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ABSTRACT

THE OBJECTIVES OF THE JUSTIN S. MORRILL COLLEGE AS PERCEIVED BY ITS MEMBERS

by George Edward Cole

Statement of the Problem

Justin S. Morrill College was identified by the author as a new organization in the process of emerging within the confines of an already established social system. On the basis of existing organizational theory the author felt that the key to understanding the development of this organization was the analysis of the perceptions of the sub-groups which comprised the organization and its surrounding social system.

Procedure

An Open-Ended Questionnaire was administered to a stratified sample of the individuals comprising the sub-groups of the organization and its surrounding social system. The responses from these Open-Ended Questionnaires were formulated

into a rating scale and this rating scale was then readministered to a stratified sample of the organization and its surrounding social system. An analysis of variance was used to analyze the scaled responses. The findings were graphed and organizational profiles were constructed.

Major Findings of the Study

Fifty eight organizational objectives, 68 organizational problems, 11 categories of organizational expectation, and 15 perceived significant others were nominated and rated by a stratified sample of the sub-groups comprising the organization and its surrounding social system.

Areas of agreement and disagreement were identified on organizational elements which were selected by the system. Patterns of agreement and disagreement were also identified indicating which sub-groups were in agreement with or conflict with other organizational sub-groups.

THE OBJECTIVES OF THE
JUSTIN S. MORRILL COLLEGE
AS PERCEIVED BY ITS MEMBERS

By

George E. Cole

A THESIS

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By

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Last of all the writer must mention that were it not for the organizational and clerical abilities of his wife Milly the writing of this thesis might have been an even more difficult task than it actually was.

G. E. C.

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CHAPTER I

INTRODUCTION

History

The original proposal for this research was completed in September of 1965. At that time the author had been assigned the responsibility of being Head Resident Advisor of Snyder Hall which had been designated as the site for the new Justin S. Morrill College. The new college had been vaguely described in the State News the spring before as being a "Semi-Autonomous Liberal Arts College"¹; "an attempt to create a small college atmosphere within a large university"². In an April interview with the State News Provost Neville felt that two distinct advantages for education would be provided by this small college. It would provide an opportunity for curricular experiments designed to meet the needs of the student, and it would be an excellent context within which to foster closer student faculties ties.³

¹"Test Program Approved", State News, April 1, 1965.

²Ibid.

³Ibid.

It was the opinion of the author that as well as being a unique innovation in higher education the Justin Morrill College also represented an interesting example of an organization in the process of emergence. A proposal to study this new college as a thesis project was then submitted and approved.

The purpose of this study is threefold. First it is an attempt to trace the development of a new liberal arts college created in the midst of a large multiversity. Secondly, it is to explore the predictive utility and practicality of a method for predicting the consequences of inter-organizational action suggested by Robert Anderson. Thirdly, it is an attempt to demonstrate the utility of formal organizational theory in the analysis of educational organizations in general, and this organization in particular. Each facet of the problem will be discussed in greater detail.

The Creation of a New Autonomous College

In November of 1964 the Provost appointed a faculty committee to study the prospects of an experimental college. The committee reported favorably in February of 1965. By March 9th both the Educational Policies Committee and the Academic Council had approved the report. Thereafter a

committee of administrative leaders drew up guidelines. These guidelines were approved by the trustees on April 22. At this time D. Gordon Rohman was appointed Dean. Out of these efforts came Justin S. Morrill College. In theory its mission was to be a small liberal arts college with an international theme created within the environmental advantages of a large university. The responsibility of interpreting this mission into the form of a curriculum was given to Dean Rohman and his planning committee. An international theme was interpreted to mean eight hours per quarter of a foreign language, (Russian, French, or Spanish) which would hopefully be used and strengthened by travel abroad either in the summer following the first year or in a later term convenient to the student. The students would be given credit for this travel abroad. In addition to this the student was to be exposed to an integrated liberal arts curriculum. There was also to be some natural science courses integrated into this broad background to help students better understand the world around them. The emphasis would be upon independent study with the classes small and the teachers deeply interested in informal contact with their students. It was also hoped that the peer groups within the residence halls would reinforce the learning experiences of the classroom and that the instructors and professors

would influence these peer groups. It was decided that the entering class should be limited to 400 and that they would be ordinary M.S.U. students who were interested in the liberal arts and the experimental Justin Morrill program. Admissions would be on a first come first serve basis, and admissions would be closed at 200 girls and 200 boys until the next year. Hopefully, at the end of the fourth year there would be a total enrollment of 1,000 to 1,200.

Organizational Difficulties

The Selection of a Faculty

At the outset there were many organizational difficulties to be reckoned with. The first among these was the selection of a faculty. It was decided that the faculty would be selected from the available M.S.U. faculty. Because of the wide range of courses to be offered in the program and the reluctance of many qualified faculty to separate themselves completely from their major department; most of the faculty were involved with Justin Morrill on a part-time basis. The question emerged as to how committed a part-time faculty member would be to a program expecting a great deal of informal contact between students and faculty. Promotions of individual faculty members would be made on the basis of involvement with

their major department rather than Justin Morrill. An added dimension to this problem centered upon the willingness of individual departments to let the best of their teachers be siphoned off by an experimental enterprise.

Housing the College

A second problem centered around the housing of the college. Although "living-learning" situations are not a completely new concept at M.S.U., previous experiments in this direction had been housed in new residence halls which had classrooms and faculty offices built in. Such was not the case at Snyder-Phillips. Snyder-Phillips is one of the older living units, constructed in the early 1940's; it had no provision for faculty offices or classrooms. Classrooms were created at the expense of recreational facilities and one floor of a wing of bedrooms was converted into faculty offices.

At M.S.U. each residence hall complex is a self-contained, self-liquidating economic entity. A manager is commissioned the direct responsibility of keeping this entity financially solvent. The only source of revenue for a residence hall is the fees students pay for room and board. Out of these fees must come building maintenance, the purchase and preparation of food and the putting aside of a certain percentage of this

for debt retirement. The managerial staff is directly under the Vice President in charge of business and finance. The primary interest of the manager and of the managerial staff is making the books balance. The new college was moved into an environment previously under the financial control of the business department. The Residence Hall Program at M.S.U. is possible only on a self supporting basis. To continue, the profit making policy must be preserved.

The Residence Hall
Programs Office

A third potential problem was that of the Residence Hall Programs Office. The students within the Snyder-Phillips residence halls had previously been directed by head advisors and their staffs in the respective halls. Over the years a working relationship had emerged between the Residence Hall Programs staff and the managerial staff. Generally speaking, the managerial staff was responsible for the physical building, and the residence hall staff was responsible for the educational and social programs which took place within the building. Although this relationship was a continual give and take process it endured because one could not exist without the other. A correct working relationship was necessary to provide the students with the proper service for their invested room and

board money. The ultimate theoretical basis for all decisions was the welfare of the students. The ultimate director of the Residence Hall Programs Office is the Vice President of Student Affairs. With the creation of Justin Morrill a third force entered the picture. Bedrooms were converted into faculty offices and recreation areas were converted into classrooms. The academic organization entered into the normal functioning of the residence hall. For this program to be successful, working relationships had to emerge between the Residence Hall Programs Staff, the Managerial Staff, and Dean Rohman's Administrative Staff.

Influences of Student Peer Groups

There was yet a fourth potential problem area. Snyder-Phillips halls since converted into a co-ed living unit had traditionally been an upper-class hall. Students preferred it as a place to live because of the academic atmosphere and the proximity to the center of campus. It had been a hall which was proud of its athletic teams and academic achievement. A strong student peer group already existed when it was chosen as a site for the new college. Many of these students were asked to move out to make room for the new college, and those that remained were forgotten about in the

planning for the new college. One of the anticipated advantages of the new college, was through the use of student peer groups to reinforce the classroom experiences. The students living there when the new college moved in were already a strong peer group, and there was some indication that this would be a negative influence. The problem was intensified by the fact that the residence hall was still expected to be a paying proposition. To be economically solvent it was necessary to use all available living space. The new Justin Morrill students and the older upperclassmen would both be living under the same roof. It would be an understatement to say that interesting dynamics would develop between these two student populations.

This brief description of the social context within which the Justin Morrill College was to be created introduces us to the major problem to which this study is addressed.

CHAPTER II

THE PROBLEM

Statement of the Problem

The purpose of this paper is to determine the objectives of the Justin S. Morrill College as they are perceived by the members of that college. A secondary purpose is to isolate the problems which would limit the achievement of these perceived objectives. This paper will employ perceptual theory as a tool of organizational analysis. The analysis will on one hand be microscopic in that it will focus upon the relationships existing between the various sub-groups of the organization. These relationships will be measured by the degree of agreement and disagreement upon certain identified organizational elements. On the other hand the analysis will follow a total systems approach in that it will attempt to measure the perceptions of a stratified sample of all the members of the Justin S. Morrill College. The implications of these perceptions will be discussed in terms of the structure and

purpose of the Justin S. Morrill College. The analysis will proceed from the following assumptions.

From a descriptive point of view Snyder-Phillips Hall with its physical building, students, and staff can be considered a social system. It is also an organization. Justin S. Morrill College is an organization taking shape within this social system. Before the coming of Justin S. Morrill the old organization had certain goals, objectives, and mores. To succeed Justin S. Morrill will have to change these goals and objectives along previously declared lines. To become operational the college will have to translate the objectives to its members.

The purpose of science is to observe analysis and eventually explain. Prediction is made upon the basis of explanation. Social science and organizational theory should allow observers to study and explain an organization and upon the basis of these observations make predictions about that organization. If Justin S. Morrill College is treated as an organization, the same generalizations should be relevant.

Recent attempts have been made to operationalize existing organizational concepts and models. The work of Christopher Sower, for example, represents a synthesis of many key theoretical

positions contained in organizational literature.¹ His work implements concepts from Parsons who attempts to identify the constituent elements of a given organization, and their relationships in a total social systems model.² Merten, stressing the degree of interdependency of organizational parts, attempts to select elements of a system on the basis of empirical determination. Gouldner sees the selection of elements as a cumulative process.³ He asserts that the inclusion or exclusion of elements should involve empirical observation, and is not susceptible to "purely theoretical resolution." Etzioni insists that the "systems model" with its view of the social unit as a process, and its emphasis upon the examination of the external and

¹Sower, Christopher, Robert Hansen, Davis Westby, and Norbert Wiley. "The Roles of Organizations in Achieving the Goals of Planned Change," Highway and Locality Change. East Lansing: An unpublished Michigan State University Research Report 1962. Part IV., pp. 87-151. Also, Christopher Sower, "The Land Grant University 'Development Organization' in Transition: The case of the Cooperative Extension Service," Proceedings Seventh Annual Cooperative Administration Seminar, Extension Center for Advanced Study, University of Wisconsin, 1962.

²Parsons, Talcott, "Suggestions for a Sociological Approach to a Theory of Organizations," Administrative Science Quarterly, Vol. I. and II., Parts I. and II., pp. 63-85, 1956.

³Gouldner, Alvin W. "Organization Analysis," Sociology Today, Robert K. Merton, Leonard Bloom, and Leonard S. Cottrell, Jr. (eds.), New York: Basic Books, Inc., p. 426, 1959.

internal conditions that enable it to function, is the most appropriate means of studying organization.⁴ In vastly simplified form, Etzioni views an organization as a goal oriented group. Simon feels that an organizational goal is a state of affairs which the organization strives to bring into being.⁵

The major working assumptions underlying Sower's theory are:

1. The key to understanding and explaining the operations of an organization and their consequences is the link between the sub-groups within it.
2. The extent to which an organization achieves its goals is a consequence of certain internal variables. These variables are subject to change upon decisions of persons who occupy specific positions within the organization.⁶

⁴Etzioni, Amitai. "Two Approaches to Organizational Analysis: A Critique and a Suggestion," Administrative Science Quarterly, Vol. 5., p. 278, 1960. (see also): Amitai Etzioni, "Authority Structure and Organizational Effectiveness." Administrative Science Quarterly, Vol. 14, pp. 43-45, 1959.

⁵Simon, Herbert A. "On the Concept of Organizational Goals." Administrative Science Quarterly, Vol. 9, No. 1, pp. 1-22, 1964.

⁶Sower. op. cit.

It is a contention of this study that the goals are a product of the interaction between sub-groups which comprise the entire organization. There are five of these sub-groups:

1. The faculty of the Justin Morrill College--there are slightly over 40 faculty members directly involved with the college.
2. The students enrolled in the college (about 400, approximately half girls and half boys).
3. Those students living in the Snyder-Phillips Hall Complex who are not members of the Justin Morrill college (about 400, approximately half girls and half boys).
4. The members of the Residence Hall Programs Staff (Dean of Students Department)--there are 22 of these people.
5. The managerial staff, janitors, food service, and office help.

This study will measure the goals and expectations of each sub-group. This will be accomplished by examining the following internal relationships which are abstracted from Sower's two basic assumptions about organizations:

1. The extent to which the organization's members have a clearly defined conception of its purpose or goals;

2. The extent to which the organization imposes upon its members patterns of expected behavior expectations;
3. The extent to which the organization's members are interested in achieving its goals.

The relationships between the various sub-groups of the organization can be measured by the way each group perceives various elements of the organization. Consensus among members of the organization, in regard to each element selected, is directly related to goal achievement. Lack of consensus between one or more sub-groups on a particular element would indicate an area of disagreement. It is a contention of this paper that the organization will adjust to minimize or narrow this area of disagreement and that the adjustment will be expressive of a shift in goals or expectations.

Expected Results

It was felt by the researcher that the first assumption, viz., that the organization could be divided into natural sub-groups, would be validated by the researcher. Therefore the first hypothesis was:

Hypothesis I. The various sub-groups of the organization will be readily identifiable through their responses to the Rating Scale Instrument. There would be a measurable and in

many instances a significant difference between the perceptions of each sub-group when they were asked to rate the elements of the organization. It was further asserted that these differences would follow a predictable pattern. These expected patterns lend themselves to the statement of Hypothesis II.

Hypothesis II. There will be varying degrees of agreement and disagreement on organizational goals and expectations between the various sub-groups within the organization.

1. The faculty will tend to be more in agreement with the J.M.C. students than with any other group.
2. The J.M.C. students will tend to be more in agreement with the faculty than they will be with the non-J.M.C. students.
3. There will be no significant difference between the J.M.C. male and female students.
4. There will be a significant difference between the non-J.M.C. men and women.
5. The J.M.C. students will be more in agreement with the faculty than they will be with the residence hall programs staff.
6. The non-J.M.C. students will be more in agreement with the residence hall programs staff than they will be with the faculty.

7. The perceptions of residence hall programs staff will lie somewhere between the perceptions of the faculty and the managerial staff.

Hypothesis III. This section of the findings does not lend itself to true hypothetical form. It does however offer some useful information about J.M.C. The empirical and analytical procedures employed in this study will help to identify some of the major problems facing J.M.C., insofar as they are perceived by the participants. An analysis of the data should reveal useful information in the following areas:

1. The problems will be recognized with varying degrees of intensity of all sub-groups.
2. The intensity of problem recognition will be directly related to the sub-groups which are most clearly affected by the problem.
3. Possible solutions to the problems will be suggested in the data.

Summary of the Problem

The purpose of this study is to examine the relationships existing between the organizational sub-groups composing the Snyder-Phillips Complex. The success or failure of the Justin S. Morrill College is directly dependent upon these relationships. It is the contention of this study that the objectives of the Justin S. Morrill College will be defined by these relationships. The objectives of the college are a product of the relationships existing between the sub-groups of the Snyder-Phillips Complex.

An Open-Ended Questionnaire was administered to a stratified sample of all sub-groups which make up the Snyder-Phillips Complex, including the Justin S. Morrill College. The Open-Ended Questionnaire was used to construct a rating scale which was readministered to a stratified sample of the Snyder-Phillips Complex. The responses from the rating scale were subjected to statistical analysis. This data is presented in the form of tables and graphs which demonstrate areas of agreement and disagreement. Disagreement or difference between groups to each response is measured both by the Chi square (X^2) test and the "f" test. This is discussed in greater detail in Chapter IV which discusses instrumentation and methodology.

CHAPTER III

REVIEW OF THE SIGNIFICANT LITERATURE

Formal Organization Theory

Most discussions of organizational theory start with Max Weber who described an organization as being a rationally conceived bureaucratic structure. This bureaucratic structure functioned along specific guidelines. In summary these guidelines were:

1. The regular activities required for the purpose of the organization are distributed in a fixed way as official duties. This clear-cut division of labor makes it possible to employ only specialized experts in each particular position and to make each of them responsible for the effective performance of his duties.
2. The organization of all offices or position follows the principle of hierarchy; every lower office is responsible to a higher one for the behavior of himself and his subordinates.

3. All operations of the organization are governed by a specified consistent set of abstract rules. This is designed to assure uniformity in the performance of all organizational tasks, and to facilitate the co-ordination of these tasks.
4. Each official must conduct his office with an attitude of formal impersonality. It is argued that for rational standards to govern the functioning of an organization without interference from personal feelings a detached attitude toward personalities must prevail within the organization.
5. Employment in the organization is based on technical qualification and is protected from arbitrary dismissal. Belonging to the organization constitutes a career. All promotions are based upon seniority or achievement. This policy encourages a policy of loyalty to the organization.
6. It is assumed that the purely bureaucratic organization from a technical point of view will achieve the highest degree of efficiency. Bureaucracy achieves the organizational objective of maximizing organizational efficiency, not merely that of individuals within the organization.¹

¹Blau, Peter. Bureaucracy in Modern Society, Random House, pp. 28-32, 1956.

Weber has been criticized by many later theorists for his emphasis upon the rational and the formal and his omission of the informal or natural emergent aspects of an organization. In his discussion of organizational theory and analysis Gouldner asserts that all organizational theories fall into two general types: the "Rational Model" and the "Natural-Systems Model".²

In the Rational Model the organization is conceived as an instrument, or a rationally conceived means to the realization of expressly announced group goals. Its structures are understood as tools deliberately established for the efficient realization of the purposes of the organization. Changes in the organization are viewed as planned devices to improve the level of efficiency. The emphasis is upon the formal or blue-printed patterns of the organization, because these aspects of an organization lend themselves better to inspection and rational manipulation. Individual organizational elements are seen as being capable of successful and planned modification, following deliberate decisions. The long range development of the organization as a whole is regarded as subject to planned control and as capable of being brought into increasing conformity with clearly defined goals.

²Gouldner, Alvin W. "Organizational Analysis." Sociology Today. R. K. Merton, et. al., (eds.), New York: Basic Books, Inc., Chap. 18, pp. 404, 1959.

The Natural-Systems Model

The Natural-Systems Model, on the other hand, sees the component structures of an organization as emergent institutions which can be understood only when viewed in terms of the diverse needs of the total system. According to this model the organization strives to maintain its equilibrium, and the striving may persist even after the stated goals of the organization have been achieved. The strain toward survival may even lead to a distortion of the organization's goals. Despite the plans and objectives of the original architects of the organization, organizations tend to become ends in themselves, and possess their own needs which must be satisfied. "Once established organizations tend to generate new ends which constrain subsequent decisions and limit the manner in which the nominal group goals can be pursued."³

Organizational structures are viewed as spontaneously maintained, and changes in organizational patterns are considered the results of cumulative, unplanned adaptive responses to threats to the equilibrium of the organization as a whole.⁴ From this perspective, empirical analysis of organization is

³Gouldner. op. cit., pp. 403-404.

⁴Ibid. p. 404.

focused upon the spontaneously emergent and normatively sanctioned structures in the organization. The emphasis is not upon deviations from rationality but rather upon disruptions of the organizational equilibrium.

Gouldner places Weber and Saint Simone in the category of being exponents of the rational systems model and Comte, Michels, Selznick, and Parsons in the category of the natural systems model.⁵

The Task of Modern Organizational Theory

These two categories are extreme ideal types and no organization falls completely into either division. They represent, however, two approaches necessary to the understanding and analysis of organizations. The difficulty, according to Gouldner and other critics is that neither approach is sufficient. Both approaches are necessary to understand the dimensions of an organization and its developmental trends.

Gouldner feels that most sociological approaches have emphasized the informal or natural systems approach too much. The approach of modern business organizations on the other

⁵Ibid. pp. 404-405.

hand has emphasized the formal rational model and sought the achievement of specific measurable goals. Educational organizations, in the opinion of the author fall somewhere between these two extremes. Educational organizations tend to rely upon the informal dimensions of an organization to achieve their educational objectives and as a result often find it difficult to measure attainment of these objectives.

Gouldner suggests that the major task confronting organizational analysis today is the reconciliation of the Rational and Natural-Systems models: "What is needed is a single and synthesized model which will at once aid in analyzing the distinctive characteristics of the modern organization as a rational bureaucracy, the characteristics of the modern organization as a natural system, the characteristics which it shares with other kinds of social systems, and the relationship of these characteristics to one another."⁶

Blau asserts that even bureaucratic organizations do not remain fixed according to their formal blueprint. They are constantly evolving into new forms. Conditions change, problems arise, and in the course of coping with them, the members of the organization establish new procedures and often transform their social relationships; this eventually

⁶Gouldner. op. cit., p. 426.

results in a modifying of the structure. The organized patterns of activities and interactions that have not yet been officially institutionalized reveal bureaucracy in the process of change.⁷ The new patterns of action eventually become predictable and if they contribute to goal achievement they are legitimized. According to Blau the main task of the administrator is to foster the conditions within an organization which best permit adjustive development and which are essential for organizational efficiency.

The conditions necessary for adjustive development are: (a) employment security, (b) internalized standards of workmanship, (c) cohesive work groups, (d) split in managerial authority, (e) evaluation on the basis of clearly specified results.⁸ Blau recognizes that these conditions may be difficult to preserve but feels that they are necessary for the success and survival of any organization. He neglects however to suggest means of evaluating or measuring the extent to which these conditions exist within an organization. Are these conditions defined by management or are they defined by the members of all levels of the organization?

⁷Blau. op. cit., pp. 56-57.

⁸Ibid. pp. 57-69.

Perceptual Theory as a Tool
of Organizational Analysis

Boulding feels that an individual's behavior depends upon how he views the organization of which he is a member. This image can be described in terms of 10 dimensions. There is first of all the temporal image, the picture of the stream of time and each individual's place in it. There is the spatial image, the picture of each individual's location in space. There is the relational image, the picture of the universe around as a system of regularities. There is the personal image, the picture of the individual in the midst of the universe of persons, roles, and organizations around him. There is the value image which consists of the ordering on the scale of better or worse of the various parts of the whole image. There is the affectional image, or emotional image, by which the various items in the rest of the image are imbued with feeling. There is the division of the image into conscious, unconscious areas. There is the dimension of certainty or uncertainty. There is a dimension of reality or unreality. Last of all there is the public or private scale. Is the individuals' perception unique to him or is it shared by others?⁹

⁹Boulding, Kenneth E. The Image. (The University of Michigan Press) 1964.

The theorists discussed in this chapter have approached organizations from the formal rationalistic point of view or from the informal natural systems approach. Gouldner emphasized the importance of explaining the relationships existing between the formal and informal aspects of an organization.

If we grant the assumptions of perceptual theory posited by Boulding we will be able to conclude that an organization is nothing more than an image in the minds of men. Perceptual theory also asserts that reality for an individual is what the individual perceives reality to be, and that he acts in a way consistent with that perception. Perceptual theory holds that awareness is a cause of behavior, and that his perception is unique to him. It is further asserted that his behavior is purposeful and relevant to the situation as he understands it.¹⁰

Perceptual theory holds that an individual's behavior is predictable on the basis of postulated relationships between the perceptual field and the past behavior of an individual. Likewise, future perceptual fields and the behavior may be projected.¹¹ Perceptual theory also holds that changes in perception occur through a process of differentiation, that is,

¹⁰Snygg, Donald, Arthur W. Combs. Individual Behavior. New York: Harper and Brothers, pp. 13-15, 1949.

¹¹Ibid. p. 21.

by recognizing the emergence of new segments of the perceptual detail. It is therefore theoretically possible not only to predict behavior but also to change it by bringing new perceptual fields into the individual's awareness level.

The Sower Development
Organization Theory

Sower has done considerable work with the concept of the development organization.¹² Although this theory in its entirety is still not published some of it is available in

¹²Sower, Christopher, John Holland, Kenneth Tiedke, and Walter Freeman. Community Involvement. Glencoe, Illinois: The Free Press, 1957; Christopher Sower, "The Land Grant University, Development Organization in Transition: The Case of the Cooperative Extension Service," Proceedings Seventh Annual Cooperative Administrative Seminar, Madison Extension Center for Advanced Study, University of Wisconsin, 1962; Christopher Sower. The Ceylor Village Development Program: A Sociological Analyses, East Lansing: An unpublished Michigan State University Research Report, 1957; Christopher Sower, "External Development Organizations and the Locality," East Lansing: An unpublished Michigan State University Research Report, 1959; Christopher Sower, Robert Hanson, David Westby, and Norbert Wiley, "The Roles of Organizations in Achieving the Goals of Planned Change," Highway and Locality Change, Part IV. East Lansing: An unpublished Michigan State University Research Report, 1961; Christopher Sower and Paul A. Miller, "Changing Power Structures in Agriculture and Rural Society," East Lansing: An unpublished Michigan State University Research Report, 1961. To be published by the Iowa State University Press under the editorship of James Copp; Christopher Sower, "Working Papers: The Roles of Organizations in Achieving Development Goals: The Ceylor Case," An unpublished United Nations Technical Assistance Mission Report, 1962.

report form. Anderson used many of Sower's basic assumptions in his thesis.¹³ This thesis was written for the expressed purpose of formulating an instrument for predicting the consequences of intra-organizational action.

First to be considered are Sower's assumptions and hypotheses. Sower formulated his theory for development organizations. A development organization possesses the following characteristics:

1. A development organization is defined as a bureaucratically arranged structure with at least one specifiable goal.
2. This goal cannot be achieved with the resources or employed personnel within the bureaucratic command. Legitimate non-hierarchical accesses and linkages to the resources of other participant-recipient social-systems must be established by the organization in order to set and achieve its goals.
3. These goals must be defined in terms of "the good of the whole" or for the community of interests.

¹³Anderson, Robert. A Method and Instrument for Predicting the Consequences of Intra-Organizational Action: An unpublished Ph.D. Thesis, M.S.U., 1962.

The participant-recipient system is defined as a formal or informal social system that either contributes to or benefits from the goal achievement of the development organization. Both the participant-recipient system and the development organization must justify this cooperative action within their own beliefs, sentiments, values, and patterns of social organization.¹⁴

The organization being studied in this thesis, Justin S. Morrill College, does not completely qualify as a development organization. Most of the resources necessary to achieve its goals are under the bureaucratic control of the administration of the college. There are, however, many necessary links of communication and dependency which must be established if the college is to succeed. These links are less intense than those posited by Sower. There is for example the intangible link with the admissions office. Only those students which are admitted to M.S.U. may become students of the Justin Morrill College. When the admissions office present M.S.U. to prospective students, they also present an interpretation of J.M.C. to prospective students. In many instances the student decides whether or not he wants to be a student of

¹⁴Sower. op. cit.

J.M.C. before he has had a chance to talk to any of the students or faculty of J.M.C., or in many instances even observed the building where it is housed. The image presented to these prospective students about J.M.C. by the admissions office is crucial and if it is not correct many of the prospective students will be discouraged and many will come who will not be happy with it. Therefore proper communication links between these two separate structures are essential. There are other important links between other sub-organizations. The college must have co-operative links with the Residence Hall Management Staff, with the Residence Hall Programs Staff, and with the other students who are not enrolled in the college but who still share the same living facility. There is an even more intense link between J.M.C. and the other related faculties or departments which supply its teachers.

All the resources necessary to make Justin Morrill a success are under the bureaucratic control of M.S.U. M.S.U., however, is a complex of many smaller organizations that exist as a co-operative system. Many of these smaller systems are composed of sub-systems or groups. The value of Sower's theory is in the hypothesis he has offered concerning the relationships between these sub-groups which comprise a smaller organization, which exists in a social context of many other organizations, which comprises M.S.U.

The most useful aspects of Sower's theory for this study are those which focus upon the relationships between the sub-groups of the Justin Morrill College and the Snyder-Phillips Hall social system. The major working assumptions underlying Sower's theory are:

1. The key to understanding and explaining the operations of an organization and their consequences is the link between the sub-groups within it.
2. The extent to which an organization achieves its goals is a consequence of certain internal variables. These variables are subject to change upon decisions of persons who occupy specific positions in the organization.¹⁵
3. The actions of the incumbent of a position within an organization will accord with his own expectations of behavior proper to that position and what he perceives the expectations of relevant others to be, whether they are shared by a majority or not, and whether his perceptions are accurate.¹⁶

¹⁵Anderson, Robert. A Technique For Predicting Intra-Organizational Action, (unpublished paper, M.S.U., p.8, 1965).

¹⁶Anderson. op. cit., pp. 9-12.

The relationships between the organizational variables are explained by Sower's "Model for Explaining and Predicting the Relationships between Internal Organizational Variables and the Extent of Goal Achievement for a Development Organization." This model accounts for the following internal relationships:

1. The extent to which the organization's members have a clearly defined conception of its purpose or goal.
2. The extent to which the organization imposes upon its members patterns of expected behavior that are congruent with their own behavior expectations.
3. The extent to which the organization's members are interested in achieving its goal, or goals.¹⁷

Sower's model has been derived from several organizational theorists. It offers a possible solution for the dilemma described by Gouldner. Perceptual theory asserts that an individual's overt actions are directly related to his perceptions of the organization of which he is a part. These perceptions, however, must to a minimal degree conform to the perceptions of others within the organization if that individual is to remain a member of the organization in question. Anderson

¹⁷ Ibid.

has offered a way of operationalizing Sower's model. An organization must have at least one specifiabale goal. Success or failure in achieving this goal must be measurable. Success is dependent upon the overt actions of the position incumbents within the organization. These overt actions are directly related to the perceptions that the position incumbents have of themselves and their relationships with others within the organization. Anderson's method involves the soliciting of responses from all organizational members about their organization. These responses constitute perceptions of the organization held by the respondents. These responses are analyzed and condensed into a rating scale which is then re-administered to the members of the organization. These responses lend themselves to quantification. The responses of each group can be quantified and compared on each item. The result is a quantified measurement of each group's perceptions of many of the organizational elements necessary for goal achievement or organizational survival. (This will be explained in greater detail in Chapter IV).

