. There was a considerable decrease during the freshman year alone. "The implication is that an inverse relationship exists between experience and familiarity with the college environment and satisfaction with college." (p. 383)

Keniston (1968, p. 122) states that "approximately 85% of all American college students indicate general satisfaction with their college

or university experience. The proportion of student radicals and non-radicals does not differ." This helps point out that there is by no means agreement on who or how many are satisfied with their collegiate experience.

The literature has little to offer comparing experience between the majority and minorities. It was pointed out by Lombardi (1969b, p. 83) that "dormitory students are more inclined to be activists than commuting students. Whites have attacked dormitory living rules, while Blacks have attacked alleged discriminatory practices."

Gaither, et al. (1969), built a Volatile Scale in order to discover what ideas and actions by the college brought about the greatest emotional response from the student body. They wanted to see how the black students differed from the white students in what activated them. They used the international students as a reference group. It was found, indeed, that the two races reacted to different ideas and actions of the university to quite different degrees. For example, the black students scored highest on the Volatile Scale concerning the handling of the open speaker policy and the song of "Dixie." The Whites were most moved by the compulsory dorm hours and the dating of white female and black male. The extent of volatileness was quite different in that the black students responded more strongly on the scale than did the Whites.

Simon, et al. (1968, p. 12), reporting on a study of the University of Illinois and students' reactions toward it, stated:

. . . on 22 of the 30 items the responses of the Negro students were in the direction of being more critical toward the University. But it was also noted that on three-fourths of the items the difference did not attain statistical significance.

Some further notes from that study show that the Negro students were more likely to feel that the faculty was basically indifferent to the students' well-being (25% versus 11%). It was found that the Negro had less positive images of the president and administration of the University, with the Negro females being most negative. The higher the grade point average of the Negro student, the more he felt that he was being treated unfairly at the University or that he would not have picked that school if he had it to do over again. This was in direct contrast to the more academically able Caucasian student. Concerning extra-curricular and social activities, the Negro was more critical of the University's policies, 66% versus 47%. The summed statement was: "The bald fact is that the University of Illinois is not considered a congenial place for Negroes." (p. 11)

One other study of a comparative nature is that by Centra (1970). By using the Questionnaire on Student and College Characteristics, (QSCC), he discovered in response to the question on student satisfaction with the help the college had given them in progressing toward their goals that the black students tended to be less satisfied, 22% versus 13%. He points out, however, that the vast majority of both black and white students in the sample were generally satisfied with their college.

Centra's study confirmed what Hedegard and Brown (1969) had found, that the black female's social life was pretty bleak. His study was conducted in 200 colleges during the fall of 1968. Eighty-three of these colleges were predominantly white institutions with at least one black student among the random sample of QSCC respondents. The eighty-three were mostly privately controlled church-related colleges, with

only nine being public. The balance of the institutions were either all black or all white in terms of respondents.

As mentioned earlier, the Civil Rights Movement launched a decade of student involvement. With the advent of financial aid laws and other civil rights legislation, the display of Blacks on campus was the "in thing." Just how "in," however, can be seen by Feury's (1969) survey of minorities in Michigan Higher Education conducted in 1966. At that time only 4% of the students in Michigan institutes of higher education were Negro, a proportion no greater than it was six years earlier. In the college age group, the Negro had about 9% of the population.

The Higher Education Survey (1970) of 129 Midwest colleges showed that the gross number of minority freshmen increased 25% from 1968 to 1969 and was estimated to increase another 30% by fall 1970. By 1970 there was an average of 4.5% Negroes on the Midwest campuses. However, there is no agreement as to just how many Negroes there are on campus. Sedlacek (1970) notes that the Chronical of Higher Education reported 1% and that Egerton's study found 2%, (as did Hull 1970); while he found 3%. Whatever the percent is, it still can be concluded that Negroes on campus are grossly underrepresented.

Gomez (1969) and Guerra (1969) both indicate that the per cent of Chicanos on college campuses is in the 1-2% range. Like the Blacks earlier and even now, the Chicanos have a great deal of difficulty in getting into professional schools of education such as law, engineering, and medicine (Gomez, 1969).

Reflecting on the inequality of representation could be sufficient cause for the minority student to be unhappy. Gordon (1969a, p. 15) stated:

The dynamics behind the black student movement are easily understood. In most universities, black and other minority group students have recently been admitted in token numbers and have been spread throughout the campuses--often one per dormitory--so that their already scarce numbers have been further diluted. These students have been accustomed to living in a largely black world, though often not through their own choice. This new separation from others of their own color can be a terrifying, demanding, and extraordinarily lonely experience. The feelings of powerlessness experienced by all university students are exacerbated among these black students. They often see themselves as token integrators in every situation carrying the burdens of cultural representatives and translators to an enthusiastic but not too understanding audience.

Pruitt (1970, p. 4) notes that the Black feels like a stranger as he tries to enter a new world. "He believes he is inferior, worthless, and dumb, and wonders why he let himself be talked into enrolling in this predominately white institution. . . ." Miller (1969) and Davis and Welty (1970) echo similar thoughts.

Gordon (1969a) indicates that the inability to communicate remains a critical area and the overwhelmed feeling that most students have in large lecture classes seems to be even more fear producing to the black student. He states: "Undoubtedly the most prevalent attitudinal problem confronting our students appears to be their fear of failure, primarily attributable to the poor concept of self." (p. 9)

Many of the black students enter the college ill-prepared academically. When attempts are made by the faculty and administration to make allowances for these deficiencies, they run counter to the self-respect of the student, who does not wish to feel like a second-class citizen (Bettelheim, 1969; Davis & Welty, 1970; Feury, 1969).

But if he cannot compete successfully with those students who have had so many advantages educationally and socially, he is in a terrible conflict. He was

brought to college to do as well as the others, but if he fails to do so, his background does not permit him to accept that this is because of his lack of preparation, because this would make him feel second-class, while he is in college to get out of such a position.

Disappointed, he rages against the institution that makes him once more feel inferior. And efforts to help him by means of special programs only make this inferiority even more obvious (Bettelheim, 1969, p. 513).

Guerra (1969) and UMAS* (1969) point out similar types of problems for the Chicano student. For example, there are the "institutionalized racism" aspects, such as lack of finances to attend colleges and the parental attitudes, especially towards girls that prevent them from leaving the home, cutting off a potential income, and going away to school.

The Chicano at UCLA is a member of a distinctive and ethnically minority group within a physically and culturally enclosed environment dominated by an ethnic and cultural group essentially foreign to both the individual and his group, and which systematically reduces him and his people to the status of second-class, economically and politically exploited, militarily subjugated person and group (UMAS* 1969, p. 5).

In many instances the colleges have made the Chicano feel ashamed of his Spanish-Mexican heritage; the students have been derided for their accent and the fact that they do not speak "good Castillian Spanish."

(Guerra, 1969)

He has to live with the stereotype of being a grubby, dirty Mexican on a filthy white horse or as a Mexican sleeping against a cactus tree. (even pictured as a Frito Bandito.) This affects the Chicano in many ways, but generally and most dangerously, it produces an identity problem within the Chicano. He hates himself because the society around him leads him to believe that he and his culture are inferior (Schlatter, et al. 1969, p. 6).

* UMAS stand for United Mexican American Students at University of California at Los Angeles, who collaborated on an article within a series.

Such conditions, Godard (1969) reminds us, will lead to potential alienation and problems of identity on the part of these two groups of students. Graham (1969), in writing about the Antioch program, described in detail some of the stages of feeling and behavior that the Blacks went through. At first there were the feelings of frustration and lostness. Then there began an awareness of other Blacks on campus and class distinctions began to break down. As the students got together they began to reject many of the white middle-class materialistic values and to accept and praise their Afro-American culture. The more they met together and searched for meaning in their Blackness, the more unified they became until it became apparent that they could make some demands.

As a part of this process, which took several months, there was an increasing acceptance of the Black Panther's ideologies, and the donning of colorful Afro-dress and "natural" hair styles to emphasize the "Black is Beautiful" concept. Other writers tell of similar identity movements which include the changing of American names to Afro names, wearing berets, jackets with insignia, and shirts or sweaters imprinted with "Black Power," "Malcolm X," or Malcolm's picture. The mass enrollment in Afro and Afro-American history with demands for Blacks to teach them was also a further effort to gain identity (Lombardi, 1969b).

Joseph (1969), Miller (1969), and Powell (1970) all write of similar situations in the struggle for identity.

The Chicanos have gone through a similar experience in identity building by wearing special armbands or sweatshirts and adopting Castro or Guevara-style beards. Further attempt at identification has included the following of Cesar Chavez and the picketing of stores and institutions

concerning the purchase of non-union farm goods. The fact that the Chicano is not as easily singled out on campus poses a problem in the struggle for identity. First, the need for identity is more subtle as separatism is not quite as great as it is for the Blacks and, secondly, the lack of unity on the part of the students makes it more difficult to organize and thus provide support (Lombardi, 1969b).

As was mentioned above, after the Blacks on a campus look around and find others who are as equally lost and lonely they feel a need to gather together and organize. Of course, one of the earliest prominent Black organizations was the Student Non-Violent Coordinating Committee. Later, on the different campuses such groups as the Black Muslims, Afro-American Student Union, Black Students Union, United Black Students, Soul Students, and Endeavor To Raise Our Size were formed (Lombardi, 1969b). One group, the Black Students Union, is organized on a national level into local chapters. They seek support and guidance from the Black Panther Organization and legal support from the American Civil Liberties Union (Morris, 1968).

One of the problems resulting from the involvement in such organizations is the amount of time consumed. Gordon (1969a) notes that in many instances the amount of time and emotional commitment causes the student to fall behind in his scholastics and endangers his stay at the university.

Another aspect that Barnett (1969) and Graham (1969) point out is the amount of paranoia and fervor that can mount in such organizational gatherings. From small insults can grow great vendettas, and the tension mounts with each new incident. An injury to one is felt by all and the feelings are quickly multiplied. From such a situation there is

a movement to make its power known in retaliation. First, the demands they make are small though the thrust is bold but tentative because there has to be a trying out of strength period--a time of testing both themselves and the community. If there is success, then the group will gain confidence and put forth greater demands to the university community.

Some authors (Wilson, 1968; Lombardi, 1970; Hull, 1970; Gordon, 1969b) maintain that the demands, for the most part, that have been set forth by the Blacks have been primarily to increase their own identity and enhance their own benefit. Unlike many of the white radical left demanding complete structural changes in the university, most of the Blacks have demanded black courses and curricula, admissions quotas, black instructors and administrators, and sufficient financial aid and other helps to make it through college.

Discussion of CSQ and the Need for the Study of the Satisfactions of Students

Betz, et al. (1970, p. 1) have pointed out:

College students' satisfaction and dissatisfaction, although possibly one of the clearest indicators of the extent of student unrest, is one of the least investigated variables in the college setting. Despite the recent sensitization of college administrators and faculty to student attitudes toward the college, there have been few studies focusing systematically on college student satisfaction, and little progress therefore in developing an accurate understanding of the components, correlates, causes, or effects of this ever-present campus variable.

Adding to this, Apostol (1969, p. 1) notes:

It is interesting to speculate on why the considerable body of information that exists today on college students

has contributed so little to solving student problems. Perhaps the reason is that much of this information is unread by college administrators; perhaps researchers use the wrong media to communicate their findings; or perhaps the reason is that much of the research is irrelevant to the problems of today's generation of college students.

Whatever the reason, one particular aspect needs to be considered: until fairly recently, there had been no instruments for systematically measuring the college environment.

Baird (1969) relates that much of what has been written about unrest and activism has been anecdotal and journalistic.

There have been many studies conducted with the CSQ as a measuring instrument. However, only a few have been in the literature and a small percentage of those have utilized the satisfaction scales.

For instance, Peterson (1965) surveyed over 13,000 students at 23 colleges to do a descriptive and validation study on Clark and Trow's typologies. Kramer (1970, p. 32) investigated the CSQ scales in light of the Strong Vocational Interest Blank and concluded:

Although more evidence is needed, especially to establish the interpretation given to FI scores, the results of this investigation suggest that scores on the remaining "attitudinal" scales, FI, L, Sc, and Cs, may be interpreted as defined in the CSQ Manual.

Waterman and Waterman (1970), noting that a change of major field is often indicative of crisis, hypothesized that students who change fields will express less satisfaction with college than those who remain with the same field throughout their college careers. They tested and found that

on all measures, college deciders show less satisfaction than high school deciders. This effect was significant for satisfaction with the major field, satisfaction with the administration, and satisfaction with the students. The difference between groups regarding attitudes toward the faculty did not attain significance. (p. 9)

They concluded that students who go through the crisis of making major field decisions during college will have more negative feelings toward the college because the stress will associate with college life as an undesirable experience.

Stordahl (1969) administered the CSQ to students at Northern Michigan University and found on the satisfaction with faculty scale that those students who lived off campus were significantly more satisfied with the faculty than were those who lived on. This was consistent for both men and women and with all classes. Likewise the satisfactions toward the administration revealed similar patterns as that towards the faculty. In terms of satisfaction with major, there were no significant differences by class, sex, or residence and the results were similar on the satisfaction scale with students.

Probably the most comprehensive study presented in the literature comparing Blacks and Whites is that by Hedegard and Brown (1969). Prior to their entering the University of Michigan, Negro students expected about the same level of satisfaction as did the Caucasians from their college experience. Negro women did expect more difficulty in dating than did Caucasian women.

After finishing their freshman year these students were sampled again and the authors stated:

. . . we find that Negro students were generally less satisfied by the end of their year at the University than were white students. Some of this dissatisfaction might be due to experiences of academic failure, or to feelings that they could not meet the competition for grades. This seems to be especially likely for the Negro male students, who tended to find academic competition much stiffer than they had expected.

We find that Negro students were more likely than were Whites to regard both faculty and dormitory personnel as relatively impersonal, cold, unfriendly, not

likeable. This was not an indiscriminate negative reaction to these people. For example, at the same time that Negro male students attribute these qualities to dormitory advisors, they were likely to find these individuals interesting, sophisticated, clever, and humorous. This suggests that these students may well have wanted to use their white male advisors as role models, but that they found the kind of personal contact desired (in some sense) not possible.

For most students, the least satisfying aspects of university life (of the aspects we examined) were the social and intellectual content of dormitory life. In this respect, Negro students were even less satisfied than were Whites.

As we anticipated, Negro women students, on the average experienced more difficulties in dating than did either male or female Whites, or Negro males. Negro males, in fact, experienced, by their own report, greater ease in dating than did white males. (pp. 141-142)

Summary

If one can accept the concept of student unrest being one measure of student dissatisfaction with his collegiate experience, then there is plenty of evidence that the American college student desires more from college than he is receiving. Even though there may be other causes for the campus unrest, such as societal and home environmental, the collegiate setting appears to play a large part in producing disruptive behavior.

Whether it is vestiges of in loco parentis, outdated curriculum, outmoded procedures, the university's role in the establishment or lack of involvement in correcting society's ills, the student of today often expresses his lack of satisfaction with the university's position in a variety of ways.

The many studies cited show that there is no uniform way of studying a student's satisfaction with his campus experience and,

furthermore, the results of the different studies vary greatly in showing how satisfied the student is.

The CSQ has been used in some instances to measure the satisfaction of students in different collegiate settings. In no instance known to the writer was there an attempt to compare the satisfaction of minority students with majority students of similar socio-economic backgrounds.

CHAPTER III

PROCEDURE FOR STUDY

Objective

This study was an examination of the college experience as perceived by two subgroups of the Central Michigan University student body. The subgroups were low socio-economic class minority students, both Negro (Blacks) and Spanish-speaking American (Chicanos), and low socio-economic class majority (Caucasian) students.

The college experience was examined with the use of three aids: four scales from the College Student Questionnaire Part Two, a brief questionnaire gathering biographical data, and a personal interview.

Selection of the Environment

Why was a college environment like Central Michigan University chosen to study these two groups' collegiate experiences? With respect to the one subgroup, the minority Low Socio-Economic Class (hereafter written as LS-EC), Central Michigan University offers a unique atmosphere unlike that of many major colleges.

Central Michigan University, population 14,000, is located in Mount Pleasant. This town is located near the geographic center of the

state in a rural farming area. Mount Pleasant's population is 9,500 excluding the student population. Central Michigan University is the city's largest employer and the State Home and Training School for the mentally retarded is the second.

Mount Pleasant is an almost totally white community with a small Indian reservation to the east of it. There are a few Chicanos who have migrated to Mount Pleasant and stayed. Except for a few Negro faculty who have joined the university staff in the last two years, there are no more than one or two families of Negroes.

The nearest Black and Chicano community is located 35 miles to the east in Saginaw. The area from which the University draws most of its black students is metropolitan Detroit, 150 miles southeast.

Central Michigan University has, since its beginning in 1892, been primarily a teacher preparation college. Drawing from the surrounding communities, its student body has consisted mostly of white upper-lower and lower-middle class students. In any single year there were probably fewer than 50 Negroes on campus. These students were mostly from middle class families.

In the fall of 1968, the Continuing Education Experience Program was inaugurated. Under this program, and within a three year span, an approximate total of 70 Black students were recruited from the ghetto areas. There has also been an increase of Negroes accepted for full time academic work through traditional admissions criteria. These have boosted the total number of Negroes on campus so that it equals one per cent of the total population.

Population

The two populations that were used in the study are defined as follows. The Continuing Education Experience Program students were brought to campus from primarily two ethnic minority groups, Negro and Chicano. In order to be admitted to the program the student had to be financially unable to attend college and be minimally acceptable by Central's admission standards. The two classes (1972 and 1973) that were admitted previously are described as follows: all were totally financially dependent on college resources; most met the minimal admission criteria for entrance but a few were considered high risk; 29 were Afro-American and 5 were Spanish-American; 30 were from metropolitan areas and 4 were from smaller cities and towns; 8 were juniors and 26 were sophomores; 16 were female and 18 were male. The grade point average of this group was 2.11 on a 4.00 = A scale. This group received special attention in tutoring and advising but an attempt was made by the institution to play down their visibility on campus as a special group. In the fall of 1970 the special project group was dissolved but the students continued to get financial and other special aid that they needed.

