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ABSTRACT

ORGANIZATIONAL SPONSORSHIP AND THE LOCUS OF FAMILY DECISION MAKING AMONG THIRD CULTURE FAMILIES

By

Arthur A. Costantino, Jr.

This study is concerned with family decision making in the Third Culture setting. The study focuses on the children of American parents abroad. The organizational sponsor of the family is seen as the most significant factor in determining the locus of family decision making within the Third Culture situation. The author indicates that there is an especially close interaction between the occupational and familial realms in the overseas situation and explains why this is so. The major overseas organizational sponsors are examined in relation to their impact on family decision making. Sex of offspring, boarding school experience, number of years overseas, family size, and birth order are also examined in relation to the locus of family decision making. The sample of 157 students is described and the distribution of responses for the major variables is presented along with the respective chi square tests. The limitations of the study are explained and suggestions for further research are offered.

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By

Arthur A. Costantino, Jr.

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CHAPTER I

INTRODUCTION

The general focus of this study is upon the approximately three hundred thousand American minor dependents living overseas. These are children who spend most or part of their lives in societies other than that of their citizenship. They and their families live and work within a cultural context which differs from that of American society and at the same time differs from that of the "host" nation. The term Third Culture is used to describe the context in which they live and has been defined as "the behavior patterns created, shaped, and learned by men of different societies who are in the process of relating their societies, or sections thereof, to each other."¹

The majority of American dependent children overseas have fathers connected with the United States Armed Forces. But there are also children whose fathers are missionaries, businessmen, professionals, educators, or employees of the Federal Government. As of 1967, approximately two hundred thousand of these children were attending overseas schools.² The majority of these children attend

¹John Useem, "Work Patterns of Americans in India," The Annals of The American Academy of Political and Social Science. Philadelphia, Vol. 368 (November 1966), p. 147.

²See Overseas School Directory, compiled by Mary R. Rainey under the direction of Ted Ward, Human Learning Research Institute, Michigan State University, Fall, 1968.

schools operated by the U. S. Department of Defense, church-related schools, or American Community Schools. Generally, these students have high scholarly achievement, are well read, and are committed to participating in cross-cultural occupations.³

At the present time, little is known about the process of decision making which takes place within Third Culture families and it is to this specific concern that the following study is directed. In viewing decision making, this study is primarily concerned with the locus of decision making responsibility within the Third Culture family. The concern is with who makes the final decisions within these families. Theoretically, of course, it is possible to suggest any number of potential decision makers, or combinations thereof. But for the purposes of the present study, decision making will be viewed in terms of whether it is the father who usually makes the final decision, whether it is the mother, or whether a more egalitarian process exists in which at least the father and mother, or possibly also the parents and children make the final decisions.

Admittedly such a focus taps only one dimension in the complex area of family decision making. But it is an important dimension because it suggests the degree to which the responsibility for decision making has become differentiated and the degree to which a situation of dominance in the decision making realm has occurred. It would be expected that the person who is viewed by the child as the

³See Ruth H. Useem, "Third Cultural Factors in Educational Change," article to be published in Cultural Challenges to Education, edited by Cole S. Brembeck and Walker Hill (John Wiley and Sons, Inc.) New York, 1972.

final decision maker occupies a privileged position with respect to the resolution of issues in which family members could not reach consensus and in the resolution of issues of special importance to the family. The perceived existence of a final decision maker has implications for the development of self-direction on the part of other family members and suggests the extent to which an egalitarian situation has in fact been instituted.

CHAPTER II

FACTORS RELATED TO FAMILY DECISION MAKING IN THE THIRD CULTURE SETTING

A number of factors were examined in relation to family decision making within the Third Culture setting. From the beginning of the study it was felt that the occupation of the father constitutes an important factor in terms of its effects upon the decision making process within the family. In their study of graduating engineers, Rapaport and Rapaport suggest that "at critical transition points in work and family role systems, patterns of task accomplishment in one sphere affect those in another."⁴ Miller and Swanson indicate that middle class husbands whose occupations are of an entrepreneurial nature value individualistic behavior on the part of their offspring.⁵ Similarly, Inkeles has argued that individuals who are treated with dignity at work will tend to treat their families with dignity.⁶ These studies all seem to suggest an isomorphism between the occupational and familial realms.

⁴Robert Rapaport and Rhona Rapaport, "Work and Family in Contemporary Society," American Sociological Review, Vol. 30, No. 3 (June, 1965), p. 393.

⁵Danial R. Miller and Guy E. Swanson, The Changing American Parent: A Study in the Detroit Area, John Wiley and Sons, Inc., New York, 1958.

⁶Alex Inkeles, Paper presented before the Society for Applied Anthropology, San Juan, Puerto Rico, 1964.

Aberle and Naegele considered the work role of the middle class male and his aims and concerns in the socialization of his children. They sought to establish a connection between the particular satisfactions and strains of the father's occupational setting and his behavior in relation to his wife and children. They found that these fathers evaluate their children's behavior in terms of the aggressiveness expected in the occupational realm despite their views that these two realms should be kept distinct.⁷

Melvin L. Kohn's cross-cultural study of class, values, and occupation provides further support for this position.⁸ Kohn is concerned with class differences in the amount of self-direction, as opposed to conformity, which parents value on the part of their offspring. Pointing to an interplay between occupation and parental values, Kohn suggests that the experience of occupational self-direction is conducive to valuing self-direction, off as well as on the job, and to seeing the possibilities for self-direction in one's family. Occupational self-direction is defined as "the use of initiative, thought, and independent judgment in work."⁹ He indicates that although many conditions of work are either conducive to or deterrent of the exercise of occupational self-direction, three in particular are critical:

⁷David F. Aberle and Kaspar D. Naegele, "Middle Class Father's Occupational Role and Attitude Toward Children," American Journal of Orthopsychiatry, Vol. 22 (1952), pp. 366-378.

⁸Melvin L. Kohn, Class and Conformity: A Study in Values, The Dorsey Press, Homewood, Illinois, 1969.

⁹Ibid., p. 139.

First, a limiting condition: Men cannot exercise occupational self-direction if they are closely supervised. Not being closely supervised, however, does not necessarily mean that men are required--or even free--to use initiative, thought, and independent judgment; it depends on how complex and demanding is their work.

A second and far more important condition for occupational self-direction is that the work, in its very substance, requires initiative, thought, and independent judgment. Work with data or with people is more likely to require initiative, thought, and judgment than is work with things. Complex work with data or with people--synthesizing or coordinating data, teaching or negotiating with people--is especially likely to require initiative, thought, and judgment. Thus, occupational self-direction is most probable when men spend some substantial amount of their working time doing complex work with data or with people.

The third condition for occupational self-direction is that the work allows a variety of approaches; otherwise the possibilities for exercising initiative, thought, and judgment are seriously limited. The organization of the work must be complex; it must involve a variety of tasks that are in themselves complexly structured.¹⁰

In the Third Culture situation the interaction between the occupational and familial realm is made especially pervasive. The occupational realm in the overseas situation is best conceptualized in terms of the organizational sponsorship of the family.¹¹ The organizational sponsorship refers to the support organization responsible for the employment of the father and becomes an important factor

¹⁰Ibid., p. 140.

¹¹This term is not only suggestive of the type of work which the primary employee does but also provides an indication of the organizational influences to which he is subjected. The U. S. Census area report of Americans overseas for 1960 is organized in part by occupation of the sponsor of the family unit.

in the experience of the overseas child. As Ruth Useem indicates, this is, in part, caused by the dependent status of overseas wives and children:

Overseas wives--along with children, if any-- are classified as dependents by husband's employers. This is not an unknown pattern in American life--we have long had dependents of armed forces personnel and paternalistic 'company towns.' But for many of the families and for most of the newer organizations in cross-cultural enterprises, 'dependents' implies far more extensive involvement for both families and organizations than is customarily experienced in most of the urbanized, industrialized Western world where work roles and family roles (even within the same person) are separated physically, socially, and culturally.¹²

Moreover, in the United States, most of the services and facilities needed by the family are acquired from sources separate from those in which the individuals are employed. Overseas, especially in non-Western nations, this is not always the case, as Useem, Useem, and Donoghue indicate:

Americans in non-Western societies have fewer and less readily available community resources (public utilities, schools, religious institutions, stores and markets) which they can activate and utilize on their own initiative than they have in the United States or in another Western society. Many of the services, facilities, consumer goods, houses, and schools which Americans at home arrange for with public and private institutions other than their employing organizational sponsor are, within non-Western societies, funneled through the sponsor. This is not to say that there are no community resources available to the American outside of those provided through or controlled by sponsoring organizations, but there are fewer. After all, this is

¹²Ruth Hill Useem, "The American Family in India," The Annals of the American Academy of Political and Social Science, Philadelphia, Vol. 368 (November 1966), p. 134.

the crux of the difference between a country undergoing development and a highly developed country.¹³

Thus, especially in non-Western nations, we would expect the family to be dependent and we would expect that the salience of the work situation in the individual's life space would be increased in this situation.