Recent Research in the
Justin S. Morrill College

To date there has been only one published research work on Justin Morrill College. Kafer in his Ph.D. Thesis, "An

Analysis Of Selected Characteristics And Experiences Of Freshman Students In The Michigan State University Justin Morrill College" collected his data in the spring of 1966. The population from which he selected his Justin Morrill student sample was less than 300. At this time over 100 students had dropped out of Justin Morrill and had either left the university or had transferred to the basic college. Kafer also had the items included in his questionnaire screened by members of the Justin Morrill faculty and administrative staff, who rejected 30 of the original 83 items.¹⁸

Kafer's study made no attempt to compare the non-Justin Morrill residents of Snyder-Phillips with the Justin Morrill residents. No attempt was made to measure the perceptions of anyone within the Snyder-Phillips Hall Complex other than a selected sample of Justin Morrill students. Although this study provides us with valuable information about the Justin Morrill students it fails to take into account the perceptions of other members of the community who are also essential for the success of the Justin Morrill College.

¹⁸Kafer, Lowell G. "An Analysis Of Selected Characteristics And Experiences Of Freshman Students In The Michigan State University Justin Morrill College", Michigan State University, Ph.D. Thesis, 1966. (It should be noted that this proposal was passed and the research started several months after the author began his).

It is a contention of the author that the Goals and Objectives of the Justin Morrill College were not clearly defined or operationalized at the time of its beginning in 1965, but that they would tend to be a product of the interaction between the sub-groups of the Snyder-Phillips community, and the other organizations upon which Justin Morrill is dependent for survival.

The Importance of Student Peer Groups

The importance of all the groups that come into contact with students has been recognized by many social-scientists and educators. Theodore M. Newcomb commented that in a recent symposium it was concluded that the categories of influence which are most influential in deciding what type of graduates an institution will have are:¹⁹

1. First and most important is the type of selection or admission policy followed by the institution in question.

¹⁹Newcomb, Theodore M. "Student Peer Group Influence." (a speech given at the University of Texas at a Symposium held in 1962) adapted from a chapter in: The Study of College Peer Groups: Problems and Prospects for Research (Edited by T. M. Newcomb and E. K. Wilson. Social Science Research Council, (Unpublished as of 1962) The article being quoted from was published in a "Review of a Symposium" by The Hogg Foundation for Mental Health, The University of Texas, 1962.

2. Peer influences.

3. Contact with faculty (tutelage)

He comments further on a definition of peer influence and its importance: "The theoretical grounds for assuming that student peer-group effects should be rather considerable are not particularly abstruse. In its general form the argument runs essentially as follows: People respond to a situation not necessarily as it really is but as they perceive it to be. And they perceive all but the simplest situations--especially human ones--not as they have been pre-ordained, by their psychological make-up, to perceive them, but as they have learned to do so. The matter of learning to perceive--of acquiring habits of perceiving in one way things that might be perceived differently (and often are, especially by other people) is a very complex one indeed, but nearly all psychologists would agree that such habits are learned as a result of the successes and failures that follow from actions based on "right" and "wrong" ways of perceiving situations.²⁰

Newcomb asserts further that the task of education is to structure situations where there is increased contact between the faculty and the informal groupings of students

²⁰ Newcomb. op. cit.

which take place outside of the classroom. As mentioned in Chapter I this was one of the primary reasons for the creation of Justin Morrill. Measuring the relationships between the faculty and the students of Justin Morrill thus becomes one tangential way of measuring its success. In like manner the intensity of agreement and disagreement between the Justin Morrill and non-Justin Morrill residents of Snyder on specific organizational elements can serve as an indication of some of the other peer group influences being asserted on the Justin Morrill freshmen.

Most of the literature recognizes a need for some methodology which will further the measurement of the relationships existing between the different sub-groups of various educational organizations.

²¹For a more substantial basis for the general position outlined above consult Asch (1952); Cartwright and Zander (1960); Festinger, et. al., (1950); Gardner and Thompson (1956); Hare, et. al., (1955); Newcomb (1950); Schachter (1959); Sherif and Sherif (1956); Tagiuri and Petrullo (1958); Thibaut and Kelley (1959).

CHAPTER IV

METHODOLOGY AND INSTRUMENTATION

Perceptual Theory As A Tool Of Organizational Analysis

Kenneth E. Boulding in his book "The Image" posits the interesting concept that an individual's perceptual image of himself and his relationships to others within a particular organization is the basis for his action. Although his image may be subjective, his actions are observable and directly affect the organization.

The author's methodology closely adheres to Anderson's and Boulding's assumptions.¹ It is unique in the sense that it attempts to measure the perceptions of different sub-groups within a particular organization. The sub-groups of the organization being studied were identified in advance of data collection, and it was posited that this selection would be validated through the study. This study is an attempt to apply abstract organizational theory to a specific organization.

¹Anderson. op. cit.

It assumes that this concrete organization represents a definable social system. The operationalizing of Anderson's suggested methodology should identify and quantify the areas of agreement and disagreement between the various sub-groups comprising the Justin S. Morrill College. It further predicts that these areas of agreement and disagreement (consensus and lack of consensus) will be directly related to goal formation and goal achievement.

Anderson's methodology is effective because of its uncomplicated procedure. The first step in the research design is the preparation of an Open-Ended Questionnaire. (O.E.Q) This is a relatively unstructured instrument which involves the concept of purposes, goals, or objectives of the organization as perceived by its members. It will also be concerned with problems perceived by members of that organization as factors which could limit goal achievement. Respondents were also asked to describe their expectations of the organization. The results from these Open-Ended questions were carefully tabulated and formed into a rating scale device. This rating scale was administered to representative groups from within the organization. The results of this rating scale were punched onto cards, and tables were prepared for each item on the rating scale. The result was an organizational profile

for each question in the Open-Ended Questionnaire. A grand mean was prepared from all position incumbents, and the means from each group for each item was compared to the grand mean. When these tables are examined, areas of agreement and disagreement are clearly visible.

To properly understand the dynamics of the perceptions of the organization, these must be compared to the formal organizational charts. Such comparison is discussed in a less empirical sense by theorists like Blau² and Gouldner.³ Most theorists discuss this comparison in terms of the informal and formal organization. In this study the informal is equated with the perceived organizational structure and the formal structure is that which is expressed on formal organization charts.

In discussing the relationship between the formal and the informal Blau suggests that the formal organization provides a blueprint through which the informal organization can bring about organizational change. To be more specific the innovations of the informal organization are legitimized by actually changing the formal structure of the organization. In the Justin S. Morrill College the perceptions of the organization by the various sub-groups and the interaction between

²Blau. op. cit.

³Gouldner. op. cit.

these sub-groups brought about change which was actually evident in the formal organizational charts. Hypotheses were made about the direction and extent of change. Some of these hypotheses were validated and some were not. In the chapters that follow certain developmental trends of the Justin S. Morrill College emerge and these trends are expressed in empirical terms.

In the previous three chapters the problems of organizational analysis in general and the problems and characteristics of one organization in particular, Justin S. Morrill College, were discussed in descriptive terms. The remainder of this study will deal with an empirical analysis of Justin S. Morrill College. It is the goal of this research to translate significant aspects and characteristics of the Justin S. Morrill College into concrete statistics which lend themselves to meaningful quantification and interpretation. It is the intention of this researcher to demonstrate through this quantification and interpretation that certain predictive statements can be made about Justin S. Morrill College on the basis of the statistics distilled from this analysis.

Characteristics of the
Organizational System Defined

For the purpose of this study the following definitions will be assumed:⁴

1. An organization is an image in the minds of men, a bureaucratically arranged social group with at least one specifiable goal. "Bureaucratically arranged" means a group with members with differentiated functions relative to some goal of the organization. "An organizational goal" means a state of affairs which the organization is attempting to realize. A goal is an image of a future state which may or may not be brought about. Once a goal is realized it becomes part of the organization or its environment, but ceases to be an image that guides organizational activities and hence ceases to be a goal.⁵

⁴Andrews, Gwen. "Criteria for Systems Models and their Application to a Sociological Theory of Organizations," An unpublished Ph.D. Thesis, Michigan State University, 1961, pp. 30-45.

⁵Parsons, Talcott. The Structure of Social Action, New York: McGraw Hill Book Co., Inc., 1937, pp. 44.

or external organizational variables have a wide range of affect on an organization. The task is to determine those which are significant to the functioning of the organized system. Change in an organization comes through change in either or both the Variables or the Parameters of a system.⁶

Dependent Variables

The goals of the reorganization represent the dependent variables of the methodology. Inasmuch as these goals have been stated only in the general sense, the extent to which they are operationalized and made specific and concrete is a function of the interaction between the various sub-groups of the organization.

Independent Variables

1. The role of the organization as perceived by incumbents of the organization.
2. The role of the organization as perceived by relevant others who are not members of the organization.
3. The perceived expectations impinged upon position incumbents in the organization by self and relevant others.
4. The problems within the organization which might limit goal attainment as perceived by position incumbents of the organization.

⁶ Etzioni, Amitai. A Comparative Analysis of Complex Organizations. New York: The Free Press of Glencoe, Inc., 1961, pp. 71-78.

Control Variables

The control variables include the following factors related to the position incumbents: (1) position in organizational hierarchy, (2) position in special interest organizations, (3) relevant other relationships.*

Instrumentation

The sub-categories (or elements) which make up the independent variables are determined by administration of an Open-Ended Questionnaire constructed along the line of the "Twenty Statement Problem."⁷ This device was administered to a stratified sample of the organizational hierarchy. The

*This is one of the difficulties of the methodology. No system of weighing individual responses was employed. It would seem that some opinions are more influential than others. The methodology implemented weighed each response and respondent equally. Further research should develop some means of weighing the different responses and respondents.

⁷This instrument is a modification of a device invented by Manford H. Kuhn for use in self-conception analysis work. Anderson implemented it as a tool of organizational analysis. It was not utilized by him as a tool of analytical analysis but rather as an instrument for generating elements of a descriptive nature about a specific organization. The author used it both for a tool of analysis as well as an instrument for generating organizational elements.

Open-Ended Questionnaire asked position incumbents to express their personal perceived notions concerning each of the four independent variables.

The responses to these questionnaires were then categorized and reworded in a limited sense to form a rating scale. Wherever possible the rating scale employed the same words and phrases expressed in the Open-Ended Questionnaire by the position incumbents. Data derived from the rating scale formed the basic interval scale data used in the statistical manipulation. These data were used to determine the degree of consensus and the rank ordered differences in the perceived expectations held by different position incumbents in regard to the three major consensus factors selected for analysis. These were:

1. The extent to which the objectives of the organization are clearly perceived by its members.
2. The extent to which the organization defines perceived congruent behavior expectations for its position incumbents.⁸

⁸It should be noted that 1 and 2 were extracted from Sower as modified by Anderson. The author deviated from Anderson's methodology by including the dimension of problems (3) which proved to be the Open-Ended Question which later generated the most elements.

3. The extent to which all position incumbents are aware of problems or perceived problems which would limit goal achievement.

Consensus among position incumbents or members of the Justin S. Morrill College on the above stated variables directly determines the extent to which the goals of Justin S. Morrill will be achieved.

Consensus is measured in two ways. There is, first all the grand mean and its standard deviation. When all position incumbents respond to each element in the rating scale a grand mean is calculated. The degree to which the response mean of each sub-group differed from the grand mean is one measure of consensus. A second measure is the actual difference existing between the various sub-groups on each response to each element. We can, for example, measure the amount that the students differ from the faculty on each response and also measure the amount that they deviate from the grand mean or the organization as a whole on this response.

It is possible to go a step further and select patterns of responses in terms of subject covered. We could for example select a response pattern on student-faculty relationships, and select all elements which are concerned with these types of relationships. This will be covered in greater detail in the final chapter.

Population and Sampling

The Open-Ended Questionnaire was originally intended to be given to all members of the Snyder-Phillips Complex but some unexpected problems emerged. The research was initiated early in the fall of 1965. The O.E.Q. was first administered to the hall advisory staffs. The next evening it was administered to the J.M.C. Faculty at a weekly faculty meeting. It was also given to every other student in Snyder-Phillips Hall. An attempt was made to administer it to all of the Snyder-Phillips managerial staff, but at that time the janitors and cooks were in the process of forming a union and the newly elected union steward explained to the researcher that the workers would prefer not to respond. He felt that this might be some device of management to hamper the union organization. A stratified sample was selected from management, these were the key supervisors in the managerial system (six in all).

Altogether slightly over 600 questionnaires were given out in September of 1965 and about 418 usable ones were returned. Out of the 32 possible faculty members 29 returned the questionnaire. The Residence Hall Programs Staff returned 18 of a possible 22. Most of the unreturned questionnaires were from the student population. The research was designed to administer the questionnaire to all of the J.M.C. students and half of the non-J.M.C. students. There were approximately 370 J.M.C. students living in the Snyder-Phillips Complex and approximately 400 non-J.M.C. students. No attempt was made to follow up on the unreturned instruments because the purpose of this instrument

was to gather information for a rating scale and the content was not to be subjected to any statistical test. The purpose of the Open-Ended Questionnaire was to gather a representative sampling of the opinions and attitudes of the members of the Snyder-Phillips complex. In accordance with Anderson's methodology this would in raw form be the elements of the organization as perceived and nominated by the members of the organization.

The content of the Open-Ended Questionnaire was carefully analyzed and the results were expressed in a rating scale instrument. Wherever possible the exact wording of the respondents was used. In some instances items other than problems or objectives were nominated under the categories indicated by the open-ended questions. If these responses were representative they were still offered in the rating scale instrument.

The rating scale instrument was administered at the end of Winter Term 1966 about five months after the Open-Ended Questionnaire. It was administered to 22 faculty members who in the opinion of the author were significantly involved in the Snyder-Phillips Complex. Although there were slightly more than 40 faculty members involved with J.M.C. at this time many of them were only involved in a limited part-time sense. The 22 selected by the author spent most of their work week at Snyder working with J.M.C. All 22 of the Residence Hall Programs Staff were administered questionnaires. The questionnaire was administered to eight managerial staff members. This number included the manager of the hall, the housing clerk, the manager, the food service manager, the building supervisor and his assistant,

and the two desk supervisors, (one in Snyder, one in Phillips). One questionnaire was put in each student mailbox. There is one mailbox for each student room. Sixteen of these rooms were occupied by R.A.'s. who were previously included in the Residence Hall Staff sample. Some of the rooms have had three students but most of them only had two. An instrument was put into each residence hall mailbox representing the students living in that room. The instruments were identified by box number. No attempt was made to identify the actual person who received the questionnaire. It was felt that the first one to the box should fill it out. In most instances Justin Morrill students were segregated by house and room from the non-Justin Morrill students. In a few instances there was a Justin S. Morrill student living with a non-Justin Morrill student. In these situations the student was asked to indicate whether he was J.M.C. or non-J.M.C. A follow up attempt was made on the Snyder side but not on the Phillips side. There were 19 of the Residence Hall Programs Staff instruments returned (86%); 17 of 22 faculty instruments returned (78%). Three of the faculty instruments returned were not usable because the respondents said they did not wish to comment. The highest percentage of student return was received from the non-Justin Morrill College men; 94 out of a possible 103 were returned (91%). The lowest return was from the non-J.M.C. women. Sixty from a possible 106 were returned but only 36 of these were usable. The others were only partially filled out and many of them were labeled with negative comments. The non-J.M.C. girls returned (56%) but only (35%) of the total

number administered were usable. The J.M.C. men returned 89 of a possible 96 instruments of which 84 were usable, (87%). From the 104 possible J.M.C. girls 65 usable instruments were returned for (63%). The managerial staff returned 6 from a possible 8 for (75%). In total 439 instruments were distributed of which 318 usable ones were returned, for a total return of (72%).

Method of Analysis

The research hypotheses for this study were stated in Chapter II. To facilitate statistical analysis they were restated into operational or null hypotheses. The null hypotheses will be stated in Chapter VI and VII where they are tested.

The first analysis centered upon the Open-Ended Questionnaire (O.E.Q.). The responses from the Open Ended Questionnaire were summarized and categorized by organizational sub-groups. The purpose of the O.E.Q. was twofold. First of all, it was a means of selecting the elements of the organization to be used in the Rating Scale, and secondly it was a descriptive way of determining the most clearly perceived objectives, problems, significant others, and organizational expectations. This will be discussed in greater detail in Chapter V.

The responses from the Rating Scale were punched onto I.B.M. cards and the data was subjected to two types of analysis.

The first type of analysis involved the construction of a table for each item on the Rating Scale. This table contained the responses from each sub-group of the organization to the particular item. A mean and standard deviation for each group

to that item was also calculated. The table also contained the percentages and Chi Square (X^2)* for each organizational subgroup to that response. In addition to this a mean, standard deviation, and Chi Square (X^2) for all respondents to that particular item was calculated. There were 153 items on the Rating Scale. Each item could be scaled:

1. Strongly agree
2. Agree
3. Not sure
4. Disagree
5. Strongly disagree

The result of this method of analysis was a series of 153 tables containing all the responses from all the organizational subgroups to each organizational element.

Although the difference between one or more sub-groups on each item was occasionally measured by a "t" test to validate certain hypotheses, all of the data was subjected to an "f" test to measure consensus. This test measures the significance value of the difference between the variance of groups as opposed to the variance within groups. For the purpose of this study a significant variance between groups will indicate a lack of consensus on a particular organizational element. The findings from the analysis of data will be summarized in Chapter VI and VII in the form of graphs and charts.

*There were three machine printouts in all. One of these used the Chi Square test for significance. Summarized examples of these are offered both in Chapter VII and in the Appendix.

CHAPTER V

THE OPEN-ENDED QUESTIONNAIRE

The original Open-Ended Questionnaire solicited responses from five specific questions or five organizational dimensions. The respondents were asked to express in their own words what they perceived the objectives of the Justin S. Morrill College to be, the problems which might limit the achievements of these objectives, what the respondent expected to gain from being associated with the college, what the respondent expected to contribute to the college, and finally how they as members of the college perceived the opinions of others who were outside of the organization.

It is not the intention of this chapter to list in great detail all of the responses to all of these questions. It was mentioned earlier that there were over 418 Open-Ended Questionnaires returned and each of these represented three pages of hand written materials. The elements of the organization as perceived by a stratified sample of its members

in raw form exceeded 1200 pages of hand written material. It became the task of the author to distill these hand written responses into a rating scale instrument which would be readministered to a stratified sample of the members of the Justin S. Morrill College.

The summary enclosed in this chapter is an example of the types of responses and illustrative of the methodology used by the author to construct the rating scale.* The author analyzed the Open-Ended Questionnaires by conducting a frequency analysis of the responses. A simple form¹ constructed by the author was used to categorize the statements. Each new element offered in the Open-Ended Questionnaire was established as a subject category. Under each category the frequency and relative weight of each response was summarized. Behind each statement in the enclosed set of examples are two statements. Each statement is listed by the number of times it was mentioned by the respondents and by the relative weight of the responses. Weight was determined by the order in which the statement was mentioned. Consider statement 1 under the sub-heading Faculty Objectives. Behind it are the two numbers 11-108. This would mean that it was mentioned by a total of 11 faculty

* This methodology is taken from Anderson. The author, because of his larger sample and greater number of responses was forced to exercise some selectivity. Wherever possible, however, direct quotations were taken from the responses to construct the rating scale. This methodology elicited some negative responses on the rating scale.

¹ See Appendix.

members for a total weight of 108. If it had been mentioned first by 11 faculty members it would have a score of 110. The conclusion to be reached is that although this item was not the most frequently mentioned by the faculty it carried the greatest relative weight.

The following summary is concerned with the responses of the faculty, J.M.C. girls, J.M.C. boys, Non-J.M.C. boys, and Non-J.M.C. girls to two Open-Ended Questions. These questions were concerned with the perceived objectives of Justin S. Morrill College and the perceived problems which might limit these objectives. Please notice the similarities between the groups of responses and the order in which the responses appear.

Justin Morrill Girls - Objectives

- | | |
|--|--------|
| 1. To prepare students to become citizens of the world. | 21-180 |
| 2. To provide the students with a good basic liberal education. | 16-159 |
| 3. To teach the students how to learn and how to think. | 9-82 |
| 4. To teach a foreign language. | 9-80 |
| 5. To make students human beings first and specialists second. | 10-79 |
| 6. To provide a learning context where the student can find himself and choose his own directions. | 7-63 |

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|---|------|
| 7. To provide the advantages of a small college in a large university. | 5-48 |
| 8. To develop an intimate learning community. | 5-44 |
| 9. To provide a wide selection of electives so that a student may be exposed to several fields. | 3-26 |
| 10. To create new objectives in education. | 3-26 |
| 11. To teach students to read and write. | 2-19 |
| 12. To prepare students for the diplomatic service or international relations. | 2-17 |
| 13. To help students gain an unprejudiced view of the world. | 2-16 |
| 14. To create new expectations of higher education. | 2-15 |
| 15. To dominate the students like high school pupils. | 1-10 |
| 16. To make the students take things they don't like. | 1-9 |
| 17. To prepare students for graduate study in the liberal arts. | 1-8 |

Justin Morrill Girls - Problems

- | | |
|--|------|
| 1. Students should get credit for the English composition course if they are to take it seriously. | 9-89 |
| 2. Some of the teachers lack enthusiasm and are hard to communicate with and are poorly informed. | 9-85 |
| 3. Too much emphasis upon language. | 7-65 |
| 4. The students need more freedom in choosing their courses. | 7-65 |

5. Some of the students are apathetic and lack enthusiasm and maturation. 7-65
6. Justin Morrill College students have no idea what they will be able to do after they graduate. 6-53
7. Hastily and poorly developed courses. 6-51
8. The development of cliques within the school. 5-41
9. Finances. Because of lack of money I am unable to take advantage of all the programs and cannot travel this summer. Justin Morrill College is a rich man's school. 4-37
10. An inadequate description of the college to incoming students. 4-39
11. The students should be selected more carefully. 4-37
12. The students are being forced into a stifling community. 4-35
13. An unrealistic set of expectations made of the students by the college. 4-34
14. All bulletins on Justin Morrill College to date have misled students on programs, faculty have welshed on promises--students mistrust faculty. 3-25
15. The faculty and students are influenced too much by students. 2-20
16. Most of the people outside of Justin Morrill College have little or no understanding of the college. 2-15
17. Lack of fairness and competency on the part of the enrollment officials. 1-10
18. The grading standards are too relaxed. 1-9

19. Justin Morrill College has no adequate counseling system for potential drop-outs. Students are grossly misadvised. 1-7
20. Too much control of department heads over what is taught in their respective departments. 1-6

Justin Morrill Men - Objectives

1. To gain a liberal education by belonging to a liberal arts college. 24-231
2. To be taught how to become citizens of the world. 22-203
3. To provide the student with an opportunity to structure his own education. 12-109
4. To teach a foreign language. 11-103
5. To expose the student to a series of lectures introducing him to many different fields of study. 8-64
6. To provide a learning context where education is a more personal thing. 7-62
7. To teach the students to be human beings first and specialists second. 5-47
8. To provide the student with the needed tools, language, math., etc. to know how to educate himself and solve problems. 5-46
9. To provide the students with the advantages of a small college within a large university. 4-34
10. To allow students to pick up the basics in social science and humanities subjects by studying courses that are more specialized than A.T.L. and social science. 3-27
11. To foster the sense of community in which learning may become a respectable education. 2-18

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|-----|--|-----|
| 12. | To provide the students with a chance to go to Europe. | 1-9 |
| 13. | To provide the student with an integrated learning experience. | 1-8 |
| 14. | To prepare liberal arts teachers. | 1-7 |

Justin Morrill Men - Problems

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|----|---|--------|
| 1. | The language program is too intense. | 14-139 |
| 2. | The Justin Morrill College is too much like a liberal arts course. Too much emphasis upon language with not enough math., science, or related international subjects. Not enough electives. | 15-138 |
| 3. | The lack of definite goals and information about the college. The average entering freshman is at a loss to know what is expected of him. | 14-128 |
| 4. | The Justin Morrill College students don't have enough contact with the rest of the university. | 10-92 |
| 5. | <u>Finances.</u> The proposed summer travel will be impossible for a large number of the students. | 8-73 |
| 6. | The students lack motivation and do not take the college seriously. | 7-66 |
| 7. | Not enough meaningful course work along with the language. Why not study the literature and geography of a country as well as its language. | 7-60 |
| 8. | There is no honors program at Justin Morrill College. The college should select only the top half of the entering freshman class. Most of the Justin Morrill College students are only average. | 5-44 |

9. Many of the faculty are isolated from the students.	4-37
10. The math course is poor and too restrictive.	4-34
11. Not enough choice in the language. Why not offer 4 or 5 instead of only two?	3-29
12. The lack of vocational objectives. What will students do when they graduate?	4-25
13. The lack of communication between the rest of the faculty and the English teachers on what is expected in the English composition program.	2-19
14. Not requiring all students to attend the lectures.	2-19
15. The use of graduate students as teachers could hurt the program.	2-17
16. The administration could become disappointed and shut down the college.	1-10
17. The school policy on athletics is ridiculous. Many of the inactive students are getting fat and lazy.	1-9

Snyder Men - Non-Justin Morrill Students - Objectives

1. To give students a broad liberal education.	22-220
2. Creation of an intimate learning community within the impersonal multiversity.	8-78
3. To teach the student a foreign language.	7-61
4. To provide the students with a trip to Europe.	3-28
5. To develop a new approach to education.	3-26
6. To provide an opportunity for independent study.	3-26

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|-----|--|------|
| 7. | To prepare the student for international service. | 2-19 |
| 8. | To foster close association with students in the same major. | 2-19 |
| 9. | To form an elite group who are being educated for the sake of education. | 2-18 |
| 10. | To further the course of world understanding. | 2-14 |
| 11. | To train the students to be human beings, but not to be employable. | 1-10 |
| 12. | To produce a superior student or "product" in a shorter span of life. | 1-10 |
| 13. | To teach the students to communicate with other people. | 1-10 |
| 14. | To help a student understand the world he is living in. | 1-10 |
| 15. | To run Snyder-Phillips Hall and take it for their own. | 1-10 |
| 16. | To make the students thinking individuals. | 1-9 |
| 17. | To secure a Phi Beta Kappa Chapter for M.S.U. | 1-8 |

Snyder Men - Non-Justin Morrill Students - Problems

- | | | |
|----|---|--------|
| 1. | Because of their isolation from the rest of the university the Justin Morrill students tend to be retarded in their maturity and socialization. | 19-174 |
| 2. | The students are isolated from the rest of the residents of the hall--this tends to create animosity and resentment. | 12-116 |
| 3. | The students feel they are a select group and expect special treatment. | 10-98 |

4. The students tend to be too narrow in their liberal arts curriculum. No contact with other students in different majors. 7-68
5. The men of Snyder don't like the idea of someone taking their residence hall away from them. 5-44
6. The students do not have enough voice in constructing their curriculum. 5-42
7. Travel abroad could be a financial problem to many students. 5-41
8. Poor selection of students. 3-30
9. The language requirements are too difficult for many of the students. 3-30
10. Inadequate facilities for the college. 3-29
11. Not enough concrete involvement outside of the campus. 2-19
12. No concrete statements of objectives. 2-18
13. Math program is too rigid. 2-17
14. The students are not really interested. 1-10
15. Not enough interaction between faculty and students. 1-10
16. The faculty are not dedicated. 1-9
17. The administration tends to view Justin Morrill College as being experimental and not strive for excellence.

Phillips Girls - Non-Justin Morrill Girls - Problems

1. Isolation from the university as a whole tends to retard social growth and maturation in general. 11-108

2. The segregation in the living units of the Justin Morrill College students is wrong because it stifles the interaction and tends to create animosity and ill will. 8-78
3. The students are treated as a special group and as a result tend to be unsocial and arrogant in their behavior toward other non-Justin Morrill students. 4-39
4. There has been a clear cut breakdown of communication between the Justin Morrill College students and the non-Justin Morrill College students. 2-20
5. The students are too narrow in their liberal arts education. They aren't getting enough science. 2-19
6. Too few students interested in being in the college. Not enough selection. 2-19
7. The college is still in the planning stage and not well organized enough. 7-10
8. The negative outlook of other students could seriously affect the outlook and attitudes of the Justin Morrill students. 1-9
9. The college tends to be filled with weirdos who can't conduct themselves well in public. 1-9
10. The inclusion of non-credit courses in the curriculum tends to foster bad study habits and a lack of responsibility. 1-8

Phillips Girls - Non-Justin Morrill - Objectives

1. To provide the student with a liberal arts education. 13-126
2. Intensive language training. 11-106
3. To provide an intimate learning community. 6-53
4. To provide a chance for travel abroad. 4-36

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|-----|---|------|
| 5. | To provide the advantages of a small college within a large university. | 4-35 |
| *6. | Too lofty to expect practical results. | 3-29 |
| 7. | To isolate a select group of students and to provide them with a liberal education. | 3-26 |
| 8. | To prepare students for foreign service. | 3-24 |
| 9. | To give a select group of students an education in a specified field. | 2-18 |
| 10. | Intensive training in math. | 1-9 |
| 11. | To educate students who do not want to declare a major. | 1-9 |

J.M.C. Faculty - Objectives

- | | | |
|----|---|--------|
| 1. | To achieve the advantages of a small college within a large university. | 11-108 |
| 2. | To create a more relaxed and effective learning environment for both teachers and students. | 12-84 |
| 3. | The integration of language study with other courses having an international bearing. | 10-82 |
| 4. | To provide the students with a liberal education. | 8-67 |
| 5. | To provide a learning context wherein the student could structure his world outlook with more than just facts but rather an awareness of problems, possible solution, and references to acquire and create more possible solutions. | 9-65 |
| 6. | To foster the sense of community where learning is a respectable endeavor. | 6-43 |
| 7. | To teach the student to act independently of the college upon graduation in the acquiring of his own education. | 6-39 |

* This is indicative of the difficulty of the methodology. The researcher must decide whether this should be thrown out or rephrased. It is more of a problem than an objective yet it was perceived by three organizational members as being an objective. The methodology dictates that the authenticity of member response be maintained wherever possible.