Additional black students were added to the CEEP group to take the place of those in the original group who did not participate in the study for one reason or another. These added students were selected from the same list and by the same procedures that were used to select the Caucasian LS-EC group which is described next.

The Caucasian LS-EC population was defined as follows: all received a large amount of financial aid from the university, some of which

was Educational Opportunity Grant; they were sophomore and above in class standing; hopefully they were from a metropolitan area; they had a grade point average (GPA) less than a 2.50.

In determining LS-EC, the Federal Government's Educational Opportunity Grant criteria was used. At this college a grant was awarded to a student whose family did not have sufficient funds to assist the student in college with more than \$500-\$600 per year. For most of these students, it was considerably less.

Selection of Samples

The student sample was drawn from fall semester, 1970. The CEEP population was used in its entirety with the addition of a few other Black and Chicano students as explained under the population section.

The Caucasian LS-EC group was selected in the following manner. The financial aids office compiled a list of those students who were receiving an Educational Opportunity Grant. The list was checked for class and all freshmen were eliminated. A further screening was made on the basis of GPA and metropolitanness. (See Table 3.1.)

Table 3.1--Selection of Caucasian LS-EC group.

Groups	METROPOLITAN			NON-METROPOLITAN		
	Female	Male	Total	Female	Male	Total
Population	30	18	48	122	36	158
Less than 2.75 GPA	16	16	32	67	22	89
Less than 2.50 GPA	8	13	21	49	23	72

It can be seen from Table 3.1, after the screening down to a GPA of 2.75 it was necessary to use non-metropolitan students in the Caucasian sample. After consultation with several counselors, one of whom is Black, the decision was made to further screen on the basis of GPA even though some metropolitanness would be sacrificed. It was believed that a student with a moderately high GPA would tend to have greater satisfactions at college in several areas as a result of a carry over from academic success. Such results would negate some of the socio-economic background effects, as class is made up of ideas as well as economic considerations.

Out of a total LS-EC majority population of 93 students, a selection of twenty females and seventeen males was made using the following criteria: all of those with a GPA of 2.50 or less and from a metropolitan area, and enough students chosen by a random sample from the non-metropolitan group, 2.50 GPA or less. The grade point average range for this group was 1.61 to 2.48 with mean of 2.19.

Method of Collecting Data

The data were gathered in the following manner. After the sample was selected, a letter was sent to each individual (See Appendix C.) asking him to come to the counseling center and participate in the study. Several letters were sent per day for a period of three weeks. The CEEP group received their letters first with the exception that some of the more militant members were solicited after almost all other members of the group had had a chance to participate in the study. Since some of

the subjects were not replying and therefore not participating in the survey, the letter was revised and the revision was sent to the second half of the group. (See Appendix D, underlined portion.)

After the letters had been out for four weeks to the CEEP group, telephone calls were made to eleven of the subjects setting up appointments. Only three subjects kept the appointments.

By the end of the semester, seven Blacks, three Chicanos, and seven Caucasians had taken the CSQ-2.

Shortly after the second semester opened, subjects in both groups were called and appointments set up. This time, without the pressure of examinations and papers facing the students, the response was more favorable. However, it was necessary to contact some of the students as many as five times, even going to their living quarters, before they responded. Several of the more militant members refused altogether.

The Measuring Instruments

Three instruments were used in this study. One was the College Student Questionnaire Part Two developed by Educational Testing Service in conjunction with Martin Trow. The second instrument was a brief questionnaire (See Appendix E.) used to gather biographical data. This was for the purpose of comparing the two groups on the controlled variables (See Chapter IV.). It was scored as a part of the College Student Questionnaire Part Two, as provided for by the authors of the test. The third instrument was a personal interview, approximately one-half hour in length, of a ten per cent random sample of those taking CSQ-2. Questions

directly related to the satisfaction scales were taken from the CSQ-2 (See Appendix B.) and were discussed with some of the subjects shortly after they took the questionnaire. The function of the interview was to serve as a limited reliability check for the CSQ-2 (See Appendix A.).

The College Student Questionnaire Parts One and Two were developed to facilitate gathering large amounts of diverse information about groups of college students for a variety of research purposes. The CSQ is designed for use in a survey fashion to describe groups of students. Information elicited is, for the most part, biographical and attitudinal (Peterson, 1965). Part Two was designed to be given after the students were in attendance at the university for a period of time since it asks about activities, perceptions, and satisfactions with a particular college. The questionnaire contains 200 multiple choice questions. The number of response alternatives per item range from two through nine; the typical (modal) item has four alternatives. A great deal of comparative data, based on administration of the questionnaires at a range of institutions, is available for both individual items and scales from the Educational Testing Service (Peterson, 1968).

There are eleven scales that can be scored from the data gathered by CSQ-2. This study concerned itself with the four satisfaction scales which are described as follows in the Revised Technical Manual (Peterson, 1968, pp. 18-19 & 23):

(SF) Satisfaction with Faculty refers to a general attitude of esteem for instructors and the characteristic manner of student-faculty relationships at the respondent's college. Students with high scores regard their instructors as competent, fair, accessible, and interested in the problems of individual students. Low scores imply dissatisfaction with faculty and the general nature of student-faculty interaction.

(SA) Satisfaction with Administration is defined as a generally agreeable and uncritical attitude toward the college administration and administrative rules and regulations. High scores imply satisfaction with both the nature of administrative authority over student behavior and with personal interactions with various facets of the administration. Low scores imply a critical, perhaps contemptuous view of an administration that is variously held to be arbitrary, impersonal, and/or overly paternal.

(SM) Satisfaction with Major refers to a generally positive attitude on the part of the respondent about his activities in his field of academic concentration. High scores suggest not only continued personal commitment to present major field, but also satisfaction with departmental procedures, the quality of instruction received, and the level of personal achievement within one's chosen field. Low scores suggest an attitude of uncertainty and disaffection about current major field work.

(SS) Satisfaction with Students refers to an attitude of approval in relation to various characteristics of individuals comprising the total student body. High scores suggest satisfaction with the extent to which such qualities as scholastic integrity, political awareness, and particular styles and tastes are perceived to be characteristic of the student body. Low scores imply disapproval of certain characteristics that are attributed to the overall student body.

Scoring of CSQ-2

The scales in the CSQ are of the Likert-type, a type sometimes referred to as a "summated" scale. The four alternatives on each item have score values ranging from 1 for the first alternative through 4 for the fourth alternative. An individual's scale score is the sum of each of the ten item values. For example, if a student were to mark the first alternative for all ten items in a given scale, his score would be 10. If he should mark alternative four every time, his score would be 40. In short the score range is from 10-40 on each scale.

Reliability of CSQ-2 Scores

In discussing reliability of CSQ one has to remember that the scales are for describing groups of students in the manner of survey research and public opinion polling. On page 27 of the Revised Technical Manual, Peterson (1968) presents a table showing reliability estimates, coefficient alpha's, a generalized internal consistency or scale homogeneity estimate. These range from .65 for satisfaction with major field to .84 for satisfaction with administration. In this same manual, Peterson presents a table (p. 29) showing illustrative scale mean reliability estimate for each of the scales based on the original 700 cases taken from a pool of 6,680 undergraduates who completed the survey in 1963.

Validity of CSQ

In the Revised Technical Manual, Peterson (1968) discusses both face and construct validity of the CSQ. Concerning the question of self-report and honesty, he draws heavily from Astin's (1965) Who Goes Where To College. Concerning factual material in research studies, Astin, Oklahoma Regents, and Educational Testing Service found that "students' responses were both reliable and accurate enough to use with confidence." (Peterson, 1968)

In the Revised Technical Manual, pp. 31-56, a thorough discussion can be found concerning construct validity using correlations between scores on a given scale and some 47 other biographical and attitudinal characteristics, and also concerning comparisons of mean scores

for selected subgroups of students and for selected institutions.

Procedures for Examining CSQ Data

There are two basic ways of analyzing and using the CSQ data. First, the data can be tabulated and then compared with normative data from other similar type colleges. This can be done both for individual questions and for the scales. Second, the data can be used internally comparing different subgroups on one's own campus.

Educational Testing Service offers two types of scoring on the CSQ. On one kind they will tabulate, work out percentages, make comparisons with normative data that is based on a stratified sample of 1500 second-term freshmen and sophomores attending 37 four-year colleges and universities. The sample was stratified according to four factors: sex of students, proportion of freshmen and sophomores, type of institution attended (university, 4-year liberal arts college), and institutional control (public, private). This is printed out by the computer in an easily read form. The second service is that of merely scoring the answer sheets, punching a set of cards, and returning them to the user who may then work with them on his own computer in any manner he wants. With this service they also provide booklets of comparative data to provide the researcher with a basis of normative comparisons.

Summary

The College Student Questionnaire Part Two was administered to selected samples of "minority" and "majority" students from low socioeconomic class backgrounds. This was for the purpose of measuring and comparing the amount of satisfaction experienced by these students at Central Michigan University.

The validity and reliability of CSQ-2 has been determined sufficiently high for the purpose of this study. A personal interview was held with 10% of the sample for purposes of verifying the instrument in this particular situation. The resulting data was analyzed by examining the scale scores for similarities and differences between the two groups.

CHAPTER IV

ANALYSIS OF CSQ-2 DATA

Overview of Study Design

Two groups of students with similar socio-economic backgrounds and similar academic performances were questioned as to their perceived satisfactions with the collegiate environment at Central Michigan University. These groups, one composed of minority students and the other composed of majority students, were questioned by the use of the College Student Questionnaire Part Two, a biographical instrument, and a personal interview.

Seventy-six students, 39 minority and 37 majority, participated in the study. These students were divided into four subgroups and these subgroups were compared on the four satisfaction scales of the CSQ-2. These four subgroups--minority male, minority female, majority male, and majority female--were also combined in the different analyses into groups of minority and majority and males and females.

The four satisfaction scales described in Chapter III are Satisfaction with Faculty, Satisfaction with Administration, Satisfaction with Major, and Satisfaction with Students. Each scale was based on ten questions which have answers based on a Likert scale 1-4. Thus each scale had a score range of from 10-40.

The following hypothesis and subhypotheses were tested and the results of the analyses are presented in this chapter:

Hypothesis

H₀- 1. The minority students on the special project will be no less satisfied with their collegiate experience as measured by the College Student Questionnaire Part Two than will the majority students with a similar background.

H₀- 1.a The minority students will be just as satisfied in their contacts with the faculty as will the majority students.

H₀- 1.b The minority students will be just as satisfied in their contacts with the administration as will the majority students.

H₀- 1.c The minority students will be just as satisfied with their major fields as will the majority students.

H₀- 1.d The minority students will be just as satisfied with the other students on campus as will the majority students.

Each of these subhypotheses is analyzed separately in the following pages. The analyses consist of comparing the scale scores between the four subgroups with a 2 X 2 Analysis of Variance sex by race and the interaction effects. There are also analyses of selected questions from some of the scales by the Chi Square and Lawshe-Baker Nomograph Percentage comparison methods.

Controlled Variables

In planning this study, an attempt was made to control socioeconomic status and grade point average. The following tables and comments are presented to enable the reader to compare the two groups.

It was noted in Chapter III that the choice of minority subjects for this study was based on their participation in the special minorities program. The majority students were chosen on the basis of the amount of financial aid they were receiving. It was necessary to add several minority students, using the same process as was used to select the majority students.

The information being presented here is based on the data gathered by the biographical instrument used in the study. (See Appendix E.)

To compare the economic status of the two groups, questions (E), (F), (L), (B), and (D) from the instrument were used in that order. It can be noted in Table 4.1 that there are minimal percentage differences between groups at any income level. When income levels were grouped, e.g., as less than \$6,000 or more than \$8,000, the differences remained negligible. In testing the differences between proportions as illustrated by Downie (1965) there were no significant differences at the 5% level, at any of the income levels or groups of income levels. The test was a "t" test in conjunction with the Lawshe-Baker Nomograph.

Table 4.1--A comparison of incomes earned by the families of the minority and majority students.

Income	MINORITY				MAJORITY				TOTAL			
	M		F		M		F		Min		Maj	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than \$4,000	4	17	3	20	4	24	3	16	7	18	7	19
\$4,000 - \$5,999	8	35	3	20	5	29	6	32	11	29	11	31
(Total less than \$6,000)	<u>12</u>	<u>52</u>	<u>6</u>	<u>40</u>	<u>9</u>	<u>53</u>	<u>9</u>	<u>48</u>	<u>18</u>	<u>47</u>	<u>18</u>	<u>50</u>
\$6,000 - \$7,999	5	22	5	33	3	18	5	26	10	26	8	22
(Total less than \$8,000)	<u>17</u>	<u>74</u>	<u>11</u>	<u>73</u>	<u>12</u>	<u>71</u>	<u>14</u>	<u>74</u>	<u>28</u>	<u>73</u>	<u>26</u>	<u>72</u>
\$8,000 - \$9,999	4	17	3	20	4	24	3	16	7	18	7	19
\$10,000 - \$11,999	2	9	1	7	1	6	1	5	3	8	2	6
\$12,000 - \$13,999	0	0	0	0	0	0	1	5	0	0	1	3
(Total above \$8,000)	<u>6</u>	<u>26</u>	<u>4</u>	<u>27</u>	<u>5</u>	<u>30</u>	<u>5</u>	<u>26</u>	<u>10</u>	<u>26</u>	<u>10</u>	<u>28</u>

When asked "How does your parental family's economic position now compare with what it was ten years ago?", the subjects' responses indicated that there was an economic gain in 47% of the families, while 26% of the families had a decline. Table 4.2 shows the fluctuation of results by sex and race. Again it can be demonstrated that both within the groups and between the groups the percentage differences were slight, with no statistical significances.

Another factor that could have affected the amount of available income for use in the family was the number of children. Although the dollar level was the same, a great difference in the number of people using that dollar would tend to negate the total dollar comparison.

Table 4.2--A comparison of the students' parental income today with that of ten years ago.

Income	MINORITY				MAJORITY				TOTAL			
	M		F		M		F		Min		Maj	
	N	%	N	%	N	%	N	%	N	%	N	%
Increased	10	43	7	47	8	47	10	53	17	45	18	50
About same	5	21	5	33	4	24	6	32	10	26	10	28
Decreased	8	35	3	20	5	30	3	16	11	29	8	22

Table 4.3 shows a comparison of the number of siblings in the two groups. It was found that the majority had a higher percentage of families with one and two children. It was also found that the minorities had a higher percentage in the category of seven or more children. However, in either category the difference was of no statistical significance. It was interesting to note that by combining the results of the last two categories of Table 4.3 (5 or more) the percentage difference was reduced drastically.

Table 4.3--The number of children in the family including the subject.

Children	MINORITY				MAJORITY				TOTAL			
	M		F		M		F		Min		Maj	
	N	%	N	%	N	%	N	%	N	%	N	%
1 or 2	6	26	0	0	3	18	5	25	6	15	8	22
3 or 4	8	34	4	26	7	41	4	20	12	31	11	30
5 or 6	5	22	3	19	4	24	7	35	8	21	11	30
7 or more	4	17	9	57	3	18	4	20	13	33	7	19
(5 or more)	<u>9</u>	<u>39</u>	<u>12</u>	<u>76</u>	<u>7</u>	<u>42</u>	<u>11</u>	<u>55</u>	<u>21</u>	<u>56</u>	<u>21</u>	<u>49</u>

This indicates that there was minimal difference between the minority and the majority population in this study, with reference to the number of children per family.

Two other factors that can have a bearing on the socio-economic level of the family are the father's occupational level, and whether or not the mother is employed outside the home. Table 4.4 shows that at all levels of occupations there was a considerable difference in the employment of the minority and majority fathers. At the lower, as well as the upper levels, the difference was statistically significant at the 5% level of confidence.

Table 4.4--A comparison of the fathers' occupational levels of the two groups.

Occupational Level of Fathers	MINORITY				MAJORITY				TOTAL			
	M		F		M		F		Min		Maj	
	N	%	N	%	N	%	N	%	N	%	N	%
Unskilled or semi-skilled worker	15	65	15	94	9	53	7	35	30	77*	16	43*
Service worker or craftsman	6	26	0	0	3	18	7	35	6	15	10	27
All other occupational skills listed ^a	2	9	1	6	5	29	6	30	3	8*	11	30*

^a See Appendix E, question B.

* Significant at .05 level.

The percentage of mothers employed outside the home was nearly the same for both groups, Table 4.5. There were some interesting contrasts between the females of the two groups and also between the males, but these were not statistically significant.

Table 4.5--A comparison of the mothers' occupational levels of the two groups.

Occupational Level of Mothers	MINORITY				MAJORITY				TOTAL			
	M		F		M		F		Min		Maj	
	N	%	N	%	N	%	N	%	N	%	N	%
Unskilled or semi-skilled worker	8	44	6	55	5	50	7	41	14	48	12	44
Service worker or secretarial type	9	50	5	45	5	50	10	59	14	48	15	56
All other occupational skills listed ^a	1	6	0	0	0	0	0	0	1	3	0	0
Employed outside the home		78%		68%		60%		85%		74%		73%

^a See Appendix E, question D.

The amount of education attained by the fathers of the subjects is depicted in Table 4.6. Though there were some percentage differences between the two groups, these differences were not significant statistically. The mothers' educational levels (Table 4.7) revealed the greatest disparity among those who attended elementary school only.

Table 4.6--A comparison of the two groups' fathers' educational attainment levels.

Educational Levels	MINORITY				MAJORITY				TOTAL			
	M		F		M		F		Min		Maj	
	N	%	N	%	N	%	N	%	N	%	N	%
Elementary school only (K-8)	8	36	8	53	4	24	7	35	16	43	11	30
Some high school or completion	10	45	4	27	10	59	8	40	14	38	18	49
Beyond high school ^a	4	18	3	20	1	6	3	15	7	19	4	11
College degree	0	0	0	0	2	12	2	10	0	0	4	11

^a Some trade school, or some college.