Finally, there is a "representational" status attached to Americans overseas. American families overseas are viewed as living examples of America in general and their sponsor in particular. Thus, behavior which might be considered private in the United States is viewed as "everyone's business" overseas, including the sponsoring organization.¹⁴ Parents are held responsible for the behavior of their offspring by the sponsor. A parent may in fact lose his job because of the perceived misbehavior of a member of his family, or suffer reassignment because of an incident involving his offspring.

The father overseas is the primary point of linkage between the family and the sponsor. The father in such a situation occupies an important position in the family vis-a-vis the sponsoring organization. Because of his involvement in the employment sector he has access to the norms and standards by which his family's behavior is being evaluated. Moreover, although new arrivals overseas may at first reject the aid of "old hands," they usually learn to value the

¹³ John Useem, Ruth Useem, and John Donoghue, "Men in the Middle of the Third Culture: The Roles of Americans and Non-Western People in Cross-Cultural Administration," Human Organization, Vol. 22, No. 3, Fall, 1963, p. 175.

¹⁴ Ruth Hill Useem, op. cit., p. 139.

information of the more experienced members of the American community. The father, because of his involvement in the employment sphere is in a valuable position with respect to the communication of this information which is so necessary for the continuation of the family's overseas stay. In the light of these conditions we would expect the father to play an important part in family decisions. Certainly, his suggestions concerning what is expected by the sponsoring organization could hardly be overlooked by the family.

It is not sufficient to view decision making in the Third Culture family solely in terms of the father's role. If the wife is employed overseas, she, too, is able to provide information concerning the expectations of organizations outside of the family. In many countries there is a ban on the employment of dependent wives in host country institutions. Consequently when the wife is employed, she is usually employed in third cultural agencies or institutions. Even when the wife is not employed, she may have responsibilities and duties which are influenced by her husband's sponsorship, and her effectiveness in fulfilling these responsibilities can be an important factor in her husband's occupational advancement. The degree to which wives participate in activities associated with the husband's sponsoring agency is an important dimension. This dimension will be taken up in the subsequent discussion of the sponsoring organizations.

There are five major organizational sponsors for Americans living overseas. The following is an attempt to examine the different organizational sponsors and their effects upon family decision making in light of what has been suggested concerning the interaction between familial and occupational realms.

1. Department of Defense

The Department of Defense is the largest overseas sponsoring organization. Typically, the father is a member of the United States Armed Forces and is often a "career" man. The family is usually living within a military post environment under the direction of the post commander.

The occupational realm of the father is characterized by a clear hierarchical structure and stresses obedience to authority. The occupational realm is oriented to the performance of what has been typically a masculine role. On a daily basis the opportunities for exercising self-direction are rare because of the close supervision and emphasis on chain of command. The opportunity to experiment with a variety of approaches to a task is limited because of the necessity of obeying orders and conforming to established prescriptions of behavior. We would expect Department of Defense families to be characterized by a paternal decision making pattern in keeping with the traditional authoritarian conception of the father's role. We would expect the decision making pattern to be the least egalitarian in these families.

2. Professionals, Educators, and Advisors

This sponsorship group is composed largely of scholars, teachers, professionals and advisers. Their overseas stay is typically a short one of two years or less and their usual affiliation is with educational institutions, research organizations or various foundations. Their work is often of a complex sort requiring the

use of independent thinking and self-direction. The professional status of these individuals makes close supervision unlikely.

Largely because of their occupational positions, this group is socialized to a cognitive style of life and a reliance upon rational procedures in the solution of problems. In terms of decision making, it would be expected that they would indicate a preference for information rather than exhibiting dependence upon purely traditional solutions. These men are usually evaluated on the basis of their accomplishments. We would expect these individuals to approach decision making in their homes from a cognitive perspective, and we would expect them to value self-direction in their own families. Their family life would probably conform to an egalitarian decision making pattern.

3. Federal Civilians

Federal Civilians overseas are usually attaches, U.S.I.S. Officers, Foreign Service Officers or diplomats, and are most often associated with the State Department. Since they often conduct the business of the United States government in the host country, their relationships with local people take on an inescapable official significance. The fact that they work within a bureaucratic structure and are acting as representatives of America overseas limits the degree to which they can exercise self-direction. At the same time their work involves interacting with people and requires the flexibility associated with this work. Thus, as Glen H. Fisher suggests:

The Foreign Service Officers' overseas responsibility is focused, of course, on conducting the direct business between the government of the

United States and that of the host country; that is, conducting the international relations familiar to college textbooks, except that the FSO's international relations are complicated by a multitude of day-to-day matters which seldom attract the layman's attention, and by myriad relationships with real people whose individual motivations and perceptions do not show up in the abstracts taught in international law or in a history of diplomacy.¹⁵

The wife of the Federal Civilian occupies an important position with respect to her husband's occupation. Much of the Federal Civilian's time is spent in social settings in which his wife is a participant. The Federal Civilian and his wife often have responsibilities for the entertainment of guests and their presence is often required at dinners and embassy parties. The wife's possession of the social skills required in this context becomes an important factor in her husband's advancement. The wife's involvement in the social aspects of her husband's duties also provides her with an opportunity to acquire information concerning the norms of behavior appropriate to herself and her family.

The Federal Civilian's occupation probably exerts contradictory pressures concerning the exercise of self-direction. At the same time, his wife's role is at least conducive to the establishment of an egalitarian decision making pattern. Thus, we would expect decision making to be less completely dominated by the father than among Department of Defense families but not as egalitarian as among the Professionals, Educators, and Advisors.

¹⁵Glen H. Fisher, "The Foreign Service Officer," The Annals of the American Academy of Political and Social Science, Philadelphia, Vol. 368 (November 1966), p. 73.

4. Business

In this situation the sponsorship organization of the father in the overseas area is usually a large United States corporation such as General Motors, Ford Motor Company, or Shell Oil. The father's occupation may be that of an executive, manager, technician, or engineer. Most of this work is performed for large bureaucratic organizations under fairly close supervision. The work, however, often does require self-direction. Engineers and, less often, technicians, may deal with complex data. Executives and managers must be able to successfully interact with and motivate people. As long as individual behavior does not interfere with profit making a certain amount of self-direction is tolerated. Thus, patterns of decision making should be intermediate between those of the Department of Defense and Professionals, Educators and Advisors.

5. Missionaries

The missionary families are sponsored by various denominations with home offices in the United States. Mission boards often constitute the primary authority for the fathers in the overseas area. Of the major sponsorship groups, missionaries are the most likely to spend most or all of their lives overseas. The father's duties often involve administration of a mission, educational responsibilities, and the providing of medical services to members of the host population. The wife of a missionary usually receives training similar to that of her husband. Although she may perform household duties, she is viewed as a missionary in the overseas area. Consequently, missionary wives are usually primary employees themselves.

On the basis of the type of work which the father performs and the wife's role, we would expect an egalitarian decision making pattern in the home. This, however, overlooks the importance of Protestant beliefs in the authority structure of the missionary family. Religious values and occupation become intermingled in the case of missionary families. Many missionaries are associated with traditionally-oriented religious faiths which urge that the father assume his rightful place as head of the household. In terms of the religious literature, it would appear that the degree of father dominance is a function of the degree to which the teachings of St. Paul concerning the husband's "God ordained" role as head of the household are accepted and institutionalized. In such a situation, women are supposed to be subservient to their husbands and adolescents are expected to assume a secondary-obedient role in the making of decisions. As Larson and Johannes suggest in their analysis of religious perspective and the authority structure of the family: "We would expect to find among fundamentalist families a pattern of husband-father dominance."¹⁶

This religious perspective, especially in the case of the more fundamentalist denominations, will probably move the decision making pattern away from the egalitarian situation which we would expect solely on the basis of the father's work and the mother's involvement in the occupational realm, and toward a more "father-oriented" decision making locus.

¹⁶Lyle E. Larson and Theodore B. Johannes, Jr., "Religious Perspective and the Authority Structure of the Family," Pacific Sociological Review, Vol. 10, 1967, p. 13.

In summarizing the relationship between organizational sponsorship and family decision making, it has been suggested that the sponsorship of the father constitutes the most significant factor in the prediction of family decision making in the Third Culture situation. Moreover, because of the importance of the father's position as the primary point of interaction between the family and sponsor, we would expect that "mother only" decision making patterns are a rare occurrence in the Third Culture situation. Finally, it has been predicted that Department of Defense families will be the most "father-oriented" in terms of decision making, that Professionals, Educators, and Advisors will be the most egalitarian, and that Missionary, Business, and Federal Civilian families will constitute intermediate situations.

Although it was felt that the sponsorship of the father would constitute the most important variable, a number of other variables were analyzed to determine whether they were significantly related to the locus of family decision making in the Third Culture situation.

Boarding vs. Non-Boarding

Many Third Culture youth attend boarding school during their teen years. The boarding school experience may contribute to a sense of independence and living away from home may foster a feeling of autonomy and self-reliance. The youth who has boarded may be granted a larger voice in decision making because of such changes, thus affecting the locus of family decision making.

Sex of Offspring

The sex of the child was examined to determine whether it was significantly related to the locus of family decision making in the Third Culture situation.