8. To stimulate interest and awareness of the world we live in. 5-44
9. To create an atmosphere where the student will accept his responsibility as a contributing member of world society. 5-39
10. To discourage intellectual provincialism. 5-35
11. To provide the students with a liberal education oriented toward the future. 3-27
12. To give the students a liberal education adapted to meet the needs of the modern world. 3-26
13. An education made more meaningful by travel abroad. 3-26
14. To provide an atmosphere where the student can structure his own education--which best fits his talents and attitudes, aptitudes and taste. 3-24
15. An attempt to integrate the two cultures, science and liberal arts. 3-24
16. To offer the student a wide range of courses. 3-24
17. To create an atmosphere conducive to good teaching. 3-24
18. To teach the student to use the English language effectively. 3-21
19. Intensive language study. 2-17
20. To provide the students with the opportunity of taking discussion courses in the liberal arts and social sciences. 2-15
21. To encourage original thinking. 2-14
22. To stress the development of thought from the past to the present. 2-13

- | | | |
|-----|--|------|
| 23. | To train the student how to look for information. How to absorb it and how to evaluate it. | 1-10 |
| 24. | A liberal education oriented toward the humanity of man--his greatness and weakness of spirit, his achievement and failures, his nature and destiny. | 1-10 |
| 25. | Supporting and directing freshmen undergraduate language program. | 1-10 |
| 26. | To teach some facts. | 1-10 |
| 27. | A personal approach to teaching at a large university. | 1-10 |
| 28. | To teach the students to find a useful place in society. | 1-10 |
| 29. | The formation of a student well founded in humanities, in language, and in the social science. | 1-10 |
| 30. | To train students for international service, and/or the Peace Corps. | 1-9 |
| 31. | To become skilled in a profession which they could enjoy and which will support them. | 1-9 |
| 32. | To provide an atmosphere where the student will become familiar with the philosophies and discoveries of the 20th century. | 1-8 |
| 33. | To give the "poor" student a chance to acquire a rich man's education. | 1-7 |
| 34. | To familiarize the student with the process of learning a language. | 1-6 |

J.M.C. Faculty-Problems

1. The ambiguities of the program itself. It doesn't offer any immediate vocational security, and its benefits are difficult to make concrete. All this could make parents as well as students skeptical. 11-94
2. The faculty members must feel committed to the program. Many are only part-time. 10-84
3. Internal indecision on the part of the policy makers confuses the students. 8-72
4. The measurement of accomplishment. 6-52
5. The integration of concepts from many fields. 6-51
6. Information releases about the college should be accurate and informative. Many of the students were poorly informed. 5-45
7. The summer trip abroad. How do we finance it? 5-41
8. The Justin Morrill students associate only with other Justin Morrill students. 4-39
9. There is a danger of creating a Hodge-Podge curriculum--without proper course sequence. 4-39
10. Money. Small classes taught by experienced staff is expensive. The unequal distribution of wealth could cause the resentment of those faculty not in Justin Morrill College. 4-38
11. The lack of older students in the college. 4-39
12. Few of the students are aware of the objectives of the college. 4-37
13. Other Faculty. More interested in research than teaching; undergraduates will oppose it. 3-28
14. The statement and support of objectives. 3-28

15. The wide range of ability displayed by the students. 3-27
16. The adjustment problems of young adults. 3-23
17. If too many students fail the college will fail. 3-21
18. The college is aiming for size rather than quality. 2-20
19. Definition and enforcing of policies. 2-19
20. Unpleasant physical conditions in the classrooms. 2-19
21. The choice of students. 2-19
22. The faculty members do not have enough freedom in creating courses. 2-19
23. The lack of science lab facilities (science is being played down). 2-18
24. The lack of a suitable program for those students interested in mathematics. 2-17
25. Making the false assumption that old college teachers are good teachers. The students should evaluate the teachers of Justin Morrill College and the poor ones should not be allowed to teach. 2-17
26. The difficulty of finding flexible creative faculty members. 2-17
27. Some teachers feel that teaching at Justin Morrill is like being farmed out to Siberia. 3-16
28. Lack of advertising. Lectures, discussions, etc., are not communicated to the students. 2-16
29. Many of the students are not gifted for the study of a language.
30. The students need special attention or they will fail. 2-14

31. Inadequate emphasis upon the English composition program.	1-10
32. Inadequate equipment in the language labs.	1-10
33. A relaxation of goals set by the Justin Morrill College.	1-10
34. Will the students be admitted to Graduate and Professional schools with this type of background?	1-9
35. Attempting to achieve a quick and easy reputation through cheap publicity and promotion gimmicks rather than excellence based on the quality of students turned out.	1-9
36. Not enough oral practice with the language.	1-9
37. <u>Muzak</u> . Poor quality music doesn't allow residents to talk or think.	1-18
38. <u>Foreign Language</u> . Despite serious and concentrated efforts few high school students are prepared for it and many may fail.	1-8
39. The usual problems of educating large numbers of students.	1-10
40. Some of the students are unable to assimilate the materials presented to them.	1-7

Concluding Statements

The preceding pages of this chapter have offered an example of how the O.E.Q. was analyzed. These in raw form are the elements of the organization as they are perceived by members of that organization. Omitted from this summary were the two organizational dimensions of perceived significant others and organizational expectations. These

were the answers to Open-Ended Questions III and IV: "What do you think others think of Justin S. Morrill College?" and "What do you expect to gain from being associated with Justin S. Morrill College"? For the sake of brevity the responses of the two sub-groups, Residence Hall Programs and Management were omitted from this summary. Their responses were quite similar to the faculty.

The preceding method of analysis provides us with a crude rank order of perceived problems and objectives. It also vividly illustrates that many of the groups perceive the same problems and have the same perceptions of objectives. There are, however, many questions, problems, and objectives which are unique to a particular sub-group. In accordance with perceptual theory and the purpose of this study it is necessary to have each member of the organization evaluate the perceptions of the other members of the organization to test the validity of these perceptions.

The results of the O.E.Q. were used to construct the Rating Scale. This rating scale included all of the statements that appeared in the O.E.Q. summary. Sometimes it was necessary to include several statements under one category. Chapter VI is concerned with an analysis of the results of this rating scale.

CHAPTER VI

ANALYSIS OF THE DATA

The Rating Scale

This chapter in summary form contains the data from the Rating Scale. It is divided into four parts. Each part deals with one Open-Ended Question or category. Part I is concerned with the objectives of the College as perceived by its members. This part contains a rank order of the statements preceeding from the item of highest agreement to the item of lowest agreement. Following this rank order is a table. Each table contains the means and standard deviation for each group on each item. In addition this table contains the variance, for each item. These means were subjected to an analysis of variance "f" test and the results of this test are also summarized in that table. It was felt that a significant variance between groups as opposed to the variance within groups would be a test for consensus. Most of the items did not meet the test for consensus. In other words there was significant differences between groups on

most items. The difference between groups is graphically illustrated in a series of three graphs which follows each table. In the first graph the J.M.C. Men, Non-J.M.C. Men and J.M.C. Faculty were compared. In the second graph the Residence Hall Programs Staff, Management, and Faculty were compared. In the last graph for each section the J.M.C. Girls were compared with the Non-J.M.C. Girls and the J.M.C. Faculty.

Part II is concerned with the perceived problems; Part III with the perceived significant others, and part IV with the general category of organizational expectations. In each part the same format is followed with the rank order of statements, tables with significance levels, and last of all the set of three graphs. These tables are in summary form, and the graphs represent only a few of the possible relationships between the sub-groups of the organization that could be illustrated.

PART I

The Objectives of the Organization as
Perceived by the Members of the Organization

The following list of objectives were rated by a stratified sample of the organization through the administration of a rating scale. The following are listed in rank order. This means that objective number 1 is, in the opinion of the members of the organization the most clearly perceived or agreed upon objective.

<u>Item No. on Rating Scale</u>	<u>Rank Order</u>	
12	1	Intensive language study.
3	2	To achieve the advantages of a small college within a large university.
1	3	To provide the students with a broad liberal education.
7	4	To encourage an educational experience made more meaningful by travel abroad.
2	5	To create a more relaxed and effective learning environment for both students and teachers.
16	6	To develop an intimate learning community within the less personal university.
4	7	The integration of language study with other related international studies.

PART I. (Cont.d)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
43	8	To help the student understand the world in which he is living.
47	9	To provide the student with a liberal education oriented toward the future.
31	10	To expose students to a series of lectures; introducing them to many different fields of study.
36	11	To develop a new approach to education.
45	12	To make the students thinking individuals.
48	13	To provide students with the opportunity of taking discussion courses in the liberal arts and social sciences.
33	14	To provide students with an integrated learning experience.
6	15	To stimulate an interest and awareness in the world in which we live.
5	16	To foster a sense of community where learning is a respectable endeavor.
21	17	To encourage original thinking.
56	18	To provide an atmosphere where the student will become familiar with the philosophies and discoveries of the twentieth century.
42	19	To teach the students to communicate with other people.
55	20	To train the students how to look for information, how to absorb it, how to evaluate it.

PART I. (Cont'd.)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
14	21	To create an atmosphere conducive to good teaching.
8	22	To create an atmosphere where the student will be encouraged to accept his responsibility as being a contributing member of world society.
52	23	To provide the student with a liberal education adapted to meet the needs of the modern world.
22	24	To create new objectives in higher education.
18	25	To teach the student how to learn and how to think.
58	26	To familiarize the students with the process of learning a language.
39	27	To further the cause of world understanding.
37	28	To provide the student with the needed tools, language, math., etc. so that they will learn how to educate themselves and solve problems.
24	29	To help students gain an unprejudiced view of the world.
11	30	To offer the student a wide range of courses so that he may be exposed to several fields of study.
50	31	To stress the development of thought from past to present.
32	32	To allow students to pick up basics in social science and humanities subjects by studying courses that are more specialized than A.T.L. and social science.

PART I. (Cont'd.)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
9	33	To create an atmosphere where the student will be encouraged to accept his responsibility as being a contributing member of world society.
51	34	To teach the students to find a useful place in society.
17	35	To teach the students how to become human beings first and specialists second.
53	36	To support and direct an undergraduate language program.
15	37	To provide a learning context where the student can structure his own education.
49	38	To teach some facts.
10	39	To teach the student to act independently of the college, in furthering his own education after graduation.
23	40	To prepare students for the Peace Corps, diplomatic service, or international relations.
20	41	To teach the student how to use the English language effectively.
13	42	An attempt to integrate the two cultures science and the liberal arts.
26	43	To prepare students for graduate study in the liberal arts.
38	44	To foster close association with students of the same major.
30	45	To educate students who do not want to declare a major.

PART I. (Cont'd.)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
19	46	Too lofty and idealistic to expect any practical results.
28	47	To isolate a select group of students and provide them with a liberal education.
34	48	To prepare liberal arts teachers.
54	49	To help the student become skilled in a profession which they will enjoy and which will support them.
57	50	To give the "poor" student a chance to acquire a rich man's education.
44	51	To take over and run Snyder-Phillips Hall.
35	52	To form an elite group who are being educated for the sake of education.
27	53	To dominate the students and treat them as if they were high school pupils.
40	54	To train the students to be human beings but not to be employable.
25	55	To make the students take courses they don't like.
46	56	To secure a Phi Beta Kappa Chapter for M.S.U.
41	57	To produce a superior student or product in a shorter span of time.
29	58	To provide students with intensive training in math.

TABLE I.

MEANS, STANDARD DEVIATIONS, VARIANCES, AND SIGNIFICANCE PROBABILITIES BY ITEM ON RATING SCALE,
IN RESPONSE TO QUESTION # 1 "IN YOUR OPINION WHAT ARE THE GOALS AND OBJECTIVES OF J. M. C."

ITEM	J. M. C. MEN [N = 84]		NON J. M. C. MEN [N = 94]		J. M. C. WOMEN [N = 65]		NON J. M. C. WOMEN [N = 36]		RES. HALL PRO. STAFF [N = 19]		MANAGE- MENT [N = 6]		J. M. C. FACULTY [N = 14]		TOTALS [N = 318]		
	M ^a	SD ^b	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	VARIANCE
1	1.55	0.77	2.01	0.96	1.60	0.58	2.25	1.05	1.79	0.98	2.00	0.63	1.36	0.63	1.79	0.87	0.757**
2	1.87	1.00	2.30	0.91	1.94	1.00	2.17	1.21	1.79	0.63	1.83	0.75	1.64	0.74	2.03	0.98	0.960*
3	1.48	0.70	2.27	1.11	1.51	0.62	2.28	1.16	1.37	0.60	1.67	0.52	1.21	0.43	1.79	0.95	0.903**
4	2.15	0.99	2.34	0.96	1.89	1.00	2.03	0.94	1.74	0.65	2.33	0.52	1.57	0.65	2.09	0.96	0.912**
5	2.01	0.83	2.80	1.13	2.03	0.97	2.47	1.11	1.89	0.88	2.33	0.52	1.50	0.65	2.28	1.05	1.103**
6	1.89	0.92	2.79	1.17	2.00	1.09	2.75	1.13	1.79	0.85	2.83	0.98	1.43	0.51	2.27	1.13	1.277**
7	1.92	0.87	2.32	1.02	1.55	0.61	2.06	0.98	1.58	0.61	2.17	0.75	1.36	0.50	1.94	0.91	0.928**
8	2.04	0.87	2.83	1.12	1.95	0.96	2.67	1.07	1.84	0.76	2.67	0.52	1.57	0.51	2.31	1.05	1.103**
9	2.10	0.98	3.13	1.15	2.09	0.93	3.14	1.29	2.37	1.16	3.33	1.03	1.71	0.83	2.54	1.18	1.392**
10	2.37	1.10	3.16	1.06	2.48	1.06	3.06	1.31	2.53	1.02	2.67	0.82	1.57	0.85	2.68	1.16	1.346**
11	2.04	1.22	3.18	1.28	2.20	1.28	2.92	1.25	2.47	1.17	2.33	0.82	1.79	0.80	2.53	1.32	1.742**
12	1.81	1.14	1.74	0.92	1.48	0.81	1.47	0.88	1.32	0.48	2.33	1.03	1.29	0.47	1.64	0.94	0.884*
13	2.68	1.17	2.94	1.22	2.72	1.02	2.83	1.03	3.16	0.96	2.67	0.52	2.52	0.85	2.80	1.11	1.232
14	1.96	0.99	2.73	1.06	2.08	1.05	2.69	1.21	2.53	1.02	2.33	0.52	1.29	0.47	2.31	1.10	1.210**
15	2.26	1.16	3.13	1.02	2.42	1.21	2.81	1.12	2.58	1.30	3.17	0.98	2.43	0.76	2.65	1.16	1.346**

M^a = Mean

SD^b = Standard Deviation

* = Between group variance is significant to the .05 level)

** = Between group variance is significant to the .01 level) according to the "f" test.

TABLE I. (Cont'd.)

MEANS, STANDARD DEVIATIONS, VARIANCES, AND SIGNIFICANCE PROBABILITIES BY ITEM ON RATING SCALE, IN RESPONSE TO QUESTION # 1 "IN YOUR OPINION WHAT ARE THE GOALS AND OBJECTIVES OF J. M. C."

ITEM	J. M. C. MEN [N = 84]		NON J. M. C. MEN [N = 94]		J. M. C. WOMEN [N = 65]		NON J. M. C. WOMEN [N = 36]		RES. HALL STAFF [N = 19]		MANAGE- MENT [N = 6]		J. M. C. FACULTY [N = 14]		TOTALS [N = 318]		
	M ^a	SD ^b	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	VARIANCE
16	1.80	0.71	2.44	1.00	1.78	0.70	2.19	1.01	1.84	0.83	2.17	0.41	1.71	0.47	2.03	0.88	0.774**
17	2.25	0.99	3.16	1.15	2.14	0.97	3.00	1.10	2.21	1.23	2.83	0.98	1.64	0.74	2.56	1.15	1.223**
18	2.12	0.99	2.88	1.26	2.12	0.98	2.44	1.03	2.32	1.25	2.33	0.82	1.43	0.76	2.37	1.14	1.299**
19	3.68	1.11	2.77	1.23	3.38	1.07	2.33	1.12	3.26	1.37	3.50	0.55	3.86	0.66	3.18	1.22	1.488**
20	2.52	1.18	2.96	1.07	2.92	1.14	2.75	0.97	2.47	0.84	2.50	0.55	1.86	0.77	2.73	1.10	1.210**
21	1.89	0.93	2.76	1.09	2.09	1.03	2.56	1.08	2.26	1.19	2.33	0.82	1.57	0.65	2.28	1.08	1.166**
22	2.06	0.88	2.72	1.04	2.05	0.76	2.39	0.99	2.26	1.05	2.17	0.41	2.50	0.94	2.32	0.97	0.939**
23	2.73	1.12	2.96	1.15	2.45	1.15	2.47	1.08	2.53	0.84	2.83	0.41	2.93	0.92	2.71	1.11	1.232
24	2.31	1.00	3.06	1.11	2.14	0.95	2.53	1.06	2.16	1.12	2.67	0.82	2.21	1.12	2.52	1.11	1.232**
25	3.85	1.02	3.41	1.15	3.65	1.11	3.56	1.16	3.84	1.01	3.83	0.41	4.00	0.78	3.65	1.09	0.991
26	2.71	1.14	2.81	0.92	2.78	1.04	3.06	1.07	2.89	1.15	2.50	0.84	2.93	1.07	2.81	1.04	1.181
27	3.90	1.33	3.26	1.39	3.88	1.23	2.92	1.42	4.16	0.69	4.00	0.63	4.57	0.65	3.64	1.34	1.796**
28	3.30	1.19	3.09	1.18	3.42	1.01	2.72	1.37	3.11	1.49	3.33	0.82	4.00	0.88	3.21	1.20	1.440**
29	4.56	0.61	4.17	0.89	4.63	0.52	3.60	1.06	4.42	0.51	3.67	0.82	4.50	0.65	4.33	0.80	0.640**
30	3.27	1.25	3.13	1.08	2.98	1.17	3.06	1.15	3.16	1.26	2.83	0.98	3.93	0.73	3.16	1.15	1.322

M^a = MeanSD^b = Standard Deviation

* = Between group variance is significant to the .05 level)

** = Between group variance is significant to the .01 level) according to the "f" test.

TABLE I. (Cont'd.)

MEANS, STANDARD DEVIATIONS, VARIANCES, AND SIGNIFICANCE PROBABILITIES BY ITEM ON RATING SCALE,
IN RESPONSE TO QUESTION # 1 "IN YOUR OPINION WHAT ARE THE GOALS AND OBJECTIVES OF J. M. C."

ITEM	J. M. C. MEN [N = 84]		NON J. M. C. MEN [N = 94]		J. M. C. WOMEN [N = 65]		NON J. M. C. WOMEN [N = 36]		RES. HALL PRO. STAFF [N = 19]		MANAGE- MENT [N = 6]		J. M. C. FACULTY [N = 14]		TOTALS [N = 318]		
	M ^a	SD ^b	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	VARIANCE
31	2.08	0.81	2.39	0.93	1.86	0.66	2.56	1.05	1.95	0.52	3.00	0.00	2.07	0.47	2.19	0.85	0.722**
32	2.24	0.89	2.89	1.12	2.18	0.95	2.78	1.20	2.63	1.07	2.33	0.52	2.71	0.99	2.53	1.06	1.124**
33	1.94	0.78	2.69	1.09	2.09	0.74	2.64	1.07	1.95	0.85	2.17	0.41	1.64	0.50	2.26	0.96	0.922**
34	3.21	0.95	3.09	0.97	3.43	0.93	3.50	1.00	3.42	0.96	2.67	0.52	3.21	1.19	3.25	0.97	0.939
35	3.89	1.03	3.35	1.32	3.65	1.05	3.36	1.25	3.11	1.33	3.33	0.83	4.14	0.86	3.58	1.18	1.392**
36	2.00	0.82	2.66	1.00	1.94	0.74	2.03	0.91	2.26	0.99	2.17	0.41	2.21	1.12	2.21	0.94	0.934**
37	2.25	1.10	2.80	1.01	2.15	0.89	2.78	1.02	2.58	1.02	2.17	0.41	1.93	0.62	2.46	1.03	1.061**
38	3.21	1.11	2.74	1.18	3.34	1.06	2.22	1.10	2.79	1.27	2.17	0.98	3.36	1.08	2.95	1.18	1.392**
39	2.15	0.90	2.88	1.10	1.83	0.82	2.64	1.15	2.26	0.99	2.50	0.55	2.14	1.10	2.37	1.06	1.124**
40	3.82	1.19	3.34	1.16	3.74	1.08	3.47	1.13	4.11	0.81	3.67	1.03	3.79	1.25	3.64	1.15	1.323*
41	3.73	1.17	3.80	0.99	3.85	0.71	3.69	1.21	3.79	1.08	3.50	0.55	3.86	0.77	3.77	1.00	1.000
42	2.05	0.81	2.70	1.12	1.94	0.79	2.78	1.29	2.32	1.06	2.17	0.41	1.64	0.93	2.30	1.04	1.082**
43	1.75	0.64	2.66	1.11	1.88	0.84	2.14	0.99	1.95	0.97	2.50	0.84	1.71	0.83	2.11	0.98	0.910**
44	3.69	1.41	3.23	1.56	3.58	1.32	2.94	1.66	3.74	1.48	3.33	1.63	4.29	1.14	3.47	1.49	2.120*
45	1.80	0.88	2.72	1.10	1.95	0.93	2.67	1.22	2.11	0.88	2.33	0.52	1.79	0.89	2.23	1.07	1.145**

M^a = Mean

SD^b = Standard Deviation

* = Between group variance is significant to the .05 level)

** = Between group variance is significant to the .01 level)

according to the "f" test.

FIGURE I. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. MEN, NON-J.M.C. MEN, AND J. M. C. FACULTY COMPRISING THREE OF THE SUB-GROUPS.

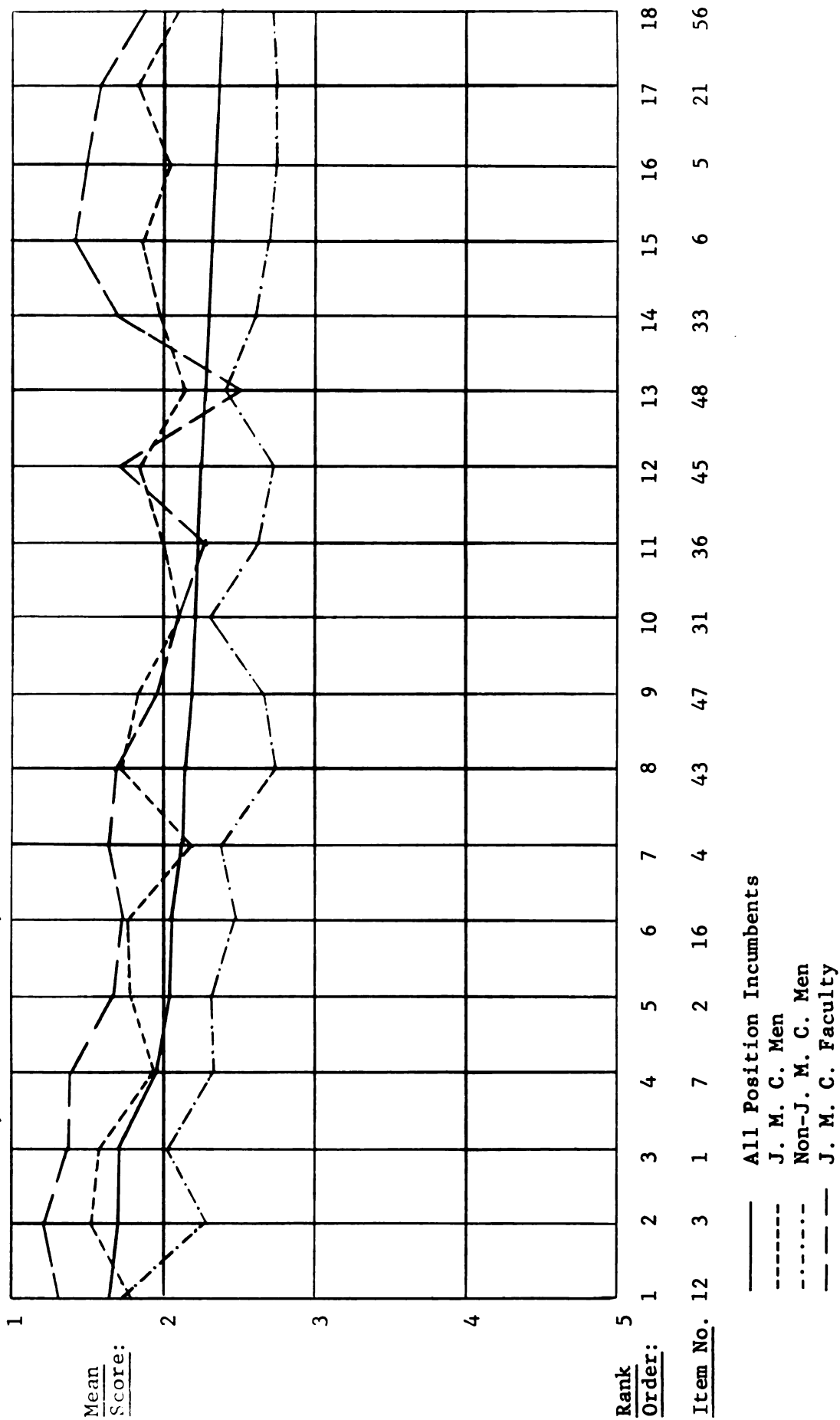


FIGURE I. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. MEN, NON-J. M. C. MEN, AND J. M. C. FACULTY COMPRISING THREE OF THE SUB-GROUPS.

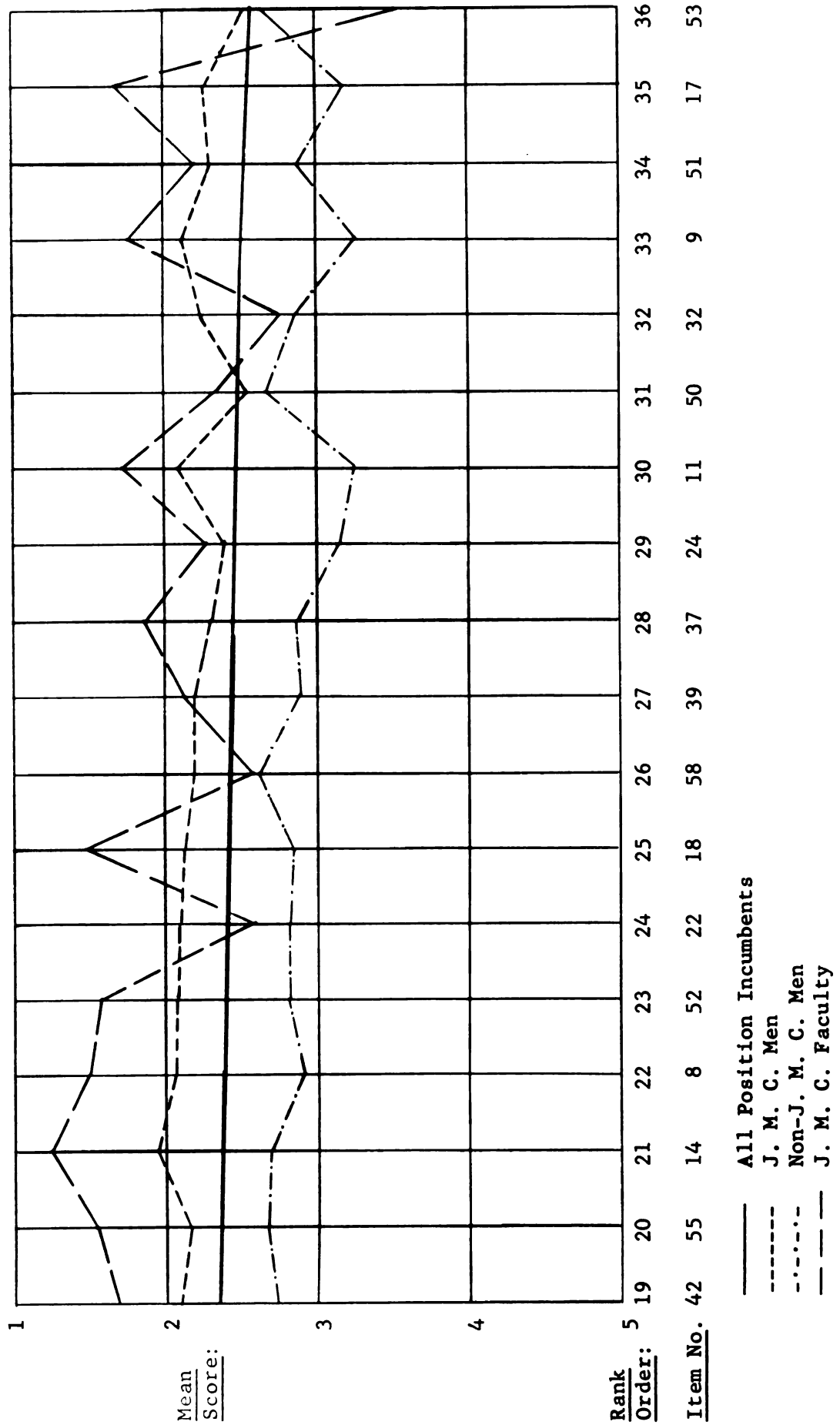


FIGURE I. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. MEN, NON-J. M. C. MEN, AND J. M. C. FACULTY COMPRISING THREE OF THE SUB-GROUPS.