Table 4.7--A comparison of the two groups' mothers' educational attainment levels.

Educational Levels	MINORITY				MAJORITY				TOTAL			
	M		F		M		F		Min		Maj	
	N	%	N	%	N	%	N	%	N	%	N	%
Elementary school only (K-8)	4	17	6	43	2	12	1	5	10	27*	3	8*
Some high school or completion	16	70	5	36	13	77	13	65	21	57	26	70
Beyond high school ^a	3	13	3	21	2	12	6	30	6	16	8	22
College degree	0	0	0	0	0	0	0	0	0	0	0	0

^a Some business school or college.

* Significant at .05 level.

This data has corroborated what has been reported in the literature by Kardiner and Ovesey (1951), and Grier and Cobbs (1968). Specifically, even though the educational attainment of the minority males may be nearly equivalent to that of the majority, their occupational status is considerably lower. Likewise a comparison of the minority males' educational levels with those of the minority females shows considerable disparagement in favor of the latter. The minority females have had a chance to maximize their educational attainments in terms of occupational status to a greater extent than the minority males (speaking primarily of the Blacks).

The data contained in Table 4.8 revealed much similarity in the marital status of the subjects' families. The minority subjects had a greater per cent of parents living together but also a greater per cent of divorces. The differences were small enough that no generalizations were made.

Table 4.8--A comparison of the minority and majority students' parents' marital status.

Marital status	MINORITY				MAJORITY				TOTAL			
	M		F		M		F		Min		Maj	
	N	%	N	%	N	%	N	%	N	%	N	%
Living together	12	57	9	56	9	53	10	50	21	57	19	51
Divorced	6	29	4	25	3	18	6	30	10	27	9	24
Father deceased	3	14	3	19	3	18	3	15	6	16	6	16
Both parents deceased	0	0	0	0	2	12	1	5	0	0	3	8

Although there was no statistically significant difference in Table 4.9, it could be noted that, in the "very important" category, the highest percentage occurred in the minority group. This finding was consistent with what was reported in the literature (Kardiner and Ovesey, 1951), that the Negro family places great emphasis on education to rise above its present station in life.

Table 4.9--A comparison of the two groups' parents' desire for their child to go to college.

Level of importance	MINORITY				MAJORITY				TOTAL			
	M		F		M		F		Min		Maj	
	N	%	N	%	N	%	N	%	N	%	N	%
Not very important	1	4	1	7	0	0	3	16	2	5	3	8
Fairly important	5	22	0	0	6	35	4	21	5	13	10	28
Very important	17	74	14	93	11	65	12	63	31	82	23	64

The preceding section indicated the degree to which the two groups, minority and majority, were matched in terms of socio-economic criteria.

Another variable that was to be held constant was that of academic performance, as measured by grade point average. It was pointed out in Chapter III, that the LS-EC sample was drawn randomly from a stratified group, namely those who were receiving a great deal of financial aid and had a GPA of less than 2.50. In running a "t" test between the means of the minority and majority GPA, the following results were obtained: mean for the minority--2.11, mean for the majority--2.19; "t" = 1.17 which was not significant at the 5% level of confidence. The range for the minority was 1.41-2.97, whereas for the majority it was 1.61-2.48.

It was not possible to hold constant the place of residence, metropolitan versus non-metropolitan. All of the minority students were from a metropolitan area, primarily Detroit, whereas only one-third of the majority were. At first this seemed to be a variable that could offset some of the findings in the study. In reviewing the literature it was found that there were academic and motivational differences between rural and urban white youth at the high school level (Sewell, 1963). It was felt by Sewell (1963) that one of the main reasons for this regional difference was the home environment influence, where the parents did not feel that higher education was that important for their children. Another reason, according to Dr. Wilbert Wright*, was the possibility that better teachers were attracted to the city where the pay was better. However, he now feels that this factor has pretty well been negated in Michigan due to comparable pay schedules throughout the state. By referring to Table 4.9, Sewell's argument concerning parental desire for their children's education can be pretty well refuted for this group as 92% of the

* Personal Conversation, July 8, 1971.

majority's parents desired their offspring to attend college. Thus it is concluded by this researcher that place of residence will have little effect on the findings reported in this paper.

In summarizing this section, it can be seen that with respect to socio-economic status or academic performance there was little difference between the majority and minority student background. Therefore, any significant differences that appear in the body of the study can be attributed to factors other than socio-economic class or academic performance.

Subhypothesis 1.a

The minority students will be just as satisfied in their contacts with the faculty as will the majority students.

The data contained in Tables 4.10 and 4.11 and illustrated in Figures 4.1, 4.2, and 4.3 show that with respect to satisfaction with faculty, there were no significant differences between the groups as measured by the Satisfaction With Faculty scale from the CSQ-2.

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Table 4.10--Means and standard deviations for each of the subgroups and total sample on each of the satisfaction scales.

MINORITY					MAJORITY					
Scale	Male N = 23 ^a		Female N = 16		Male N = 17		Female N = 20		Total N = 76	
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Satisfac- tion with Faculty	22.65	3.73	21.13	4.43	22.82	4.66	22.45	3.72	22.32	4.15
Satisfac- tion with Adminis- tration	22.65	4.70	22.53	3.98	25.12	4.17	26.65	4.21	24.25	4.66
Satisfac- tion with Major ^b	24.73	3.67	22.00	4.38	27.33	4.00	26.11	3.77	25.53	4.17
Satisfac- tion with Students	24.33	4.61	23.75	3.77	23.18	4.37	24.30	4.20	23.93	4.30

^a Each N is an approximate N; the number of students who responded sufficiently to the ten questions in each scale varied.

^b The N for Satisfaction with Major was considerably less, 11, 5, 9, and 18 respectively.

Table 4.11--Means, standard deviations, and F-ratios for sex and race grouping on each of the satisfaction scales.

Scale	MALES		FEMALES		F	MINORITY		MAJORITY		F
	\bar{X}	SD	\bar{X}	SD		\bar{X}	SD	\bar{X}	SD	
Satisfaction with Faculty	22.50	4.15	21.72	4.08	.96	22.00	4.23	22.47	4.02	.55
Satisfaction with Administration	23.87	4.70	25.00	4.96	1.34	22.65	4.60	26.18	4.43	9.78*
Satisfaction with Major ^b	26.75	4.33	25.26	4.33	1.79	24.81	4.31	26.62	4.29	5.74*
Satisfaction with Students	23.97	4.52	23.80	4.11	.07	23.93	4.24	23.93	4.40	.10

* Significance determined with a 2 X 2 Analysis of Variance with the level of confidence set at .05. The 2 X 2 ANOVA did not reveal any significant interaction effects between sex and race.

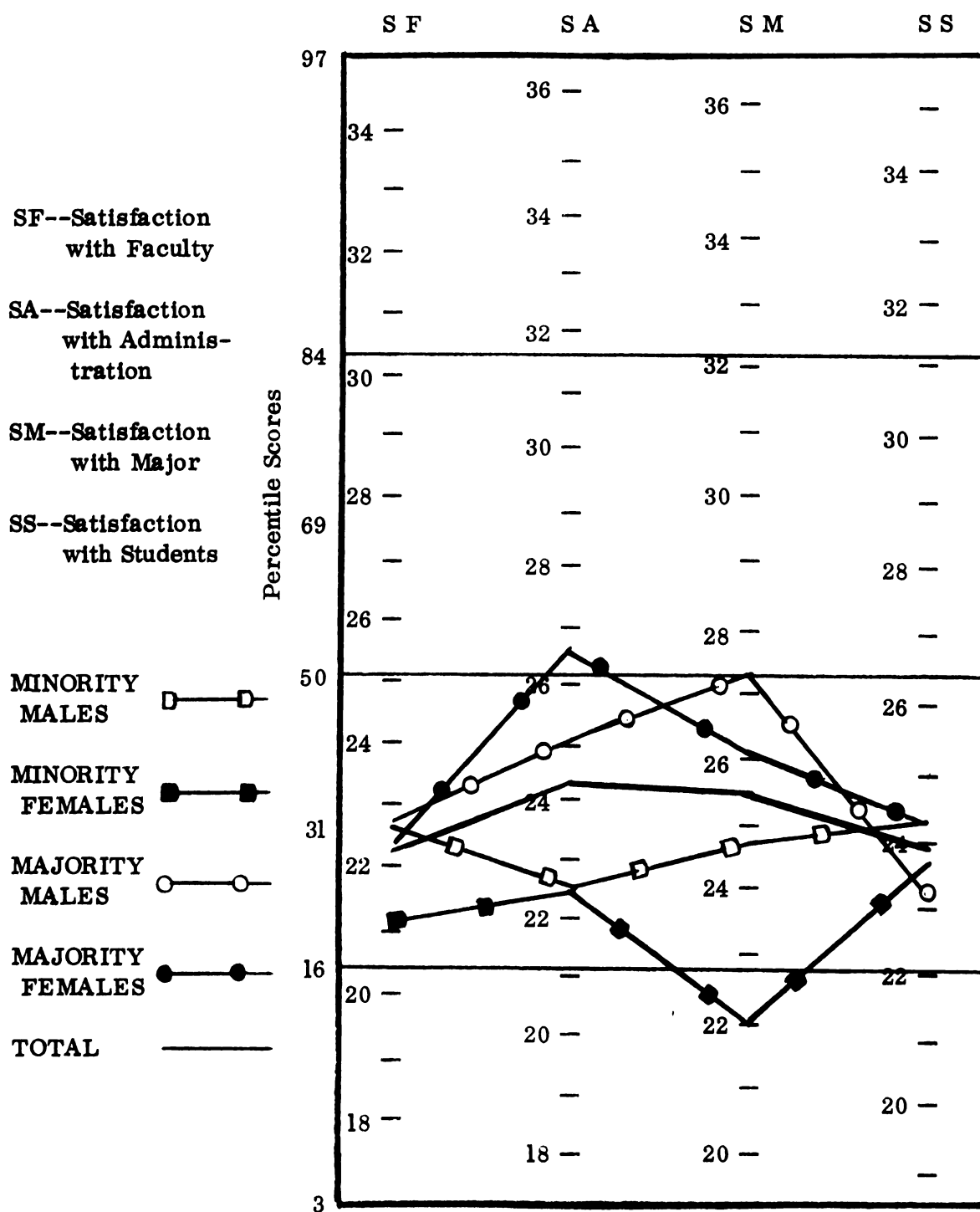
^a Each N is an approximate N as the number of students who responded sufficiently to the ten questions in each scale varied.

^b The N for Major was considerably less, 20, 23, 16, and 27 respectively.

On some of the selected questions that are the basis of the Satisfaction with Faculty scale, differences existed between the groups on three of the four questions that were analyzed.

In question 56 (Table 4.12) the students were asked, "In general, are you enjoying your studies in college this term as much as you had expected to?" Forty-nine per cent of the minority males as opposed to 0% minority females and 12% and 15% majority males and females respectively said, "I am not enjoying it as I had expected, but am only mildly disappointed." The minority males' response was significantly higher on this answer

Figure 4.1--A comparison of the means for each of the subgroups and total on each of the satisfaction scales. (From Table 4.10)



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Figure 4.2--A comparison of the means, males and females, on each of the satisfaction scales. (From Table 4.11)

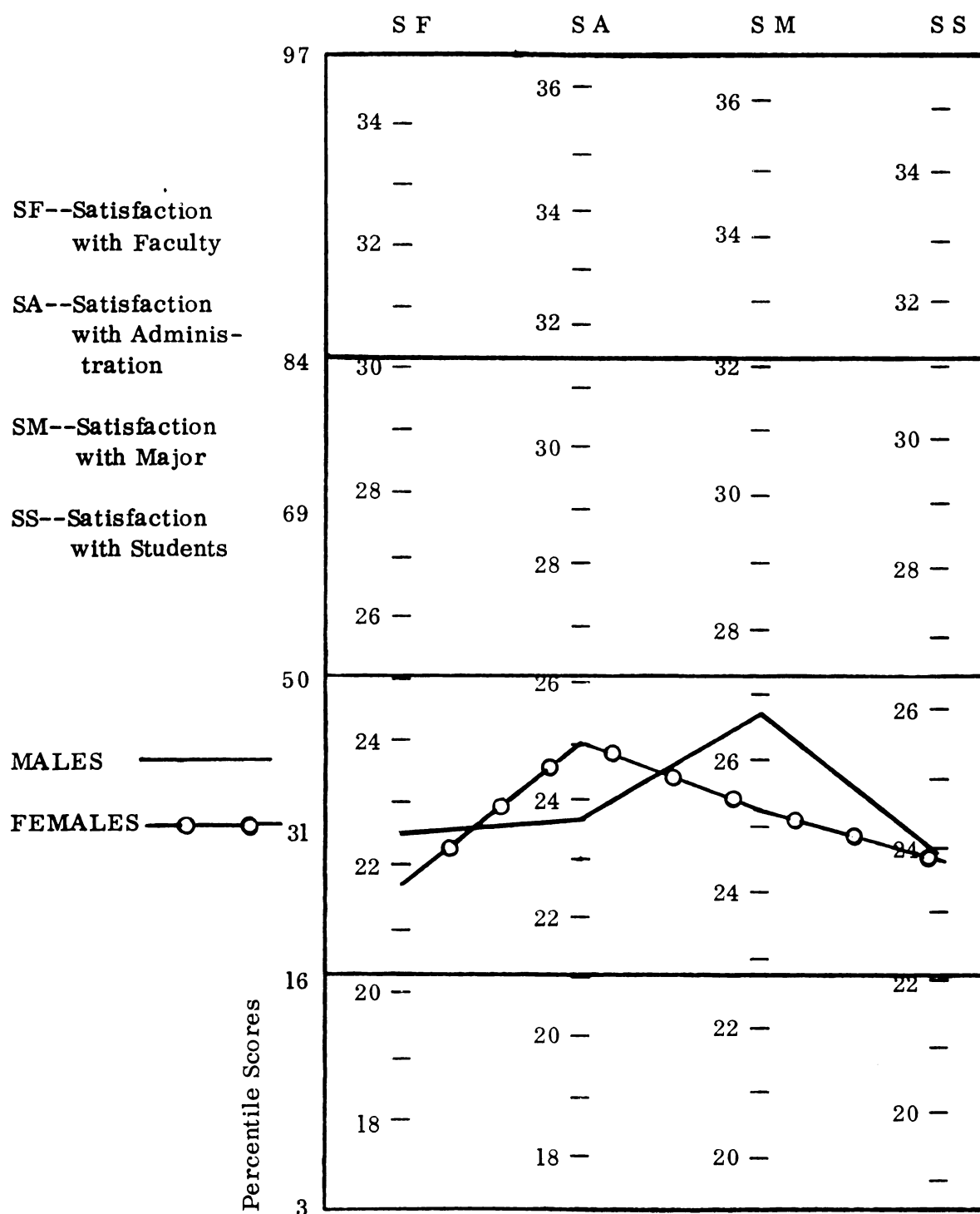
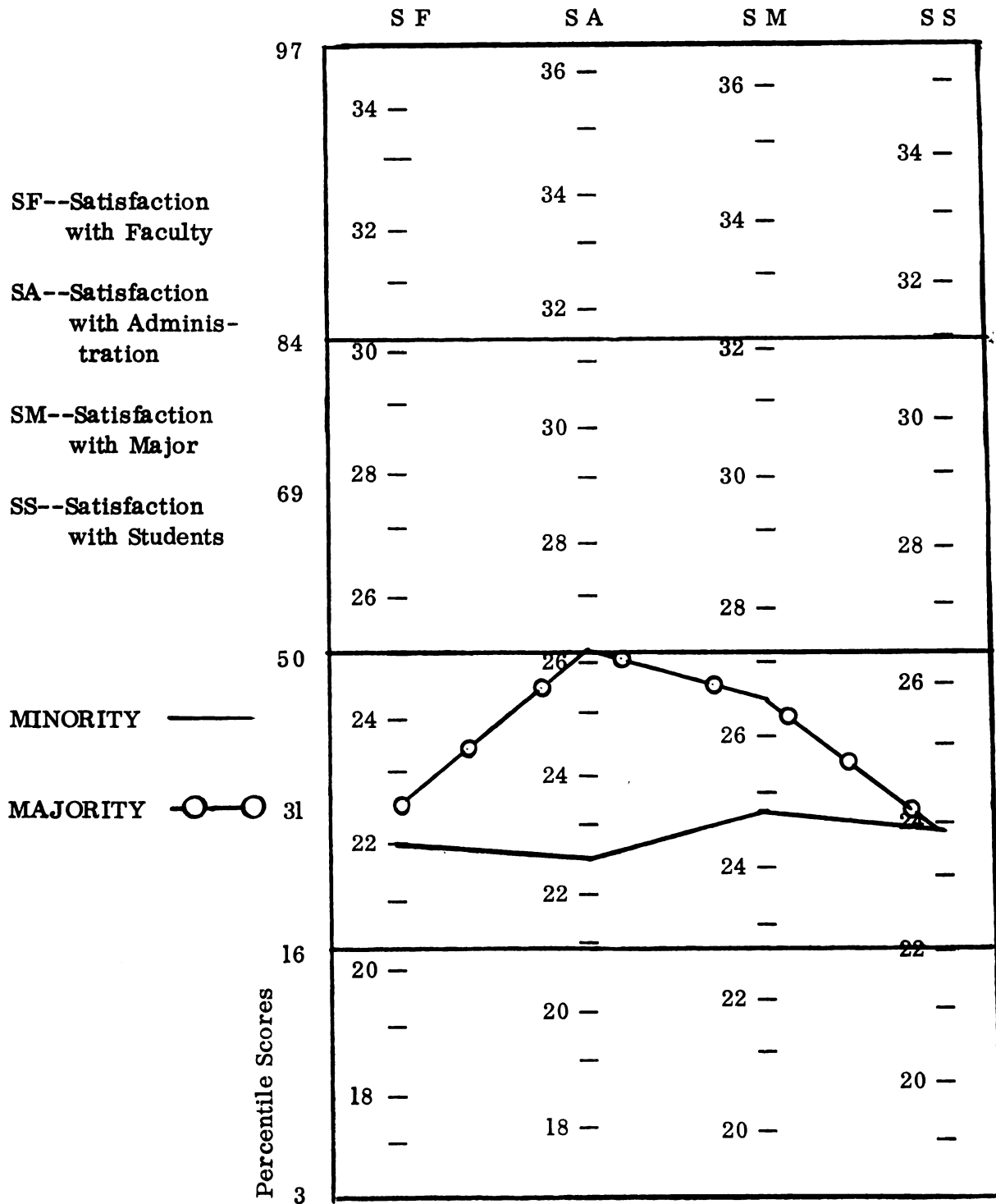


Figure 4.3--A comparison of the means, minority and majority, on each of the satisfaction scales. (From Table 4.11)



than were the other three subgroups. It is interesting to note that this was one of the few questions in which there was a sex difference.