Number of Years Overseas

The number of years which a youth spent overseas during his teen years was examined in light of its possible effects on the locus of family decision making. It was felt that the change in the family decision making pattern might prove to be a gradual one overseas, and that families who were overseas for a short time might differ in terms of the locus of family decision making from those who had been overseas longer.

Size of Family

The size of the family has been viewed as an important factor in family decision making.¹⁷ The assumption is that as family size increases, the father becomes increasingly directive because of problems of coordination and of reaching consensus. This variable was examined for families in the Third Culture situation.

¹⁷ See Glen H. Elder, Jr. and Charles E. Bowerman, "Family Structure and Child Rearing Patterns: The Effect of Family Size and Sex Composition," American Sociological Review, Vol. 28, December, 1963, pp. 891-905.

Birth Order

Birth order was examined to determine if it was significantly related to the locus of decision making in the Third Culture situation.

CHAPTER III

METHODS AND PROCEDURES

The data used in this study were drawn from a questionnaire which was constructed as part of a long-term study of Third Culture families presently being undertaken by the Institute for International Studies in Education at Michigan State University. The names and addresses of students with a year or more of overseas experience during their teen years was obtained from the Michigan State University Student Directory and from the Wheaton College Student Directory. The Michigan State University Campus was chosen because of the availability of large numbers of undergraduate students and because of the active cooperation of University administrators. The Wheaton College Campus was chosen primarily because it contains a larger population of students whose parents are missionaries. In addition, these students were asked to identify acquaintances who also had overseas experience. Fifty students from a variety of institutions were identified by this method and included in the study. Thus, the population is not a random sample and this, of course, is a limitation on the applicability of the results.

From a total population of three hundred and twenty-four students who received the screening instrument (see Appendix), two hundred and thirty-three, or seventy-two percent returned it. One hundred and seventy of these students volunteered to participate further,

and also met the criteria for inclusion in the study; i.e., they were American citizens, lived one or more years overseas during grades eight through thirteen, and were of dependent status. One hundred and fifty-seven of these students returned the second survey (see Appendix), and this group constitutes the sample used in the present study.

Table 1. Foil used to determine locus of family decision making

57. While growing up, who in your parental family really had the final say about things concerning the children? Circle one number.

1. almost entirely up to father
 2. almost entirely up to mother
 3. usually up to father
 4. usually up to mother
 5. decisions jointly made by mother and father
 6. decisions jointly made by parents and children
 7. other (specify)_____
-

Table 1 is a copy of the foil used to determine the locus of the final decision maker in the family. The "almost entirely up to father" and "usually up to father" conditions were combined into category termed "father-oriented." The "almost entirely up to mother" and "usually up to mother" conditions were combined into a category entitled "mother-oriented." The "decisions jointly made by mother and father" and the "decisions jointly made by parents and children"

conditions were combined into a category entitled "egalitarian."¹⁸ In three cases the "other" condition was selected and in each of the three cases it was felt that from the description of the situation, the response could be included within the "egalitarian" category.¹⁹ These combinations were necessitated by the small number of responses in certain categories.

Organizational sponsorship was determined on the basis of the organization and specific occupation of the head of the family during the overseas stay.²⁰ If a youth had lived at a boarding school in the United States or overseas during the teen years, he or she was considered a "boarder." Years lived overseas, size of family, and birth order were all taken directly from the questionnaire and are self-explanatory.²¹ There was a natural break in terms of the number of years a family lived overseas. Families usually spent less than two years overseas or stayed for three or more years. Consequently, the responses were collapsed into these two categories.

¹⁸There is, of course, an important qualitative difference between whether decisions are made "jointly by mother and father" or "jointly made by parents and children." For the purposes of the present study, however, it was felt that both these conditions point to a more egalitarian situation than the "almost entirely up to father" or "usually up to father" or the "almost entirely up to mother" or "usually up to mother" conditions.

¹⁹In all three situations, respondents indicated that family members had an equal say, but that decisions were never made because consensus could never be reached.

²⁰Seven cases were dropped from the analysis because there had been a change in sponsorship overseas or because the sponsorship of the father overseas could not be determined.

²¹See screening instrument items 15-19, 35 and 36, and 37 respectively.

Contingency tables were constructed for each of the variables in relation to the locus of decision making within the family. The Chi Square test was employed to determine the level of significance when the number of cases was sufficient to warrant its use.

CHAPTER IV

RESULTS

The distribution of responses for organizational sponsorship and the locus of decision making is given in Table 2. There are only eight cases in which the family decision making is "mother-oriented." A Chi Square test could not be computed because of the small number of responses in the "mother-oriented" category. Dropping these from the analysis, the chi square value is 15.91, $df = 4$. This is a significant at the 0.01 level.

Table 2. Percentile distribution by organizational sponsor and by locus of final decision making within family

| Locus of Final Deci- sion Maker | ORGANIZATIONAL SPONSORSHIP | | | | |
|---------------------------------------|----------------------------|-------------------------|---------------|------|-------|
| | Dept. of Def. | Prof. Educ. Advs. | Fed. Civs. | Bus. | Miss. |
| Father- oriented | .53 | .04 | .25 | .41 | .38 |
| Egalitarian | .40 | .92 | .58 | .56 | .62 |
| Mother- oriented | .07 | .04 | .17 | .03 | .00 |
| Total | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |

The distribution of responses follows the expected trend. The Department of Defense families are the most "father-oriented" in terms of who makes the final decision in the family. The Professionals, Educators, and Advisors are clearly egalitarian in terms of who makes the final decision. The Business, Federal Civilians, and Missionary families are intermediate between these two extremes with the Federal Civilian and Missionary distribution suggesting a slightly more egalitarian situation.

Boarding vs. Non-Boarding

The distribution of responses for boarding vs. non-boarding and the locus of decision making in Third Culture families is given in Table 3. There was a tendency on the part of families in which the child boarded to be less "egalitarian." The tendency was not significant.²¹

Table 3. Percentile distribution by locus of final decision making within family and by boarding experience

| Boarding Experience | LOCUS OF FINAL DECISION MAKING | | |
|------------------------|--------------------------------|-------------|---------------------|
| | Father- oriented | Egalitarian | Mother- oriented |
| Yes | .43 | .34 | .38 |
| No | .57 | .66 | .62 |
| Total | 1.00 | 1.00 | 1.00 |

²¹Chi square = 1.65, df = 2, significant at 0.20 level.

Sex

The distribution of the locus of decision making by sex of child is given in Table 4. The sex of the child was not significantly related to the locus of decision making in Third Culture families.²²

Table 4. Percentile distribution by locus of final decision making within family and by sex

| Sex | LOCUS OF FINAL DECISION MAKING | | |
|--------|--------------------------------|-------------|-----------------|
| | Father-oriented | Egalitarian | Mother-oriented |
| Female | .47 | .58 | .75 |
| Male | .53 | .42 | .25 |
| Total | 1.00 | 1.00 | 1.00 |

Years Overseas

The distribution for number of years overseas and the locus of decision making is given in Table 5. Whether a family had spent less than two years or three or more years overseas was not significantly related to the locus of family decision making.²³

²²Chi square = 3.12, df = 2, significant at 0.30 level.

²³Chi square = .215, df = 2, significant at 0.90 level.

Table 5. Percentile distribution by locus of final decision making within family and by number of years overseas

| Years Overseas | LOCUS OF FINAL DECISION MAKING | | |
|------------------|--------------------------------|-------------|-----------------|
| | Father-oriented | Egalitarian | Mother-oriented |
| 1 to 2 years | .30 | .32 | .25 |
| 3 years and over | .70 | .68 | .75 |
| Total | 1.00 | 1.00 | 1.00 |

Family Size

The distribution of responses for number of children and the locus of decision making is given in Table 6. As the distribution suggests, there is a tendency for larger families to be associated with a "father-oriented" decision making pattern. The situation in which there are four children does not conform to the trend. The chi square value is not significant.²⁴

Birth Order

The distribution of responses for birth order and the locus of family decision making is given in Table 7. There was a tendency for first and second-born children to be associated with a more

²⁴Chi square = 6.94, df = 4, significant at 0.20 level.

egalitarian decision making pattern and for the decision making to become more "father-oriented" with third births. This trend did not reach the level of significance.²⁵

Table 6. Percentile distribution by family size (number of children) and by locus of final decision making within family

| Locus of Final Decision Making | FAMILY SIZE (NUMBER OF CHILDREN) | | | | |
|-----------------------------------|----------------------------------|------|------|------|--------------|
| | 1 | 2 | 3 | 4 | 5 or more |
| Father- oriented | 0 | .25 | .37 | .30 | .47 |
| Egalitarian | 1.00 | .69 | .57 | .67 | .47 |
| Mother- oriented | 0 | .06 | .06 | .03 | .06 |
| Total | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |

²⁵Chi square = 3.374, df = 2, significant at 0.20 level. In the computation of this chi square, the "mother-oriented" decision patterns had to be dropped from the analysis.