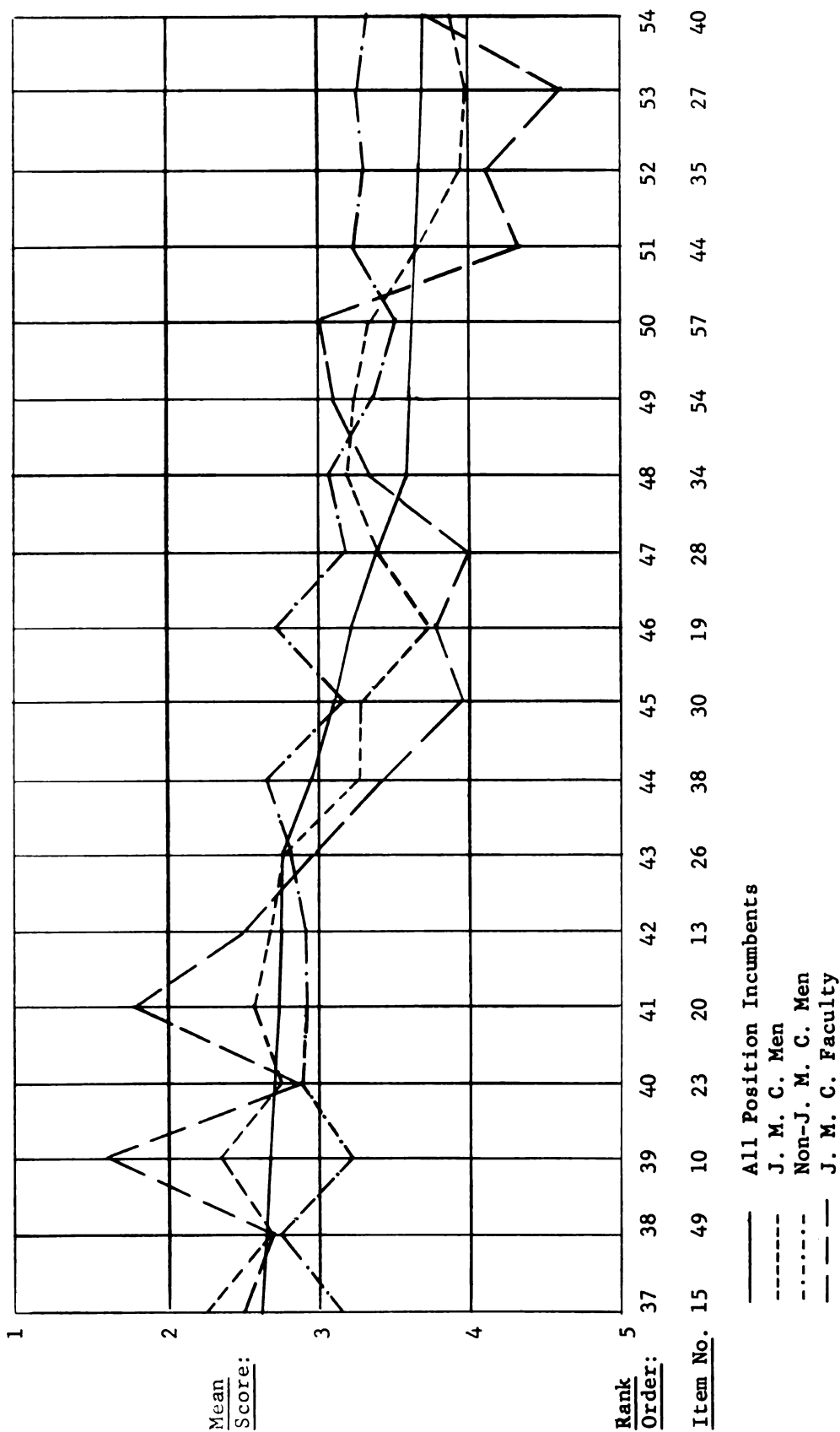


FIGURE I. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. MEN, NON-J. M. C. MEN, AND J. M. C. FACULTY COMPRISING THREE OF THE SUB-GROUPS.

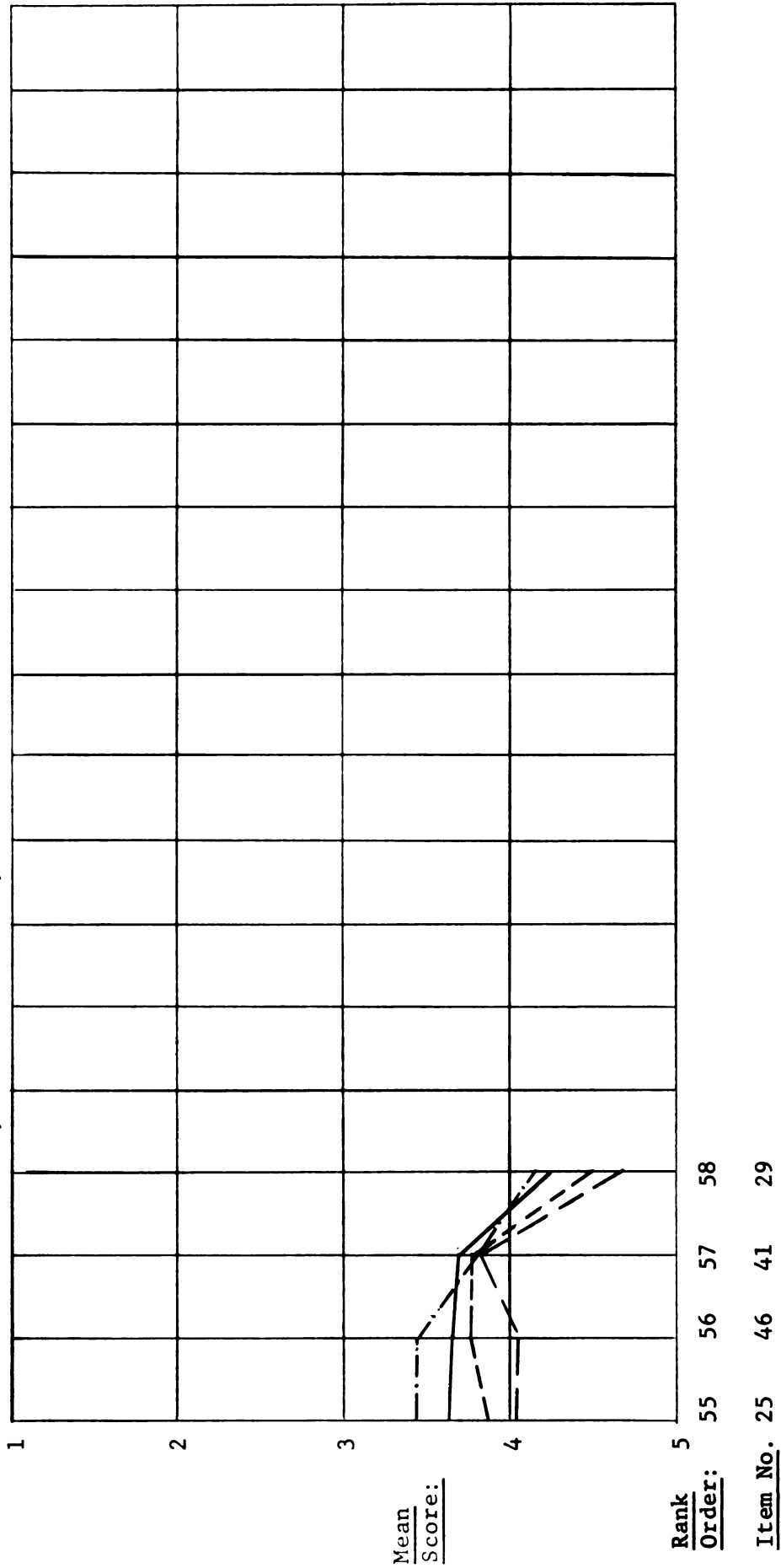


FIGURE II. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE FACULTY, RESIDENCE HALL PROGRAMS STAFF, AND MANAGEMENT, COMPRISING THREE OF THE SUB-GROUPS.

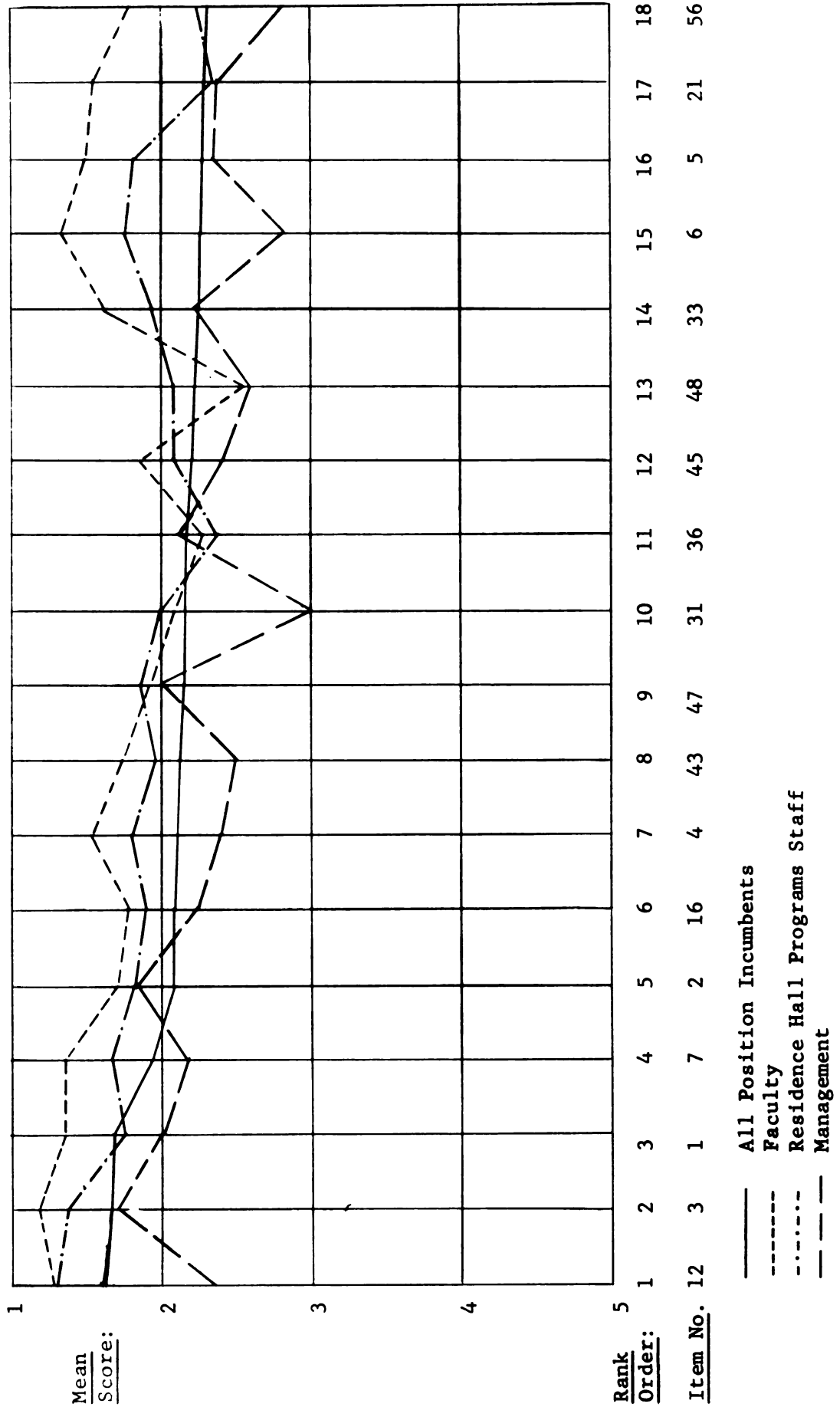


FIGURE II. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J.M.C. FACULTY, RESIDENCE HALL PROGRAMS STAFF, AND MANAGEMENT, COMPRISING THREE OF THE SUB-GROUPS.

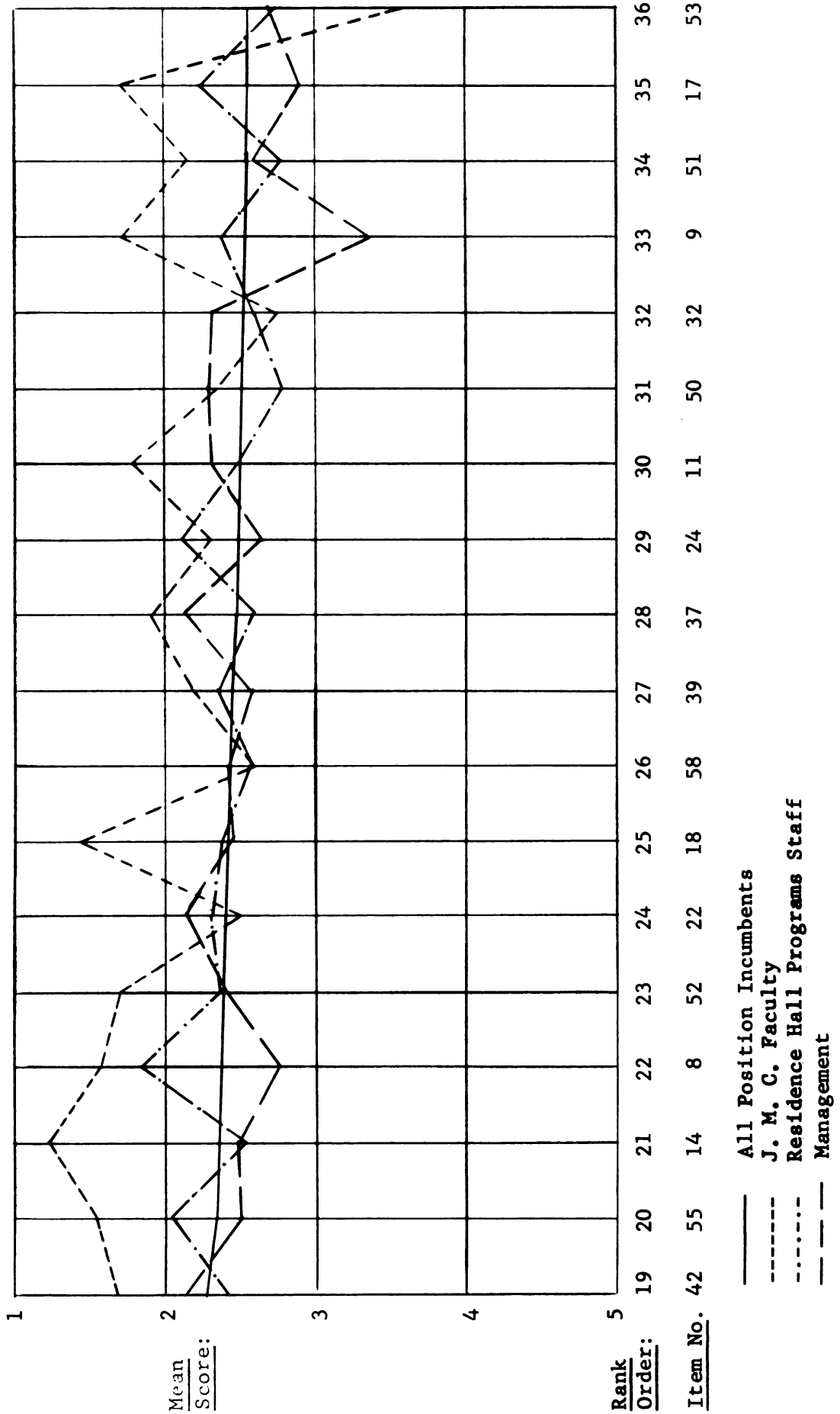


FIGURE II. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, RESIDENCE HALL PROGRAMS STAFF, AND MANAGEMENT, COMPRISING THREE OF THE SUB-GROUPS.

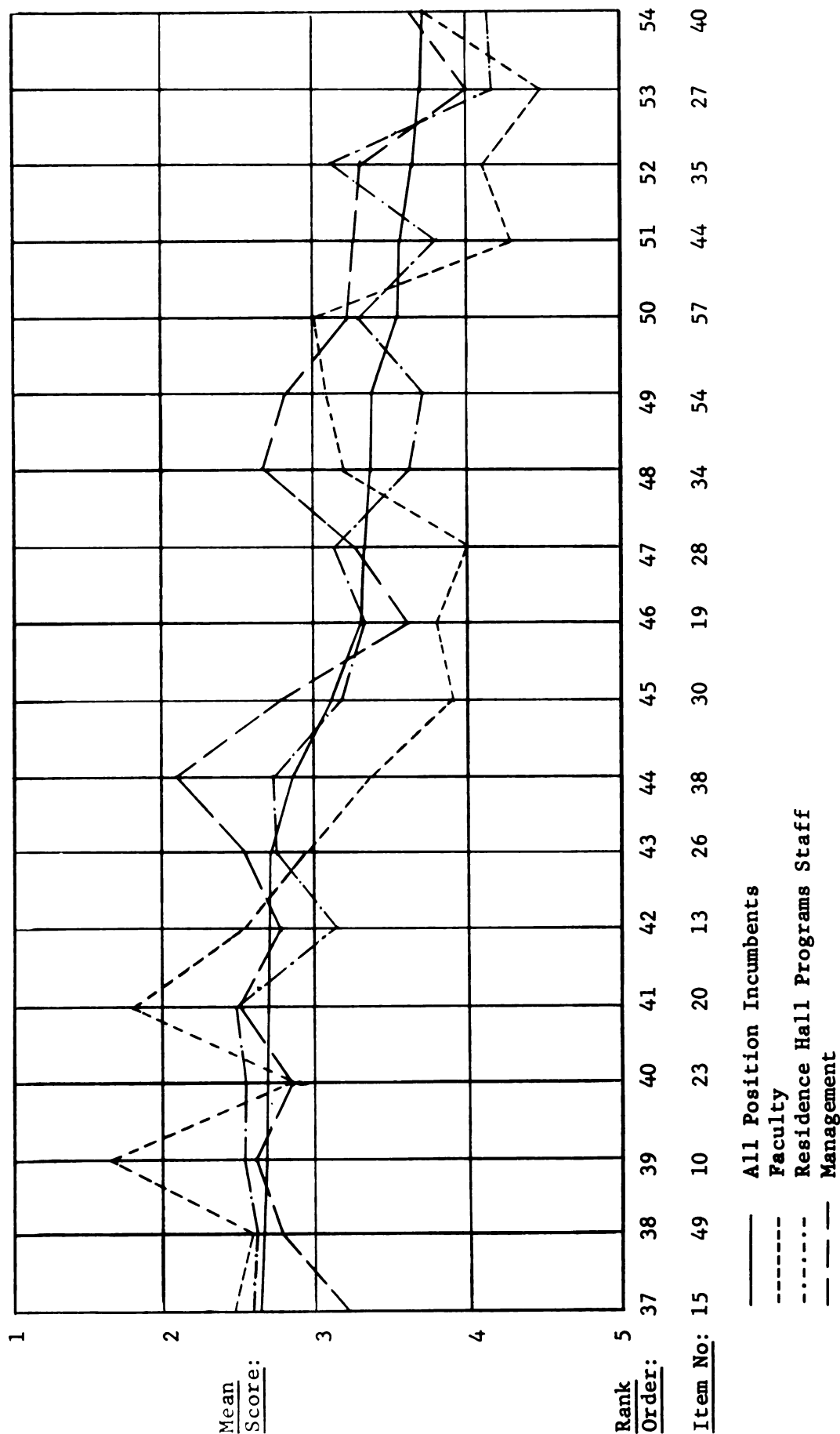


FIGURE II. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J.M.C. FACULTY, RESIDENCE HALL PROGRAMS STAFF, AND MANAGEMENT, COMPRISING THREE OF THE SUB-GROUPS.

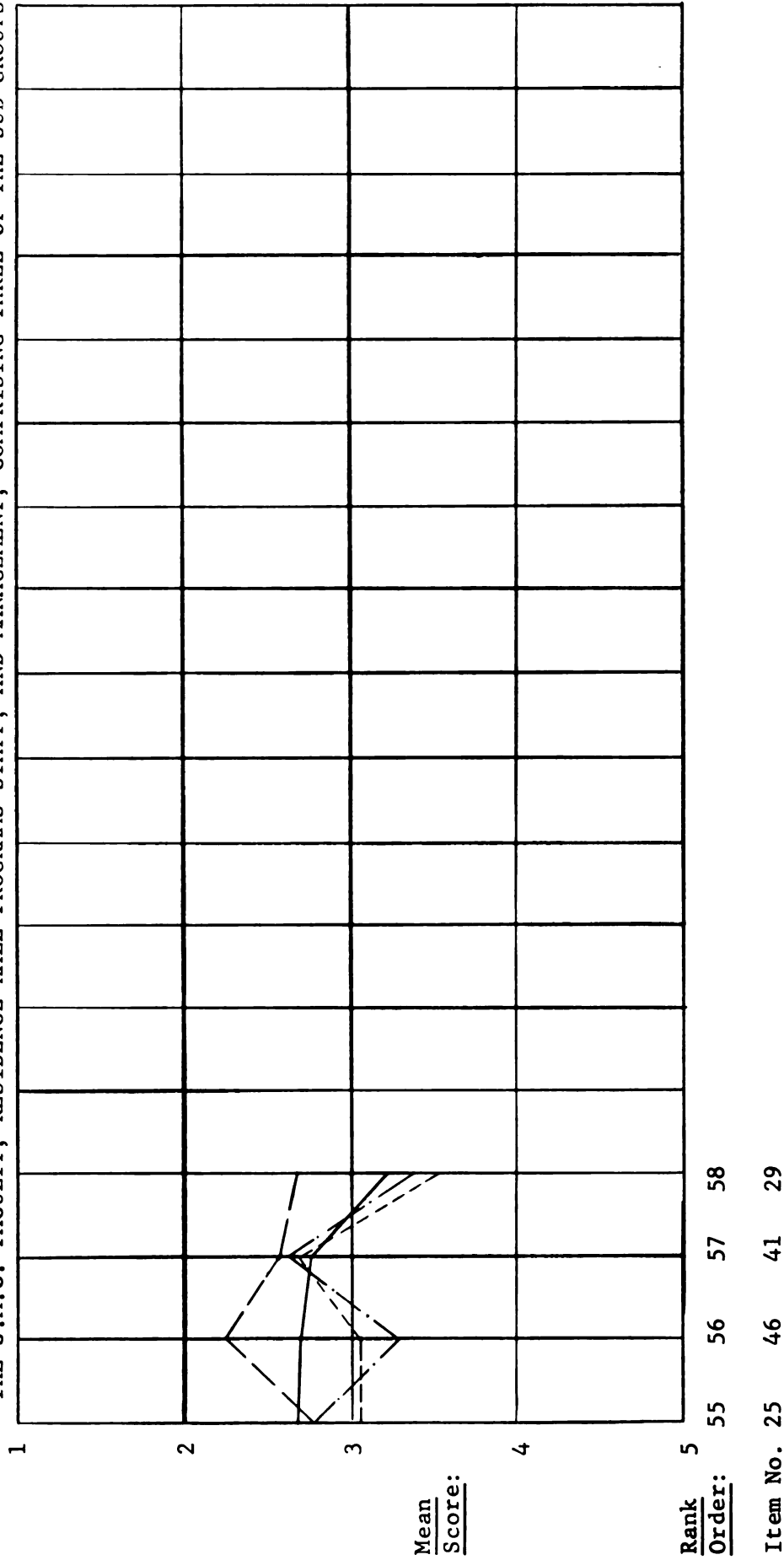


FIGURE III. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J.M.C. FACULTY, J. M. C. GIRLS, AND NON-J. M. C. GIRLS, COMPRISING THREE OF THE SUB-GROUPS.

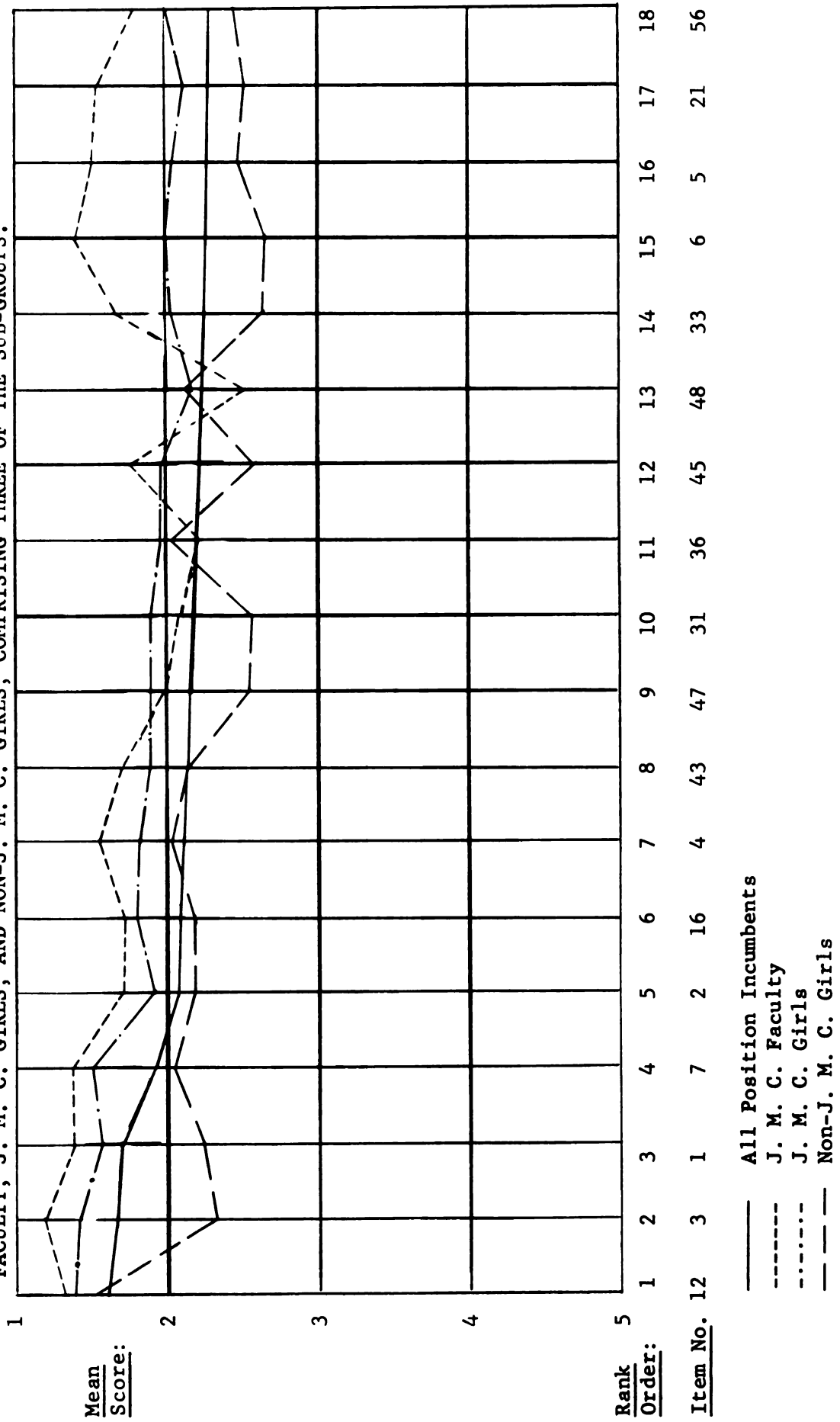


FIGURE III. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, J. M. C. GIRLS, AND NON-J. M. C. GIRLS, COMPRISING THREE OF THE SUB-GROUPS.

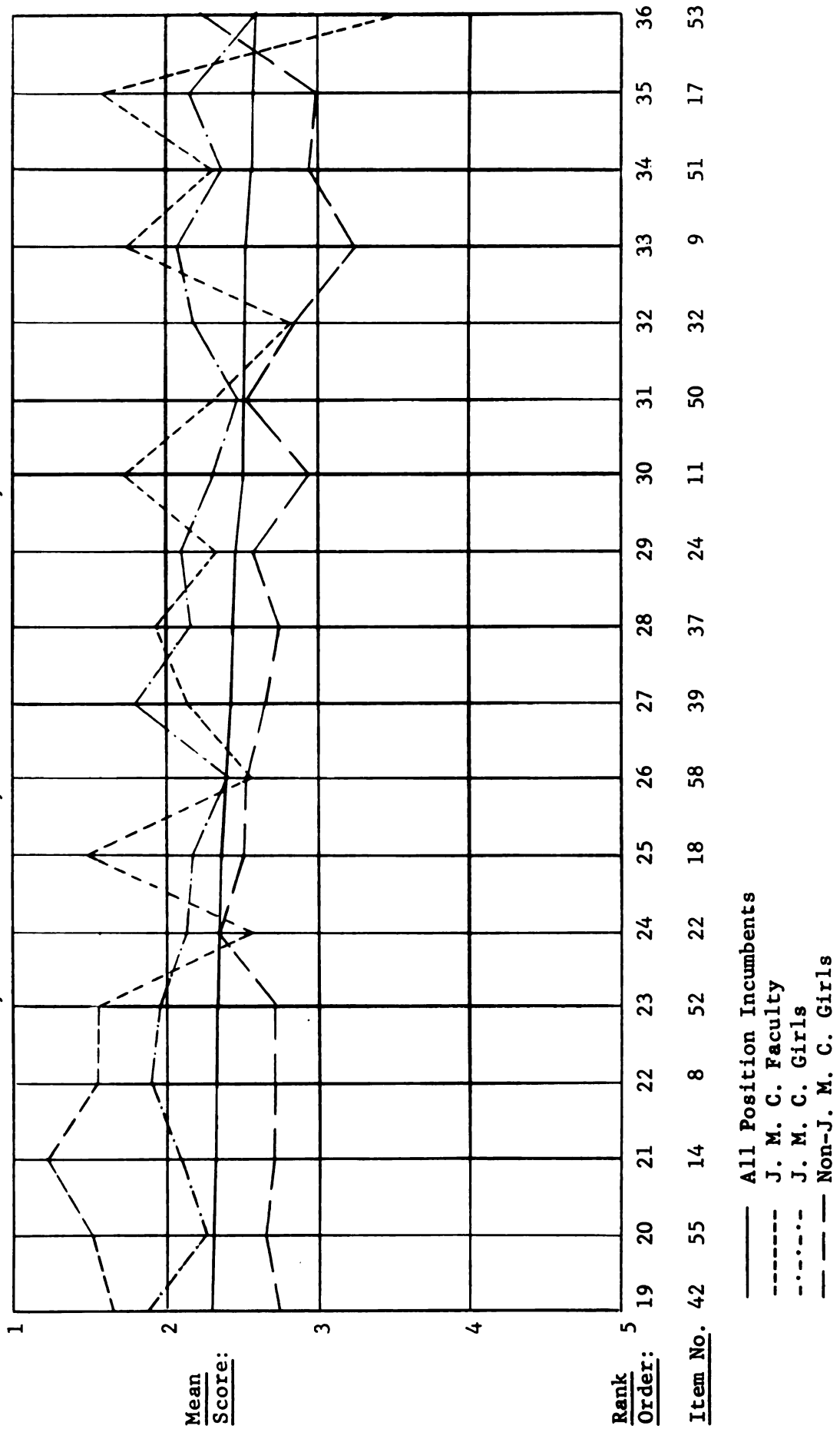


FIGURE III. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, J.M.C.GIRLS, AND NON-J. M. C. GIRLS, COMPRISING THREE OF THE SUB-GROUPS.