Table 4.12--A comparison of responses by the minority with the majority and by the males with the females on question 56.

"In general, are you enjoying your studies in college this term as much as you had expected to?"

Answer	MINORITY				MAJORITY				TOTAL				TOTAL			
	M		F		M		F		Min		Maj		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Enjoying less than expected	5	28	8	50	3	18	6	30	13	33	9	24	8	20	14	39
Mildly disappointed	11	49 ^a	0	0	2	12	3	15 ^{a'}	11	28	5	14	13	33 ^b	3	8 ^{b'}
Reasonably satisfied	7	30	5	31	10	59	9	45	12	31	19	51	17	43	14	39
Enjoying more than expected	0	0	3	19	2	11	2	10	3	8	4	11	2	5	5	14

a, a', etc., indicate the groups being compared; significant at the .05 level of confidence.

Thirty-three per cent of the males as opposed to 8% of the females said that they were mildly disappointed in their studies. Overall it was found that the majority group was 62% satisfied, either reasonably well or greatly, as opposed to 61% of the minority who were definitely enjoying their studies less, or at least were mildly disappointed. This is a significant difference. The Chi Square Analysis of this question's answers showed that there were less than five chances in a hundred that the responses given would have occurred by chance.

Likewise, question 66 (Table 4.13) was significant at the 5% level of confidence. In this question the students were asked, "Of the

instructors you have had this past year, about what proportion would you say came to know you by name?" This question provided some interesting relationships. To the answer, "Less than half," only 4% of the minority males responded as opposed to 50% of the majority females. This was significant, as were the following relationships. On this same answer 15% of the minority group as opposed to 40% of the majority responded; 15% of the males versus 42% of the females. To the answer, "Almost all the professors knew my name," 52% of the minority males as opposed to 15% of the majority females, 44% of the minority students versus 22% of the majority students and again a sex difference of 42% of the males versus 22% of the females.

Table 4.13--A comparison of responses by the minority with the majority and by the males with the females on question 66.

"Of the instructors you have had this past year, about what proportion would you say came to know you by name?"

Answer	MINORITY				MAJORITY				TOTAL		TOTAL			
	M		F		M		F		Min	Maj	M		F	
	N	%	N	%	N	%	N	%			N	%	N	%
Almost none	3	13	4	25	4	24	2	10	7	18	6	16	7	18
Less than half	1	4 ^a	5	31	5	29	10	50 ^{a'}	6	15 ^b	15	40 ^{b'}	6	15 ^c
More than half	7	31	2	13	3	18	5	25	9	23	8	22	10	25
Almost all	12	52 ^d	5	31	5	29	3	15 ^{d'}	17	44 ^e	8	22 ^{e'}	17	42 ^f

a, a', etc., indicate the groups being compared; significant at the .05 level of confidence.

Another question on which there was less than a 5% chance-happening was question 70, Table 4.14. "Have you had the feeling in the past year

or so that some of your instructors have judged (e.g., graded) you more on the basis of extraneous or irrelevant factors than on the basis of the quality of your work?" In responding to this question, 59% of the minority females as opposed to 36% of the minority males, 18% of the majority males, and 10% of the majority females said, "Quite often."

Table 4.14--A comparison of responses by the minority with the majority and by the males with the females on question 70.

"Have you had the feeling in the past year or so that some of your instructors have judged (e.g., graded) you more on the basis of extraneous or irrelevant factors than on the basis of the quality of your work?"

Answer	MINORITY				MAJORITY				TOTAL		TOTAL			
	M		F		M		F		Min	Maj	M		F	
	N	%	N	%	N	%	N	%			N	%	N	%
Quite often	8	36	9	59 ^a	3	18 ^a	2	10 ^a	17	45 ^b	5	14 ^b	11	28
Once in a while	11	49 ^c	2	14 ^c	6	35	13	65 ^c	13	35	17	44	15	43
Very rarely	2	10 ^d	4	27	8	47 ^d	3	15 ^d	6	16	11	30	10	26
Never	1	5	0	0	0	0	2	10	1	3	2	5	1	2

a, a', etc., indicate the groups being compared; significant at the .05 level of confidence.

The fact that 45% of the minority students as opposed to 14% of the majority students said that quite often this happened was significant. Forty-nine per cent of the majority males said that it happened only once in a while, while 14% of the minority females and 65% of the majority females answered accordingly. In each case these were significant relationships. To the response that it very rarely happens, 47% of the majority males, 15% of the majority females, and 10% of the minority males indicated such. These were all significant relationships. One can see from

the data that most of the relationships in this question proved to be inter- and intra-subgroup relationships rather than combined relationships of minority versus majority or male versus female. However, it should be noted that the minority students 80% of the time felt that they were being rated by criteria other than the quality of their work. Likewise 65% of the majority students felt that this was the case. In both instances these were significant differences. In comparing responses of the sexes it was also found significantly that both males and females felt that they were rated on criteria other than the quality of their work.

One other question analyzed with Chi Square from the Satisfaction with Faculty scale was not statistically significant.

The students were asked in question 73, "During the past academic year, how competent, in your opinion, have you found your instructors to be in their own special fields?" There were no significant differences found by the Chi Square analysis nor were there any intra- or inter-subgroups or other group differences found. In fact, both the minority and majority males and females were fairly evenly divided on the competency of their instructors.

Table 4.15--A comparison of responses by the minority with the majority and by the males with the females on question 73.

"During the past academic year, how competent, in your opinion, have you found your instructors to be in their own fields?"

Answer	MINORITY				MAJORITY				TOTAL		TOTAL	
	M		F		M		F		Min	Maj	M	F
	N	%	N	%	N	%	N	%	N	%	N	%
Several were not	1	4	3	19	3	18	2	10	4	10	4	10
2 or 3 were not	7	30	6	38	5	29	7	35	13	33	12	30
One was not	6	26	3	19	2	12	6	30	9	23	8	20
All were competent	9	39	4	25	7	41	5	25	13	33	16	40

Subhypothesis 1.b

The minority students will be just as satisfied in their contacts with the administration as will the majority students.

From Table 4.16 and 4.17 and from Figures 4.1, 4.2 and 4.3 it can be demonstrated that there were no significant differences between the means of each of the subgroups or between the means of the males and females. However, there was a statistical significance between the means of the minority and the majority. The null hypothesis can be rejected at the 5% level of confidence. This would indicate that the minority students, with their lower mean, were less satisfied with the way the administration treated them either by action or by rules than were the majority students. Figure 4.3 illustrates rather clearly the amount of difference between the minority and the majority on the Satisfaction with Administration scale.

Table 4.16--Mean and standard deviation for each of the subgroups and total sample for the Satisfaction with Administration scale.

Scale	MINORITY		MAJORITY		Total	
	Male N = 23 \bar{X} SD	Female N = 15 \bar{X} SD	Male N = 17 \bar{X} SD	Female N = 20 \bar{X} SD	N = 75 \bar{X} SD	
S.A.	22.65 4.70	22.53 3.98	25.12 4.17	26.65 4.21	24.25 4.66	

Table 4.17--Mean, standard deviation, and F-ratios for sex and race grouping for the Satisfaction with Administration scale.

Scale	MALES		FEMALES		F	MINORITY		MAJORITY		F
	N = 40 \bar{X} SD		N = 35 \bar{X} SD			N = 38 \bar{X} SD		N = 37 \bar{X} SD		
S.A.	23.87 4.70		25.00 4.96		1.34	22.65 4.60		26.18 4.43		9.78*

* Significant at the .05 level of confidence.

A total of five questions from the Satisfaction with Administration scale were analyzed by the Chi Square method. Two were found to be significant and three were not. The tables and discussion follow.

Question 43 (Table 4.18) asks, "Would you agree that most of the existing rules and regulations on this campus are logical and necessary?" Forty-one per cent of the minority males answered "I strongly disagree" as opposed to 6% and 5% of the majority males and females respectively. This was a statistically significant difference at the 5% level of confidence. On that same answer 32% of the minority responded as compared with 5% of the majority. To the second answer, "I disagree, but not strongly," the minority females were significantly higher than the minority males, (53% to 23%). On the answer, "I agree, but not strongly," it was found that the majority was significantly higher than the minority

(59% to 32%). In order to run a Chi Square on this question it was necessary, because of small cell size in some of the sub-groups, to pool this answer with "Strongly agree." In doing this it was found that the majority tended to agree that most rules and regulations were logical and necessary where as the minority did not. The percentages were 73 in agreement for the majority and 67 in disagreement for the minority. This was a statistically significant difference. There were no significant differences as to the relationship in answers between the males and females.

Table 4.18--A comparison of responses by the minority with the majority and by the males with the females on question 43.

"Would you agree that most of the existing rules and regulations on this campus are logical and necessary?"

Answer	MINORITY				MAJORITY				TOTAL				TOTAL			
	N	M %	N	F %	N	M %	N	F %	Min N	Min %	Maj N	Maj %	N	M %	N	F %
Strongly disagree	9	41 ^a	3	20	1	6 ^{a'}	1	5 ^{a'}	12	32 ^b	2	5 ^{b'}	10	26	4	11
Disagree but not strongly	5	23 ^c	8	53 ^{c'}	3	18	5	25	13	35 ^d	8	22	8	20	13	37
Agree, but not strongly	8	36	4	27	9	53	13	65	12	32 ^e	22	59 ^{e'}	17	44	17	48
Strongly agree	0	0	0	0	4	24	1	5	0	0	5	14 ^{d'}	4	10	1	3

a, a', etc., indicate the groups being compared; significant at the .05 level of confidence.

The students were also asked in question 64 (Table 4.19): "In your experience (direct or hearsay) so far at this college, how satisfied have you been with the fairness and impartiality by which rules regulating student personal conduct have been enforced?" To the answer, "Greatly

dissatisfied," 38% of the minority males replied and 38% of the minority females. No majority males and only one majority female (6%) responded. The relationship between the minority and the majority in this instance was definitely significant. The answer "Reasonably satisfied with the way the rules have been enforced" was responded to by 66% of the majority as opposed to 33% of the minority. This was also a significant difference. For the purpose of Chi Square computation it was necessary to pool the answers into dissatisfied versus satisfied (answers one and two versus three and four). In so doing, it was found that the minority were significantly more dissatisfied (64%) in their experience with the fairness and impartiality of rules being enforced than were the majority

Table 4.19--A comparison of responses by the minority and the majority and by the males with the females on question 64.

"In your experience (direct or hearsay) so far at this college, how satisfied have you been with the fairness and impartiality by which rules regulating student personal conduct have been enforced?"

	MINORITY				MAJORITY				TOTAL				TOTAL			
Answer	M		F		M		F		Min		Maj		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Greatly dissatisfied	9	39 ^a	6	38 ^a	0	0 ^{a'}	1	6 ^{a'}	15	38 ^b	1	3 ^{b'}	9	23	7	20
Somewhat dissatisfied	5	22	5	31	4	24	5	26	10	26 ^e	9	25 ^{e'}	9	23	10	29
Reasonably satisfied	8	35 ^c	5	31 ^c	12	71 ^{c'}	12	62	13	33 ^d	24	66 ^{d'}	20	50	17	48
Very satisfied	1	4	0	0	1	6	1	6	1	3 ^f	2	6 ^{f'}	2	5	1	3

a, a', etc., indicate the groups being compared; significant at the .05 level of confidence.

(28%). There were no male or female statistical differences. In both questions 43 and 64 there were less than five chances in a hundred that the responses could have occurred by chance.

Three other questions were analyzed using the Chi Square method of analysis and were not found to be statistically significant.

In question 50, (Table 4.20), the students were asked, "Do you agree or disagree that this college or university exercises too much authority over student life outside the classroom?" Thirty-three per cent of the minority females indicated that they strongly agreed as opposed to 18% by the minority males, 6% by majority males and 5% by the majority females. This was a statistically significant relationship. It was also statistically significant that 25% of the minority

Table 4.20--A comparison of responses by the minority and the majority and by the males with the females on question 50.

"Do you agree or disagree that this college or university exercises too much authority over student life outside the classroom?"

Answer	MINORITY				MAJORITY				TOTAL				TOTAL			
	M N	%	F N	%	M N	%	F N	%	Min N	%	Maj N	%	M N	%	F N	%
Strongly agree	4	18	5	33 ^a	1	6 ^{a'}	1	5 ^{a'}	9	25 ^b	2	5 ^{b'}	5	13	6	17
Agree, but not strongly	7	32	5	33	8	27	4	20	12	32	12	32	15	38	9	26
Disagree, but not strongly	7	32	5	33	4	24	11	55	12	32	15	41	11	28	16	46
Strongly disagree	4	18	0	0	4	24	4	20	4	11	8	22	8	20	4	11

a, a', etc., indicate the groups being compared; significant at the .05 level of confidence.

strongly agreed with this statement as opposed to 5% of the majority. Throughout the rest of the question there were no statistical significant relationships.

Question 53 asked, "From either direct experience or hearsay, what is your general impression of the courtesy and efficiency with which student problems are taken care of by various administrative or personnel divisions on this campus (e.g., admissions, registrar, loans, housing, etc.)?" The students' responses were not significantly different in any of the subgroup or group combinations. Even looking at the question from negative to positive, the students were split evenly in their reaction to these administrative services, with approximately 60% being negative and 40% being positive.

In question 59, when asked, "Would you say that individual students on this campus have a voice in formulating the regulations which affect them?", there were no statistical significances among the groups. However, the consensus of the groups whether majority, minority, male, or female was to the negative side. It seems to indicate that the students perceived that they did not have much of a voice on campus and percentage wise the indication was that the minority students felt more negative concerning this than did the majority students.

Table 4.21--A comparison of responses by the minority and the majority and by the males with the females on question 53.

"From either direct experience or hearsay, what is your general impression of the courtesy and efficiency with which student problems are taken care of by various administrative or personnel divisions on this campus (e.g., admissions, registrar, loans, housing, etc.)?"

	MINORITY				MAJORITY				TOTAL				TOTAL			
Answer	M		F		M		F		Min		Maj		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Impression mostly negative	6	27	3	19	5	29	3	15	9	24	8	22	11	28	6	17
Impression somewhat negative	8	36	6	38	4	24	11	55	14	37	15	41	12	31	17	47
Impression reasonably positive	7	32	6	38	7	41	5	25	13	34	12	32	14	36	11	30
Impression very positive	1	5	1	6	1	6	1	5	2	5	2	5	2	5	2	6

Table 4.22--A comparison of responses by the minority and the majority and by the males with the females on question 59.

"Would you say that individual students on this campus have a voice in formulating the regulations which affect them?"

MINORITY			MAJORITY		TOTAL		TOTAL									
Answer	M		F		M		F									
	N	%	N	%	N	%	N	%	N	%						
No voice	2	10	2	13	2	12	2	10	4	11	4	11	4	10	4	11
Weak voice	14	63	12	75	9	53	10	50	26	68	19	51	23	59	22	61
Moderately strong voice	6	27	1	6	4	24	7	35	7	18	11	30	10	26	8	22
Very strong voice	0	0	1	6	2	12	1	5	1	3	3	8	2	5	2	6

Subhypothesis 1.c

The minority students will be just as satisfied with their major fields as will the majority students.

In dealing with the Satisfaction with Major scale, a variance must be mentioned. There was a smaller N involved with this scale than there was for the other satisfaction scales. This was due to the structure of the instrument, CSQ-2. In question 8, the student is asked, "At the present time are you: 1. Officially enrolled in a major field of study; 2. Decided on a major, but not yet officially enrolled in the field or department; 3. Not officially in a major field and have not yet decided on a major field." If the student answered two or three, he was to skip questions 119-130, most of which were the basis for the Satisfaction with Major scale. Therefore, it was necessary to use different considerations when analyzing this particular data.

Tables 4.23 and 4.24 and Figures 4.1, 4.2, and 4.3 show that there were no significant interaction effects among the subgroups nor between the males and females. However, there was a significant difference found between the means of the minority and majority students. From this the null hypothesis can safely be rejected at the 5% level of confidence. These two groups came from different populations and the minority students appeared to be less satisfied with their major field of study than were the majority students. Figure 4.3 provides the reader with a graphic illustration of the differences on the Satisfaction with Major scale.

Three questions were analyzed to determine what kind of intra-group action might be taking place. Because of the small Ns in each of the subgroups, it was difficult to run any meaningful statistics. A Chi

Square was run on each of these three questions, with only one of them showing any significant difference. In analyzing that particular question (124, Table 4.25) which asks, "In your major department, how satisfied are you with your present academic standing insofar as you can estimate it?", only one group relationship was meaningfully different.

Table 4.23--Mean and standard deviation for each of the subgroups and total sample for the Satisfaction with Major scale.

Scale	MINORITY				MAJORITY			
	Male		Female		Male		Female	
	N = 11		N = 5		N = 9		N = 18	
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
S.M.	24.73	3.67	22.00	4.38	27.33	4.00	26.11	3.77
							25.53	4.17

Table 4.24--Mean, standard deviation, and F-ratios for sex and race grouping for the Satisfaction with Major scale.