Table 7. Percentile distribution by locus of final decision making within family and by birth order

| Birth Order | LOCUS OF FINAL DECISION MAKING | | |
|-------------------------|--------------------------------|-------------|---------------------|
| | Father- oriented | Egalitarian | Mother- oriented |
| First born | .48 | .51 | .50 |
| Second born | .25 | .34 | .25 |
| Third born or later* | .27 | .15 | .25 |
| Total | 1.00 | 1.00 | 1.00 |

*The questionnaire does not differentiate birth order beyond the "third born or later" situation.

CHAPTER V

DISCUSSION

The results of this study suggest that the father's organizational sponsor constitutes the most significant factor in determining the locus of decision making within the Third Culture family. Moreover, in all but eight cases, the father at least participated in the making of family decisions. An analysis of these eight cases in which there was a "mother-oriented" decision making situation was made. In two of the cases, the parents of the child had been divorced for a considerable length of time and the child was living with the mother. In one of the remaining cases, the child indicated that the father was away from home the majority of the time during his youth.

It is possible to suggest reasons for the lack of a significant relationship between boarding school experience and the locus of family decision making. Parents may be selecting boarding schools for their children which they feel will reinforce values nurtured in the home. Thus, fathers who are committed to a military life may be sending their sons to boarding schools which emphasize obedience to authority and conformity. Missionaries often send their children to schools which are committed to the religious values taught in the home. The type of boarding school to which a child is sent may have

important implications for the child's development of an independent attitude.

Moreover, the results concerning the boarding school experience do not necessarily suggest that attending boarding school is not conducive to the development of an independent attitude. They only suggest that the experience does not alter the decision making pattern within the family. Thus, the boarding school experience may affect the individual's later decision making which does not take place within the family into which he was born. Impressionistic support for this position was suggested by a past counselor in an overseas school who indicated that, "Boarders were more independent when they had to be but that this was not necessarily apparent within the family context."

The results concerning the relationship between years overseas and the locus of family decision making may be criticized because the range of years overseas was collapsed into two categories. However, the distribution before the responses were collapsed did not suggest the existence of a significant relationship. What is probably happening is that any alteration in the locus of family decision making is completed within a short time. The influence of the new situation is probably felt soon after the family arrives and the consequent adaptation in terms of decision making is accomplished within a very short time.

With respect to family size, it is likely that conditions which exist overseas limit the applicability of findings obtained within the United States. The existence of servants overseas may free parents from the manual labor aspects of running a home and provide

them with the opportunity to develop more individualized relationships with their offspring, even in large families. What is more likely is that when approximately forty percent of the sample of overseas children spent at least one year in a boarding school, the effects of large families are less pronounced. A child may have four brothers and sisters and still be the only one at home because his siblings are attending boarding school. The following remarks made by a student who lived overseas are indicative of the problem:

My three brothers and sisters were born a year apart, and then I was born four years later. Most of the time while I was growing up my brothers and sisters were away at boarding school. I was treated like an only child. I was really spoiled.

This condition is much more likely to occur overseas than it is in the United States. In a similar manner, this situation will complicate the results of birth order.

CHAPTER VI

LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

A major problem with the study is that the sample is not a random sample of all Third Culture youth. The sample is chosen only from those Third Culture youth who were attending college during the time of the survey.

The sample size is another limitation of the study. It would be interesting to know what effects sex, boarding school experience, family size, birth order, and years overseas have within the major sponsorship groupings. For instance, the boarding school experience may have a different effect for children from Department of Defense families than it does for children from Missionary families. With a sample size of one hundred and fifty-seven, such information is difficult to obtain.²⁶

The survey instrument did not provide information on whether or not the mother was employed while the family was overseas. This would certainly constitute an important dimension to explore because

²⁶Such an analysis was undertaken with respect to boarding school experience and sex of child. The resulting frequency distributions (see Appendix) do not suggest that sex or boarding school experience is significant within sponsorship groupings. However, we must caution against drawing any conclusion because the sample size makes such results largely impressionistic.

it has been suggested that families become more egalitarian as a result of the wife's employment outside the house.²⁷

There are certainly other dimensions of the family decision making process which should be examined. The nature of the problem which is to be decided may well influence who makes the decision. The father may have responsibility for decision making in one area, while the mother may have responsibility for decisions made in another area. As one individual with overseas experience indicated:

My father made decisions about where we were going to live. Mother made more of the decisions about us, and about the servants, and about daily finances.

Moreover, to indicate that a person makes the final decisions within the family does not indicate how much information he or she seeks in making the decision. This openness to new suggestions and to others' opinions is an important dimension. The following is suggestive of a family in which the father makes the final decisions, but involves the family at the same time:

Dad usually had the final say in making decisions but he almost always talked to Mother and me even about little things. We would always have a family discussion before a big decision was made. It was like a gathering of the eagles.

The importance of these further dimensions of family decision making suggests the necessity for the development of a more refined index concerning decision making. Such an index would take into

²⁷ See Robert O. Blood, Jr. and Robert L. Hamblin, "The Effect of the Wife's Employment on the Family Power Structure," Social Forces, Vol. 36, 1957-1958, pp. 347-352.

consideration not only who makes the final decisions, but also under what conditions the decisions are made and what information is utilized in the process.

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APPENDIX

SCREENING INSTRUMENT

Dear Participant:

We are studying persons who, in their teen years, have attended school outside the United States for one year or more. If you have not done so, please check below and return the questionnaire in the enclosed envelope.

1. _____ I have not attended school outside the United States during my teen years for one school year or more.

(Signed) _____

If you have attended school during your teen years (13-19 years) outside the United States for one school year or more, would you take a few minutes of your time to fill out the following questionnaire?

Your name and address have been requested to facilitate mail follow-up studies. Your responses will be used only in group summaries, and will not be identified with you individually. Put your name and social security number (if known) on this page only.

2. Name _____
(Print) Last First Middle or Maiden Name

Social Security Number (optional and if available)

3.

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This study is part of a long-term study we are doing of American youth who have attended school in places outside the United States. If, in addition to filling out the following questionnaire, you are willing to talk with us further about your experiences, please sign below, and give your local address and telephone number. We will contact you later.

I am willing to be part of a long-term study.

(Signed) _____

4. Local address: _____

5. Permanent address at which you can be reached:

6. Telephone number: Area code: _____ Local number: _____

7. Best times to be contacted:

____Sun. ____Mon. ____Tues. ____Wed. ____Thur. ____Fri. ____Sat.

Hours _____ A.M. and/or P.M. (please specify).

1. Your sex: ☐ Male ☐ Female
2. Where were you born? _____
(city) (state) (country)
3. What do you consider your home state? _____
4. Are you a U.S. citizen by birth? ☐ Yes ☐ No
5. Are you a naturalized U.S. citizen? ☐ Yes ☐ No
6. If you are a naturalized U.S. citizen, state country of former citizenship, age of naturalization: _____
Country of former citizenship Age at naturalization
7. Are you a dual citizen? ☐ Yes ☐ No
8. If you are a dual citizen, state countries of dual citizenship: _____
_____ and _____
9. What was your father's birthplace? _____
city state country
10. What was your mother's birthplace? _____
city state country
11. Have you had military service? ☐ Yes ☐ No
If yes, give dates of service, branch of service, and nationality of service.
12. _____
(from) (to) (branch of service) (nationality of service)
13. Was any of this service outside the U.S.? ☐ Yes ☐ No
14. Where, outside of the United States, did you serve? _____

Beginning with the most recent and working backwards, list below all the places you have lived overseas during your teen years. Enter your approximate age, circle the grade or grades, fill in the name of the school or type of education.

| | Country Lived In | Age at Time | Circle Grade or Grades | Name of School Attended (if none, indicate if you took correspondence courses, tutored at home, etc.) |
|---|---|-------------|--|--|
| Most recent | | | | |
| 15. | _____ (city, country) | _____ (age) | 8th 9th 10th 11th 12th 13 _____ (grade) | _____ (name of school) |
| 16. | _____ (city, country) | _____ (age) | 8th 9th 10th 11th 12th 13 _____ (grade) | _____ (name of school) |
| 17. | _____ (city, country) | _____ (age) | 8th 9th 10th 11th 12th 13 _____ (grade) | _____ (name of school) |
| 18. | _____ (city, country) | _____ (age) | 8th 9th 10th 11th 12th 13 _____ (grade) | _____ (name of school) |
| 19. | _____ (city, country) | _____ (age) | 8th 9th 10th 11th 12th 13 _____ (grade) | _____ (name of school) |
| 20. | Was the "most recent" overseas experience recorded in Item 15 above, in connection with the overseas employment of the head of your family? | | | |
| _____ Yes. The head of my family was employed as _____ (occupation) | | | | |
| with _____ (organization) in _____ (city) _____ (country) | | | | |
| _____ No. I was overseas because _____ (state reason or purpose) | | | | |
| 21. | During your <u>first through seventh grades</u> , approximately how many years were you overseas? _____ (years) | | | |
| In what country(ies)? _____ | | | | |

22. Have you ever attended boarding school in the United States?

_____ Yes _____ No

23. If "yes," circle grade or grades in boarding school in the United States.

1 2 3 4 5 6 7 8 9 10 11 12 13

Where were your parents living at that time?