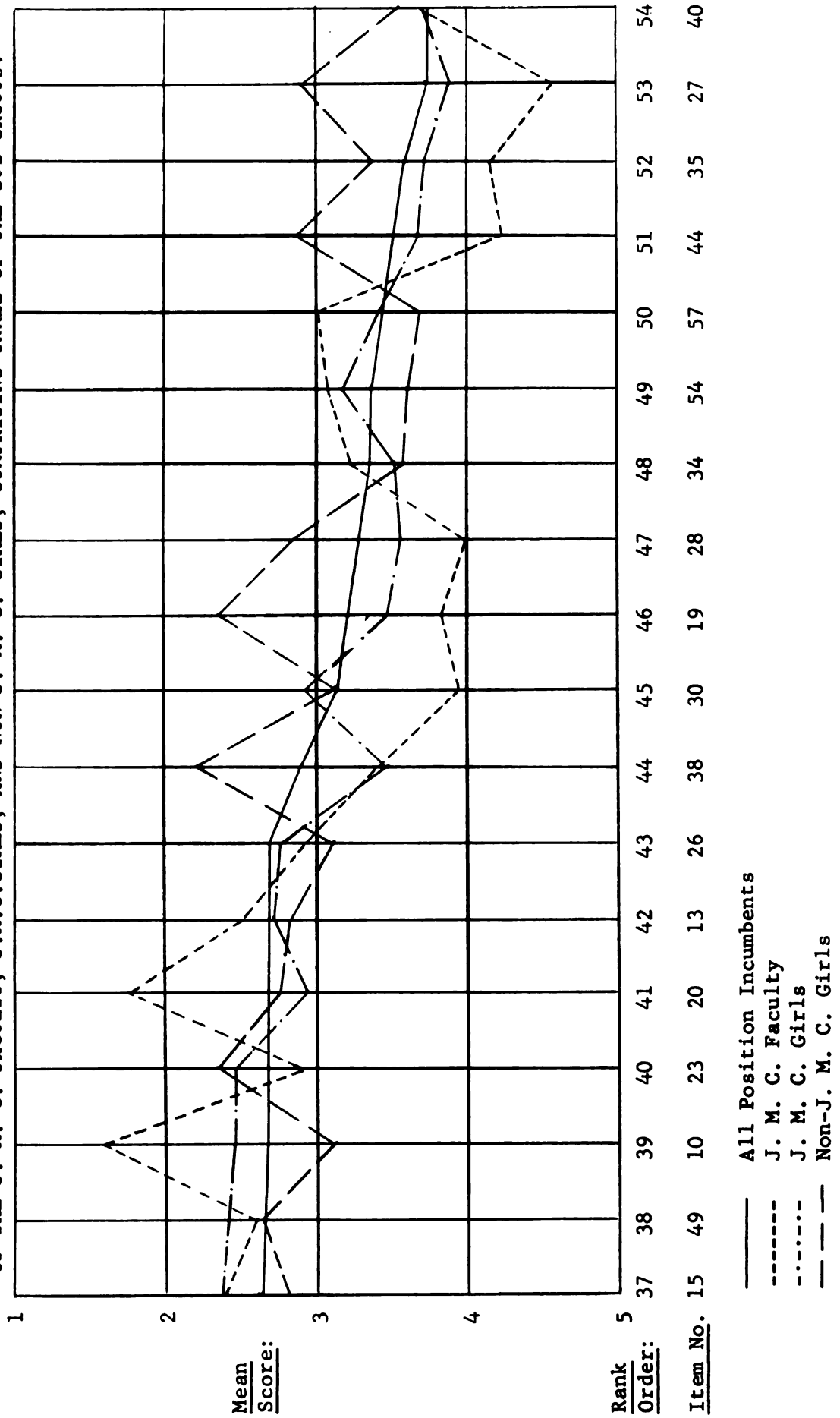
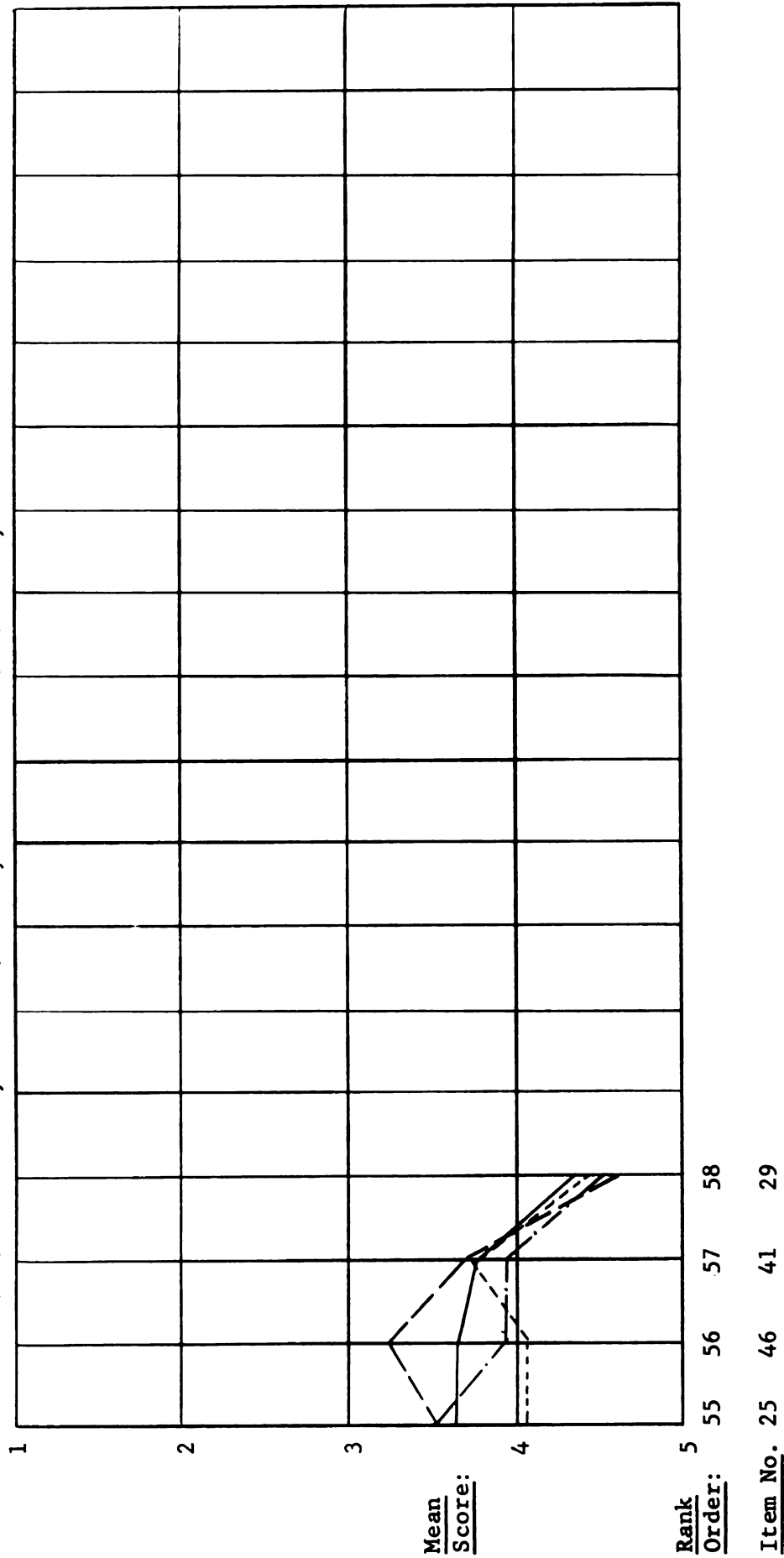


FIGURE III. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT I BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, J. M. C. GIRLS, AND NON-J. M. C. GIRLS, COMPRISING THREE OF THE SUB-GROUPS.



PART II.

The Problems of the Organization as
Perceived by Members of the Organization

The following list of statements were offered as perceived problems in the OEQ and were later constructed into a rating scale. The following list is in rank order. This means that number 1 is the most clearly perceived or agreed upon problem. To the left of the rank order number is the item number. This is the number which the item had in the rating scale.

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
74	1	Most of the people outside of J.M.C. have little or no understanding of the college.
64	2	Some of the students are apathetic and lack enthusiasm as well as maturity.
95	3	The upperclassmen don't like the idea of having their residence hall taken away from them.
80	4	The lack of definite goals and information about the college. The average entering freshman is at a loss to know what is expected of him.

PART II. (Cont'd.)

<u>Item No.</u>	<u>On</u>	<u>Rank</u>
<u>Rating Scale</u>	<u>Order</u>	
69	5	An inadequate description of the college to incoming students.
61	6	Students should get credit for the English Composition course if they are to take it seriously.
126	7	The ambiguities of the program. It doesn't offer any immediate vocational security, and its benefits are difficult to make concrete. All of this could make parents as well as students skeptical.
107	8	Internal indecision on the part of the policy makers often confuses the students.
85	9	Not enough choice in the language. Why not offer 3 or 4 instead of only two?
97	10	Not enough concrete involvement outside of the campus.
68	11	The summer trip abroad: how do we finance it?
86	12	The lack of communication between the rest of the faculty and the English teachers on what is expected in the English Composition course.
120	13	Many of the students are not gifted for the study of language.
81	14	Not enough meaningful course work along with the language. Why not study the literature and geography of a country as well as its language

PART II. (Cont'd.)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
108	15	Many of the freshmen lack guidance because of the lack of older students in the college.
101	16	There is a danger of creating a "hodge-podge" curriculum without proper course sequence.
70	17	The students are being forced into a stifling community; they do not have enough contact with the rest of the University.
112	18	The negative outlook of other students could seriously affect the outlook and attitudes of the J.M.C. students.
98	19	No concrete statement of J.M.C. objectives.
121	20	Few of the students are aware of the objectives of the college.
65	21	Justin Morrill College students have no idea what they will do after they graduate.
92	22	The students feel they are a select group and expect special treatment.
105	23	There has been a clear-cut breakdown of communication between the J.M.C. students and the Non-J.M.C. students.
77	24	Justin S. Morrill College has no adequate counseling system for potential drop-outs. Students are grossly misadvised.
106	25	The measurement of accomplishment.

PART II. (Cont'd.)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
84	26	The math course is poor and too restrictive.
96	27	Inadequate facilities for the college.
104	28	The faculty members must feel committed to the program. At the present time many are only on part-time loan and still are tied to their own department.
124	29	Whether or not the students will be admitted to Graduate and Professional Schools with this type of background.
102	30	If too many students fail the college will fail.
103	31	The integration of concepts from several varied fields.
67	32	The development of student and faculty cliques within the school.
60	33	The choice of students, many cannot keep up with the program.
63	34	The students need more freedom in choosing their courses.
113	35	The difficulty of finding flexible creative faculty members.
123	36	The wide range of levels and abilities displayed by the students.
90	37	The school's policy on athletics is ridiculous. Many of the students are getting fat and lazy.

PART II. (Cont'd.)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
116	38	Making the false assumption that old college teachers are good college teachers. The students should evaluate the teachers of J.M.C. and the poor ones should not be allowed to teach.
93	39	The students are too narrow in their liberal arts education; they aren't getting enough science.
91	40	Because of their isolation from the rest of the university the J.M.C. students tend to be retarded in their maturity and socialization.
125	41	The college will relax its goals to keep the students.
79	42	The Justin S. Morrill College is too much like a liberal arts college. Too much emphasis upon language with not enough math, science, or related international subjects. Not enough electives.
94	43	The inclusion of non-credit expectations such as lectures and English composition tends to foster bad study habits and a lack of responsibility.
66	44	Hastily and poorly developed courses.
111	45	Money: Small classes taught by experienced staff is expensive. The unequal distribution of wealth could cause resentment among those faculty not in J.M.C.
72	46	Many of the bulletins on J.M.C. have misled students, faculty have welshed on promises, many students distrust the faculty.

PART II. (Cont'd.)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
119	47	Lack of advertising: Lectures, discussions, etc. are not communicated to the students.
87	48	Not requiring all students to attend the lectures.
62	49	Some of the teachers lack enthusiasm, are hard to communicate with and are poorly informed.
78	50	Too much control by department heads over what is taught in their respective departments.
76	51	The grading standards are too relaxed.
59	52	Too much emphasis upon language.
73	53	The faculty and the students are influenced too much by other J.M.C. students.
71	54	An unrealistic set of expectations made of the students by the college.
118	55	Inadequate equipment in the language labs.
114	56	Not enough oral practice with the language.
89	57	The administration could become disappointed and shut down the college.
75	58	Lack of fairness and competency on the part of the enrollment officials.
88	59	The use of graduate students as teachers could hurt the program.

PART II. (Cont'd.)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
99	60	Not enough interaction between faculty and students.
122	61	Other faculty more interested in research than teaching will oppose the college.
115	62	Attempting to achieve a quick and easy reputation through cheap publicity and promotion gimmicks rather than excellence based on the quality of students turned out.
100	63	The administration of the college tends to view J.M.C. as being experimental, and as a result none of its members strive for excellence.
83	64	Many of the faculty are isolated from the students.
82	65	There is no honors program in J.M.C. The college should select only the top half of the entering freshman class. Most J.M.C. students are only average.
110	66	The college tends to be filled with long haired "beat-niks" who can't conduct themselves well in public.
117	67	The students need special attention or they will fail.
109	68	The college is aiming for size rather than quality.

TABLE II.

MEANS, STANDARD DEVIATIONS, VARIANCES, AND SIGNIFICANCE PROBABILITIES BY ITEM ON RATING SCALE, IN RESPONSE TO QUESTION # II "IN YOUR OPINION WHAT PROBLEMS MIGHT LIMIT THE ACHIEVEMENT OF THE GOALS OF J.M.C."

ITEM	J. M. C. MEN [N = 84]		NON J. M. C. MEN [N = 94]		J. M. C. WOMEN [N = 65]		NON J. M. C. WOMEN [N = 36]		RES. HALL PRO. STAFF [N = 19]		MANAGE- MENT [N = 6]		J. M. C. FACULTY [N = 14]		TOTALS [N = 318]		
	M ^a	SD ^b	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	VARIANCE
59	3.29	1.39	2.34	1.26	3.69	1.31	3.03	1.23	3.11	1.15	3.33	0.82	4.07	0.83	3.08	1.38	1.90**
60	2.64	1.14	1.79	0.98	2.88	1.24	2.74	0.97	2.53	0.90	2.67	0.82	2.36	0.63	2.72	1.06	1.12
61	2.20	1.34	2.46	1.04	1.97	1.09	2.06	0.89	2.53	1.22	3.17	0.41	2.14	1.17	2.23	1.14	1.30
62	3.37	1.23	2.93	0.72	3.06	1.37	2.78	1.05	2.63	0.68	3.00	0.00	3.36	1.01	3.06	1.08	1.17*
63	3.12	1.21	2.36	0.95	2.83	1.19	2.72	1.23	2.37	1.01	3.17	0.75	3.36	1.28	2.76	1.16	1.35**
64	1.77	0.66	1.78	0.88	2.03	0.79	2.06	1.17	2.00	1.11	2.00	0.63	2.14	0.95	1.89	0.87	0.76
65	2.69	1.18	2.24	0.88	2.68	1.30	2.28	1.00	2.89	1.29	2.67	0.52	2.86	0.66	2.53	1.10	1.21*
66	3.39	1.12	2.60	0.87	3.34	1.16	2.58	1.00	2.84	1.12	3.17	0.41	3.07	0.73	3.00	1.08	1.17**
67	3.05	1.10	2.35	1.01	3.14	1.10	1.94	1.07	2.63	1.21	2.67	0.82	3.29	0.99	2.71	1.14	1.30**
68	2.17	1.13	2.43	0.84	2.55	1.15	2.69	0.82	2.26	1.05	2.67	0.52	2.36	0.93	2.41	1.01	1.02
69	2.32	1.12	2.27	0.97	2.20	1.16	1.94	0.92	2.00	0.88	2.00	0.00	2.43	0.76	2.22	1.03	1.06
70	3.23	1.29	1.85	1.07	2.74	1.37	1.56	0.88	2.47	1.26	2.33	0.82	4.14	0.66	2.51	1.36	1.85**
71	3.44	1.03	2.77	1.03	3.12	1.14	2.97	0.94	3.11	1.20	3.17	0.41	3.64	1.15	3.11	1.08	1.17**
72	3.42	1.20	2.78	0.67	3.14	1.20	2.61	0.73	2.95	0.97	3.00	0.89	3.64	1.01	3.05	1.03	1.06**
73	3.48	0.92	2.73	0.82	3.38	1.00	2.53	1.08	3.47	1.02	2.83	0.75	3.36	0.87	3.11	1.00	1.00**

M^a = Mean

SD^b = Standard Deviation

* = Between group variance is significant to the .05 level)

** = Between group variance is significant to the .01 level) according to the "f" test.

TABLE II. (Cont'd.)

MEANS, STANDARD DEVIATIONS, VARIANCES, AND SIGNIFICANCE PROBABILITIES BY ITEM ON RATING SCALE, IN RESPONSE TO QUESTION # II "IN YOUR OPINION WHAT PROBLEMS MIGHT LIMIT THE ACHIEVEMENT OF THE GOALS OF J.M.C."

ITEM	J. M. C. MEN [N = 84]	NON J. M. C. MEN [N = 94]	J. M. C. WOMEN [N = 65]	NON J. M. C. WOMEN [N = 36]	RES. HALL PRO. STAFF [N = 19]	MANAGE- MENT [N = 6]	J. M. C. FACULTY [N = 14]	TOTALS [N = 318]
	M ^a SD ^b	M SD	M SD	M SD	M SD	M SD	M SD	M SD VARIANCE
74	1.79 0.76	1.97 1.05	1.55 0.53	1.78 1.05	1.58 0.69	2.00 0.00	1.86 0.86	1.79 0.86
75	3.40 1.03	2.91 0.83	3.32 1.11	3.19 0.67	3.21 0.71	3.17 0.41	3.36 0.50	3.20 0.92
76	3.87 0.94	2.18 0.99	3.86 0.92	2.06 1.15	2.89 1.24	3.17 0.75	3.50 0.65	3.08 1.27
77	2.62 1.16	2.72 0.91	2.20 1.13	2.75 0.97	2.95 1.03	3.00 0.00	3.00 0.88	2.62 1.05
78	3.25 0.99	2.87 0.59	3.03 1.02	2.97 0.70	3.21 0.63	3.17 0.41	3.57 0.94	3.07 0.85
79	3.10 1.32	2.48 1.13	3.06 1.29	2.61 1.10	3.16 1.21	2.83 0.75	4.50 0.52	2.91 1.27
80	2.33 1.08	2.11 0.85	2.02 0.98	1.94 0.89	2.42 1.02	2.67 0.82	2.14 0.77	2.16 0.96
81	2.77 1.13	2.27 0.84	2.34 1.12	2.25 1.02	2.58 0.96	2.17 0.41	3.57 1.16	2.49 1.06
82	3.44 1.33	3.35 1.07	3.83 1.18	3.50 1.18	3.89 1.05	3.33 0.52	3.14 1.10	3.51 1.18
83	3.55 1.09	3.19 0.77	3.46 0.99	3.50 0.91	3.05 1.13	3.17 0.75	3.57 1.16	3.38 0.97
84	2.62 1.22	2.64 0.84	2.58 1.17	2.81 0.62	2.53 1.12	2.50 1.22	2.86 0.36	2.64 1.01
85	2.46 1.20	2.21 0.90	2.46 1.19	2.08 0.77	2.16 0.96	2.67 0.82	2.64 1.08	2.34 1.05
86	2.25 1.07	2.71 0.67	2.15 1.09	2.64 0.72	2.37 0.76	2.83 0.41	2.71 0.73	2.45 0.92
87	3.19 1.33	2.85 1.18	3.02 1.19	3.25 1.16	3.26 1.15	3.17 0.75	3.00 0.68	3.06 1.20
88	3.36 1.21	3.15 1.17	2.98 1.29	3.36 1.25	3.26 1.24	2.83 0.75	3.43 1.02	3.21 1.21
								0.74
								0.85*
								1.60**
								1.10**
								0.72*
								1.60**
								0.92
								1.12**
								1.39
								0.94
								1.02
								1.10
								0.85**
								1.44
								1.46

M^a = MeanSD^b = Standard Deviation

* = Between group variance is significant to the .05 level)

** = Between group variance is significant to the .01 level) according to the "f" test.

TABLE II. (Cont'd)

MEANS, STANDARD DEVIATIONS, VARIANCES, AND SIGNIFICANCE PROBABILITIES BY ITEM ON RATING SCALE, IN RESPONSE TO QUESTION # II "IN YOUR OPINION WHAT PROBLEMS MIGHT LIMIT THE ACHIEVEMENT OF THE GOALS OF J.M.C."

ITEM	J. M. C. MEN [N = 84]		NON J. M. C. MEN [N = 94]		J. M. C. WOMEN [N = 65]		NON J. M. C. WOMEN [N = 36]		RES. HALL PRO. STAFF [N = 19]		MANAGE- MENT [N = 6]		J. M. C. FACULTY [N = 14]		TOTALS [N = 318]		
	M ^a	SD ^b	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	VARIANCE
89	3.29	1.04	2.84	0.98	3.54	1.00	2.72	1.32	3.74	0.93	3.00	0.63	3.64	0.84	3.18	1.08	1.17**
90	3.19	1.39	2.30	1.21	2.89	1.29	2.89	1.17	3.26	1.10	2.67	0.52	3.14	0.86	2.82	1.29	1.66**
91	3.56	1.20	2.02	1.10	3.25	1.45	2.08	1.30	3.16	1.57	3.00	0.89	3.93	0.73	2.86	1.42	2.02**
92	3.12	1.08	2.19	1.09	2.86	1.22	1.94	1.04	1.95	0.91	2.17	0.75	2.71	0.91	2.55	1.17	1.37**
93	3.11	1.14	2.46	1.00	2.97	1.16	2.61	0.99	3.00	0.82	3.17	0.41	3.50	0.76	2.84	1.08	1.17**
94	3.14	1.21	2.72	1.19	2.95	1.28	2.67	1.07	3.53	1.07	2.83	0.75	3.36	1.15	2.95	1.20	1.44*
95	2.36	1.07	1.71	0.98	2.11	1.00	2.03	1.13	1.58	0.51	1.67	0.82	3.14	0.86	2.05	1.05	1.10**
96	2.79	1.14	2.45	1.04	3.03	1.10	2.42	1.05	2.26	1.19	2.50	0.55	2.64	1.08	2.65	1.11	1.23*
97	2.74	0.98	2.09	0.95	2.35	1.02	1.92	0.87	2.63	1.21	2.67	0.82	3.29	0.83	2.39	1.03	1.06**
98	2.74	1.21	2.37	0.99	2.49	1.21	2.17	1.08	2.47	0.90	2.67	0.52	3.29	1.14	2.52	1.13	1.28*
99	3.36	1.03	3.27	0.82	3.18	1.06	3.28	0.81	2.89	1.10	3.33	0.52	3.71	1.38	3.27	0.97	0.94
100	3.71	0.93	2.97	0.98	3.40	1.10	2.92	1.11	3.95	0.71	2.83	0.41	4.07	1.00	3.35	1.05	1.10**
101	2.73	1.15	2.32	0.89	2.45	1.03	2.14	0.80	2.84	1.07	2.83	0.75	3.07	1.14	2.51	1.03	1.06**
102	2.67	1.25	2.54	1.12	2.58	1.07	2.72	1.14	2.95	1.13	2.50	0.55	4.29	0.83	2.70	1.18	1.39**
103	2.60	1.22	2.67	1.06	2.65	1.10	2.72	0.94	2.89	0.94	2.83	0.75	3.43	1.40	2.70	1.11	1.23

M^a = MeanSD^b = Standard Deviation

* = Between group variance is significant to the .05 level)

** = Between group variance is significant to the .01 level) according to the "f" test.

TABLE II. (Cont'd.)

MEANS, STANDARD DEVIATIONS, VARIANCES, AND SIGNIFICANCE PROBABILITIES BY ITEM ON RATING SCALE, IN RESPONSE TO QUESTION # II "IN YOUR OPINION WHAT PROBLEMS MIGHT LIMIT THE ACHIEVEMENT OF J.M.C."

ITEM	J. M. C. MEN [N = 84]		NON J. M. C. MEN [N = 94]		J. M. C. WOMEN [N = 65]		NON J. M. C. WOMEN [N = 36]		RES. HALL PRO. STAFF [N = 19]		MANAGE- MENT [N = 6]		J. M. C. FACULTY [N = 14]		TOTALS [N = 318]		
	M ^a	SD ^b	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	VARIANCE
104	2.69	0.99	2.67	0.75	2.71	1.10	2.81	0.89	2.32	1.00	2.83	0.41	2.50	1.29	2.67	0.95	0.90
105	2.87	1.17	2.30	1.14	2.91	1.22	1.78	1.05	2.68	1.38	2.50	0.84	3.14	1.10	2.58	1.22	1.49**
106	2.60	1.04	2.59	1.20	2.69	1.18	2.67	0.79	2.74	1.15	2.67	0.52	2.93	0.92	2.64	1.09	1.19
107	2.32	0.95	2.41	0.69	1.98	0.98	2.14	0.90	2.05	0.71	2.33	0.52	2.71	0.83	2.26	0.87	0.75*
108	2.80	1.22	2.34	1.08	2.66	1.28	2.03	0.91	2.05	1.39	2.50	0.55	2.79	1.12	2.50	1.18	1.39**
109	4.10	0.82	3.40	1.06	4.06	0.77	3.08	1.25	4.26	0.73	3.33	0.52	4.14	0.77	3.77	1.01	1.02**
110	4.04	1.12	2.94	1.41	3.83	1.01	3.11	1.30	3.74	0.99	3.17	0.98	4.29	0.73	3.54	1.28	1.64**
111	3.46	0.94	2.65	1.07	3.23	1.07	3.08	1.00	2.58	1.02	3.00	0.63	2.79	1.37	3.04	1.08	1.17**
112	2.68	1.05	2.31	1.11	2.54	0.99	2.58	1.05	2.05	0.85	2.67	0.82	3.21	0.97	2.52	1.06	1.12**
113	2.93	0.99	2.63	0.79	2.86	1.04	2.89	0.98	2.42	0.90	2.50	0.55	2.79	1.31	2.78	0.96	0.92
114	3.08	1.29	3.05	0.90	3.20	1.34	3.28	0.85	3.32	0.75	2.67	0.52	3.71	1.07	3.15	1.11	1.23
115	3.62	1.25	2.77	1.03	3.75	0.90	2.89	0.98	3.68	1.11	3.00	0.63	4.29	0.73	3.33	1.15	1.32**
116	2.61	1.19	2.93	1.10	2.97	1.17	3.11	1.12	2.37	1.12	3.00	0.63	3.00	1.47	2.84	1.16	1.35
117	3.76	1.03	3.35	1.09	3.91	0.82	3.31	1.06	3.21	1.32	3.50	0.55	3.86	0.95	3.58	1.05	1.10**
118	3.10	1.21	3.10	0.89	3.37	1.05	3.00	0.93	3.37	0.68	3.00	0.00	2.79	0.89	3.14	1.01	1.02

M^a = Mean

SD^b = Standard Deviation

* = Between group variance is significant to the .05 level)

** = Between group variance is significant to the .01 level) according to the "f" test.

TABLE II. (Cont'd.)

MEANS, STANDARD DEVIATIONS, VARIANCES, AND SIGNIFICANCE PROBABILITIES BY ITEM ON RATING SCALE, IN RESPONSE TO QUESTION # II "IN YOUR OPINION WHAT PROBLEMS MIGHT LIMIT THE ACHIEVEMENT OF J.M.C."

ITEM	J. M. C. MEN [N = 84]		NON MEN J. M. C. MEN [N = 94]		J. M. C. WOMEN [N = 65]		NON WOMEN J. M. C. WOMEN [N = 36]		RES. HALL STAFF [N = 19]		MANAGE- MENT [N = 6]		J. M. C. FACULTY [N = 14]		TOTALS [N = 318]		
	M ^a	SD ^b	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	VARIANCE
119	2.88	1.19	3.09	0.81	3.05	1.16	3.17	0.77	3.21	0.98	3.00	0.63	3.29	1.27	3.05	1.02	1.04
120	2.43	1.01	2.52	0.85	2.42	0.95	2.44	0.94	2.47	0.96	2.33	0.52	2.79	0.97	2.47	0.93	0.86
121	2.52	0.96	2.41	0.91	2.62	1.09	2.50	1.13	2.53	0.90	2.33	0.52	3.14	0.77	2.53	0.98	0.96
122	3.27	0.70	3.19	0.78	3.34	0.80	3.31	0.92	3.37	1.01	2.83	0.75	3.79	0.80	3.29	0.80	0.64
123	2.45	1.17	2.94	1.11	2.86	1.25	2.78	0.99	2.84	1.30	3.00	0.63	3.36	1.34	2.79	1.17	1.37
124	2.76	1.10	2.55	1.13	2.49	1.11	2.33	0.83	3.53	1.22	2.83	0.75	4.07	0.73	2.70	1.14	1.30**
125	3.15	1.04	2.55	1.10	3.15	1.02	2.33	1.07	3.16	1.12	3.00	0.89	3.43	1.28	2.89	1.12	1.25**
126	2.58	1.29	2.01	0.87	2.15	1.09	2.06	1.04	2.05	0.91	2.00	0.63	3.00	1.04	2.24	1.10	1.21**

M^a = Mean

SD^b = Standard Deviation

* = Between group variance is significant to the .05 level) according to the "f" test.

** = Between group variance is significant to the .01 level)

FIGURE IV. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. MEN, NON-J. M. C. MEN, AND J. M. C. FACULTY COMPRISING THREE OF THE SUB-GROUPS

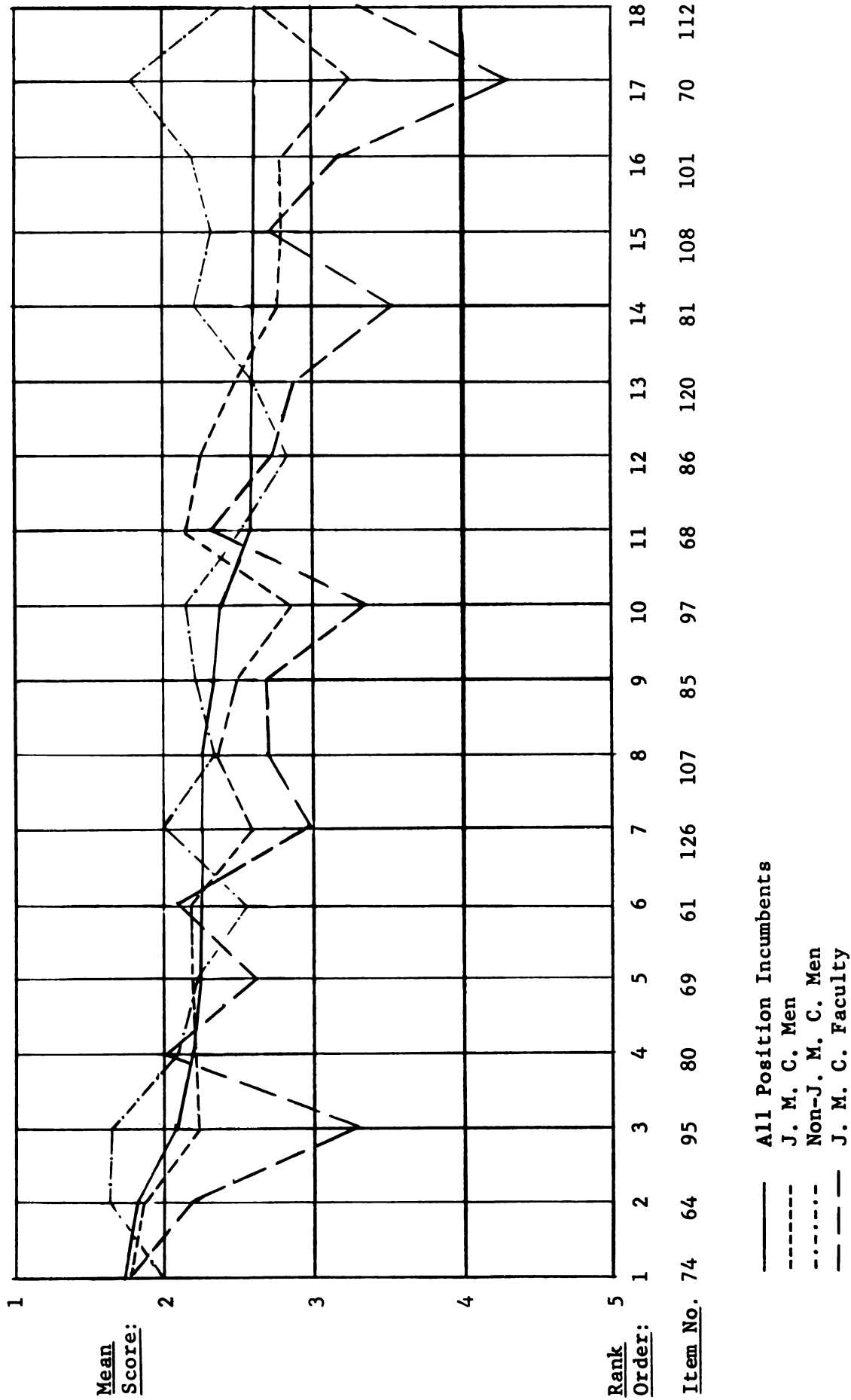


FIGURE IV. CONT'D. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. MEN, NON-J. M. C. MEN, AND J. M. C. FACULTY COMPRISING THREE OF THE SUB-GROUPS.