MALES				FEMALES		MINORITY		MAJORITY		
Scale	N = 20		N = 23		F	N = 16		N = 27		F
	\bar{X}	SD	\bar{X}	SD		\bar{X}	SD	\bar{X}	SD	
S.M.	26.75	4.33	25.26	4.33	1.79	24.81	4.31	26.62	4.29	5.74*

* Significant at the .05 level of confidence.

Forty-one per cent of the minority students said that they were very dissatisfied with their present standing as opposed to only 4% of the majority students. It could also be noted that both the minority and majority students as well as the males and females were considerably more dissatisfied than satisfied with their academic standing in the department.

Table 4.25--A comparison of responses by the minority and the majority and by the males with the females on question 124.

"In your major department, how satisfied are you with your present academic standing insofar as you can estimate it?"

Answer	MINORITY				MAJORITY				TOTAL		TOTAL	
	M		F		M		F		Min	Maj	M	F
	N	%	N	%	N	%	N	%				
Very dissatisfied	4	33	3	60	1	11	0	0	7	41	1	4
Somewhat dissatisfied	5	42	2	40	6	66	12	67	a	b	c	d
Fairly satisfied	2	17	0	0	1	11	6	33	7	41	11	52
Very satisfied	1	8	0	0	1	11	0	0	2	12	7	26
									a	b	c	d
									1	6	1	4
											2	10
												0

a, a', etc., indicate the groups being compared; significant at the .05 level of confidence.

In question 120 where the students were asked whether or not their departments or divisions rewarded conformity and punished individualism, most of the students felt that it did not. This was true regardless of ethnic background or sex. The difference in the responses to this question was not statistically significant.

Table 4.26--A comparison of responses by the minority and the majority and by the males with the females on question 120.

"Would you agree that the department or division in which you are doing your major work tends to reward conformity and punish individualism?"

MINORITY				MAJORITY				TOTAL				TOTAL				
Answer	M		F		M		F		Min		Maj		M		F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Strongly agree	2	20	3	60	0	0	0	0	5	33	0	0	2	11	3	13
Agree, but not strongly	1	10	0	0	2	22	7	35	1	7	9	33	3	16	7	30
Disagree but not strongly	5	50	1	20	4	44	3	15	6	40	7	26	9	47	4	17
Strongly disagree	2	20	1	20	3	33	8	40	3	20	11	41	5	26	9	39

There was no statistical significance with the differences of the responses to question 125, (Table 4.27), which asked, "So far this term how interesting have you found the course work in your major field?" Fifty-nine per cent of the minority students felt that it was either rather dull for the most part or just so-so as opposed to 30% of the majority students. The males also were more negative about their major field course work; 53% said that it was rather dull or so-so as opposed to 30% of the females. It was somewhat evenly split as to whether the students felt their course work was interesting or not in the current semester. The majority students were slightly more positive in their responses.

Table 4.27--A comparison of responses by the minority and the majority and by the males with the females on question 125.

"So far this term how interesting have you found the course work in your major field?"

Answer	MINORITY				MAJORITY				TOTAL		TOTAL	
	M N	%	F N	%	M N	%	F N	%	Min N	%	Maj N	%
Rather dull	1	8	1	20	1	11	0	0	2	12	1	4
So-so	7	58	1	20	2	22	5	28	8	47	7	26
Fairly interesting	4	33	3	60	3	33	9	50	7	41	12	44
Very interesting	0	0	0	0	3	33	4	22	0	0	7	26

* Significant at the .05 level of confidence.

Subhypothesis 1.d

The minority students will be just as satisfied with the other students on campus as will the majority students.

In looking at the Satisfaction with Students scale comparison in Tables 4.28 and 4.29 and Figures 4.1, 4.2, and 4.3, it was readily discernable that there were no statistical differences among any of the groups. Thus, the null hypothesis could not be rejected. Figure 4.3 demonstrates vividly, how closely the two groups perceived their own feelings of satisfaction with their peers.

Two of the ten questions were analyzed to see if any subscale differences would be revealed. These two questions were chosen on the same basis as most of the others chosen for separate analysis, namely, the content seemed to lend itself to possible contrasts between the two groups.

Table 4.28--Mean and standard deviation for each of the subgroups and total sample for the Satisfaction with Students scale.

Scale	MINORITY				MAJORITY					
	Male		Female		Male		Female		Total	
	N = 21		N = 16		N = 17		N = 20		N = 74	
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
S.S.	24.33	4.61	23.75	3.77	23.18	4.37	24.30	4.20	23.93	4.30

Table 4.29--Mean, standard deviation, and F-ratios for sex and race grouping for the Satisfaction with Students scale.

MALES			FEMALES			MINORITY		MAJORITY		
Scale	N = 38		N = 36		F	N = 37		N = 37		F
	\bar{X}	SD	\bar{X}	SD		\bar{X}	SD	\bar{X}	SD	
S.S.	23.97	4.52	23.80	4.11	.07	23.93	4.24	23.93	4.40	.10

In question 109, (Table 4.30), some rather interesting comparisons could be noted even though, with the use of the Chi Square, there was no statistical significance. The question, which asks, "Speaking generally, how satisfied are you with the degree of concern about political, economic, and social issues shown by most students at this college?", revealed that 36% of the minority males as opposed to only 10% of the majority females were very dissatisfied and that 57% of the majority students were fairly satisfied as opposed to only 29% of minority students. Combining answers one and two and answers three and four gave a comparison of dissatisfied versus satisfied. It can be demonstrated that the minority students were much more dissatisfied with how their fellow students felt about such issues than were the majority students.

The males, likewise, were more dissatisfied than were the females although this was not statistically significant.

Table 4.30--A comparison of responses by the minority and the majority and by the males with the females on question 109.

"Speaking generally, how satisfied are you with the degree of concern about political, economic, and social issues shown by most students at this college?"

Answer	MINORITY				MAJORITY				TOTAL		TOTAL			
	M		F		M		F		Min	Maj	M		F	
	N	%	N	%	N	%	N	%			N	%	N	%
Very dissatisfied	8	36 ^a	4	25	3	18	2	10 ^{a'}	12	32	5	14	11	28
Somewhat dissatisfied	7	31	5	31	4	24	6	30	12	32	10	27	11	28
Fairly satisfied	5	23	6	38	9	53	12	60	11	29 ^c	21	57 ^{c'}	14	36
Very satisfied	2	10	1	6	1	6	0	0	3	8	1	3	3	8

a, a', etc. indicate the groups being compared; significant at the .05 level of confidence.

In analyzing question 111, "Would you agree that most of the undergraduates on this campus would just as soon avoid anything controversial?", there was no statistical significance, either through the use of percentage comparison or Chi Square. Also it could be noted that the two ethnic groups and the two sexes were rather evenly split as to whether they agreed or disagreed with this statement.

Table 4.31--A comparison of responses by the minority with the majority and by the males with the females on question 111.

"Would you agree that most of the undergraduates on this campus would just as soon avoid anything controversial?"

Summary

From the analysis it was demonstrated that two of the four null subhypotheses were rejected. They were:

- 1.b The minority students will be just as satisfied in their contacts with the administration as will the majority students.
- 1.c The minority students will be just as satisfied with their major fields as will the majority students.

The following null subhypotheses were supported:

- 1.a The minority students will be just as satisfied in their contacts with the faculty as will the majority students.
- 1.d The minority students will be just as satisfied with the other students on campus as will the majority students.

It can be said then that there was partial support for the main hypothesis: The minority students on the special project will be no less satisfied with their collegiate experience as measured by the College Student Questionnaire Part Two than will the majority students with a similar background. This conclusion was based on the fact that only two of the four subhypotheses were supported in the study.

Although there were a few questions--Tables 4.12, 4.13, and 4.27--in which there was a significant difference in the responses of the females versus the males, there was no support in the analysis of the scales that would indicate a sex variance in overall satisfactions with the collegiate environment.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

This research investigated the perceived satisfactions of the collegiate environment expressed by low socio-economic students at Central Michigan University. The focus of the study was to determine whether the minority students were any less satisfied with their college experience than were the majority students.

The minority students were primarily from the Continuing Education Experience Program, a special program designed to recruit and assist disadvantaged minority students, both Blacks and Chicanos. Most of these students were experiencing a life style considerably different from their past, since Central Michigan University is a non-metropolitan university located in a predominately Caucasian community.

The students with whom the minority students were compared were white students, some of whom were also from a metropolitan area. All the students in the study were from the sophomore class (1973) or above. These students were chosen for comparative purposes because they were from low socio-economic class homes and their academic performance was very similar to that of the minority students as measured by the grade point average. It was felt that by holding such factors

as economic class and academic performance constant between the two groups that any differences found by the measuring instrument would then be attributable to ethnic background rather than socio-economic class or academic capabilities. The majority sample was determined by a stratified random procedure where each student selected had less than a 2.50 GPA and was from a metropolitan area, if possible.

In order to determine the perceived satisfactions of the two groups, they were asked to complete the College Student Questionnaire Part Two published by Educational Testing Service. The students were also given a brief biographical instrument for controlled variables comparison and a ten per cent sample of the group was given a thirty minute interview as a reliability check of the CSQ-2. (See Chapter IV, Tables 4.1-4.9, and Appendices E and B.)

The students who were selected for participation in the study were sent a letter explaining that they had been selected to participate in a study and were requested to come to the counseling center to complete the questionnaire. After repeated telephone and personal follow-up, a total of 76 students participated, out of 93 contacted, for an 82% return.

The questionnaires were scored by Educational Testing Service and the results analyzed through the use of Analysis of Variance, Chi Square and Percentage Comparison techniques. The four Satisfaction Scales that the study focused on are listed below with a brief explanation.

(SF) Satisfaction with Faculty refers to a general attitude of esteem for instructors and the characteristic manner of student-faculty relationships.

(SA) Satisfaction with Administration is defined as a generally agreeable and uncritical attitude toward the college administration and administrative rules and regulations.

(SM) Satisfaction with Major refers to a generally positive attitude on the part of the respondent about his activities in his field of academic concentration.

(SS) Satisfaction with Students refers to an attitude of approval in relation to various characteristics of individuals comprising the total student body.

Findings and Discussion

The minority students from the Continuing Education Experience Program at Central Michigan University indicated different levels of perceived satisfaction, as measured by the CSQ-2, in comparison with the majority students with a similar socio-economic background. These minority students, primarily Blacks but some Chicanos, were less satisfied with the procedures of administrative offices and of the way rules and procedures affected them than was the white majority. Put in the terminology of the CSQ Manual (1968, p. 19), their "Low scores imply a critical, perhaps contemptuous view of an administration that is variously held to be arbitrary, impersonal, and/or overly paternal."

This finding is in keeping with what has been reported in the literature by Centra (1970), Gaither, et al. (1969), and Simon, et al. (1969), specifically, one of the most frequent and intense sources of dissatisfaction is toward the administration. Some possible reasons for this could be the type of position administration is in and the amount of visibility it has. For example, as enforcer of policies and operator of offices to serve the student, the administration often is

the focal point for conflict and disagreement. This would be true of both groups of students under study in this research. However, after considering such works as Mark of Oppression, by Kardiner and Ovesey (1951) and Black Rage by Grier and Cobbs (1969), it would be easy to understand why the minority student, when feeling or observing institutionalized racism, could easily generalize from the "repressive" authority figures of the larger society to that of the college. Hart and Saylor (1970) also point out that even though the causes of dissatisfaction and feelings of exploitation are the classroom, it is the administration that usually comes under attack. This is not to imply that the reasons for feeling dissatisfied may not lie at the door of the administration, but merely to point out that both aspects have to be studied in greater depth in order to discern the true cause.

The other area in which the minority students showed more dissatisfaction than the majority was that of the major field. The possible causes of such dissatisfaction on the part of the minority could be: 1) lack of commitment to their chosen field, 2) the recent choice of major, 3) a general dissatisfaction with the curriculum as it relates to the minority students, and 4) having once focused on a specific area of study it now becomes imperative to "make it." Having counseled with many of these students, the writer knows that lack of commitment and late decision making is a factor with many of the minority students. As Waterman and Waterman (1970) point out, such factors greatly affect the amount of satisfaction that a student feels towards his college.

For many of these students, most of whom were struggling to get off academic probation or to keep off, it was threatening to know that

now they had to produce. Table 4.25 in Chapter IV indicates that the minority students were clearly more dissatisfied with their standing in their major field and question 56, Table 4.12, shows less satisfaction in relation to their expectations.

It was found that there were no differences in perceived satisfactions in contact with the faculty between the minority and the majority students. While three of the four individual questions analyzed from the faculty scale showed significant differences the direction was not consistent. For example, the fact that the minority enjoyed greater visibility than the majority, as witnessed the number who were called by name (question 66, Table 4.13), may have prevented full scale showing of dissatisfaction in the direction of either group. It may also be, as noted by Hart and Saylor above, that the student is not always able to discern where or to what the areas of discomfort should be attributed. Further, when dealing with a faculty member in the classroom or in his office, the relationship is often a personal one. It is easier to respond positively to this situation than it is to the impersonalness of policies or formality of administrative procedures.

There was clearly no difference between the two groups as to their perceived satisfaction with fellow students. One may conclude from this that: 1) the relationships between the two groups of students are not as bad as some of the more vocal students would have you believe, 2) the perceptions of the two low socio-economic groups concerning the rest of the student body are nearly alike, but not necessarily favorable, or 3) that each group was not using the same referent group as they answered the questions. The minority could have been referring to their

minority friends because of in-groupness and the majority referring to their in-group of friends, as suggested by Barclay, et al. (1971).

Finally, it may be noted that, while there were significant differences in the way the females responded to some questions as compared with the males, it was not consistent enough to influence the entire scale. This is consistent with what Peterson (1968) points out in the CSQ Manual and what Stordahl (1969) of Northern Michigan University found, specifically that on these particular scales there were no apparent sex differences.

Implications for Future Research

The focus of this study was to provide comparative research about the satisfactions of minority students of a large non-metropolitan university campus with that of a majority group of students with a similar socio-economic background.

Studies of this type need to be conducted at similar universities as well as at universities of a different structure, for the purpose of discerning whether these findings reported in the study are unique to Central Michigan University alone.

On this campus further research needs to be done with a large random sample of the student body to determine if there are significant differences in perceived satisfactions between the select groups in this study and a larger representative sampling of the total University population.

Further, there needs to be a study of satisfactions as perceived

by middle socio-economic class minority students in order to determine whether or not the findings reported were due to classness rather than ethnic or cultural background.

While this study attempted to hold constant within a grade point average range that was low average, it would be interesting to see if a higher grade point average would affect the way both minority and majority students felt about their campus experiences, retaining a low socio-economic class control.

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APPENDICES

APPENDIX A

DISCUSSION OF PERSONAL INTERVIEW RESULTS

The data reported in this appendix is the result of interviews with a ten per cent random sample of those who filled out the CSQ-2. The purpose of such an interview was to see whether the subject would say in conversation what he had checked on the questionnaire anonymously. The eight questions used in the interview were taken from the CSQ-2 and were selected in the following manner.

The forty questions which are the basis of the satisfaction scales were divided into four groups of ten each. Each group was the basis for a particular scale. Using a table of random numbers, three questions were picked from each group, yielding a total of twelve questions. The aid of the director of admissions, the director of financial aid, the director of CEEP, a black counselor, and a white counselor was elicited in the eliminating of one from each group, thus leaving a total of eight questions for the interview.

When the designated students finished taking the CSQ-2, they were invited to the examiner's office, one at a time, where they were engaged in conversation and then asked the questions on the interview sheet. (See Appendix B.) Their answers were recorded by the interviewer, as they responded to the questions.

At a later time, these written responses were scored by two

different raters, in accordance with the possible responses allowed in CSQ-2. These scores were then compared with the answers that the subjects had checked on the CSQ-2. The results of those comparisons are presented below.

A Pearson Product-Moment Correlation was computed between each subject's rated (taken from CSQ-2) score and his verbalized score and then a "t" test was computed at the five per cent level of confidence.

Table A.1--Correlation between the subject's CSQ-2 score and his verbalized score.

	MINORITY STUDENTS				MAJORITY STUDENTS		
Subject	S-1	S-2	S-3	S-4	S-5	S-6	S-7
Correlation r=	.05	.46	.88*	.41	.60	.70	.75**

* Significant at the .05 level of confidence.

** Significant at the .10 level of confidence.

It is interesting (Table A.1) to note that the highest and the lowest correlations were among the minority students.

A correlation was computed between the two raters' scores. At the five per cent level of significance, it was found (Table A.2) that the two raters agreed on six of the seven interviews and the seventh was significant at the ten per cent level.

Table A.2--Correlation between raters on subject's verbalized answers.

	MINORITY STUDENTS				MAJORITY STUDENTS		
Subject	S-1	S-2	S-3	S-4	S-5	S-6	S-7
Correlation r=	.88*	.76*	1.00*	.87*	1.00*	.86*	.80**

* Significant at the .05 level of confidence.

** Significant at the .10 level of confidence.

The questions may be raised, "If the student rates one way and says something different, is there any direction in this discrepancy? Does the student use milder words describing the administration or faculty, etc., to an interviewer than on an impersonal questionnaire?"

Table A.3--Number of questions on which subject rated either higher or lower on CSQ-2 than he verbalized in interview. Higher equals more positive feelings.

	MINORITY STUDENTS			MAJORITY STUDENTS			
	S-1	S-2	S-3	S-4	S-5	S-6	S-7
Higher on CSQ-2	3	3	1	3	3	3	0
Lower on CSQ-2	4	3	0	1	2	1	3

It can be seen from Table A.3 that there is no dominant direction as to the under or over-stating of feelings of satisfaction in the interview. One might have conjectured that if any direction was to have been evident it would have been a more positive attitude in the interview especially on the part of the minority. The basis for such conjecture would be a possible fear of what the interviewer, a faculty member-counselor, would think of the subject if he made statements that were negative about the college. This was not borne out, as the direction, though slight, was toward a more negative response in the interview.