(city) (state) (country)

24. Have you ever attended boarding school overseas?

_____ Yes _____ No

25. If "yes," circle grade or grades in boarding school overseas.

1 2 3 4 5 6 7 8 9 10 11 12 13

Where were your parents living at that time?

(city) (state) (country)

26. Other than in boarding school, have you lived away from your parents in order to attend school?

_____ Yes _____ No

If "yes," where did you live?

(city) (state) (country)

With whom did you live?

What grade or grades did you attend?

Where were your parents living?

(city) (state) (country)

27. Describe your present living arrangements, e.g., dormitory, residence hall, private home, private apartment, living with parents, etc.:

28. List below all the languages you read, speak, and understand, including English. Rate your ability by checking the rating scale for each.
(If you know and understand only a few words of a language, give the information in Item 29.)

| | ABILITY TO READ | | | ABILITY TO SPEAK | | | ABILITY TO UNDERSTAND | | |
|---------|-----------------|------|------|------------------|------|------|-----------------------|------|------|
| | Excellent | Good | Fair | Excellent | Good | Fair | Excellent | Good | Fair |
| ENGLISH | | | | | | | | | |
| _____ | | | | | | | | | |
| _____ | | | | | | | | | |
| _____ | | | | | | | | | |
| _____ | | | | | | | | | |
| _____ | | | | | | | | | |
| _____ | | | | | | | | | |

29. In addition to the above, are there any languages in which you can speak and understand a few words?

____ Yes ____ No

If "yes," specify languages: _____

30. Of the languages listed above, what was the first language you spoke?

(first language spoken)

What was the second language you spoke? _____
(second language spoken)

31. What is the highest level of formal education obtained by your parents?
(Check one in each column.)

| | <u>Father</u> | <u>Mother</u> |
|------------------------|---------------|---------------|
| Grammar school or less | _____ | _____ |
| Some high school | _____ | _____ |
| High school graduate | _____ | _____ |
| Some college | _____ | _____ |
| College degree | _____ | _____ |
| Postgraduate degree | _____ | _____ |

32. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider the annual income from all sources before taxes.

_____ Less than \$6,000
_____ \$6,000 - \$9,999
_____ \$10,000 - \$14,999
_____ \$15,000 - \$19,999
_____ \$20,000 - \$29,999
_____ \$30,000 or more

33. In what religion were you reared? _____

34. What is your present religious preference? _____

35. How many brothers do you now have living? _____

36. How many sisters do you now have living? _____

37. Are you: _____ an only child?

_____ the first-born (but not an only child)?

_____ the second-born?

_____ the third-born or later?

38. What is your father's present employment? _____
(name of occupation)

with _____.
(name of organization)

39. Where is your father living now? _____
(city) (state) (country)

40. What is your mother's present employment? _____
(name of occupation)

with _____.
(name of organization)

41. Where is your mother living now? _____
(city) (state) (country)

42. What is your parents present marital status?

_____ married

_____ divorced

_____ legally separated

_____ other (explain circumstances): _____

43. During the period or periods you lived outside the United States, how would you describe your health? (Check one of the blanks below.)

On the whole, my health overseas was:

_____ excellent _____ good _____ fair _____ poor

44. Did you have any major illness or accident while living overseas?

_____ Yes _____ No

If "yes," specify: _____

THANK YOU FOR YOUR COOPERATION. PLEASE MAIL THE QUESTIONNAIRE IN THE STAMPED ENVELOPE. BE SURE TO SEAL THE ENVELOPE.

QUESTIONNAIRE

INTERNATIONALLY MOBILE STUDENTS QUESTIONNAIRE

Institute for International Studies in Education
College of Education
Michigan State University
East Lansing, Michigan 48823

INSTRUCTIONS

In those items with fixed responses, circle the appropriate alternative which best describes your attitude, belief, or situation. If you want to qualify your answer, use the blank page provided at the back for this purpose. Be sure to mention the item you are qualifying.

In some items, a written response is called for. If the provided space is not sufficient, continue on the blank page provided at the back for this purpose. Be sure to mention the item you are continuing.

INTERNATIONALLY MOBILE STUDENTS QUESTIONNAIRE

Institute for International Studies in Education
College of Education
Michigan State University
East Lansing, Michigan 48823

1. Circle your sex: M F
2. Date of birth: _____ Age at last birthday: ____
(month) (day) (year)
3. Circle number of your marital status: 1. single
2. married
3. divorced
4. other (specify) _____
4. College or University where enrolled: _____
5. Circle year in college: 1. freshman
2. sophomore
3. junior
4. senior
5. other (specify) _____
6. Present academic major(s): _____
7. Present academic minor(s): _____
8. Are you gainfully employed? (circle answer) Yes No
If yes, what do you do? _____
If yes, are you employed: (circle number) 1. full-time 2. part-time
9. What is your racial background? (circle number that applies)
1. My parents are of same racial background: (specify) _____
2. My parents are of different racial background.
My father is _____
My mother is _____
10. Citizenship of parents: (circle number and specify if appropriate)
1. both are U.S. citizens
2. father U.S. citizen; mother citizen of _____
3. mother U.S. citizen; father citizen of _____
4. father citizen of _____; mother citizen of _____

11. College students normally encounter problems - some small, some large, some temporary, some long-standing - while they are at college. Below is a list of problems which students mention as giving them some worry or difficulty. To what extent is each of the problems a current source of worry to you?

Circle (NO) if no problem; (SOM) if some problem; (SIG) if significant problem. If the problem is a source of worry to you, also indicate whether it is of recent onset (circle REC) or is a long-standing problem (LNG).

| <u>PROBLEM AREA</u> | <u>TO WHAT EXTENT</u> <u>A PROBLEM</u> | | | <u>HOW LONG A</u> <u>PROBLEM</u> | |
|--|---|---------------------|----------------------------|-------------------------------------|------------------------------|
| | <i>No problem</i> | <i>Some problem</i> | <i>Significant problem</i> | <i>Recent onset</i> | <i>Long-standing problem</i> |
| Finances. | NO | SOM | SIG | REC | LNG |
| Handling the content of course work | NO | SOM | SIG | REC | LNG |
| Meeting members of the opposite sex | NO | SOM | SIG | REC | LNG |
| Relationships with a particular member of the opposite sex | NO | SOM | SIG | REC | LNG |
| Deciding on my major field. | NO | SOM | SIG | REC | LNG |
| Deciding on my future occupation or career. | NO | SOM | SIG | REC | LNG |
| Relationships with my parents | NO | SOM | SIG | REC | LNG |
| Relationships with relatives other than parents. | NO | SOM | SIG | REC | LNG |
| Getting along with my roommate(s) | NO | SOM | SIG | REC | LNG |
| Trying to "find myself" in the sense of personal meaning and identity. | NO | SOM | SIG | REC | LNG |
| Finding friends who share my values and background | NO | SOM | SIG | REC | LNG |
| Relationships with faculty member(s). | NO | SOM | SIG | REC | LNG |
| Relationship with college administrator(s). | NO | SOM | SIG | REC | LNG |
| Health. | NO | SOM | SIG | REC | LNG |
| Other (specify) | NO | SOM | SIG | REC | LNG |

USE BLANK PAGE AT BACK FOR ADDITIONAL REMARKS OR QUALIFICATIONS

12. Circle your average grade in secondary school:

A+ A A- B+ B B- C+ C C- D F

13. Circle where you ranked in your graduating class: 1. upper 10%
2. upper third
3. middle third
4. lower third

14. Circle size of your graduating class: 1. 0-10
2. 11-25
3. 26-75
4. 76-99
5. 100-199
6. 200-299
7. 300 and over

15. What was the size of your class in your last year overseas? 1. 0-10
2. 11-25
3. 26-75
4. 76-99
5. 100 and over

16. Circle your grade point average for last term:

___ Check if no prior college term.

A+ A A- B+ B B- C+ C C- D F

17. How did you feel about last term's grade point average? Circle number that applies. ___ no prior college term
1. very satisfied
2. somewhat satisfied
3. somewhat dissatisfied
4. very dissatisfied

18. How did your parents feel about your last term's grade point average?
Circle letter that applies.

___ no prior college term

1. very satisfied
2. somewhat satisfied
3. somewhat dissatisfied
4. very dissatisfied
5. my parents don't know about my grades
6. my parents don't care about my grades

19. Compared to last college term (or high school if no prior college), do you expect your next grades will be:

1. higher
2. lower
3. about the same
4. don't have any idea

20. If you are failing one or more courses, to what do you attribute this?

21. How important is it to you to get good grades? Circle one.

1. very important
2. fairly important
3. not very important
4. not important

22. If the majority of your secondary education was obtained overseas, how well do you feel it prepared you for college academic work? Circle number that applies.

1. did a very good job preparing me for college work
2. did a fairly good job
3. did a poor job
4. did a good job in some areas but poor in others

23. If the majority of your secondary education was obtained in the U.S., how well do you feel it prepared you for college academic work? Circle number that applies.