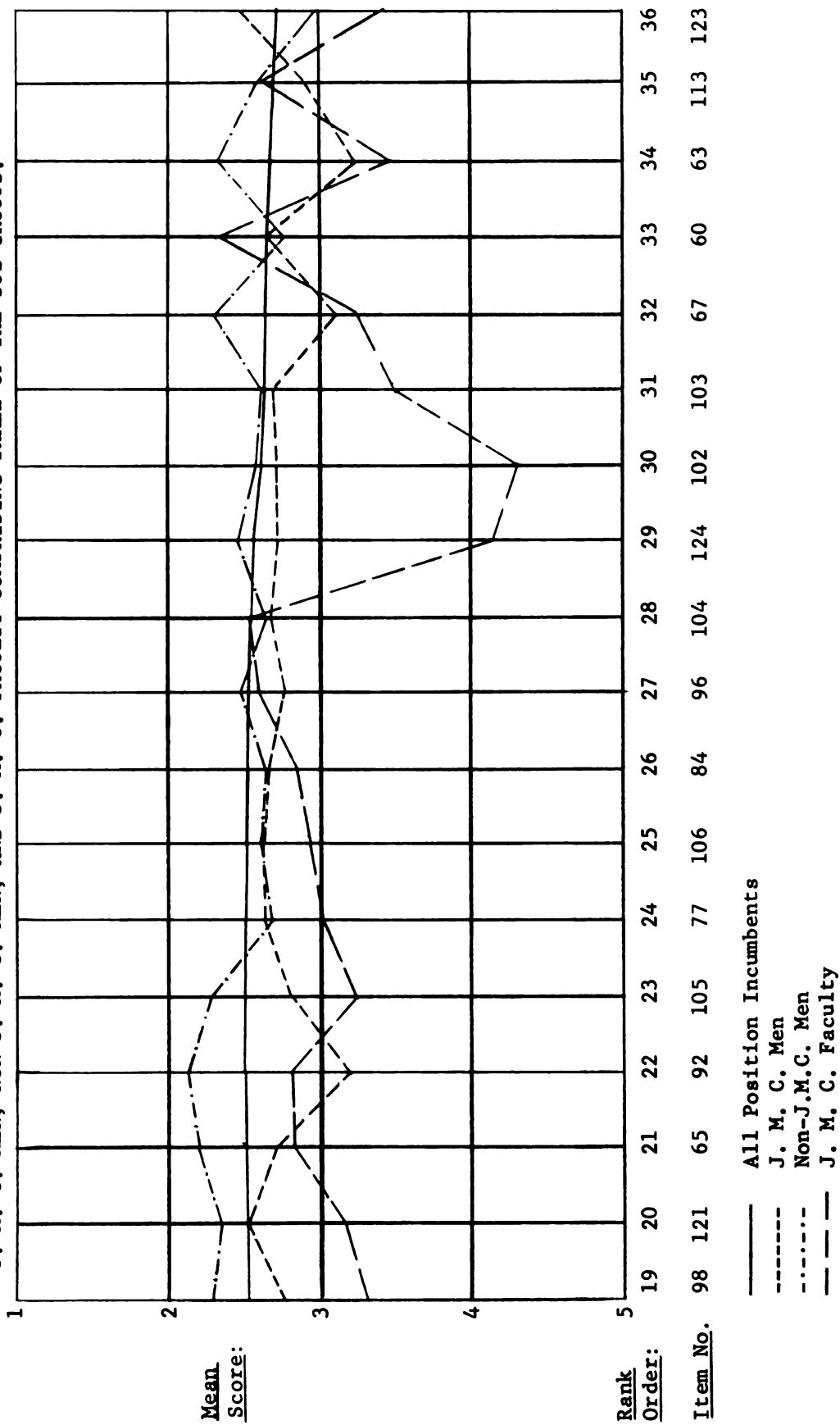


FIGURE IV. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. MEN, NON-J. M. C. MEN, AND J. M. C. FACULTY COMPRISING THREE OF THE SUB-GROUPS.

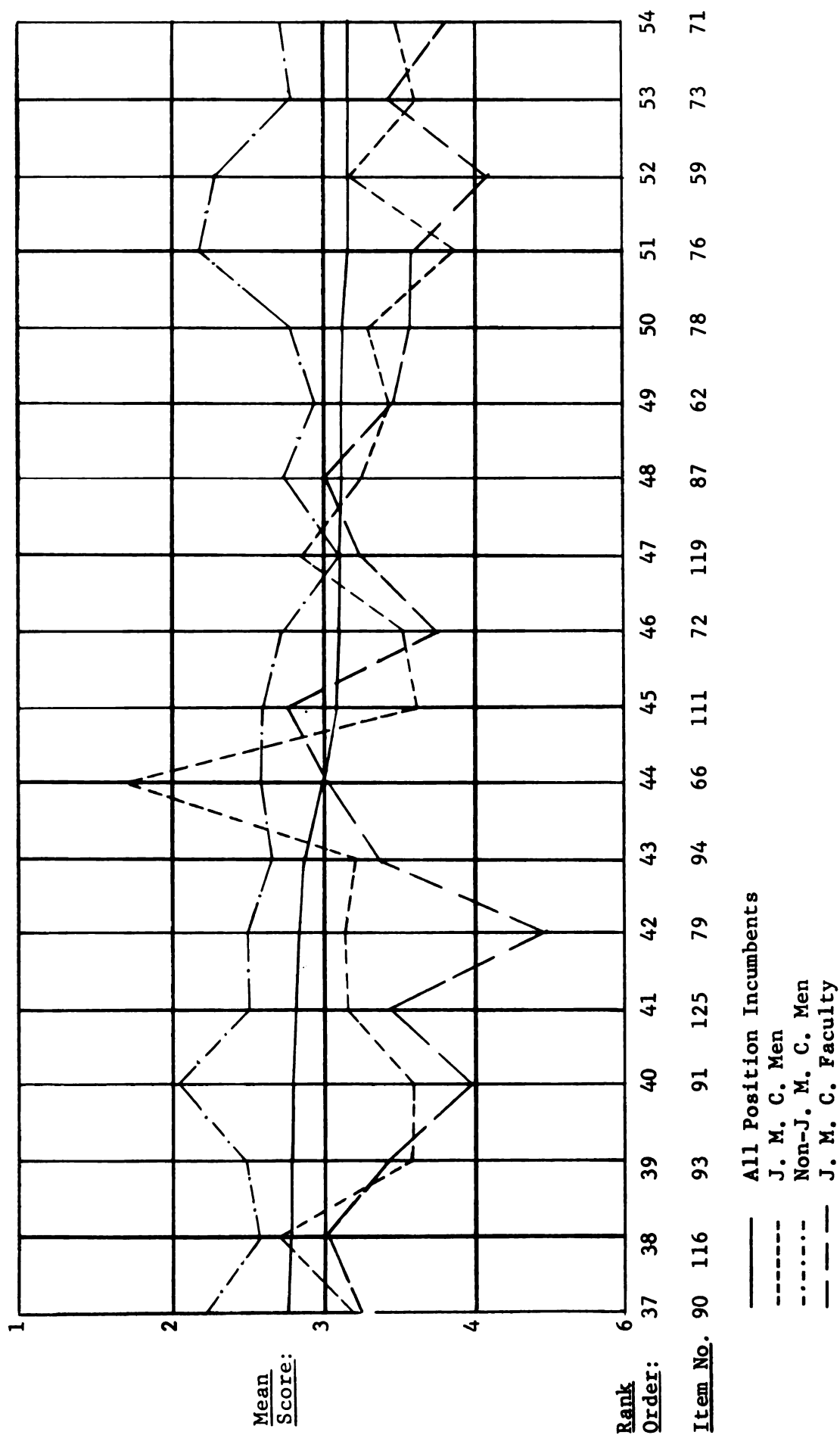


FIGURE IV. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. MEN, NON-J. M. C. MEN, AND J. M. C. FACULTY COMPRISING THREE OF THE SUB-GROUPS

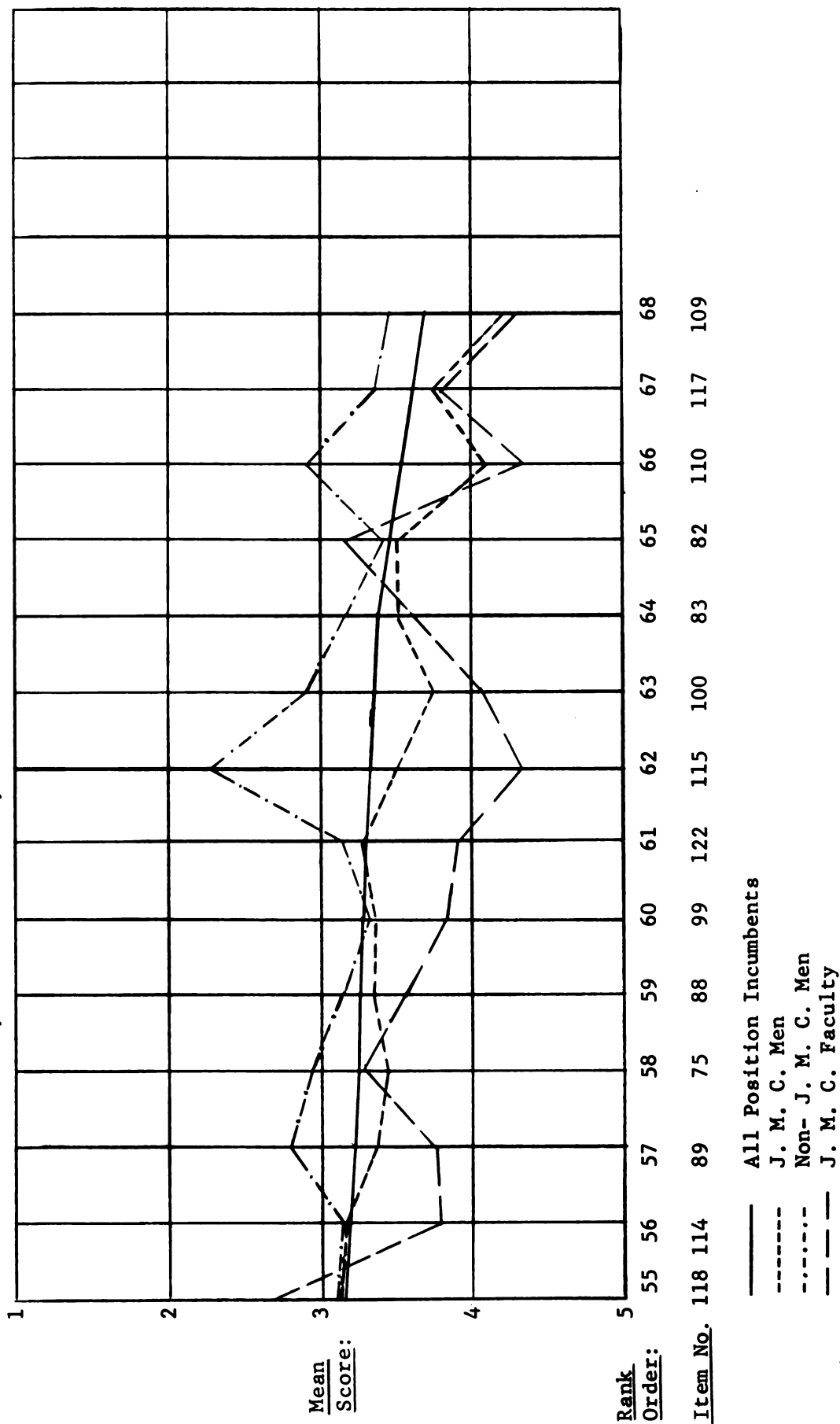


FIGURE V. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, RESIDENCE HALL PROGRAMS STAFF, AND MANAGEMENT, COMPRISING THREE OF THE SUB-GROUPS.

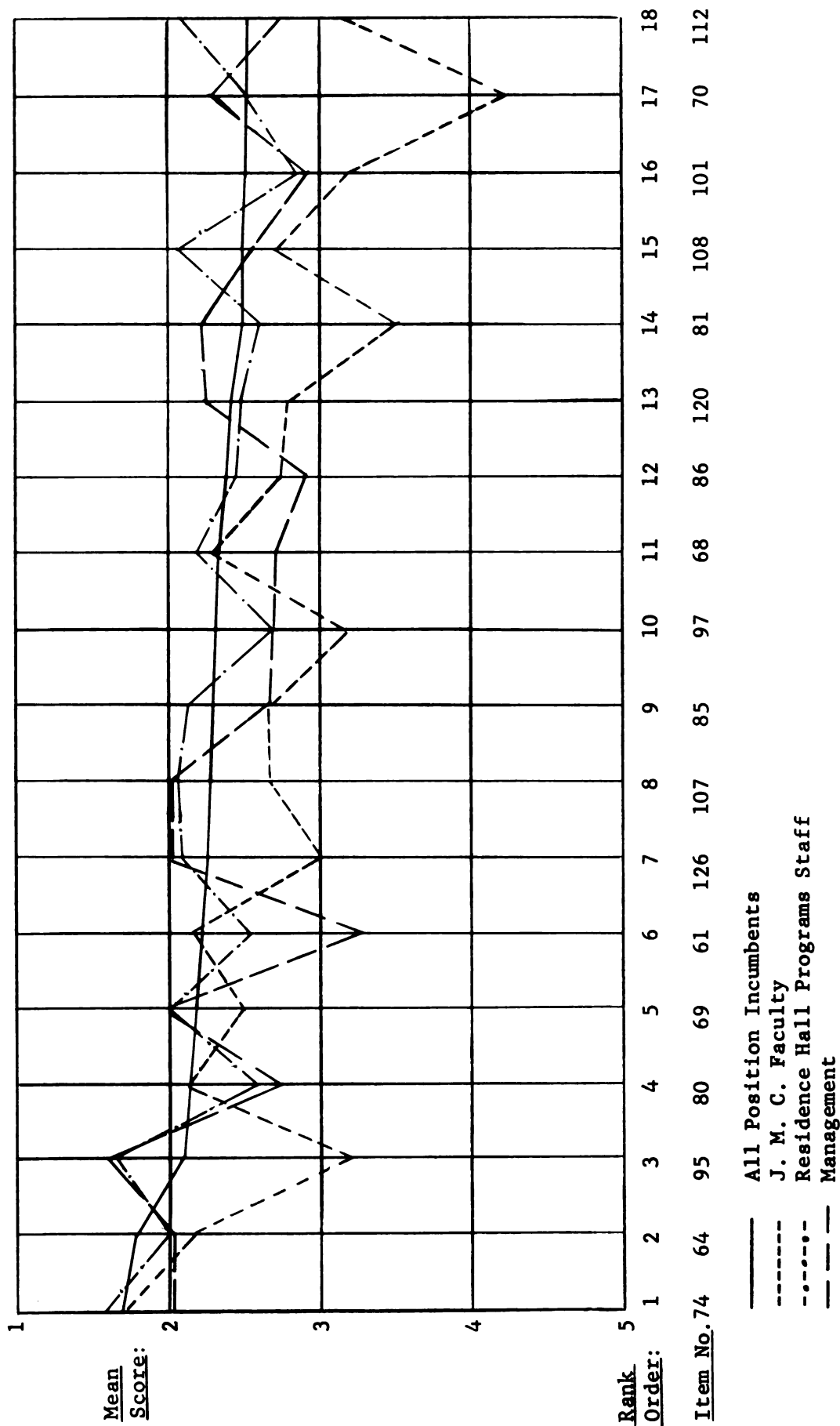


FIGURE V. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J.M.C.FACULTY, RESIDENCE HALL PROGRAMS STAFF, AND MANAGEMENT, COMPRISING THREE OF THE SUB-GROUPS.

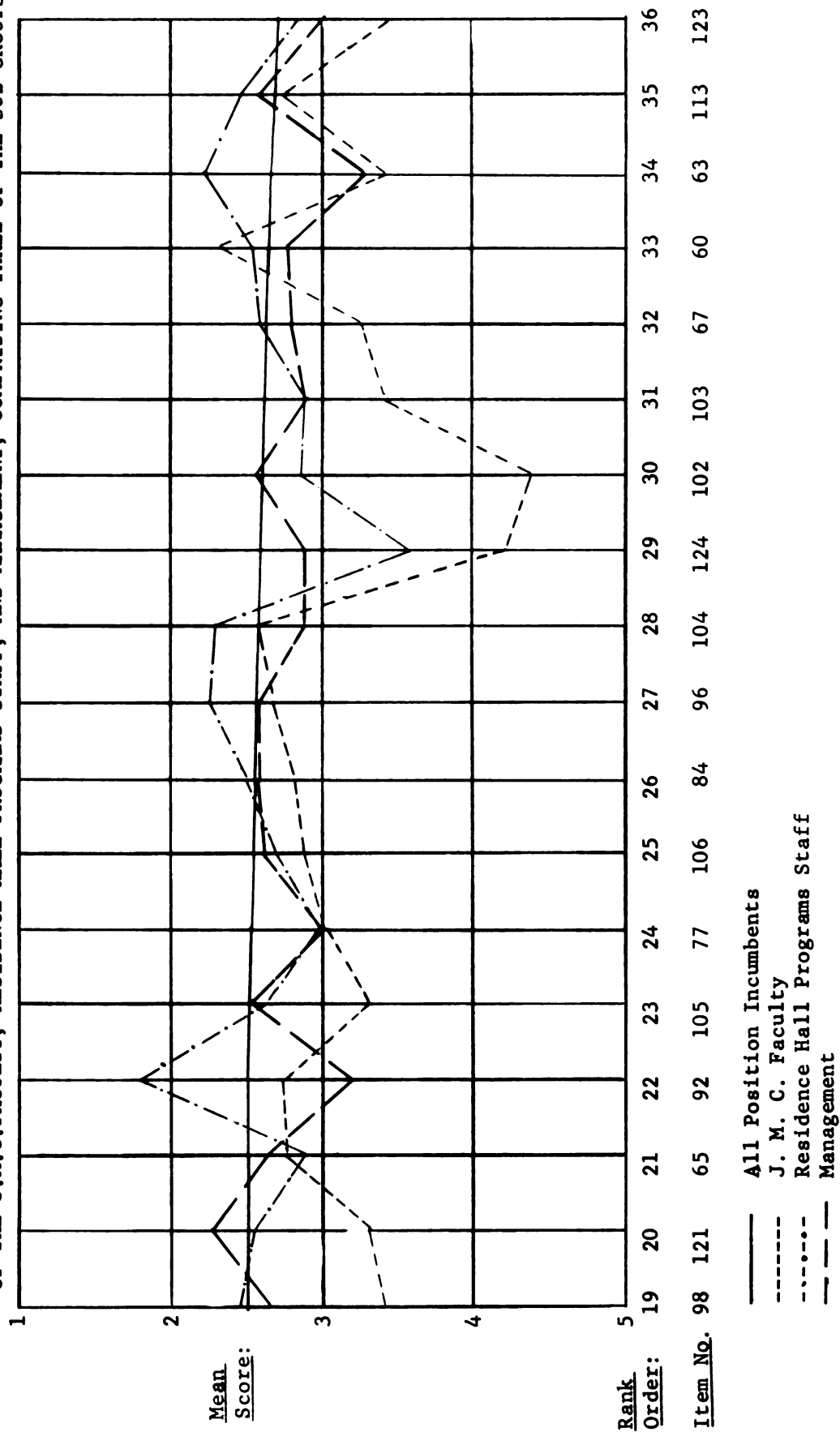


FIGURE V. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J.M.C.FACULTY, RESIDENCE HALL PROGRAMS STAFF, AND MANAGEMENT, COMPRISING THREE OF THE SUB-GROUPS

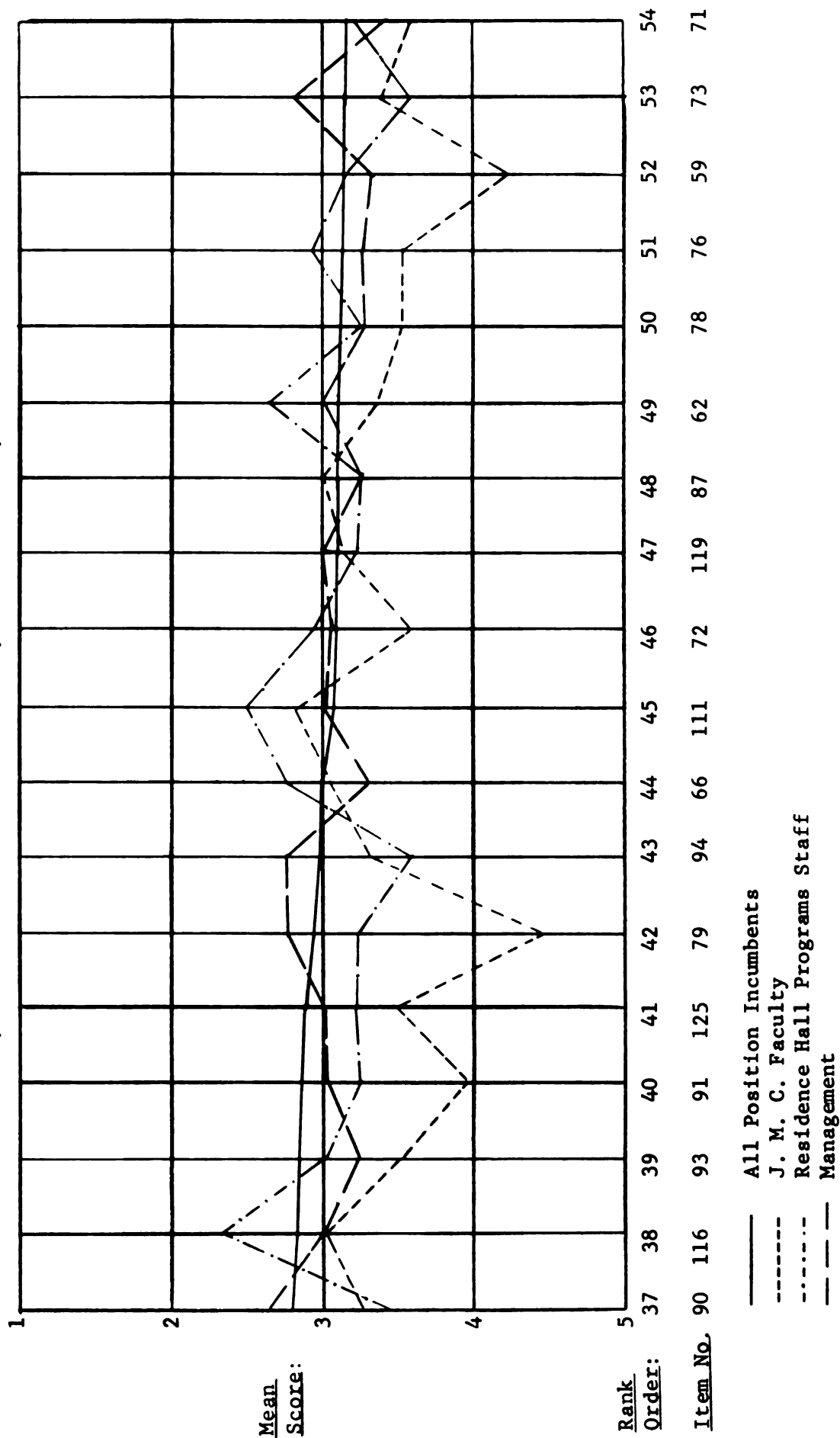


FIGURE V. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J.M.C.FACULTY, RESIDENCE HALL PROGRAMS STAFF, AND MANAGEMENT, COMPRISING THREE OF THE SUB-GROUPS.

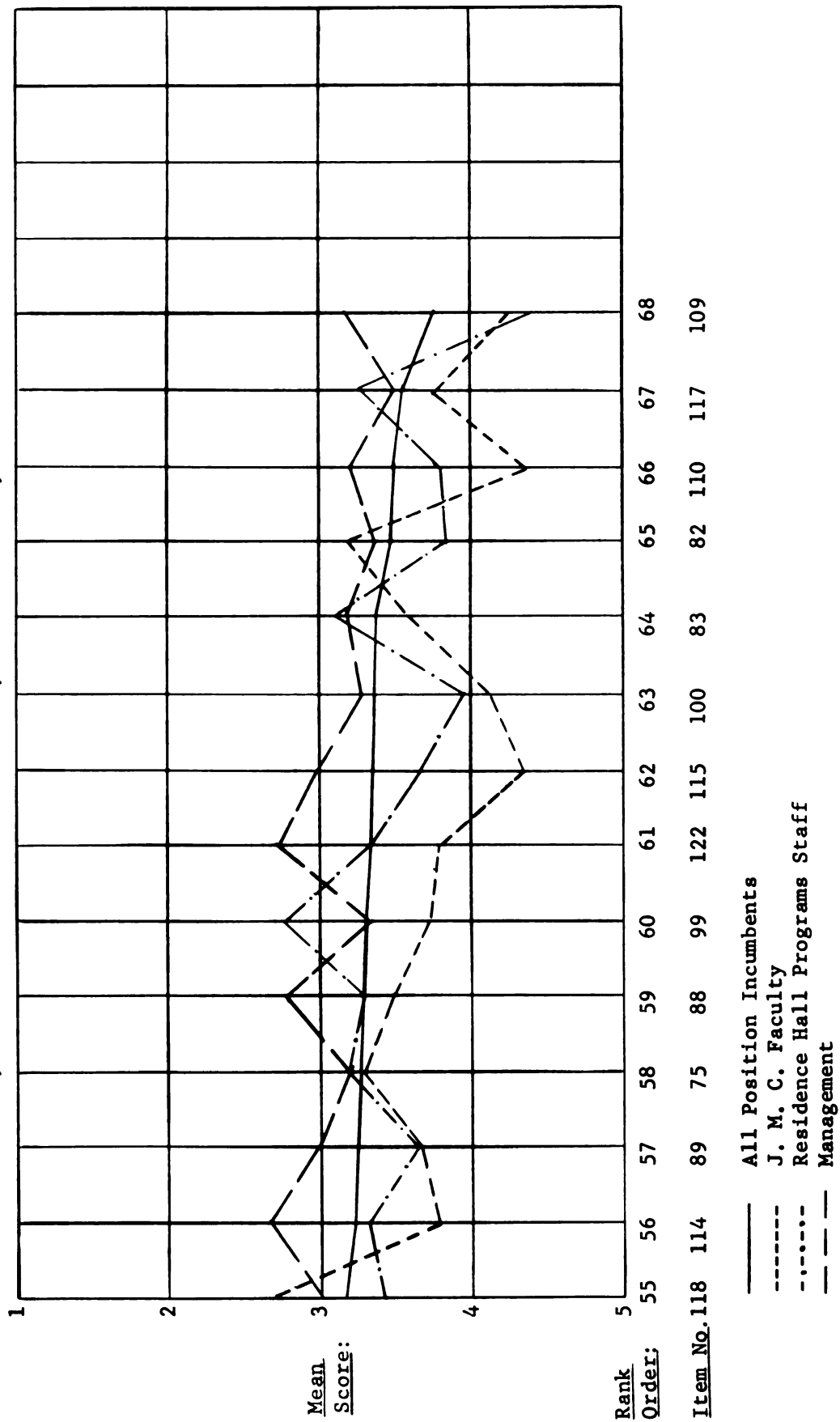


FIGURE VI. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, J. M. C. GIRLS, AND NON-J. M. C. GIRLS, COMPRISING THREE OF THE SUB-GROUPS.