It would appear, from this data, that the subject did not answer in an open ended interview consistent with what he had checked in a limited choice questionnaire. Furthermore, the lack of consistency had no meaningful direction. This is consistent with what other researchers have found; namely, the personal interview is not a very reliable source of data gathering (Thorndike & Hagen, 1969).

APPENDIX B

PERSONAL INTERVIEW QUESTIONNAIRE

Questions to be used in personal interview with a random sample of those who take the CSQ-2.

1. (58) So far this year how successful would you say your instructors at this college have been in challenging you to produce to the limit of your intellectual and creative capacities?
2. (61) How many faculty members at this college have provided personal evaluations of your work which made you think that you might become a creative or productive worker in their fields?
3. (53) From either your direct experience or hearsay, what is your general impression of the courtesy and efficiency with which student problems are taken care of by various administrative or personnel divisions on this campus (e.g., admissions, registrar, loans, housing, etc.)?
4. (57) How do you feel about the assistance (or lack of assistance) in thinking through your educational and vocational plans which you have received at this college (from teachers, counselors, deans, etc.)?
5. (109) Speaking generally, how satisfied are you with the degree of concern about political, economic, and social issues shown by most students at this college?
6. (115) Speaking generally, would you agree that too many students on this campus are overly susceptible to popular fads and fashions, such as in dress, hair styles, tastes in music, etc.?
7. (123) How certain are you that your present major field is the one you really want?
8. (125) So far this term how interesting have you found the course work in your major field?

APPENDIX D

REVISED LETTER TO THE STUDENT ASKING HIM TO PARTICIPATE IN THE STUDY

Dear _____:

You have been selected to participate in a study that should prove beneficial to you and future students.

Central Michigan University is changing in many ways. We would like these changes to reflect your needs and ideas. This study is an attempt to gain your reaction to certain concepts and from this knowledge we hope to launch new programs.

The questionnaire that you are being asked to fill out takes about an hour and 15 minutes. It is not a test,* there are no right or wrong answers. You are not asked for identification so you will remain anonymous.

To participate call 774-3381 and tell the receptionist what time would be convenient for you to take the survey. If you have any questions as to what it is we are trying to do, don't hesitate to ask for me and I will try to answer them.

This study has been approved and encouraged by the University administration.

Thank you.

Sincerely yours,

Jerald E. Lounsbury
Assistant Professor of Counseling
225 Sloan Hall

* This underlining was not in the letter. It is used here for purposes of showing the major differences in the revised letter.

APPENDIX E

BIOGRAPHICAL INFORMATION

Answer Sheet Number _____

INSTRUCTIONS: Circle the answer that best reflects your situation.

- A. What is your ethnic Background?
1. Black Afro-American
 2. American Indian
 3. Spanish Speaking American
 4. White American
- B. Which of the following categories comes closest to your father's occupation? If your father is retired, deceased, or unemployed, indicate his former or customary occupation. (Mark only one)
1. Unskilled worker (laborer, farm worker, custodian)
 2. Semiskilled worker (e.g., machine operator)
 3. Service worker (policeman, fireman, barber, military non-commissioned officer, etc.)
 4. Skilled worker or craftsman (carpenter, electrician, plumber, etc.)
 5. Salesman, bookkeeper, secretary, office worker, mail clerk or carrier
 6. Owner, manager, partner of a small business; lower-level governmental official; military commissioned officer
 7. Profession requiring a bachelor's degree (engineer, elementary or secondary teacher, etc.)
 8. Owner, high-level executive--large business or high-level government agency
 9. Professional requiring an advanced college degree (doctor, lawyer, college professor, etc.)
- C. Has your mother worked for a salary any time since you were born?
1. No (skip to question E)
 2. Yes
- D. Which of the following categories comes closest to your mother's occupation? If your mother is retired, deceased, or unemployed, indicate her former or customary occupation. (Mark only one)
1. Unskilled (day work, maid, assemblyline worker)
 2. Semiskilled worker (e.g., machine operator)
 3. Service worker (beautician, barber, nurse aid, cook, waitress)

4. Skilled worker (seamstress, dental assistant, medical assistant)
 5. Saleswoman, bookkeeper, secretary, office worker, mail clerk or carrier)
 6. Owner, manager, partner of a small business; lower level governmental official
 7. Profession requiring a bachelor's degree (dental hygienist, teacher, nurse)
 8. Owner, high-level executive--large business or high-level government agency
 9. Professional requiring an advanced college degree (doctor, lawyer, college professor, etc.)
- E. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes.
1. Less than \$4,000
 2. \$4,000 to \$5,999
 3. \$6,000 to \$7,999
 4. \$8,000 to \$9,999
 5. \$10,000 to \$11,999
 6. \$12,000 to \$13,999
 7. \$14,000 to \$16,999
 8. \$17,000 to \$19,999
 9. over \$20,000
- F. How does your parental family's economic position now compare with what it was ten years ago?
1. Considerably higher now
 2. Somewhat higher now
 3. About the same
 4. Somewhat lower now
 5. Considerably lower now
- G. How much formal education does (did) your father have? Indicate only the highest level (i.e., mark only one of the nine alternatives).
1. No formal schooling or some grade school only
 2. Finished grade school
 3. Some high school
 4. Finished high school
 5. Business or trade school
 6. Some college
 7. Finished college (four years)
 8. Attended graduate or professional school (e.g., law or medical school but did not attain a graduate or professional degree)
 9. Attained a graduate or professional degree (e.g., MA, PhD, MD)
- H. Indicate the extent of your mother's formal education. Use the alternatives in the preceding question. (Circle only one alternative and put an "M" beside it.)

- I. Which of the categories below comes closest to describing the nationality or ethnic background of your father's ancestors? (Circle only one)
1. Spain, Puerto Rico, Mexico
 2. Asian
 3. Native African
 4. Native Indian of North or South America
 5. European (other than Spanish)
 6. Middle East
- J. Which of the categories above comes closest to describing the nationality or ethnic background of your mother's ancestors? (Circle only one and put an "M" beside it.)
- K. Parents' status:
1. Living together
 2. Divorced, separated
 3. Father deceased
 4. Mother deceased
 5. Both parents deceased
- L. How many brothers and sisters do you have?
1. One
 2. Two
 3. Three
 4. Four
 5. Five
 6. Six
 7. Seven or more
 8. None
- M. How important is it to your parents that you go to college?
1. Not very important
 2. Fairly important
 3. Quite important
 4. Extremely important to them

2

PART 2
ENROLLED UNDERGRADUATES
FORM 200D

APPENDIX F

college student questionnaires

PUBLISHED
AND
DISTRIBUTED
FOR RESEARCH PURPOSES BY



EDUCATIONAL TESTING SERVICE • PRINCETON, NEW JERSEY

TO THE STUDENT:

This is a research questionnaire. In it you will be asked for a variety of information about your plans, activities, and attitudes. Your answers and those of other students will help provide a broad description of the student body at this college. Much of the information from the questionnaire will be taken into account in planning for the higher education of this and subsequent student bodies.

This questionnaire is not a test. The only "right" answers are those which reflect your own aspirations, experiences, and attitudes. In no case will the answers of individual students be singled out. The results, which will be in the form of statistical summaries, will be used for research purposes only.

Directions for CSQ Part 2

1. **PENCILS.** Use any type of soft lead pencil. Do *not* use an ink or ballpoint pen.
2. **MARK ONLY ON THE ANSWER SHEET.** All answers are to be recorded on the separate answer sheet. Please make no marks in the questionnaire booklet. The booklet will be used again by other students.
3. **SERIAL NUMBER.** In the upper left-hand corner of the answer sheet your Serial Number is printed in red. Under each of the five digits is a column of ten boxes numbered 1, 2, etc. Go down the column under the first digit, locate the box labeled with the corresponding digit, and blacken that box. Do the same for the remaining four digits.
Turn the answer sheet over and mark your Serial Number on the reverse side in the same way by blackening the corresponding box below each digit.
4. **SPECIAL INSTRUCTIONS.** Special instructions for filling in your name, birth-date, and college code will be given by your supervisor.
5. **MARKING YOUR ANSWERS.** Each question in the booklet is accompanied by a varying number of alternative answers. You are to indicate your answer to each question by blackening the box on the answer sheet which corresponds to the alternative you have chosen. In the example below, the student has indicated that he intends to be a full-time student.

5. Are you a full-time or part-time student this term?

1. Full-time
2. About three-quarters time
3. About one-half time
4. About one-quarter time or less

5
<input checked="checked" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Be sure that all your answers are firm and black and that they completely fill the boxes. Do not make any stray marks on the answer sheet. If you erase, do so completely. Incomplete erasures and stray marks might be read as intended answers.

6. **ONE ANSWER PER QUESTION.** Regardless of the number of alternatives provided, please mark *only one* answer for each question. In other words, for each question only one box should be blackened on the answer sheet.
7. **OMITTING QUESTIONS.** At a number of places in the questionnaire there will be specific directions to some students to skip certain questions. Please follow these directions carefully.

In addition, you should feel free to omit any question which you consider unduly personal, or objectionable for any reason. Also, questions may be omitted which you believe your parents would wish you not to answer.

Your supervisor may have special directions for answering the questions lettered from A through J on the answer sheet. If he does not, begin with question number 1 (Section I) and leave blank columns A through J.

Section 1

EDUCATIONAL AND VOCATIONAL PLANS

1. Sex:
 1. Male
 2. Female
2. Age at last birthday:
 1. 16 or under
 2. 17
 3. 18
 4. 19
 5. 20
 6. 21
 7. 22
 8. 23
 9. 24 or older
3. Class in college:
 1. Freshman
 2. Sophomore
 3. Junior
 4. Senior
 5. Fifth year of a five-year bachelor's program
 6. Graduate
 7. Evening student only
 8. Other (e.g., special or temporary student, etc.)
4. Are you:
 1. Single and "unattached"
 2. Going steady
 3. Pinned (or other equivalent)
 4. Engaged
 5. Married, no children
 6. Married, one or two children
 7. Married, three or more children
 8. Widowed
 9. Divorced, separated
5. Are you a full-time or a part-time student this term?
 1. Full-time
 2. About three-quarters time
 3. About one-half time
 4. About one-quarter time or less
6. Where are you living this term?
 1. College dormitory or apartment
 2. Fraternity or sorority house
 3. Cooperative
 4. Boarding house
 5. At home with parents
 6. With relatives or family friends
 7. Private room off campus
 8. Private apartment off campus
 9. Other
7. Are you on academic probation (or other equivalent) this term?
 1. Yes
 2. No
8. At the present time are you:
 1. Officially enrolled in a major field of study (e.g., School of Engineering, Department of History, Elementary Education, etc.)
 2. Decided on a major, but not yet *officially* enrolled in the field or department
 3. Not officially in a major field and have not yet decided on a major field (**skip to question 22**)

If your answer to question 8 was either alternative 1 or 2, please read the following instructions carefully.

Major field: What is your present major field or the field in which you plan to major at some future time? **Check only one** from the list of subjects and fields given below. For example, if your major is history, mark the box numbered 3 in the column numbered 12. (There should be only one mark in columns 9 through 17 on the answer sheet.)

9. Biological science

1. Anatomy
2. Bacteriology
3. Biochemistry
4. Botany
5. Genetics
6. Physical anthropology
7. Physiology
8. Zoology
9. Other biological science

10. Physical science

1. Astronomy
2. Chemistry
3. Geography
4. Geology
5. Geophysics
6. Physics
7. Other physical science

11. Mathematics

1. Mathematics
2. Statistics
3. Computer science

12. Social science

1. Cultural anthropology
2. Economics
3. History
4. Political science
5. Psychology
6. Sociology
7. Social welfare
8. Social science field or combination major
9. Other social science

13. Humanities and Arts

1. Art
2. Drama
3. English, speech
4. Journalism
5. Modern language(s)
6. Music
7. Philosophy
8. Humanities field or combination major
9. Other

14. Education (Mark only if education rather than a subject field is your present or future major subject.)

1. Kindergarten or kindergarten-primary
2. Elementary
3. Secondary
4. Physical education
5. Other

15. Business

1. General, management
2. Accounting
3. Finance
4. Business law
5. Marketing
6. Office management
7. Data processing
8. Secretarial study
9. Other

16. Engineering

1. General
2. Aeronautics, astronautics
3. Chemical
4. Civil
5. Electrical
6. Industrial
7. Mechanical
8. Mineral, petroleum
9. Other

17. Other profession or vocation

1. Agriculture
2. Architecture, landscape arch.
3. City, regional planning
4. Criminology, law enforcement
5. Forestry, conservation
6. Home economics, nutrition
7. Librarianship
8. Nursing
9. Other technical or vocational specialty (e.g., drafting, cosmetology, etc.)

18. How long ago did you decide on this field? Do not consider specialties within a field (e.g., teaching or engineering specialties).

1. In the past six months
2. Between six months and a year ago
3. About a year ago
4. About two years ago
5. Three years ago
6. Four years ago
7. Five to seven years ago
8. More than seven years ago

If your answer to question 8 is either alternative 1 or 2—be sure you have made only one mark on your answer sheet for questions 9 through 17.

19. Of the following, who would you say influenced you the most in your choice of major field (regardless of how tentative your choice is)?
 1. Father
 2. Mother
 3. Other adult acquaintance(s)
 4. Elementary school teacher(s) and/or principal
 5. High school teacher(s)
 6. High school counselor, dean or principal
 7. College teacher(s)
 8. College counselor, dean or other non-teacher
 9. Close friend(s)
20. How do your parents (or guardians) feel about the major field you have chosen or are presently considering?
 1. They strongly approve
 2. They mildly approve
 3. They are indifferent
 4. They disapprove of my choice somewhat
 5. They strongly disapprove
 6. They are not aware of my present thinking on this matter
21. When you made your present choice of major, from how many possible fields did you choose; i.e., as well as you can remember, how many fields were you interested in when you decided (however tentatively) on your present choice? If you are presently trying to decide on a major, how many different fields are you considering?
 1. One—the only field I have ever really been interested in
 2. Two
 3. Three
 4. Four or more
22. After obtaining your bachelor's degree, do you expect to continue your education in a graduate or a professional school?
 1. Definitely yes
 2. Probably yes
 3. Probably not (**skip to question 26**)
 4. Definitely not (**skip to question 26**)
 5. Haven't thought enough about this matter to say (**skip to question 26**)
23. If you are planning to go on to a *professional* school after receiving your bachelor's degree, what kind of school will it be according to your present thinking?
 1. Architecture
 2. Business
 3. Education
 4. Engineering
 5. Law
 6. Medical
 7. Social work
 8. Speech, drama, music, or other performing art school
 9. Other professional or graduate school
24. When did you first consider the question of pursuing graduate or professional training? (Mark only one)
 1. In the past six months
 2. Between six months and a year ago
 3. About a year ago
 4. About two years ago
 5. Three years ago
 6. Four years ago
 7. Five to seven years ago
 8. More than seven years ago
25. Do you plan to work for a doctoral degree?
 1. Yes
 2. No, the doctorate is not given in my intended field
 3. No, I plan to work only for an MA or MS degree (master of arts or master of science)
 4. No, I plan to do only the graduate work necessary for a teaching credential or license
 5. No, for reasons other than those listed above
26. Have you decided, even tentatively, what occupation or vocation you want to pursue after college?
 1. Yes
 2. No, not even tentatively
27. In thinking about your occupational future, do you feel that in the long run you will have a preference for:
 1. An academic life (teaching, research, other scholarly work)
 2. A business life
 3. A professional life (doctor, lawyer, engineer, etc.)
 4. A life of a trained technician or craftsman
 5. A life centering upon some aspect of the creative arts
 6. A life centering upon a home and a family
 7. Other
 8. I have not given sufficient thought to this matter to say
28. If you could have your own choice in the matter, in which kind of firm, organization, or situation would you prefer to work after you finish your schooling? Mark only one of the nine alternatives.
 1. Own business (or farm)
 2. Small business firm
 3. Medium to large firm or corporation
 4. Own professional office (e.g., law office, dental office)
 5. An educational institution (e.g., high school, college)
 6. A public or private research organization
 7. A public or private welfare agency
 8. Government service (other than research, welfare, or military)
 9. Other firm, organization, or situation

29. As far as you personally are concerned, which **one** of the requirements below is the most important in *any* job or profession you would consider going into?

1. Opportunity to use my special abilities and talents
2. Prospects of an above average income
3. Freedom to be creative and original
4. Opportunity to work with people rather than with things
5. Opportunity to be helpful to others and/or useful to society in general
6. Stable, secure future
7. Compatibility with the kinds of people with whom I would be working
8. Avoidance of work under relatively high pressure
9. Relative freedom from supervision by others

30. **For women only:** Fifteen years from now would you like to be:

1. A housewife with no children
2. A housewife with one or more children
3. An unmarried career woman
4. A married career woman without children
5. A married career woman with children
6. Right now I am not certain

31. What has been your main source of financial support during the present academic year? (Mark only one)

1. Parents (or one parent)
2. Wife or husband
3. Job
4. Scholarship
5. Loan
6. Previous personal earnings and savings
7. GI Bill, ROTC, or other governmental assistance (other than scholarship or loan)
8. Family trust fund, insurance plan, or other similar arrangement
9. Other

32. Are you on a scholarship this term?

1. No

If your answer is yes, if you *are* on a scholarship this term, indicate what kind. (If you presently have more than one scholarship, indicate the one that is the largest or most important.)