1. did a very good job preparing me for college work
2. did a fairly good job
3. did a poor job
4. did a good job in some areas but poor in others

24. In what ways do you think the secondary education which you had overseas gave you outstanding or exceptional preparation for college work?

25. In what ways do you think the secondary education which you had overseas was deficient in preparing you for college work?

26. What were the major factors leading you to apply or choosing to enroll at this college?

27. As you see your situation at the present time, how much education do you think your parents (or guardians) expect you to get? Circle number that applies.

1. a year in college
2. two years of college
3. three years of college
4. four years of college (Bachelor's Degree)
5. graduate or professional school

28. As you see your situation at the present time, how much education do you really expect to get? Circle number that applies.

1. less than four years of college
2. Bachelor's Degree (B.A., B.S., etc.)
3. Master's Degree (M.A., M.S., etc.)
4. Ph.D. or Ed.D
5. M.D., D.D.S., D.V.M.
6. L.L.B. or J.D.
7. B.D.
8. other (specify) _____

29. Do you plan to go straight through until you reach the level of education specified above?

1. Yes
2. No

If No, when might you interrupt your studies and for what purpose(s)?

30. Are you considering transferring to another college during your undergraduate work?

1. Yes (If yes, why?) _____
2. No

31. People attend college for a variety of reasons. Listed below are some of the reasons students give for attending college. We would like to know what are important reasons for your being in college. Circle IMP if the reason is important to you, circle NOT if the reason is not important to you.

| | Important | Not Important |
|---|-----------|---------------|
| I want the prestige attached to a college degree . | IMP | NOT |
| I want to please my parents | IMP | NOT |
| I want to live up to a family tradition of going to college | IMP | NOT |
| I enjoy the social part of college life | IMP | NOT |
| College gives me an opportunity to develop meaning in my life | IMP | NOT |
| College gives me an opportunity to participate in radical movements | IMP | NOT |
| It will help me get a position overseas | IMP | NOT |
| It will help prepare me for a life of service to others | IMP | NOT |
| I want a student deferment for military service . | IMP | NOT |
| Other (specify) _____ | IMP | NOT |

32. Circle YES or NO to the following:

| | | |
|--|-----|----|
| I am the first of my family to attend <u>this</u> college . . . | YES | NO |
| One or more of my brothers or sisters have attended or are attending <u>this</u> college | YES | NO |
| One or both of my parents attended <u>this</u> college | YES | NO |
| One or more of my grandparents attended <u>this</u> college . . | YES | NO |

33. Which type of college work do you prefer? Circle number that applies.

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

34. Rate yourself on each of the following traits as you really think you are when compared with other students of your own age. We want the most accurate estimate of how you see yourself.

Circle one for each item.

| | <i>Highest 10%</i> | <i>Above average</i> | <i>Average</i> | <i>Below average</i> | <i>Lowest 10%</i> |
|--|--------------------|----------------------|----------------|----------------------|-------------------|
| Academic ability | HT | AA | A | BA | LT |
| Athletic ability | HT | AA | A | BA | LT |
| Artistic ability | HT | AA | A | BA | LT |
| Attractive to opposite sex | HT | AA | A | BA | LT |
| Drive to achieve | HT | AA | A | BA | LT |
| Leadership ability | HT | AA | A | BA | LT |
| Mathematical ability | HT | AA | A | BA | LT |
| Originality | HT | AA | A | BA | LT |
| Physical appearance | HT | AA | A | BA | LT |
| Public speaking ability | HT | AA | A | BA | LT |
| Self-confidence (intellectual) | HT | AA | A | BA | LT |
| Self-confidence (social) | HT | AA | A | BA | LT |
| Sensitivity to criticism | HT | AA | A | BA | LT |
| Well - liked by others | HT | AA | A | BA | LT |
| Writing ability | HT | AA | A | BA | LT |

Use blank page at back for additional remarks or qualifications.

35. The following items refer to some general reactions which you might have to a variety of issues.

Please circle whether you agree (A),
are uncertain (U) or disagree (D).

| | Agree A | Uncertain U | Disagree D |
|---|------------|----------------|---------------|
| I am just as comfortable with foreigners as I am with my fellow countrymen. | A | U | D |
| I talk about different things with people who have had overseas experience than with those who have not. . . . | A | U | D |
| I doubt that there are any other countries where I could live as happily as in the United States | A | U | D |
| I feel more comfortable with people who have had overseas experience than with those who have not | A | U | D |
| I have more positive feelings about being an American when I am overseas than when I am in the U.S. | A | U | D |
| I am more aware of being an American when I am overseas than when I am in the U.S.. | A | U | D |
| I feel different from people who have not had overseas experience. | A | U | D |
| I feel like a spectator on American life | A | U | D |
| I feel I can trust most Americans I meet overseas. | A | U | D |
| I feel I can trust most Americans I meet in the United States | A | U | D |
| I feel I can trust most foreigners I meet in their home country. | A | U | D |
| I feel I can trust most foreigners I meet in the United States | A | U | D |
| I feel very much a part of American life | A | U | D |
| I am well informed about national political affairs. . . . | A | U | D |
| I am well informed about international political affairs . | A | U | D |
| I tend to keep up on affairs in the country (countries) in which I lived overseas | A | U | D |
| Most people neither understand nor care about what my overseas experience means to me | A | U | D |

36. What shocked you upon returning to the U.S.? _____

37. What surprised (but not necessarily shocked) you upon returning to the U.S.?

38. What did you do last summer? Briefly indicate.

Worked at _____

Voluntary service as _____

Travelled in or to _____

In school, studied at _____

Other (specify) _____

39. What are your plans for the coming summer? Briefly indicate.

Working at _____

Voluntary service as _____

Travelling in or to _____

In school studying at _____

Other (specify) _____

40. Which political party do you prefer?

1. Republican

2. Democrat

3. Other (specify) _____

41. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school.

If you engaged in an activity frequently, circle "F". If you engaged in an activity one or more times, but not frequently, circle "O" (occasionally). Circle "N" (not at all) if you have not performed the activity during the past year.

Circle one for each item.

| | Frequently | Occasionally | Not at all |
|--|------------|--------------|------------|
| Read poetry | F | O | N |
| Voted in a student election | F | O | N |
| Cut class | F | O | N |
| Studied in the library. | F | O | N |
| Participated on the speech or debate team | F | O | N |
| Acted in plays. | F | O | N |
| Talked with a faculty member outside of class | F | O | N |
| Wrote for the school paper or literary magazine | F | O | N |
| Wrote a short story or poem (not for class) | F | O | N |
| Checked out a book or journal from the school library | F | O | N |
| Attended a public recital, concert, or ballet performance | F | O | N |
| Typed a homework assignment | F | O | N |
| Cheated on an examination | F | O | N |
| Turned in a paper or theme late | F | O | N |
| Asked questions in class. | F | O | N |
| Attended a lecture on some serious topic. | F | O | N |
| Participated in pre-professional clubs or clubs in my major field. | F | O | N |
| Participated in internationally related clubs or organizations | F | O | N |
| Participated in traditional political organizations (eg. Young Republicans, Young Democrats). | F | O | N |
| Participated in contemporary political organizations (eg. S.D.S., Students for Civil Rights). | F | O | N |

42. Below are a series of statements which may characterize your feelings about college life.

Circle whether you agree (A),
are uncertain (U) or disagree (D).

| | Agree | Uncertain | Disagree |
|---|-------|-----------|----------|
| This college has high academic standards. | A | U | D |
| I am proud to say that I go to this college. | A | U | D |
| I like the region of the United States in which this college is located. | A | U | D |
| This college has an excellent program in my field(s) of study. | A | U | D |
| Most of my professors are good to excellent. | A | U | D |
| I feel like a "number" at this college. | A | U | D |
| I felt "lost" when I first came to this campus. | A | U | D |
| I feel an integral part of campus life. | A | U | D |
| The intellectual climate is challenging at this college. . . | A | U | D |
| There are students from a wide variety of backgrounds at this college. | A | U | D |
| I get a lot of individual attention from the faculty. . . . | A | U | D |
| I have a lot of personal freedom at this college. | A | U | D |
| My college work is relevant to my concerns in life. | A | U | D |
| Administrators at my college are too rigid in their attitudes toward drinking. | A | U | D |
| There is too much student concern with sex on my campus. . . | A | U | D |
| College students should have more voice in determining the content of courses. | A | U | D |
| College teachers are afraid to state their positions on current issues in the classroom. | A | U | D |
| College students should have more voice in faculty promotion and tenure. | A | U | D |
| College students should <u>not</u> have hours imposed on them. . . | A | U | D |

43. How actively did you participate in highschool activities? Circle number that applies.
1. very active
 2. moderately active
 3. not active
44. Did you participate in a religiously-oriented youth group during your teen years overseas?
1. Yes (describe briefly) _____

 2. No
45. Do you generally like or dislike assignments requiring original research?
1. like
 2. dislike
46. If you need help in your academic work to whom do you turn for help? (e.g. instructor, counselor, parents, friends, tutor, etc.)
- _____ never need academic help
- _____ never turn to anyone else, try to solve problem myself
- I turn to (specify) _____