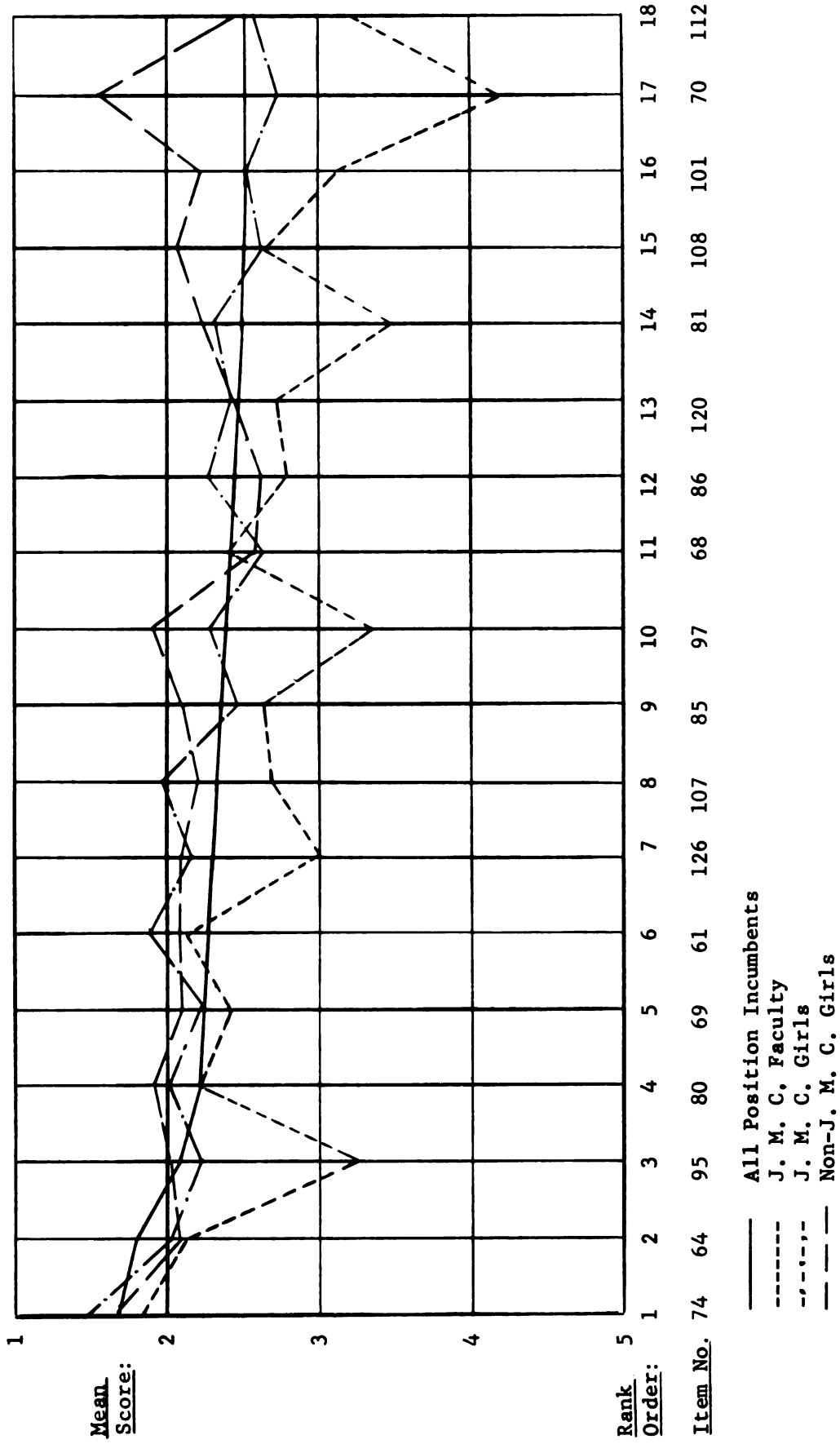


FIGURE VI. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, J. M. C. GIRLS, AND NON-J.M.C. GIRLS, COMPRISING THREE OF THE SUB-GROUPS.

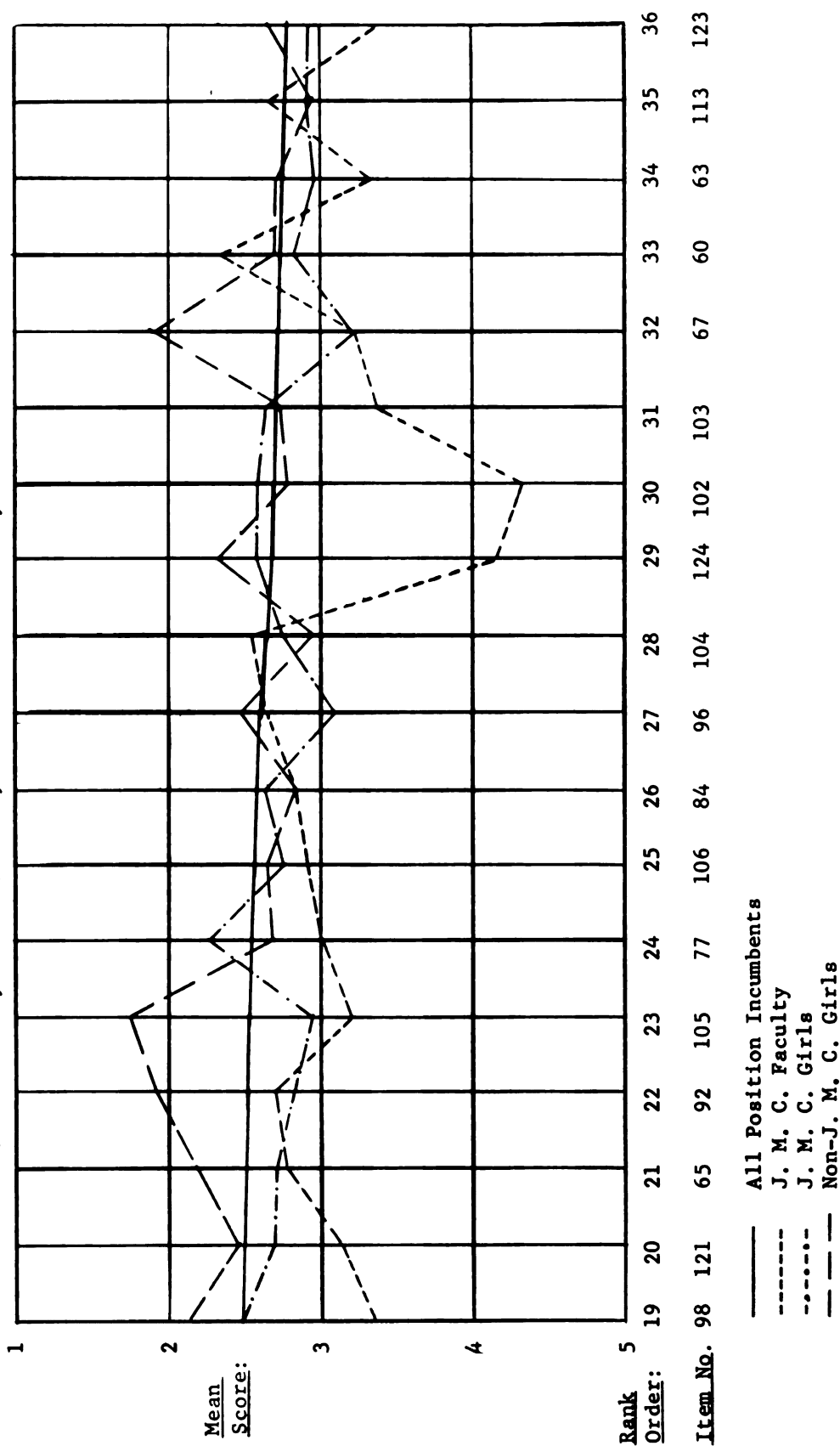


FIGURE VI. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, J. M. C. GIRLS, AND NON-J. M. C. GIRLS, COMPRISING THREE OF THE SUB-GROUPS.

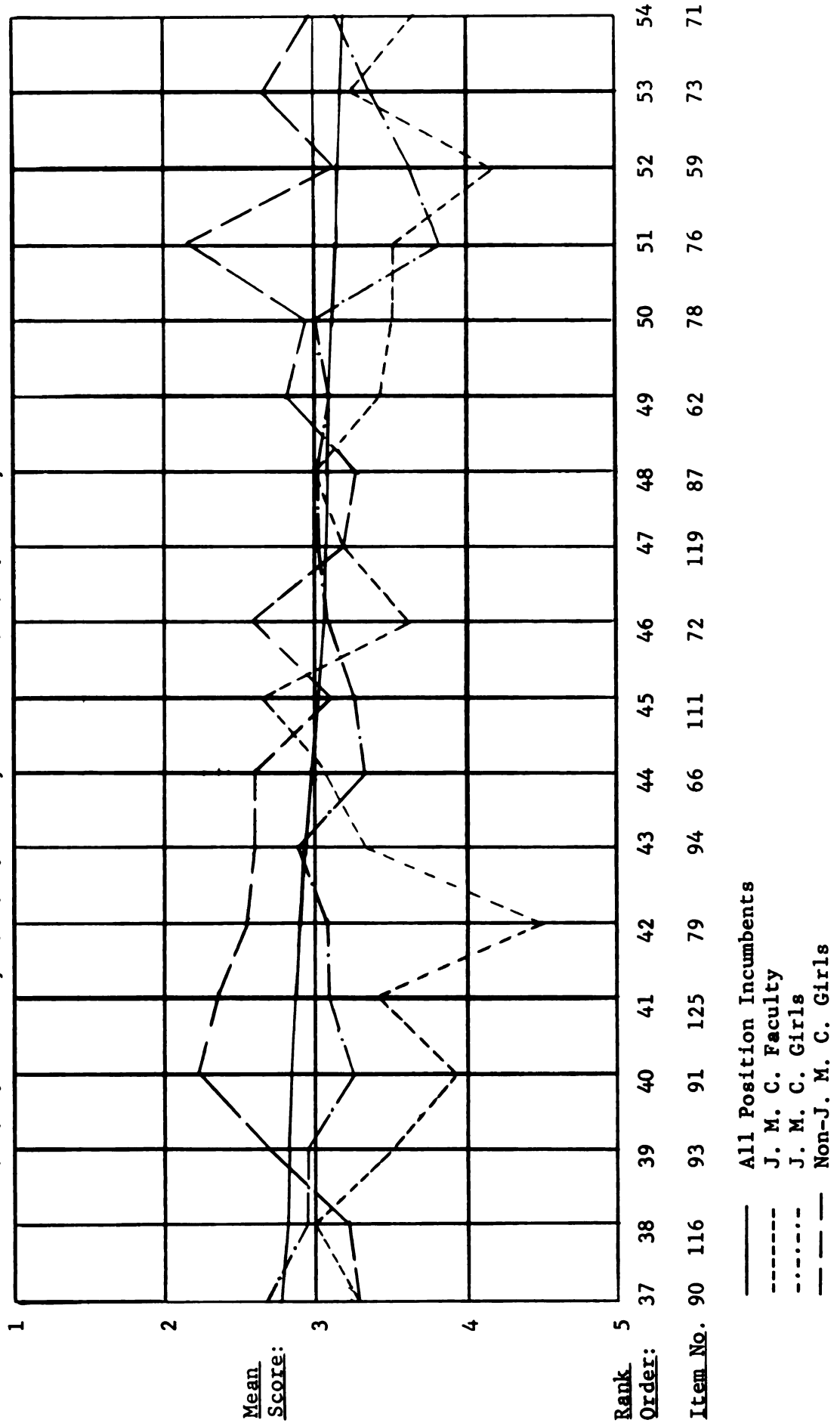
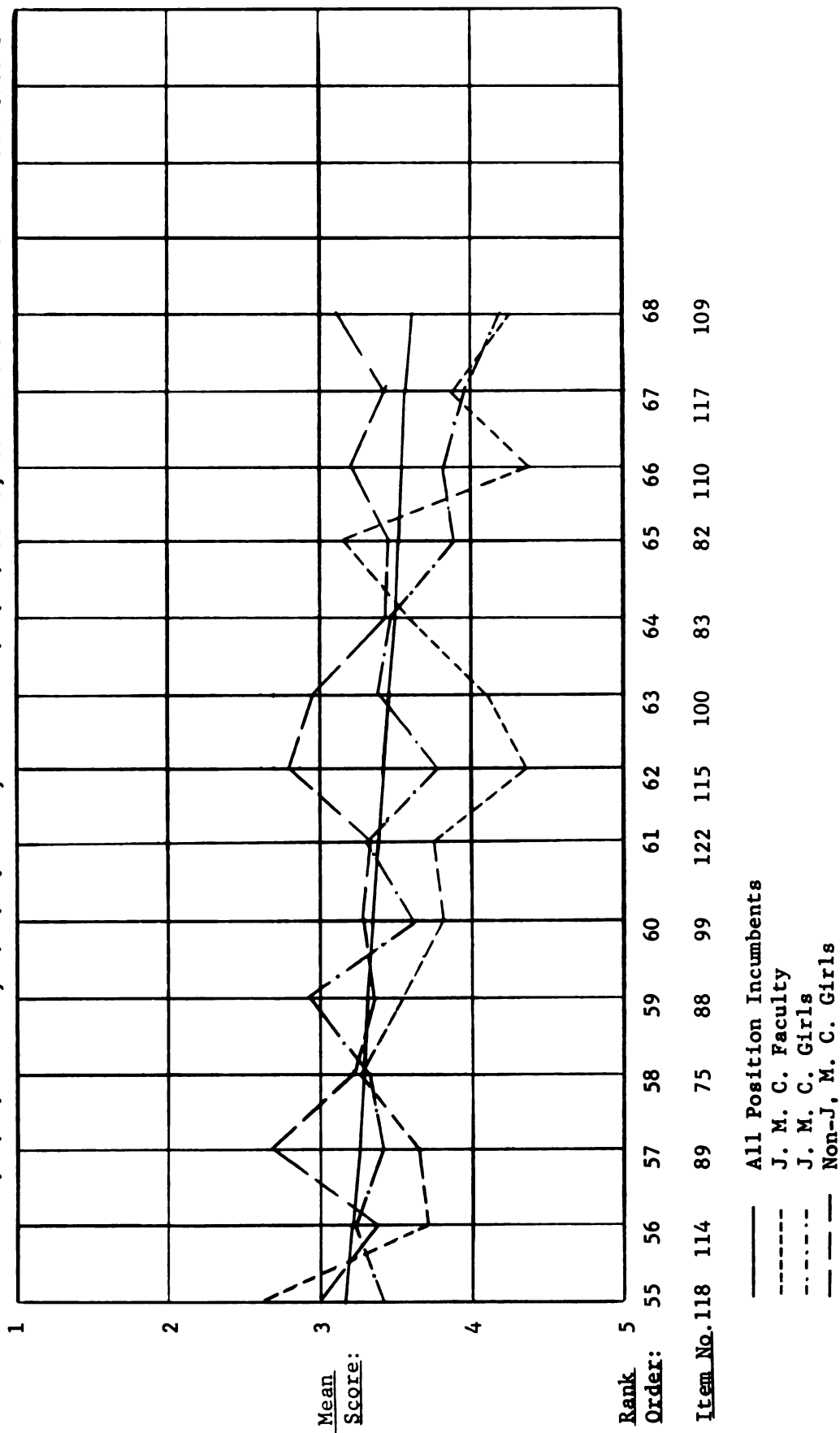


FIGURE VI. CONTINUED. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT II BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, J. M. C. GIRLS, AND NON-J. M. C. GIRLS, COMPRISING THREE OF THE SUB-GROUPS



PART III.

Organizational Expectations

The following are statements made by members of the Snyder-Phillips Complex about what they can expect to gain by being associated with the Justin S. Morrill College, or what they can contribute to its development. The author grouped these two general areas under the category of "organizational expectations." The following are listed in rank order. Number 1 is the most agreed upon statement and next to it is the item number given to it in the Rating Scale.

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
127	1	The faculty can expect to learn by working closely with students and other faculty members in a relaxed personal context.
132	2	The J.M.C. provides a context for teachers and students to be experimental in their approach to teaching and learning.
131	3	All associated with J.M.C. can benefit by interacting and working with different students and teachers from different disciplines.
136	4	Through association with the upperclassmen the J.M.C. students should gain a better understanding of the University and what is expected of them as residents of the Snyder-Phillips Complex.

PART III. (Cont'd.)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
129	5	For the most part all associated with J.M.C. can either observe or experience language learning within a focused intensive environmental context.
130	6	Generally speaking all associated with J.M.C. will aid or participate in new methods and concepts of teaching liberal arts.
134	7	Under the guidance of the faculty the students should gain an attitude of independence and maturity.
137	8	All those associated with J.M.C. can expect to be stimulated intellectually and encouraged to ask questions.
135	9	Those associated with J.M.C. will gain deeper insight into themselves, their aims and objectives in life, and the role they can play to make the world a better place in which to live.
133	10	Those associated with J.M.C. will gain deeper insight into the world, its complex societies, and its problems.
128	11	In general all those associated with J.M.C. are pleased and stimulated with the excitement of being associated with something new and developmental.

TABLE III.

MEANS, STANDARD DEVIATIONS, VARIANCES, AND SIGNIFICANCE PROBABILITIES BY ITEM ON RATING SCALE, IN RESPONSE TO QUESTIONS III. AND IV. ON O.E.Q. "WHAT DO YOU EXPECT TO GAIN FROM J. M. C." AND "WHAT DO YOU EXPECT TO CONTRIBUTE TO J.M.C.?"

ITEM	J. M. C. MEN [N = 84]		NON J. M. C. MEN [N = 94]		J. M. C. WOMEN [N = 65]		NON J. M. C. WOMEN [N = 36]		RES. HALL PRO. STAFF [N = 19]		MANAGE- MENT [N = 6]		J. M. C. FACULTY [N = 14]		TOTALS [N = 318]		
	M ^a	SD ^b	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	VARIANCE
127	1.93	0.76	2.37	0.88	1.98	0.72	2.39	0.90	1.84	0.60	2.17	0.75	1.50	0.65	2.10	0.82	0.67**
128	2.90	1.04	3.72	0.97	2.92	1.04	3.81	1.12	3.05	1.03	3.33	0.52	2.50	0.76	3.52	1.09	1.19**
129	2.24	0.80	2.68	0.94	2.38	0.82	2.81	0.89	2.37	1.07	2.50	0.55	2.07	0.73	2.47	0.89	0.79**
130	2.51	0.86	3.13	0.98	2.65	0.93	2.92	0.87	2.89	0.81	2.67	0.52	2.00	0.55	2.77	0.93	0.86**
131	2.00	0.71	2.68	1.06	2.12	0.74	2.42	1.02	2.42	0.96	2.17	0.41	1.86	0.66	2.30	0.92	0.85**
132	2.07	0.71	2.50	0.89	2.18	0.68	2.36	0.76	2.05	0.97	2.50	0.55	1.93	0.92	2.25	0.81	0.66**
133	2.44	0.99	3.62	1.07	2.72	0.98	3.61	1.08	2.63	1.07	2.67	0.82	2.14	0.86	2.98	1.15	1.32**
134	2.46	1.01	3.37	1.15	2.52	0.92	3.28	1.21	2.63	1.07	2.50	0.55	1.86	0.53	2.82	1.13	1.28**
135	2.52	0.99	3.52	1.01	2.71	1.10	3.47	1.06	2.63	0.96	2.83	0.75	2.29	0.73	2.97	1.10	1.21**
136	2.50	0.99	2.57	1.19	2.52	1.08	2.22	1.22	2.11	0.99	1.83	0.41	2.57	0.94	2.46	1.09	1.19
137	2.64	1.06	3.40	0.95	2.78	0.99	3.25	1.02	2.74	0.93	2.50	0.84	2.14	0.95	2.95	1.05	1.10**

M^a = MeanSD^b = Standard Deviation

* = Between group variance is significant to the .05 level) according to the "f" test.
 ** = Between group variance is significant to the .01 level)

FIGURE VII. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT III BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. MEN, NON-J. M. C. MEN, AND J. M. C. FACULTY COMPRISING THREE OF THE SUB-GROUPS.

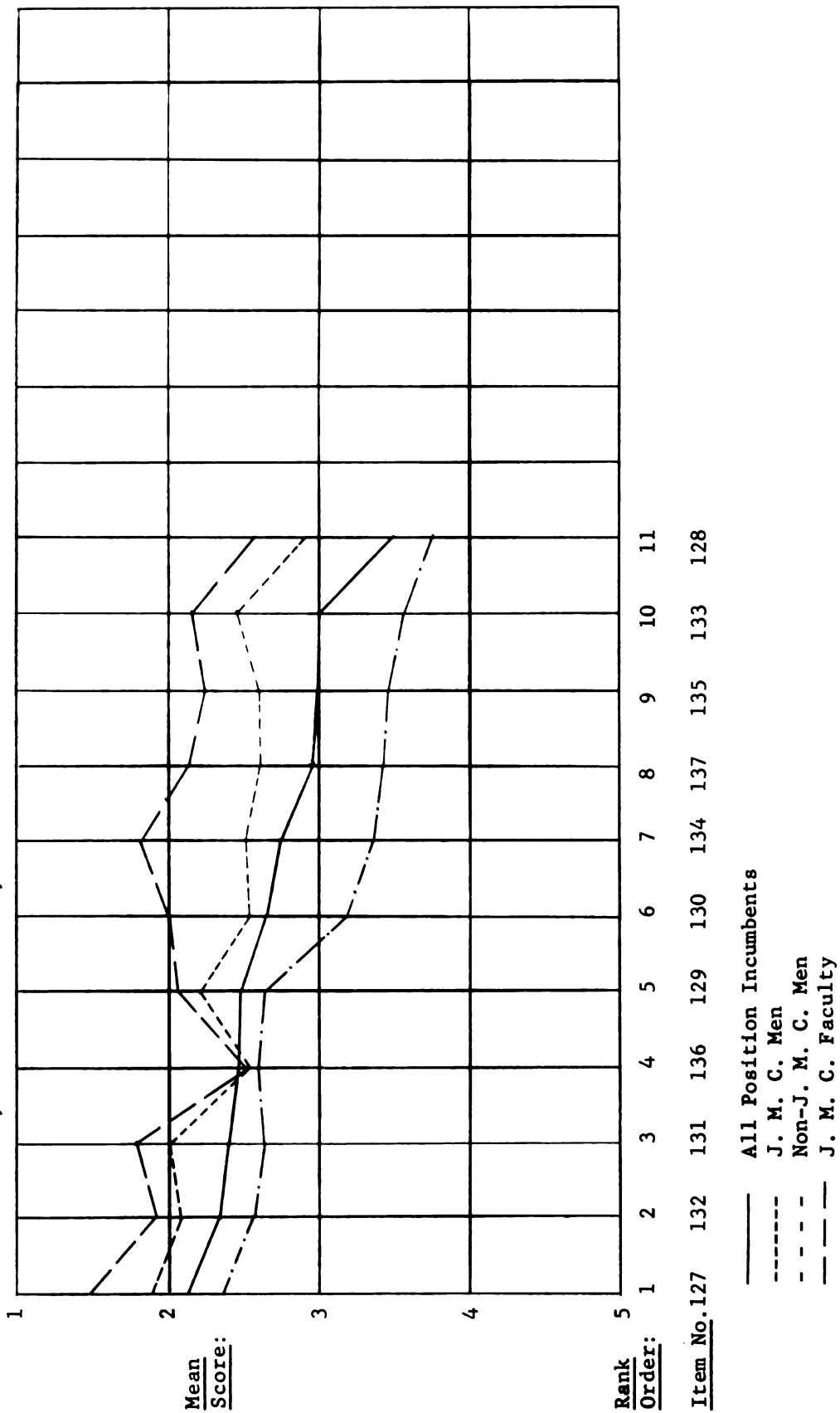


FIGURE VIII. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT III BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J.M.C. FACULTY, RESIDENCE HALL PROGRAMS STAFF, AND MANAGEMENT, COMPRISING THREE OF THE SUB-GROUPS.

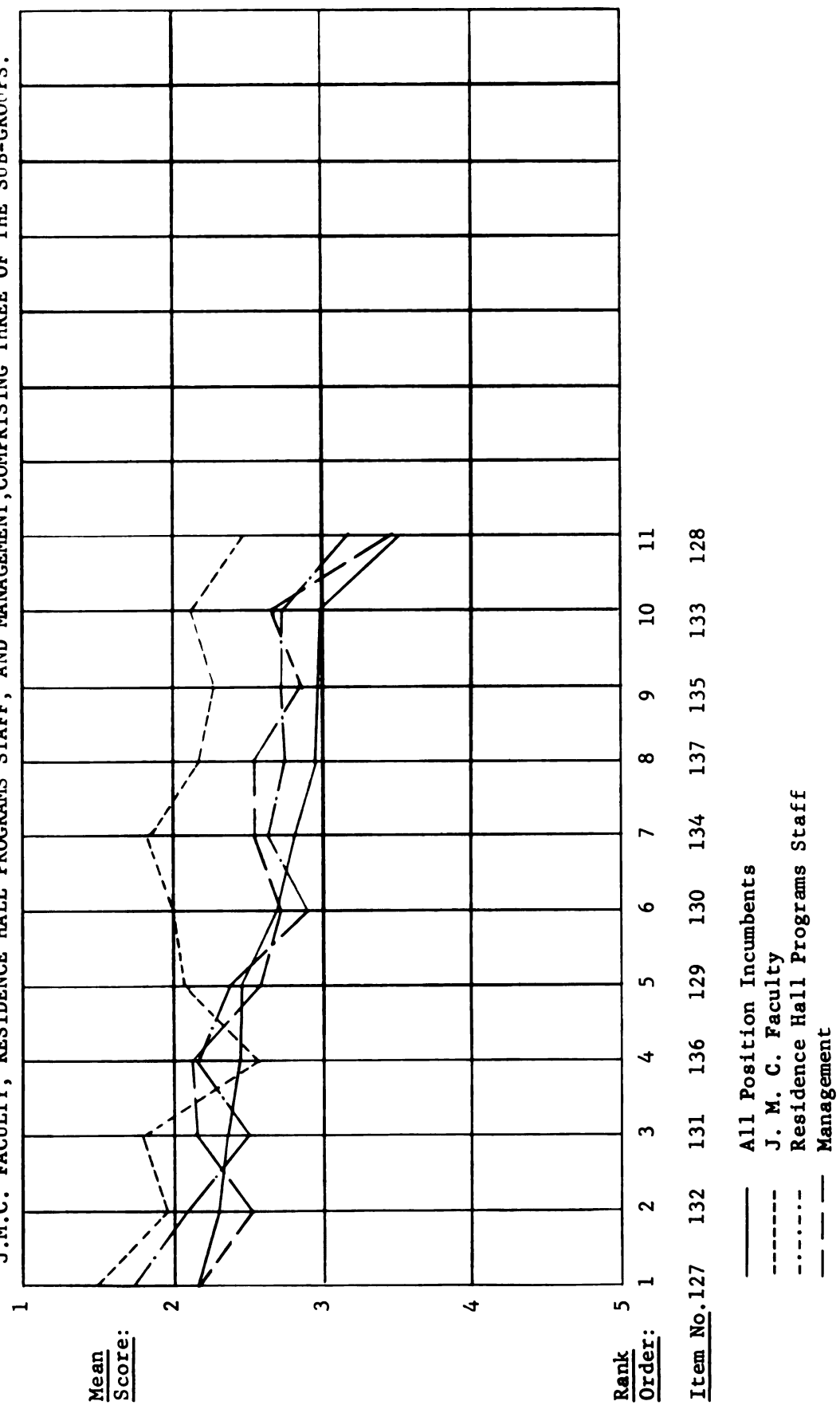
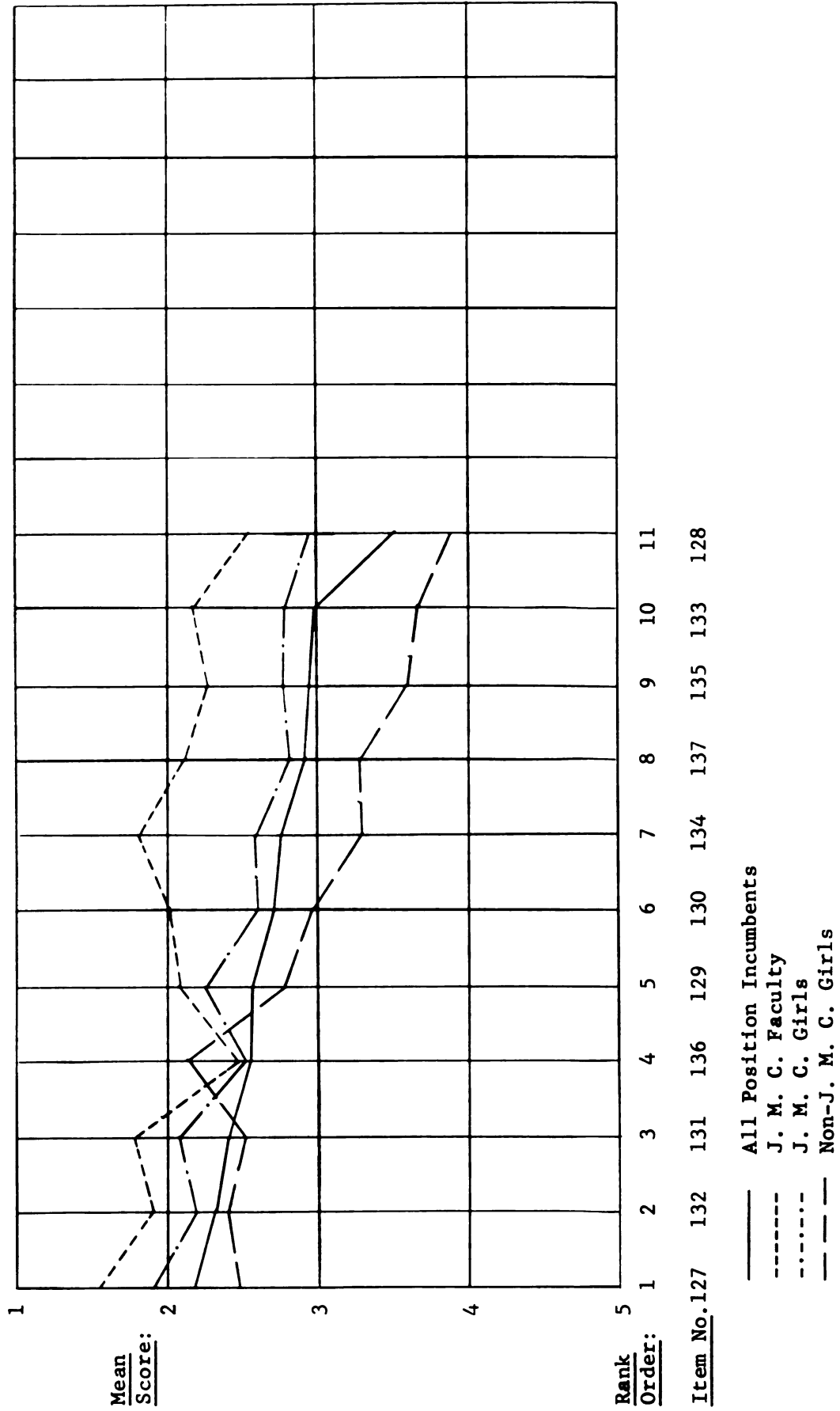


FIGURE IX. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT III BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, J. M. C. GIRLS, AND NON-J. M. C. GIRLS, COMPRISING THREE OF THE SUB-GROUPS.



PART IV.

Significant Others

The following are statements made by members of the Snyder-Phillips Complex about what they think others think of J.M.C. These statements were grouped under the general category of "significant others". The following are listed in rank order. Number 1 is the most agreed upon statement and next to it is the item number given to it in the Rating Scale.