2. Made available by this college
3. Made available by the *alumni* of this college
4. Made available by this state
5. Made available by the federal government
6. Made available by the American Legion
7. National Merit
8. General Motors
9. Made available by some other private individual, organization, corporation, or industry

33. On the average, how many hours per week are you spending in part-time (or full-time) work this term? (Mark only one)

1. None
2. Less than 6
3. 6 to 10
4. 11 to 15
5. 16 to 20
6. 21 to 25
7. 26 to 30
8. More than 30

34. How much money, approximately, do you estimate you will spend during the present academic year? Count everything—tuition, board, room, clothing, recreation, transportation to and from home, incidentals, etc. (Mark only one)

1. Less than \$700
2. \$700 to \$999
3. \$1,000 to \$1,299
4. \$1,300 to \$1,599
5. \$1,600 to \$1,899
6. \$1,900 to \$2,399
7. \$2,400 to \$3,000
8. Over \$3,000

END OF SECTION I

Section II

COLLEGE ACTIVITIES

35. How extensively in the past year have you been involved in the activities of student government organizations (student legislative body, election commission, etc.)?
1. Not at all
 2. One such organization
 3. Two such organizations
 4. Three or more (or have held one or two highly responsible and time-consuming offices)
36. How closely do you generally follow the news about varsity and/or intramural athletics?
1. Not at all
 2. Not very closely
 3. Fairly closely
 4. Very closely
37. To what extent have you participated in varsity or intramural sports during the past year?
1. Not at all
 2. One sport
 3. Two sports
 4. Three or more sports
38. To what extent in the past year or so have you participated in organized activities sponsored by churches, synagogues, religious foundations, etc. (regular services excluded)?
1. Not at all
 2. To a small extent
 3. Fairly extensively
 4. Very extensively
39. To what extent in the past year have you participated in the activities of on-campus professional organizations or organizations primarily for students in your field of major academic or career interest (e.g., American Society for Public Administration, teacher organizations, various engineer-major societies, etc.)?
1. Not at all
 2. To a small extent
 3. Fairly extensively
 4. Very extensively
40. How extensively in the past year have you been involved in school spirit organizations and activities (e.g., rally committee, welcoming committees, student guides, etc.)?
1. Not at all
 2. To a small extent
 3. Fairly extensively
 4. Very extensively
41. What is your estimate of the total number of hours you have devoted to *organized* extracurricular activities in an "average" week during the past year?
1. None
 2. Less than five
 3. Between five and ten
 4. More than ten
42. To what extent in the past year have you participated in the organized activities of your living group (e.g., dormitory, fraternity, sorority)?
1. Do not live in an organized living unit (i.e., I live at home, or in a private apartment, etc.)
 2. To a small extent
 3. Fairly extensively
 4. Very extensively
43. Would you agree that most of the existing rules and regulations on this campus are logical and necessary?
1. Strongly disagree
 2. Disagree, but not strongly
 3. Agree, but not strongly
 4. Strongly agree
44. How much competitiveness for grades have you found among students in your classes this past year?
1. A great deal of competitiveness
 2. A fair amount of competitiveness
 3. Only a little
 4. No competitiveness at all
45. In which *one* of the following areas have you received your greatest personal satisfaction at this college during the past year? (Mark only one)
1. Coursework in general
 2. Coursework in my major field
 3. Individual study, research, writing, art work, etc.
 4. Organized extracurricular activities; student government, athletics, clubs, etc.
 5. "Bull-sessions" with fellow students
 6. Social life; dating, parties, etc.
 7. Close friendships with students
 8. Getting acquainted with a wide variety of students
 9. Self-discovery, self-insight; discovery of new interests, talents, etc.

46. From the list below, which has been your biggest problem or source of worry at this college during the past year? (Mark only one)
1. I have had *no* major problems
 2. Finances
 3. Handling the content of my courses
 4. Meeting members of the opposite sex
 5. Relations with one or more particular members of the opposite sex
 6. Deciding on a major field or specialty within a field
 7. Some aspect of parent and/or family relations
 8. Trying to "find" myself in the sense of personal meaning and identity, where I am headed, what I am seeking in life, etc.
 9. Other problem not mentioned above.
47. Are you a member or a pledge of a social fraternity or sorority (or other equivalent house or club)?
1. There are none on this campus
 2. No, but they exist on this campus, and I *am* interested in joining one
 3. No, and although they exist on this campus, I am *not* interested in joining
 4. I was a member, but I am no longer a member
 5. I am currently a pledge
 6. Yes, I am currently an *active* member
 7. Yes, but I am now *inactive*
48. Do you have one or more roommates, or do you live alone?
1. Live alone
 2. One student roommate
 3. Two or more student roommates
 4. Live with spouse, parents, or other non-students
 5. Other arrangement
49. Have you changed your plans about major field of study since you entered college (all colleges you have attended)? Do not consider changes in specialty within a given field.
1. No, because I have not yet made serious plans about a major field of study
 2. No, my original plans about major field of study have not changed
 3. Yes, I have changed plans once
 4. I have changed plans twice
 5. Three times
 6. I have changed plans more than three times
50. Do you agree or disagree that this college or university exercises *too much* authority over student life outside the classroom?
1. Strongly agree
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
51. What is your opinion about the necessity for organized extracurricular activities on any college campus?
1. For the most part they are irrelevant and distracting
 2. No opinion
 3. They are reasonably necessary
 4. They are very necessary
52. On the basis of either direct experience or conversations with student friends, what is your impression of the *quality* of help on problems of a personal nature presently available from personnel deans (dean of students, deans of men, deans of women) at this college?
1. They are no help
 2. Not usually very helpful
 3. More often helpful than not
 4. Consistently very helpful
53. Again from either direct experience or hearsay, what is your general impression of the *courtesy* and *efficiency* with which student problems are taken care of by various administrative or personnel divisions on this campus (e.g., admissions, registrar, loans, housing, etc.)?
1. Impression mostly negative; many improvements definitely needed
 2. Impression somewhat negative; a number of improvements could be made
 3. Impression reasonably positive
 4. Impression very positive; student problems handled very courteously and efficiently
54. How interested are you in what the student government does on this campus?
1. Not particularly interested
 2. Somewhat interested
 3. Quite interested
 4. Very much interested
55. What proportion of the faculty members who have taught you during the past year would you say are superior teachers?
1. Very few
 2. Less than half
 3. More than half
 4. Almost all
56. In general, are you enjoying your studies in college this term as much as you had expected to?
1. No, I am definitely enjoying them less than I had expected
 2. No, but I am only mildly disappointed
 3. My expectations for this term are reasonably well satisfied
 4. I am enjoying my studies this term much more than I had expected

57. How do you feel about the assistance (or lack of assistance) in thinking through your educational and vocational plans which you have received at this college (from teachers, counselors, deans, etc.)?
1. Very dissatisfied
 2. Somewhat dissatisfied
 3. Fairly satisfied
 4. Very satisfied
58. So far this year how successful would you say your instructors at this college have been in challenging you to produce to the limit of your intellectual and creative capacities?
1. They have been wholly unsuccessful
 2. Several have been somewhat successful
 3. Several have been quite successful
 4. Almost all have succeeded in continuously challenging my intellectual capacities
59. Would you say that individual students on this campus have a voice in formulating the regulations which affect them?
1. No, they have no voice
 2. They have a rather weak voice
 3. A moderately strong voice
 4. Yes, a very strong voice
60. Do you find yourself bored in class these days?
1. Almost all of the time
 2. Fairly often
 3. Occasionally
 4. Almost never
61. How many faculty members at this college have provided personal evaluations of your work which made you think that you might become a creative or productive worker in their fields?
1. None
 2. One
 3. Two or three
 4. More than three
62. What is your approximate over-all (cumulative) grade average since you have been in college? Make a letter grade estimate from whatever grading system is used at your college. (Mark only one)
1. D+ or lower
 2. C-
 3. C
 4. C+
 5. B-
 6. B
 7. B+
 8. A-
 9. A
63. What was your approximate grade average *last term*? Use the alternatives in the preceding question. (Mark only one)
64. In your experience (direct or hearsay) so far at this college, how satisfied have you been with the fairness and impartiality by which rules regulating student personal conduct have been enforced?
1. Greatly dissatisfied
 2. Somewhat dissatisfied
 3. Reasonably satisfied
 4. Very satisfied
65. Would you agree that the college administration here generally treats students more like children than like adults?
1. Strongly agree
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
66. Of the instructors you have had this past year, about what proportion would you say came to know you by name?
1. Almost none
 2. Less than half
 3. More than half
 4. Almost all
67. What proportion of the faculty members you have observed at this college would you say are genuinely interested in students and their problems?
1. Very few
 2. Less than half
 3. Over half
 4. Almost all
68. What is your opinion about the prevailing regulations governing on-campus appearances and speeches by controversial persons?
1. The prevailing regulations are appropriate
 2. The prevailing regulations are *in*appropriate
 3. I know nothing about any such regulations
69. During the present term, would you say that you have a close, personal relationship with any of the faculty at this college?
1. No, with none
 2. Yes, with one
 3. Yes, with two
 4. Yes, with more than two faculty members

70. Have you had the feeling in the past year or so that some of your instructors have judged (e.g., graded) you more on the basis of extraneous or irrelevant factors than on the basis of the quality of your work?
1. Quite often
 2. Once in a while
 3. Very rarely
 4. Never
71. To what extent would you say this institution is under pressure from outside sources to offer a kind of educational experience which is *contrary* to the kind of educational experience you are seeking?
1. There are very strong pressures of which I disapprove
 2. There are moderate pressures of which I disapprove
 3. There are pressures, but they are weak
 4. I am aware of no such outside influence
72. What has been your general impression of the tolerance for student argument and disagreement on the part of the instructors you have come in contact with this year?
1. Some of them have definitely penalized student disagreement
 2. Some of them have not particularly welcomed disagreement
 3. Most of them have accepted student disagreement
 4. Most of them have definitely valued and encouraged reasonable student disagreement
73. During the past academic year, how *competent*, in your opinion, have you found your instructors to be in their own special fields?
1. I felt that several were not sufficiently competent
 2. I felt that two or three were not sufficiently competent
 3. One was not sufficiently competent
 4. All were competent in my judgment
74. On the whole, how satisfied are you with the opportunity you have had in the past year to meet with your instructors privately about course work and your own progress?
1. Mostly dissatisfied
 2. Fairly satisfied
 3. Quite satisfied
 4. Extremely satisfied
75. To what extent would you say this college recognizes and is interested in you as an individual person?
1. I feel that at this institution I am little more than a number on an IBM card
 2. Very seldom am I aware of interest in me as an individual
 3. Frequently I *am* aware of such an interest
 4. Many persons and organizations on this campus continually express interest in me as an individual
76. At the present time are there any faculty members at this college to whom you feel particularly responsible and whom you believe feel particularly responsible for you?
1. No, there aren't any
 2. Yes, there is one
 3. There are two
 4. There are more than two
77. Speaking generally, how efficiently have you performed during exams in the past year?
1. Quite uneasy, considerable loss of efficiency
 2. Somewhat uneasy, some loss of efficiency
 3. Generally have worked fairly efficiently
 4. Generally have worked very efficiently
78. Compared with most of your classmates at this college, how much would you say you have studied during the present term?
1. I have studied much less than most of my classmates this term
 2. I have studied slightly less than most of them
 3. I have studied slightly more than most of them
 4. I have studied much more than most of my classmates this term
79. Do you make notes while reading textbooks?
1. No, almost never
 2. Once in a while (e.g., depending on the subject)
 3. I generally do, but I have no particular note-making system
 4. I almost always make note while reading, and I have a systematic method for doing so
80. In reading textbooks (e.g., in the social sciences or humanities), how would you describe your reading rate?
1. Very slow
 2. Fairly slow
 3. Fairly fast
 4. Very fast
81. Regardless of whether you live on or off campus, how successful have you been this term in finding a place to study which is comfortable, well lit, heated and ventilated, free from distractions, and which you can think of as "your own?"
1. Completely unsuccessful
 2. Unsuccessful for the most part
 3. Successful in several of the above mentioned respects
 4. Completely successful

82. Do you ordinarily find writing papers a difficult task, or do you have relatively little difficulty in getting your ideas down on paper?
1. I find writing papers a very difficult task
 2. I frequently experience some difficulty in writing
 3. Usually I do not experience great difficulty
 4. I have little or no difficulty in expressing myself in writing
83. How well would you say that you understand the various reference facilities of the main library on this campus and how these library services may be potentially useful to you as a student?
1. My general understanding of these matters is rather poor
 2. My understanding of these matters is incomplete in a number of respects
 3. For my purposes, I know about what I need to know about the library here
 4. I would say that my knowledge of the library here and its potential use to me is quite complete
84. How do you feel about the policies on this campus concerning such things as class attendance, number of "cuts," arriving in class on time, etc.?
1. Entirely inappropriate
 2. Somewhat inappropriate
 3. Appropriate for the most part
 4. Entirely appropriate
85. In terms of your own personal satisfaction, how much importance do you attach to getting good grades?
1. None or not much
 2. A moderate amount
 3. Quite a bit
 4. A great deal
86. All things considered, how satisfied are you with the grades you have received during the past academic year?
1. Very dissatisfied
 2. Somewhat dissatisfied
 3. Fairly satisfied
 4. Very satisfied
87. Would you say that the grades you received at the end of the last term:
1. Grossly under-represented your ability
 2. Slightly under-represented your ability
 3. Fairly represented your ability
 4. Slightly over-represented your ability
88. In recent weeks have you found yourself unintentionally napping or daydreaming when you intended to be studying?
1. Frequently
 2. Occasionally
 3. Infrequently
 4. Never
89. When going into examinations this past year, how often have you felt adequately prepared?
1. I have almost always felt *inadequately* prepared
 2. More often than not I have not felt prepared
 3. More often than not I *have* felt prepared
 4. I have almost always felt adequately prepared
90. Have you generally kept up to date on your course assignments this past year?
1. I have usually been behind on my assignments
 2. I have frequently found myself behind on assignments
 3. I have usually kept my assignments up to date
 4. I have almost always kept my assignments up to date
91. Do you use bibliographical note cards (or some similar technique) while preparing papers which require library research?
1. I'm not certain that I know what bibliographical note cards are
 2. I know what they are, but I don't use them
 3. I use them once in a while
 4. I consistently use them
92. While studying are you easily distracted by other people working nearby, by conversation, by street noises, etc.?
1. Yes, easily distracted
 2. Somewhat distractible
 3. No, seldom bothered
 4. Can concentrate without difficulty almost any place
93. Have you kept some sort of study schedule or time budget this year?
1. No, have tended to work when the pressure was on
 2. No, but have tried to follow some kind of study routine
 3. Have kept a schedule, but have not been very good about following it
 4. Have kept a schedule and have stuck to it fairly well

94. Which of the following categories best describes most of the outside reading (i.e., not required) you have done during the past year? (Mark only one)
1. Science, mathematics, and engineering—nonfiction
 2. Science fiction
 3. Mystery, westerns, adventure fiction, etc.
 4. History, economics, anthropology, current political and social issues, social criticism, etc.
 5. Psychology
 6. Novels, short stories, drama, poetry, literary criticism, etc.
 7. Sports, leisure, "how to do," etc.—nonfiction
 8. Other
 9. Did little or no outside reading
95. On the average, how often during the past academic year have you dated? Count only prearranged meetings with the opposite sex.
1. Not at all
 2. Less than once a month
 3. About once a month
 4. About twice a month
 5. About once a week
 6. About twice a week
 7. More than twice a week
96. In an average week during the past academic year, about how many hours have you devoted to automotive activities (e.g., repairs, washing, racing, etc., exclusive of a regular job working on cars)?
1. None, or less than one hour
 2. One or two hours
 3. Three or four hours
 4. Five or more hours
97. In an average week during the past academic year, about how many hours have you spent watching television?
1. None, or less than one hour
 2. One or two hours
 3. Three or four hours
 4. Five or more hours
98. In an average week during the past academic year, about how many hours have you spent in informal discussions about serious topics with other students or acquaintances (i.e., "bull sessions")?
1. None, or less than one hour
 2. One or two hours
 3. Three or four hours
 4. Five or more hours
99. In an average week during the past academic year, about how many hours have you devoted to reading or studying materials that are related to courses you are taking, but which are not a part of course requirements?
1. None, or less than one hour
 2. One or two hours
 3. Three or four hours
 4. Five or more hours
100. In an average week during the past academic year, how many hours have you spent playing cards (e.g., bridge, etc.)?
1. None, or less than an hour
 2. One or two hours
 3. Three or four hours
 4. Five or more hours
101. How much time do you spend altogether traveling (including walking) to and from the college each day?
1. I live on campus
 2. Less than 15 minutes
 3. 15 to 29 minutes
 4. 30 to 44 minutes
 5. 45 minutes to an hour
 6. More than an hour
102. This question is to be answered *only* by students who are, or who have been, members of social fraternities or sororities (or equivalent house or club). If you had it to do over again, and aside from the cost, would you:
1. Join the same fraternity or sorority
 2. Join a different one
 3. Not join at all
 4. Other
103. Regardless of whether or not you are a member of a social fraternity or sorority (or other equivalent), how do you feel about social fraternities in general?
1. Strongly approve
 2. Moderately approve
 3. Indifferent
 4. Moderately disapprove
 5. Strongly disapprove
104. If you had an hour of spare time and your choice of the following magazines (none of which you had read), which *one* would you be likely to pick up first?
1. *Harper's*
 2. *Life*
 3. *Mademoiselle*
 4. *Readers' Digest*
 5. *Saturday Review*
 6. *Scientific American*
 7. *Sports Illustrated*
 8. *The New Republic*
 9. *Time*

105. Would you agree that there are *too many* students on this campus who are so wrapped up in their intellectual development that they are close to failures as social persons?
1. Strongly agree
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
106. Would you agree that there are *too many* students on this campus who go too far with their extremist politics?
1. Strongly agree
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
107. Speaking generally, how satisfied are you with the degree of academic honesty and integrity characteristic of most students at this college, e.g., as evidenced by the amount of cheating on examinations, taking credit for material written by someone else, etc.?
1. Very dissatisfied
 2. Somewhat dissatisfied
 3. Fairly satisfied
 4. Very satisfied
108. How satisfied are you with the amount of competitiveness for grades you have found among your classmates since you have been at this college?
1. Very dissatisfied (i.e., they are either much too competitive or much too noncompetitive)
 2. Somewhat dissatisfied
 3. Fairly satisfied
 4. Very satisfied (i.e., they are as competitive as I would like them to be)
109. Speaking generally, how satisfied are you with the degree of concern about political, economic, and social issues shown by most students at this college?
1. Very dissatisfied
 2. Somewhat dissatisfied
 3. Fairly satisfied
 4. Very satisfied
110. How do you think your political views compare with those of most of the faculty here?
1. Mine are more conservative
 2. Mine are about the same
 3. Mine are more liberal
 4. I have no idea
111. Would you agree that most of the undergraduates on this campus would just as soon *avoid* anything controversial?
1. Strongly agree
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
112. How do you feel about the proportions of men and women students at this college? Or, if the student body here is all men or all women, how do you feel about the absence of the opposite sex?
1. Very dissatisfied (i.e., there are not enough, or there are too many of the opposite sex)
 2. Somewhat dissatisfied
 3. Fairly satisfied
 4. Very satisfied (i.e., the ratio of boys to girls on this campus is just right, or the absence of the opposite sex here suits me fine)
113. Would you agree that there are *too many* students on this campus who carry their nonconformity too far, e.g., the clothes, beard, speech patterns, etc.?
1. Strongly agree
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
114. Speaking generally, how satisfied are you with the willingness of most students on this campus to associate with other students whose racial, ethnic, or social backgrounds are different from their own?
1. Very dissatisfied
 2. Somewhat dissatisfied
 3. Fairly satisfied
 4. Very satisfied
115. Speaking generally, would you agree that *too many* students on this campus are overly susceptible to popular fads and fashions, such as in dress, hair styles, tastes in music, etc.?
1. Strongly agree
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
116. Generally speaking, how satisfied are you with the general level of appreciation of the fine arts which prevails among students on this campus?
1. Very dissatisfied
 2. Somewhat dissatisfied
 3. Fairly satisfied
 4. Very satisfied

117. Would you agree that *too many* students on this campus use personality, “pull,” “apple polishing,” or bluff to get through courses?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

118. Would you agree that *too many* of the students at this college are more concerned about their social lives—dating, parties, etc.—than they are about their academic responsibilities?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

The next 12 questions are to be answered only by students who are officially enrolled in a specific department, school, college, or program such as Department of History, School of Business Administration, or College of Chemistry.