47. If you need help on personal problems, (other than academic) to whom do you turn for help? (e.g. instructor, counselor, resident assistant, parents, health center, clergyman, student friends, roommate, "steady", etc.)
- _____ never need help
- _____ never turn to anyone else, try to solve problems myself
- I turn to (specify) _____

48. Indicate the importance to you personally of each of the following.

Circle E if essential, V if very important,
S if somewhat important, and N if not
important.

| | Essential | Very important | Somewhat important | Not important |
|--|-----------|----------------|--------------------|---------------|
| Becoming accomplished in one of the performing arts (acting, dancing, etc.). | .E | V | S | N |
| Becoming an authority on a special subject. | .E | V | S | N |
| Becoming an expert in finance and commerce. | .E | V | S | N |
| Having administrative responsibility. | .E | V | S | N |
| Being very well-off financially. | .E | V | S | N |
| Helping friends who are in difficulty. | .E | V | S | N |
| Participating in a voluntary service organization <u>domestic</u> (e.g. VISTA, etc.). | .E | V | S | N |
| Participating in a <u>overseas</u> voluntary service organization (e.g. the Peace Corps, I.V.S.). | .E | V | S | N |
| Making a contribution to science. | .E | V | S | N |
| Writing original works (poems, novels, essays). | .E | V | S | N |
| Being free of obligations to others; "doing my own thing". | .E | V | S | N |
| Creating artistic work (painting, sculpture, decorating). | .E | V | S | N |
| Taking responsibility for church-related activities. | .E | V | S | N |
| Being well-liked by others. | .E | V | S | N |

49. In what places of the world do you feel most at home? _____

50. Which of the following comes closest to describing your career plans?
Circle number of response which best fits.

1. I know exactly what I am going to do
2. I am fairly certain as to what I want to do
3. I am uncertain as to what I want to do
4. I have no idea what I am going to do

If you answered 1 or 2 in the above question, please answer the following question.

When did you really decide on what you want to do?

1. Before high school
2. During high school
3. After high school but not in college
4. In college

51. In thinking about your occupational future, do you feel that in the long run you will have a preference for:

Circle number that applies.

1. An academic life (Teaching, research, other scholarly work)
 2. A business career
 3. A professional life (doctor, lawyer, engineer etc.)
 4. A career as a trained technician or craftsman
 5. A teacher on the elementary or secondary level
 6. A life centering upon some aspect of the creative arts
 7. A life centering around a home and family.
 8. A military service career
 9. I have not given sufficient thought to this matter to say
 10. Other (Please explain) _____
-

52. Do you have any preferences as to where you would like to establish your home? Specify and briefly indicate why: _____

(To be answered by both men and women.)

53. How many children would you eventually like to have? Circle appropriate number.

- 0. none
- 1. one
- 2. two
- 3. three
- 4. four or more

54. Where would you like to have your children spend their teen years? Specify and briefly indicate why: _____

55. Where would you prefer to pursue your occupation?- or - where would you prefer that your husband pursue his occupation?

- 1. in one area overseas (indicate country or area) _____
- 2. overseas in a number of countries (indicate general area(s))

- 3. based in U.S. but with occasional one- or two-year assignments overseas
- 4. based in U.S. but in a position which includes overseas travel
- 5. in U.S. only
- 6. other preference _____

56. Other than for occupational reasons, are there any places in the world, including the U.S., which you would like to visit or travel in? (Indicate area and possible reasons for preference, if any.) _____

57. While growing up, who in your parental family really had the final say about things concerning the children? Circle one number.
1. almost entirely up to father
 2. almost entirely up to mother
 3. usually up to father
 4. usually up to mother
 5. decisions jointly made by mother and father
 6. decisions jointly made by parents and children
 7. other (specify) _____
58. While I was growing up, I would describe my family as: (circle one number)
1. very close
 2. fairly close
 3. not particularly close
 4. not close at all
59. 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
60. During the coming year, how often do you plan to see your parents?
1. every day or almost every day
 2. about once a week
 3. during holidays and/or occasional weekends
 4. only during the summer
 5. not at all
61. How dependent or independent of your parents (or guardians, if applicable) do you consider yourself to be at the present time?
1. quite dependent
 2. somewhat dependent
 3. fairly independent
 4. very independent

The following three questions are concerned with how you keep in touch with people you knew when you were overseas. Please do not put down any names but indicate some position (e.g., biology teacher) or relationship to you (e.g., girl friend) or group (e.g., ten classmates) to indicate person or persons. You may not have any to list. If so, check in indicated space.

62. On the left, list by position any former overseas teachers, principal, coach, or other adult with whom you have been in touch DURING THE LAST YEAR.

___ have not kept in touch with any adult (other than family) since leaving overseas area.

___ used to keep in touch with one or more adults but have not been in touch during past year.

Have been in touch during past year with: (e.g., biology teacher, coach, etc.)

Have kept in touch through (e.g., personal letters, visited overseas, visited me here, alumni newsletters, etc.)

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

(Continue on back page if more space is needed.)

63. On the left, list any Americans you knew overseas roughly your age with whom you have been in touch DURING THE LAST YEAR.

___ have not kept in touch with any Americans my age since leaving overseas area

___ used to keep in touch with one or more, but have not been in touch during the past year

Have been in touch during past year with (e.g., girl friend, boy friend, classmates)

Have kept in touch through (e.g., reunions, visits, telephone, rooming with, etc.)

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

(Continue on back page if more space is needed.)

64. On the left, list any host nationals or other nationals of any age with whom you have kept in touch DURING THE LAST YEAR.

_____ have not been in touch with any host nationals or other nationals since leaving overseas area.

_____ used to keep in touch with one or more but have not been in touch during the past year.

Have been in touch during past year with: (e.g. French class-mate, German landlady, Thai boy-friend)

Have kept in touch through: (e.g. letters, home visits, travelled with, etc.)

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

(Continue on back page if more space is needed.)

65. Do you know of other students at your college who have had overseas experience? (Circle number that applies)

1. I don't know any.
2. Yes, I know one or two.
3. Yes, I know three or more.

66. If you know one or more, how many are close friends of yours? (Circle number)

1. None of them are close friends.
2. One or two are close friends.
3. Three or more are close friends.

67. Of those students with overseas experience at your college, how many did you know overseas. (Circle number)

1. Knew none of them overseas
2. Knew one or two overseas
3. Knew three or more overseas

68. Compare the teenagers you knew overseas with your college classmates on the characteristics listed below. In every group there are exceptions, but in general, which group shows more of the characteristic indicated.

Circle (TO) if you want to choose teenagers overseas, (CC) for college classmates and (S) for about the same.

In general which group
would you say were:

| | <i>Teenagers overseas</i> | <i>College classmates</i> | <i>About the same</i> |
|---------------------------------|-------------------------------|-------------------------------|---------------------------|
| friendlier. | TO | CC | S |
| more sophisticated. | TO | CC | S |
| more morally upright. | TO | CC | S |
| more provincial | TO | CC | S |
| better informed | TO | CC | S |
| more conservative | TO | CC | S |
| more religious. | TO | CC | S |
| more serious-minded | TO | CC | S |
| more responsible. | TO | CC | S |
| financially better off. | TO | CC | S |
| better dressed. | TO | CC | S |
| more competitive. | TO | CC | S |

69. Are any of your friends foreign students? Yes No

If yes, from what country (countries) are they _____

If yes, is any one of them your best friend? Yes No

70. Are any of your friends of a different racial background from yours?

Yes No

If yes, of what racial background(s) _____

If yes, is any one of them your best friend? Yes No

71. (If you are married, omit the following question.)

What is your best guess as to the chances that you will marry while in college? Circle appropriate number.

1. very good chance

2. some chance

3. very little chance

4. no chance

72. Are you engaged or going steady?

1. yes

2. no

If yes, is this person:

1. a foreigner

2. an American with overseas experience

3. an American with no overseas experience but very interested in going overseas

4. an American with no overseas experience or interest

73. The following items refer to some general reactions which you might have to a variety of issues.

Please circle whether you agree (A),
are uncertain (U), or disagree (D).

| | Agree | Uncertain | Disagree |
|---|-------|-----------|----------|
| I often react with intense personal feelings to works of art or music. | A | U | D |
| I barely have enough money to meet my daily needs . . . | A | U | D |
| Most of the time, I feel that I am a person of worth . . | A | U | D |
| Generally speaking, most things have gone my way | A | U | D |
| In general, I am more comfortable with older people than people my own age | A | U | D |
| I get more enjoyment out of life than my parents do . . | A | U | D |
| Generally speaking, I like competitive situations . . . | A | U | D |
| I consult with close friends when I am faced with an important personal decision | A | U | D |
| I do not make an important personal decision without consulting with my parents | A | U | D |
| I think life should be endured without complaint | A | U | D |
| I feel that it is important to satisfy my parents' wishes | A | U | D |
| In general, I feel that I have control over my own life. | A | U | D |
| My parents accept my right to make my own decisions even when they do not fully approve of my choices . . | A | U | D |
| One should never compromise one's own beliefs | A | U | D |
| All in all, I am inclined to feel that I am a failure . | A | U | D |
| I feel I have an adequate personal philosophy of life . | A | U | D |

74. At the present time, what family members do you feel very close to?
(Specify by relationship to you, e.g., father, cousin, grandmother,
aunt, etc.) _____

75. At the present time, what persons (other than family) do you feel
very close to? (Specify - e.g., boyfriend/girlfriend, landlady,
professor, roommate, etc.) _____

76. 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."
Circle number of appropriate response.
1. very accurate
 2. fairly accurate
 3. not particularly accurate
 4. definitely inaccurate
77. 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, by yourself, or with one friend? Circle
number of appropriate response.
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
78. Would you say that you often seem to ignore the opinion of others when
trying to accomplish something that is important to you?
1. no, never
 2. rarely
 3. occasionally
 4. yes, quite frequently
79. Before you do something, do you try to consider how your friends will
react to it? Circle one number.
1. yes, I always do
 2. yes, I usually do
 3. sometimes I do
 4. no, usually not

80. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school.

If you engaged in an activity frequently, circle "F". If you engaged in an activity one or more times, but not frequently, circle "O" (occasionally). Circle "N" (not at all) if you have not performed the activity during the past year.

Circle one for each item.

| | Frequently | Occasionally | Not at all |
|---|------------|--------------|------------|
| Played games, e.g. bridge, monopoly, cribbage . . . | F | O | N |
| Spent time in a local grill or snack bar | F | O | N |
| Watched TV | F | O | N |
| Gambled with cards or dice | F | O | N |
| Drove a car | F | O | N |
| Went to the movies | F | O | N |
| Listened to pop, rock, or folk music | F | O | N |
| Went dancing | F | O | N |
| Smoked cigarettes | F | O | N |
| Arranged a date for another student | F | O | N |
| Went to an over-night or week-end party | F | O | N |
| Drank beer, wine, etc. | F | O | N |
| Stayed up all night to study | F | O | N |
| Was in bull sessions | F | O | N |
| Dated | F | O | N |
| Overslept and missed a class or appointment | F | O | N |
| Attended Sunday School | F | O | N |
| Prayed (not including grace before meals) | F | O | N |
| Attended church | F | O | N |
| Participated in non-violent demonstrations | F | O | N |
| Participated in violent demonstrations | F | O | N |
| Participated in voluntary service activities during the college year | F | O | N |

81. The following items refer to some general reactions that you might have about a variety of issues.

Please circle whether you agree(A),
are uncertain (U) or disagree (D).

| | Agree | Uncertain | Disagree |
|--|-------|-----------|----------|
| U.S. troops should be withdrawn from Southeast Asia immediately. | A | U | D |
| U.S. should help Israel maintain itself as a nation. | A | U | D |
| Most people have false ideas about what it is like to live overseas. | A | U | D |
| Colleges should accept all students who apply regardless of academic achievement in high school. | A | U | D |
| I think there are some duties to mankind that are more important than duty to my country. | A | U | D |
| Outside radical student leaders should not be permitted on our campus. | A | U | D |
| Our country is probably no better than many others. | A | U | D |
| A college should place more emphasis upon academic than upon social development. | A | U | D |
| It would be better to be a citizen of the world than of a particular country. | A | U | D |
| We should try to solve our own domestic problems before we try to help people in other countries. | A | U | D |
| College teachers should be rewarded more for <u>teaching</u> than research. | A | U | D |
| Law enforcement officers should forcibly put down violent protests. | A | U | D |
| A person in a skilled trade is worth as much to society as one in a profession. | A | U | D |
| It is inappropriate for college professors to state their position on current issues in the classroom. | A | U | D |
| Individual liberties and justice under law are not possible in socialist countries. | A | U | D |

82. What musical instrument (s) do you play _____

If you have not sung, nor played a musical instrument in the last year, check here _____ and go on to the next question.

83. Below is a list of musical activities in which students sometimes participate. If you engaged in the activity frequently, circle "F". If you engaged in the activity one or more times, but not frequently, circle "O" (occasionally). Circle "N" (not at all) if you have not performed the activity during the past year.

| | Frequently | Occasionally | Not at all |
|---|------------|--------------|------------|
| Played in a school orchestra or band. | F | O | N |
| Sang in a school choral group | F | O | N |
| Sang in a choral group outside of school (church choir, etc.) | F | O | N |
| Played in a combo | F | O | N |
| Played in informal jam sessions | F | O | N |
| Taken vocal or instrumental lessons | F | O | N |
| Played or sang for pay. | F | O | N |
| Played or sang classical music. | F | O | N |
| Played or sang pop, rock or folk music. | F | O | N |
| Participated in informal group sings. | F | O | N |
| Practiced alone | F | O | N |
| Performed solo. | F | O | N |

84. How much weight have you gained or lost during the last year?

gained _____ pounds

lost _____ pounds

To what do you attribute this weight change? _____

85. Have you been hospitalized during the past year?

1. Yes

2. No

If yes, for approximately how long? _____

For what reason? _____

86. Roughly how many weeks of school have you missed this school year because of illness?

1. less than one week

2. 1-4 weeks

3. more than a month

87. In what ways are you restricted in your activities for reasons of long-standing physical disability or illness?

Is this condition in any way related to your living overseas? If so, indicate in what way. _____

88. How do you usually feel?

1. tired most of the time

2. tired occasionally, but generally active

3. tired seldom, usually active

89. To what degree are
you troubled by:

| Condition | Serious case | Mild case | Rare occurrence | Never troubled |
|--------------------|--------------|-----------|-----------------|----------------|
| Acne | | | | |
| Hives or Eczema | | | | |
| Asthma | | | | |
| Ulcers | | | | |

Below is a list of the health problems which people sometimes have. Indicate the extent to which you have been troubled by each of these problems during the past year.

90. Circle F, if you have been troubled frequently, O if you have been troubled occasionally and N if you have not been troubled.

| | | Frequently | Occasionally | Never |
|--|---|------------|--------------|-------|
| Had headaches. | F | 0 | N | |
| Had allergic reactions | F | 0 | N | |
| Had to rest during the day | F | 0 | N | |
| Had colds or respiratory infections. | F | 0 | N | |
| Went to infirmary or health clinic | F | 0 | N | |
| Incurred small injuries. | F | 0 | N | |

FOR MALES ONLY:

(Circle Number of appropriate response.)

91. Have you had or are you now enrolled in basic ROTC? 1. Yes 2. No
92. Are you now in or will you take advanced ROTC? 1. Yes 2. No
93. Are you, or would you consider being, a conscientious objector? 1. Yes 2. No

94. How would you describe your concern about military service?

(Circle as many as apply.)

1. If drafted, I would serve
2. If drafted, I would request non-combatant service
3. If drafted, I would refuse to serve
4. If not drafted, I would enlist
5. If not drafted, I would NOT enlist
6. I am in ROTC and will be commissioned as an officer
7. Other (specify): _____

FOR WOMEN ONLY:

95. Fifteen years from now would you like to be:

(Circle appropriate response.)

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

APPENDIX

Table 8. Frequency distribution by organizational sponsorship, by locus of final decision making within family, and by boarding school experience

| Locus of Final Deci- sion Maker | ORGANIZATIONAL SPONSORSHIP | | | | | | | | | |
|---------------------------------------|----------------------------|-----|-------------------------|----|---------------|----|------|----|-------|----|
| | Dept. of Def. | | Prof. Educ. Advs. | | Fed. Civs. | | Bus. | | Miss. | |
| | B* | NB* | B | NB | B | NB | B | NB | B | NB |
| Father- oriented | 2 | 14 | 0 | 1 | 3 | 3 | 6 | 8 | 9 | 6 |
| Egalitarian | 1 | 12 | 9 | 12 | 2 | 11 | 8 | 11 | 15 | 9 |
| Mother- oriented | 1 | 1 | 0 | 1 | 1 | 3 | 1 | 0 | 0 | 0 |
| Total | 4 | 27 | 9 | 14 | 6 | 17 | 15 | 19 | 24 | 15 |

*B=boarding school experience

NB=non-boarding school experience

Table 9. Frequency distribution by organizational sponsorship, by locus of final decision making within family, and by sex of child

| Locus of Final Deci- sion Maker | ORGANIZATIONAL SPONSORSHIP | | | | | | | | | |
|---------------------------------------|----------------------------|----|-------------------------|----|---------------|----|------|----|-------|----|
| | Dept. of Def. | | Prof. Educ. Advs. | | Fed. Civs. | | Bus. | | Miss. | |
| | M | F | M | F | M | F | M | F | M | F |
| Father- oriented | 8 | 8 | 0 | 1 | 1 | 5 | 9 | 5 | 9 | 6 |
| Egalitarian | 6 | 6 | 9 | 12 | 3 | 11 | 4 | 15 | 12 | 12 |
| Mother- oriented | 0 | 2 | 0 | 1 | 2 | 2 | 0 | 1 | 0 | 0 |
| Total | 14 | 16 | 9 | 14 | 6 | 18 | 13 | 21 | 21 | 18 |

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