Students in schools of education or technical schools should answer these questions in terms of their chosen specialty, e.g., elementary education or mechanical engineering, if formally enrolled in a specific division or curriculum.

Check your answer to question 8 and, if you have marked either alternative 2 or 3, do not answer questions 119 through 130.

119. Would you say there is anything approaching a “group spirit” or a feeling of common identity among the students in your department?

1. No, practically none
2. Yes, but it is rather weak
3. Yes, to a moderate degree
4. Yes, it is quite strong

120. Would you agree that the department or division in which you are doing your major work tends to reward conformity and punish individualism?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

121. What is your general impression of the intellectual ability of most of the students in your major department or division?

1. Most of them are below the average at this college
2. Most of them are near the average at this college
3. Most of them are above the average at this college
4. The students in my field are among the brightest on this campus

122. Would you agree that the division in which you are doing your major work has too many purely formal requirements which are more in the nature of initiation rituals than of genuine learning incentives?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

123. How certain are you that your present major field is the one you really want?

1. Very uncertain
2. Somewhat uncertain
3. Fairly certain
4. Very certain

124. In your major department, how satisfied are you with your present academic standing insofar as you can estimate it?

1. Very dissatisfied
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied

125. So far this term how interesting have you found the course work in your major field?

1. Rather dull for the most part
2. So-so
3. Fairly interesting
4. Very interesting

126. In relation to the kind of education you are seeking, how satisfied are you so far with the various competencies and specialties of the faculty in your present major field?

1. Very dissatisfied
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied

127. In relation to the kind of education you are seeking, how adequate would you say is the choice of courses and the availability of suitable facilities (e.g., laboratory) in your present major department?

1. Very inadequate
2. Somewhat inadequate
3. Fairly adequate
4. Very adequate

128. Would you say that the major department or specialty you are in has prestige among this student body as a whole?

1. It does not have the prestige that most other majors or specialties have
2. Its prestige is neither particularly high nor particularly low
3. Its prestige is fairly high
4. It has a great deal of prestige on this campus

129. How many of your three best friends at this college have the same major that you have?

1. None
2. One
3. Two
4. Three

130. How much influence did your occupational (career) plans have on the selection of your major field?

1. Major determined entirely by occupational plans
2. Major strongly influenced by occupational plans
3. Major somewhat influenced by occupational plans
4. Major not influenced by occupational plans

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

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

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

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

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

The following four questions ask you to rank these four statements according to *the accuracy with which each portrays your own point of view*. Be sure to assign a different rank to each "philosophy."

131. Philosophy A:

1. Most accurate (i.e., of the four statements, this one is the *best* description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

132. Philosophy B:

1. Most accurate (i.e., of the four statements, this one is the *best* description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

133. Philosophy C:

1. Most accurate (i.e., of the four statements, this one is the *best* description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

134. Philosophy D:

1. Most accurate (i.e., of the four statements, this one is the *best* description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

END OF SECTION II

Section III

ATTITUDES

135. What is your religious preference?

1. Protestant
2. Catholic
3. Jewish; orthodox
4. Jewish; conservative
5. Jewish; reform
6. Other religion
7. No formal religion

skip to question 137

136. What is your Protestant denominational affiliation?

1. Baptist
2. Christian Church (Disciples of Christ), Church of Christ
3. Episcopal
4. Lutheran
5. Methodist
6. Presbyterian
7. Unitarian or Universalist
8. United Church of Christ (including Congregational)
9. Other denomination

137. How often have you attended religious services in the past year or so?

1. Not at all
2. Only on important religious holidays
3. About once a month
4. About twice a month
5. About once a week
6. More than once a week

138. Do you feel that you now have an adequate religious faith or personal philosophy which serves as a guide for your personal conduct?

1. Yes
2. No
3. Undecided, don't know

139. If you were to discover a student at this college *cheating*, what would be your probable reaction?

1. I would not be disturbed (and would do nothing)
2. I would be disturbed but would do nothing
3. I would be disturbed, but whether I took any action would depend on who the student was
4. I would express my concern only to the student I discovered cheating
5. I would speak to the appropriate teacher or other authority without naming names
6. I would report the student to the appropriate teacher or other authority

140. Which of the following statements comes closer to your views?

1. There are bodies of knowledge to be learned, and college faculty are more competent than the student to direct the student's course of study through required courses, prerequisites, etc.
2. College students should be given great freedom in choosing their subjects of study and in choosing their own areas of interest within their subjects.

141. Would you prefer to have your academic work organized to allow:

1. A predominance of class work, class assignments, regular examinations, etc.
2. A predominance of independent reading, writing, and research

142. In the average humanities or social science course, do you generally prefer:

1. Objective examinations (e.g., true-false, multiple choice)
2. Essay examinations

143. If class size permitted, which type of instruction would you prefer?

1. All or mostly lectures
2. All or mostly discussion

144. Do you generally like or dislike assignments requiring original research?

1. Dislike
2. Like

145. Generally speaking, how do you feel about competing with other people, especially when the stakes are high?

1. I tend to dislike competitive situations
2. I feel neutral about competitive situations
3. I tend to enjoy competitive situations

146. Which of the following statements comes closest to your opinion regarding the role of the adult woman in American society? (This question should be answered by both men and women students.)

1. Her activities should be generally confined to the home and family
2. She should divide her responsibilities between home and outside work, *providing she has no children*
3. She should divide her responsibilities between home and outside work *only after her children are of school age*
4. She should be allowed to choose to be entirely free of domestic responsibilities in order to work on an equal footing with men at all occupational levels

147. How many children would you eventually like to have? (This question is to be answered by both men and women.)

1. None
2. One
3. Two
4. Three
5. Four
6. Five or more

The following group of questions refers to your parental family, not, if you are married, to your own family. "Parents" may mean either natural parents or stepparents.

148. During the past year, how often have you seen your parents?

1. Every day or almost every day
2. About once a week
3. During holidays and/or occasional weekends
4. Only during summer vacation or not at all

149. Could you become so absorbed in some kind of activity that you would lose interest in your family?

1. Definitely not; impossible
2. Extremely unlikely
3. Some probability
4. Quite or very possible

150. Would you agree that a person should generally consider the needs of his parental family as a whole more important than his own needs?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

151. Would you agree that members of your family should hold fairly similar religious beliefs?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

152. Would you describe your family as:

1. Very closely united
2. Fairly closely united
3. Not particularly united
4. Very disunited

153. Many parents take a great deal of interest in what their sons and daughters do. How important is it to you that you satisfy your parents' wishes?

1. Very important
2. Fairly important
3. Moderately important
4. Not very important

154. Do you feel that in the last year or so you have been growing closer to your family or further away from it?

1. Much closer
2. Slightly closer
3. Slightly away
4. Much further away

155. Do you consult with your parents when you are faced with important personal decisions?

1. I almost always do
2. I usually do
3. I occasionally do
4. I rarely do

156. Do you feel that you *should* consult with your parents on important personal matters?

1. I feel that I definitely should
2. I feel that I probably should
3. I have no particular feelings one way or the other
4. Generally speaking, no

157. How dependent on or independent of your parents do you consider yourself to be at the present time?

1. Quite dependent
2. Somewhat dependent
3. Fairly independent
4. Very independent

158. As you think back over this past academic year, how much of your non-class time *per week* (including the weekend) would you say you spent in casual conversations with friends or acquaintances?
1. Sixteen or more hours
 2. Eleven to fifteen hours
 3. Six to ten hours
 4. One to five hours
159. Other than on dates or with your spouse, do you generally pursue leisure time and recreational activities (movies, exhibits, hobbies, etc.) with a group of friends or by yourself or with one friend?
1. Almost always with a group of friends
 2. Usually with a group of friends
 3. Usually by myself or with one friend
 4. Almost always by myself or with one friend
160. With regard to the arts, would you say that the preferences and tastes of most of your acquaintances are similar to your own tastes?
1. Yes, their tastes in the arts are very similar to my own
 2. Their tastes are fairly similar to mine
 3. Mine are different in a number of respects
 4. No, their preferences tend to be quite different from mine
161. As a description of yourself, how accurate is the following statement, "I am one in a group of close friends, and we do most things together"?
1. Very accurate
 2. Fairly accurate
 3. Not particularly accurate
 4. Definitely inaccurate
162. How often do you maintain a point of view despite other students losing patience with you?
1. Rarely
 2. Occasionally
 3. Quite often
 4. Very often
163. Would you say that you often seem to ignore the opinions of other students when trying to accomplish something that is important to you?
1. No, never
 2. Rarely
 3. Occasionally
 4. Yes, quite frequently
164. Do you generally like to do things in your own way and without regard for what other students around you may think?
1. Definitely no
 2. No, not usually
 3. Yes, most of the time
 4. Definitely yes
165. Do you generally consult with close friends while you are in the process of making some fairly important decision?
1. Almost always
 2. Usually I do
 3. Seldom
 4. Almost never
166. Could you become so absorbed in some kind of activity that you would lose interest in what your good friends were doing?
1. Definitely not; impossible
 2. Extremely unlikely
 3. Some probability
 4. Quite or very possible
167. Before you do something, do you try to consider how your friends will react to it?
1. Yes, I always do
 2. Yes, I usually do
 3. Sometimes I do
 4. No, usually not
168. Do you think that at some time in the future you would like to join the Peace Corps or VISTA?
1. Definitely not
 2. Probably not
 3. Probably yes
 4. Definitely yes
169. How informed do you presently consider yourself in regard to national and international political affairs?
1. Wholly uninformed
 2. Not very well informed
 3. Fairly well informed
 4. Very well informed
170. How interested are you in political issues and political affairs?
1. I am disinterested in politics
 2. I am only occasionally interested in political issues and affairs
 3. I am quite interested in political affairs, but I am not, nor do I plan to be, active in politics myself
 4. I am very interested, and I am, or would like to be, actively involved in political issues and affairs

171. Do you consider your political point of view to be generally:
1. Quite conservative
 2. Fairly conservative
 3. Fairly liberal
 4. Very liberal
172. Do you become indignant when you read that a high government official has taken money or gifts in return for favors?
1. No
 2. Cannot say
 3. Mildly indignant
 4. Very indignant
173. Would you agree that the government should have the right to prohibit certain groups of persons who disagree with our form of government from holding peaceable public meetings?
1. Strongly agree
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
174. How strongly do you feel that something must be done soon about the rising tide of juvenile crime in this country?
1. I do not feel that the "problem" is as serious as the question makes it out to be
 2. I have not given this matter sufficient thought to say
 3. Fairly strongly
 4. Very strongly
175. Are you concerned about the extent to which economic poverty still exists in the United States (e.g., the fact that in 1966 about one-fifth of American families earned under \$4000 a year)?
1. In my opinion this is not a matter for concern
 2. I have not given this matter sufficient thought to say
 3. Mildly concerned
 4. Highly concerned
176. Do you agree that police are unduly hampered in their efforts to apprehend criminals when they have to have a warrant to search a house?
1. Strongly agree
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
177. Are you concerned that persons who are not white-Anglo-Saxon-Protestant seem to have somewhat less opportunity in America?
1. In my opinion this is a phony complaint or for other reason not a matter for concern
 2. I have not given this matter sufficient thought to say
 3. Mildly concerned
 4. Highly concerned
178. Are you disturbed about what appears to be a growing preoccupation with money and material possessions throughout this country accompanied by a declining concern for national aims, spiritual values, and other moral considerations?
1. No, or the assumption made in this question is mistaken
 2. Cannot say
 3. Mildly disturbed
 4. Very much disturbed
179. Do you agree or disagree with the belief that capital punishment (the death penalty) should be abolished?
1. Strongly disagree
 2. Disagree, but not strongly
 3. Agree, but not strongly
 4. Strongly agree
180. Would you (or do you) enjoy participating in, or listening to, a discussion of philosophies of history?
1. I definitely would not
 2. I probably would not
 3. I probably would
 4. I definitely would
181. Are you concerned about the many elderly people in the U.S. who are left alone to live "on crumbs of welfare measures"?
1. In my opinion this is a phony problem or for other reason not a matter for concern
 2. I have not given this matter sufficient thought to say
 3. Mildly concerned
 4. Highly concerned
182. Would you agree or disagree that the government should do more than it is presently doing to see that everyone gets adequate medical care?
1. Strongly disagree
 2. Disagree, but not strongly
 3. Agree, but not strongly
 4. Strongly agree

183. How frequently do you discuss foreign films with your acquaintances?
1. Never
 2. Rarely
 3. Occasionally
 4. Quite frequently
184. How interested are you in modern art?
1. No interest whatsoever
 2. Slightly interested
 3. Quite interested
 4. Very much interested
185. Would you agree or disagree that legislative committees should *not* investigate the political beliefs of college or university faculty members?
1. Strongly disagree
 2. Disagree, but not strongly
 3. Agree, but not strongly
 4. Strongly agree
186. Would you be upset at the sight of children looking at obscene printed material at a magazine stand (or elsewhere)?
1. No
 2. Cannot say
 3. Mildly upset
 4. Very much upset
187. How many of the following have you read: James Joyce, Leo Tolstoy, Thomas Mann?
1. None
 2. One
 3. Two
 4. Three
188. Do you agree or disagree that labor unions these days are doing the country more harm than good?
1. Strongly agree (they are doing the country more harm than good)
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
189. Do you feel that the decision to drop an atomic bomb on the city of Hiroshima was right or wrong?
1. Strongly feel that the decision was right
 2. I think that the decision was right, but my feelings on this matter are not strong
 3. I think that the decision was wrong, but my feelings are not strong
 4. Strongly feel that the decision was wrong
190. How much pleasure do you usually experience when listening to good live performances of classical music?
1. None or very little
 2. A moderate amount
 3. Quite a bit
 4. A great deal
191. Are you disturbed when you hear of confessions of extensive rigging of bids or rigging or "administering" of prices in some essential industry in the U.S.?
1. I am not disturbed by these activities
 2. Don't really understand what is involved
 3. Mildly disturbed
 4. Greatly disturbed
192. Would you agree or disagree that conscientious objectors should be excused from military service in wartime?
1. Strongly disagree
 2. Disagree, but not strongly
 3. Agree, but not strongly
 4. Strongly agree
193. How would you feel (or have you felt) when first hearing about a lynching somewhere in the United States (which happened as recently as 1959—to a man named Parker)?
1. Indifferent, or my reaction would depend on who was lynched
 2. I'm not certain
 3. Mildly shocked
 4. Highly outraged
194. Do you agree or disagree with the contention that the welfare state tends to destroy individual initiative?
1. Strongly agree
 2. Agree, but not strongly
 3. Disagree, but not strongly
 4. Strongly disagree
195. Do you enjoy *reading* poetry?
1. No, I dislike poetry
 2. Not very much
 3. Yes, to some extent
 4. Yes, very much
196. How much would you say you know about the history of painting?
1. Almost nothing
 2. A small amount
 3. A moderate amount
 4. A good deal

197. How many times during the past year or so have you gone to an evening lecture on some serious topic (other than required lectures)?

1. Not at all
2. Once or twice
3. Three or four times
4. Five or more times

198. How many books do you yourself own (not including textbooks for your present courses, but counting serious paperbacks)?

1. Less than ten
2. Ten to 30
3. 31 to 75
4. More than 75

199. Can you say that in the past year or so you have reacted to some work of art (e.g., a painting, sculpture, musical performance) with deep and intense personal feeling?

1. No
2. I don't think so
3. Yes, several times
4. Yes, quite a number of times

200. Do you agree or disagree with the belief that individual liberties and justice under law are *not* possible in socialist countries?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

Please look over your answer sheet to be certain that:

- only one box has been blackened for each question
- there are no stray marks between answer boxes or in the margins

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