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
138	1	In general others view the J.M.C. as being something new but have little or no specific knowledge about what it really is.
151	2	Many of the parents are concerned about what the J.M.C. students will be able to do after they graduate.
147	3	Most of the other students feel that the J.M.C. students are shutting out the world by creating their own community.
150	4	Many of the other students feel that being in J.M.C. is an excellent way to get out of taking natural science and the other basics.
142	5	Many others consider J.M.C. to be a liberal arts honors college.

PART IV. (Cont'd.)

<u>Item No. on</u> <u>Rating Scale</u>	<u>Rank</u> <u>Order</u>	
148	6	Many of the parents are threatened by the expense of European travel as part of the summer program.
143	7	Many of the faculty members outside the college are skeptical of J.M.C.'s chances for success.
139	8	Many of the faculty members of M.S.U. who are not involved in the J.M.C. view the objectives of the college as being good but over-ambitious.
152	9	Most of the parents are pleased with the program and are happy that their son or daughter is a part of it.
140	10	Many of the members of the University who are not in J.M.C. think that it is unfair for the University to spend more money and faculty time on the J.M.C. students than they do for the rest of the students.
146	11	If some of the parents know about the "bugs" in the J.M.C. program they would remove their son or daughter immediately.
141	12	Many other students feel that the J.M.C. students are being trained for the Peace Corps or international service.
145	13	Many of the parents view J.M.C. as a sort of Junior College where students spend a year or two being oriented to university life before they specialize in a particular field.
144	14	In general other faculty are wistful or envious of J.M.C. teachers and wish they had a chance to be a part of its program.
145	15	At first J.M.C. was the butt of many jokes but now the rest of the University is sitting up and taking notice.

TABLE IV.

MEANS, STANDARD DEVIATIONS, VARIANCE AND SIGNIFICANCE PROBABILITIES BY ITEM ON RATING SCALE IN RESPONSE TO QUESTION V. ON O.E.Q. "HOW DO YOU THINK OTHERS PERCEIVE THE J.M.C.?"

ITEM	J. M. C. MEN [N = 84]		NON MEN J. M. C. MEN [N = 94]		J. M. C. WOMEN [N = 65]		NON WOMEN J. M. C. WOMEN [N = 36]		RES. HALL PRO. STAFF [N = 19]		MANAGEMENT [N = 6]		J. M. C. FACULTY [N = 14]		TOTALS [N = 318]	
	M ^a	SD ^b	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
138	1.68	0.76	1.83	0.89	1.45	0.50	1.61	0.64	1.74	0.93	1.83	0.41	2.00	0.68	1.69	0.76
139	2.80	0.71	2.64	0.76	2.69	0.68	2.75	0.84	2.37	0.83	2.67	0.52	2.93	0.83	2.70	0.75
140	3.14	0.70	2.67	0.97	2.97	0.71	2.78	1.07	2.42	0.90	2.50	0.55	2.64	0.63	2.85	0.86
141	2.67	0.85	3.14	0.99	2.82	0.99	2.97	1.06	2.68	1.00	3.00	0.63	3.36	0.74	2.91	0.95
142	2.44	0.83	2.80	1.22	2.11	0.87	2.67	1.22	1.84	0.76	2.33	0.52	2.29	0.83	2.46	1.04
143	2.86	0.60	2.65	0.65	2.66	0.62	2.36	0.76	2.58	0.90	2.83	0.41	3.14	0.77	2.69	0.68
144	2.99	0.59	3.33	0.79	3.03	0.71	3.61	0.80	2.79	0.63	3.17	0.41	3.14	0.77	3.17	0.74
145	3.29	0.95	2.78	0.76	3.08	1.08	2.67	0.89	2.89	1.20	2.83	0.75	3.29	0.61	2.99	0.94
146	3.04	1.17	2.76	0.97	3.26	1.05	2.67	0.96	3.00	1.29	3.00	0.89	3.64	0.63	2.98	1.07
147	2.89	0.98	2.04	1.04	2.18	1.01	1.81	0.95	2.21	1.23	2.17	0.41	3.36	0.50	2.34	1.08
148	2.42	0.92	2.60	0.86	2.68	0.97	2.69	0.79	2.37	1.12	2.83	0.75	3.14	0.53	2.59	0.96
149	3.05	0.96	3.77	0.82	3.06	0.92	3.69	0.79	3.16	0.83	3.33	0.52	2.86	0.66	3.34	0.93
150	2.50	1.06	2.61	1.14	2.08	0.94	2.08	0.91	2.68	1.25	2.33	0.52	3.29	0.73	2.44	1.07
151	2.27	0.96	2.23	0.80	1.97	0.87	2.00	0.76	1.84	0.96	2.83	0.75	2.71	0.73	2.17	0.88
152	2.63	0.86	3.11	0.60	2.57	0.77	3.28	0.66	2.79	0.71	2.83	0.41	2.79	0.43	2.85	0.76

M^a = Mean

SD^b = Standard Deviation

* = Between group variance is significant to the .05 level)

** = Between group variance is significant to the .01 level)

according to the "f" test.

FIGURE X. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT IV BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. MEN, NON-J. M. C. MEN, AND J. M. C. FACULTY COMPRISING THREE OF THE SUB-GROUPS.

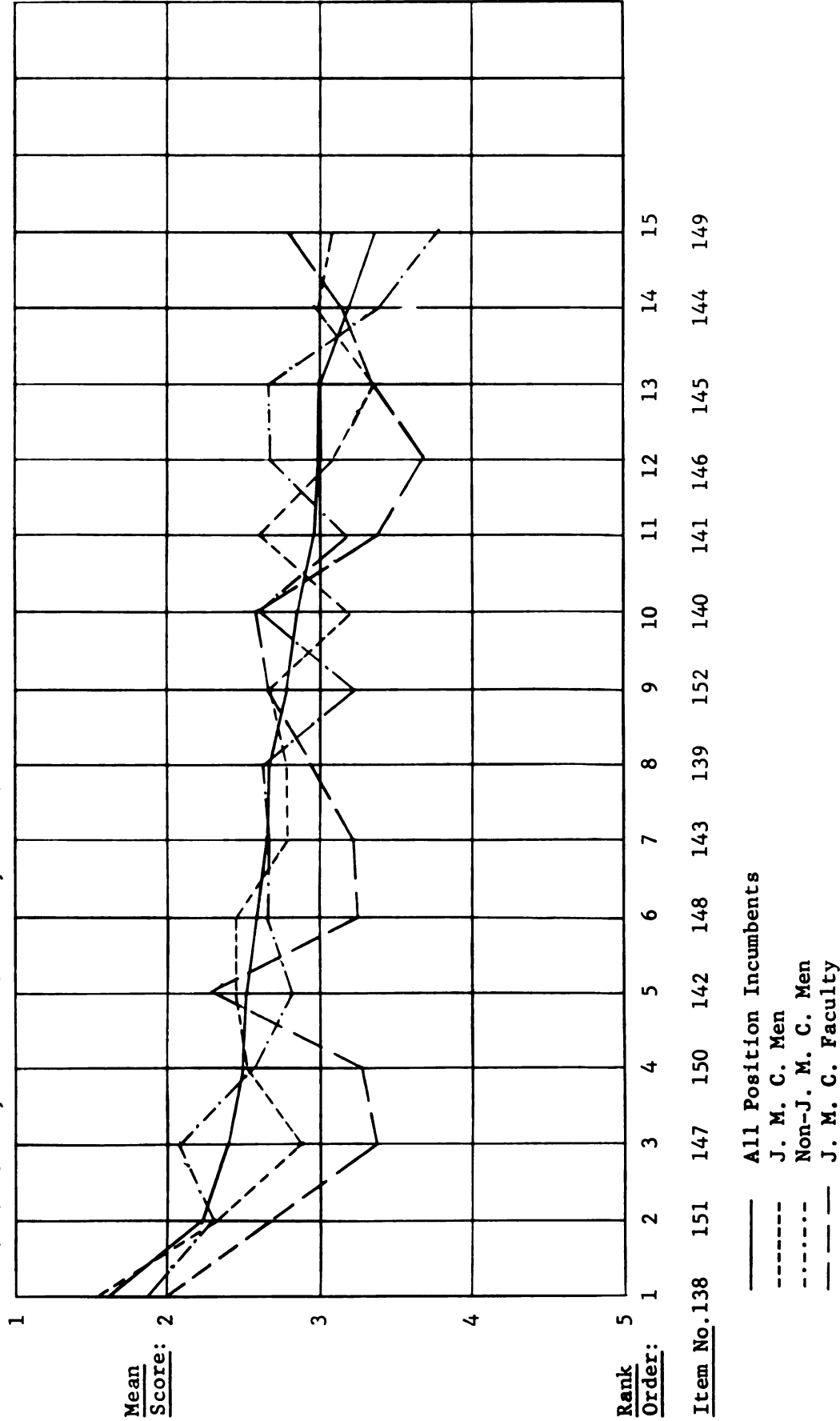


FIGURE XI. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT IV BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J.M.C. FACULTY, RESIDENCE HALL PROGRAMS STAFF, AND MANAGEMENT, COMPRISING THREE OF THE SUB-GROUPS.

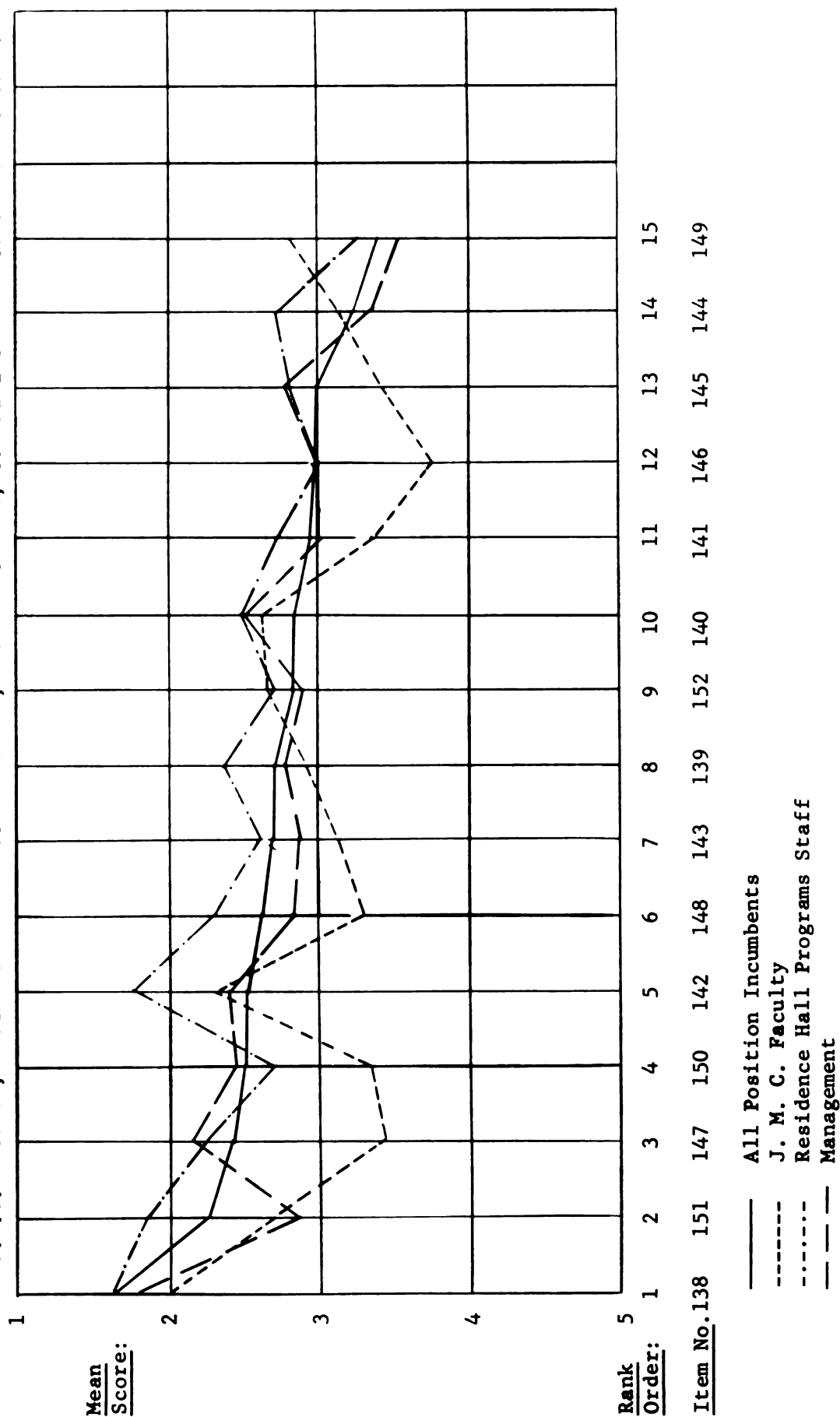
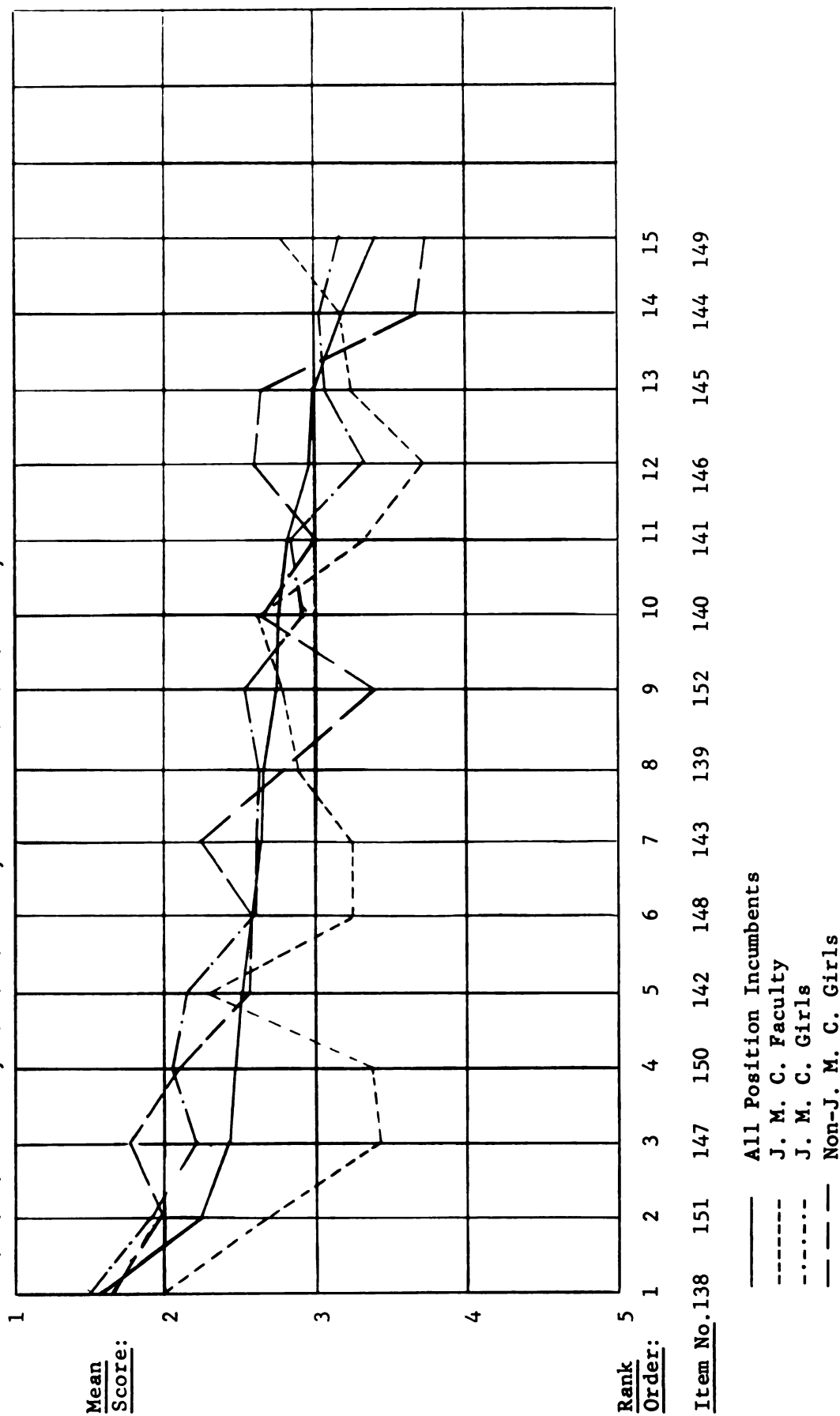


FIGURE XII. RANK ORDER MEAN SCORE OF SCALED RESPONSES TO STATEMENT IV BY ALL POSITION INCUMBENTS OF THE SNYDER-PHILLIPS COMPLEX COMPARED WITH THE STRATIFIED GROUP MEAN SCORE RESPONSES OF THE J. M. C. FACULTY, J. M. C. GIRLS, AND NON-J. M. C. GIRLS, COMPRISING THREE OF THE SUB-GROUPS.



CHAPTER VII

RESULTS OF THE TESTS OF THE HYPOTHESES

This chapter is concerned with a discussion of the Hypotheses offered in the thesis proposal and restated in Chapter II of this study.

Hypothesis I

The various sub-groups of the organization will be readily identifiable through their responses to the rating scale instrument. There will be a measurable and in many instances a significant difference between the perceptions of each sub-group, when they are asked to rate the elements of the organization.

This Hypothesis was generally substantiated. Of the 58 items in the rating scale which measured the response to the Question "What in your opinion are the objectives of Justin S. Morrill College" there were significant differences between the sub-groups to the .05 confidence level according to the "f" test on 45 of the 58 items.¹ Of these 45, 40 of

¹See Table I. on pp. 77-80.

them were significant to the .01 level of confidence according to the "f" test.

Question II which was concerned with perceived problems of the organization also contained many significant differences between sub-groups as measured by the rating scale instrument. Forty two of the 68 items were significant to the .05 level of confidence and of these 42, 34 of them were significant to the .01 confidence level according to the "f" test.²

Question III which was concerned with organizational expectations revealed that according to the Rating Scale there were significant differences between the sub-groups on 10 of the 11 items included in that category. All of these 10 items were significant at or beyond the .01 level of confidence.

Question IV which was concerned with the perceptions of significant others, offered 15 items for the Rating Scale. Of these 15, 13 of them were significant to the .05 level of confidence. Eleven of these 13 were also significant to the .01 level of confidence.

In total there were significant differences measured by the rating scale on 110 of the 152 items selected as organizational elements. Of these 110 items 95 of them were significant to the .01 level of confidence. In addition to the items

²See Table II. on pp. 100-104.

where there was a significant difference between sub-groups according to the "f" test there were also many other items where there was a measurable, if not significant difference between sub-groups.

There were a few instances where two or more of the groups came close to agreement on a particular item but this tended to be the exception rather than the rule. It would appear to the researcher that Hypothesis I was Quantitatively substantiated, and that the Rating Scale was demonstrated as a tool capable of identifying and measuring differences between the sub-groups of the Snyder-Phillips Complex.

Hypothesis II

This hypothesis is concerned with the direction and amount of agreement or disagreement between two or more sub-groups. It is divided into seven parts and each part must be discussed separately.

Part 1 of Hypothesis II:

The faculty will tend to be more in agreement with the J.M.C. students than with any other group. As illustrated in the graphs in Chapter VI this hypothesis was generally supported. The faculty tended to be the most positive group in their rating of the organizational elements concerned with objectives. The following table will illustrate the difference between the faculty mean and the other sub-groups in their responses to each item on the rating scale. In instances where the hypothesis is not supported the difference between the faculty mean and the mean of the sub-group is underlined.

TABLE V. (Part 1)

DIFFERENCE BETWEEN FACULTY MEAN AND:

Item	Faculty Mean	<u>Objectives</u>				Staff	Mgmt.
		J.M.C. Men	J.M.C. Women	Non J.M.C. Men	Non J.M.C. Women		
1	1.36	.19	.24	.65	.89	.43	.64
2	1.64	.23	.30	.66	.53	<u>.15</u>	.19
3	1.21	.27	.30	1.06	1.07	<u>.16</u>	.46
4	1.57	.58	.32	.77	<u>.46</u>	<u>.17</u>	.76
5	1.50	.51	.53	1.30	.97	<u>.39</u>	.83
6	1.43	.46	.57	1.36	1.32	<u>.36</u>	1.40
7	1.36	.56	.19	.96	<u>.50</u>	<u>.22</u>	.81
8	1.57	.48	.38	1.26	1.10	<u>.27</u>	1.10
9	1.71	.39	.38	1.42	1.43	.66	1.62
10	1.57	.80	.91	1.59	1.49	.96	1.10
11	1.79	.25	.41	1.39	1.13	.68	.54
12	1.29	.52	.19	.45	<u>.18</u>	<u>.03</u>	1.04
13	2.52	.16	.20	.42	.31	.64	<u>.15</u>
14	1.29	.67	.79	1.44	1.40	1.24	1.04
15	2.43	.17	.01	.70	.38	<u>.15</u>	.74
16	1.71	.09	.07	.73	.38	.13	.46
17	1.64	.61	.50	1.52	1.36	<u>.57</u>	1.19
18	1.43	.69	.69	1.45	.99	.89	.70
19	3.86	.18	.48	1.09	1.53	.60	.36
20	1.86	.66	1.10	<u>1.06</u>	<u>.89</u>	<u>.61</u>	<u>.64</u>
21	1.57	.32	.52	1.19	.99	.69	.76
22	2.50	.24	.45	<u>.22</u>	<u>.11</u>	<u>.24</u>	<u>.33</u>
23	2.93	.20	.48	<u>.03</u>	<u>.46</u>	<u>.40</u>	<u>.10</u>
24	2.21	.10	.07	.85	.32	<u>.05</u>	.40
25	4.00	.15	.35	.59	.44	<u>.16</u>	<u>.17</u>

TABLE V. (Part 1 Cont'd.)

Item	Faculty Mean	J.M.C. Men	J.M.C. Women	Non J.M.C. Men	Non J.M.C. Women	Staff	Mgmt.
26	2.93	.22	.15	<u>.12</u>	<u>.13</u>	<u>.04</u>	.43
27	4.57	.67	.69	1.31	1.65	<u>.41</u>	<u>.57</u>
28	4.00	.70	.58	.91	1.28	.89	<u>.67</u>
29	4.50	.06	.13	.33	.90	<u>.08</u>	.83
30	3.93	.66	.95	<u>.80</u>	<u>.87</u>	<u>.77</u>	1.10
31	2.07	.01	.21	.32	.49	1.12	.93
32	2.71	.47	.53	<u>.08</u>	<u>.07</u>	<u>.08</u>	<u>.38</u>
33	1.64	.30	.45	1.05	1.00	<u>.31</u>	.53
34	3.21	.00	.22	.12	.29	.21	.54
35	4.14	.25	.49	.79	.78	1.03	.81
36	2.21	.21	.27	.45	<u>.18</u>	<u>.05</u>	<u>.04</u>
37	1.93	.32	.22	.87	.85	.65	<u>.24</u>
38	3.36	.15	.02	.62	1.14	.57	1.19
39	2.14	.01	.31	.74	.50	<u>.12</u>	.36
40	3.79	.03	.05	.45	.32	.32	.16
41	3.86	.13	.01	<u>.06</u>	.17	<u>.07</u>	.36
42	1.64	.41	.30	1.06	1.14	.68	.53
43	1.71	.04	.17	.95	.43	.24	.79
44	4.29	.60	.71	1.06	1.35	<u>.55</u>	.96
45	1.70	.10	.25	1.02	.97	.41	.66
46	4.00	.29	.05	.59	.72	<u>.11</u>	.83
47	1.93	.05	.05	.67	.51	<u>.04</u>	.07
48	2.50	.37	.35	.07	.39	.39	<u>.00</u>
49	2.64	.05	.19	.13	<u>.05</u>	<u>.01</u>	<u>.19</u>
50	2.29	.27	.11	.32	<u>.24</u>	.45	<u>.04</u>

TABLE V. (Part 1 Cont'd.)

Item	Faculty Mean	J.M.C. Men	J.M.C. Women	Non	Non	Staff	Mgmt.
				J.M.C. Men	J.M.C. Women		
51	2.14	.11	.08	.79	.83	.54	.53
52	1.64	.43	.33	1.09	1.05	.68	.69
53	3.57	.91	1.11	<u>.96</u>	1.35	<u>.89</u>	<u>1.10</u>
54	3.07	.18	.07	.26	.49	.72	.24
55	1.50	.62	.68	1.12	1.14	<u>.55</u>	.83
56	1.86	.21	.82	<u>.17</u>	<u>.58</u>	<u>.35</u>	.97
57	3.00	.36	.60	<u>.35</u>	.61	<u>.37</u>	<u>.17</u>
58	2.57	.40	.22	<u>.06</u>	<u>.15</u>	<u>.15</u>	<u>.24</u>

TABLE V. (Part 2)

Item	Faculty Mean	<u>Problems</u>				Staff	Mgmt.
		J.M.C. Men	J.M.C. Women	Non J.M.C. Men	Non J.M.C. Women		
59	4.07	.78	.38	1.73	1.04	.96	.74
60	2.36	.28	.52	.57	<u>.38</u>	<u>.17</u>	<u>.81</u>
61	2.14	.06	.17	.32	<u>.08</u>	.39	1.03
62	3.36	.01	.30	.43	.58	.73	.36
63	3.36	.24	.53	1.00	.64	.99	<u>.09</u>
64	2.14	.37	.11	<u>.36</u>	<u>.08</u>	<u>.14</u>	<u>.14</u>
65	2.86	.17	.18	.52	.58	<u>.03</u>	.19
66	3.07	.32	.27	1.01	.49	<u>.23</u>	<u>.10</u>
67	3.29	.24	.15	.94	1.35	.66	.62
68	2.36	.19	.19	<u>.07</u>	.33	<u>.10</u>	.31
69	2.43	.11	.23	<u>.16</u>	.49	.43	.43
70	4.14	.91	1.40	2.29	2.58	1.67	1.71
71	3.64	.20	.52	.87	.67	.53	<u>.47</u>
72	3.64	.22	.50	.86	1.03	.69	.64
73	3.36	.12	.02	.63	.83	<u>.11</u>	.53
74	1.86	.07	.31	<u>.11</u>	<u>.08</u>	<u>.28</u>	<u>.14</u>
75	3.36	.04	.04	.45	.17	.15	.19
76	3.50	.37	.36	1.32	1.44	.61	<u>.33</u>
77	3.00	.38	.80	<u>.28</u>	<u>.25</u>	<u>.05</u>	<u>.00</u>
78	3.57	.32	.54	.70	.60	<u>.36</u>	<u>.40</u>
79	4.50	1.40	2.02	1.44	1.89	<u>1.34</u>	1.67
80	2.14	.19	.12	<u>.03</u>	.20	.28	.53
81	3.57	.80	1.23	1.30	1.32	<u>.99</u>	1.40
82	3.14	.30	.69	<u>.19</u>	<u>.36</u>	.75	<u>.56</u>
83	3.57	.02	.11	.38	<u>.07</u>	.52	.40
84	2.86	.24	.28	<u>.22</u>	<u>.05</u>	.33	.36
85	2.64	.18	.18	.43	.56	.48	<u>.03</u>

TABLE V. (Part 2 Cont'd.)

Item	Faculty Mean	J.M.C. Men	J.M.C. Women	Non J.M.C. Men	Non J.M.C. Women	Staff	Mgmt.
86	2.71	.46	.56	<u>.00</u>	<u>.07</u>	<u>.34</u>	<u>.12</u>
87	3.00	.19	.02	<u>.15</u>	.25	.26	<u>.17</u>
88	3.43	.07	.45	<u>.28</u>	<u>.07</u>	<u>.17</u>	.60
89	3.64	.35	.10	.80	.92	<u>.10</u>	.64
90	3.14	.05	.25	.84	.27	.12	.47
91	3.93	.35	.68	1.91	1.85	.77	.93
92	2.71	.41	.15	.52	.77	.76	.54
93	3.50	.39	.53	1.04	.89	<u>.50</u>	<u>.33</u>
94	3.36	.22	.41	.64	.69	<u>.17</u>	.53
95	3.14	.78	1.03	1.43	1.11	1.56	1.47
96	2.64	.15	.39	<u>.19</u>	<u>.22</u>	<u>.38</u>	<u>.14</u>
97	3.29	.55	.94	1.20	1.37	<u>.66</u>	<u>.52</u>
98	3.29	.55	.80	.92	1.12	.82	.62
99	3.71	.35	.53	<u>.44</u>	<u>.43</u>	.82	<u>.37</u>
100	4.07	.36	.67	1.10	1.15	<u>.12</u>	1.24
101	3.07	.34	.62	.75	.93	<u>.23</u>	.24
102	4.29	1.62	1.71	1.75	<u>1.57</u>	<u>1.34</u>	1.79
103	3.43	.83	.78	<u>.76</u>	<u>.71</u>	<u>.54</u>	<u>.60</u>
104	2.50	.19	.21	<u>.17</u>	.31	<u>.18</u>	.33
105	3.14	.27	.23	.84	1.36	.46	.64
106	2.93	.33	.24	.34	<u>.26</u>	<u>.19</u>	<u>.26</u>
107	2.71	.39	.73	<u>.30</u>	<u>.57</u>	<u>.66</u>	<u>.38</u>
108	2.79	.01	.13	.45	.76	.74	.29
109	4.14	.04	.08	.74	1.06	.12	.81
110	4.29	.25	.46	1.35	1.18	.55	1.12
111	2.79	.67	.44	<u>.14</u>	<u>.29</u>	<u>.21</u>	<u>.21</u>

TABLE V. (Part 2 Cont'd.)

Item	Faculty Mean	J.M.C. Men	J.M.C. Women	Non J.M.C. Men	Non J.M.C. Women	Staff	Mgmt.
112	3.21	.53	.67	.90	<u>.63</u>	1.16	<u>.54</u>
113	2.79	.14	.07	.16	<u>.10</u>	.37	.29
114	3.71	.63	.51	.66	<u>.43</u>	<u>.39</u>	1.04
115	4.29	.67	.54	1.52	1.40	1.61	1.29
116	3.00	.39	.03	<u>.07</u>	<u>.11</u>	.63	<u>.00</u>
117	3.86	.10	.05	.51	.55	.65	.36
118	2.79	.31	.58	<u>.31</u>	<u>.21</u>	<u>.58</u>	<u>.21</u>
119	3.29	.41	.24	<u>.20</u>	<u>.12</u>	<u>.08</u>	<u>.29</u>
120	2.79	.27	.17	.38	.29	<u>.26</u>	.46
121	3.14	.62	.52	.73	.64	<u>.61</u>	.81
122	3.79	.52	.45	.60	<u>.45</u>	<u>.42</u>	.96
123	3.36	.91	.50	<u>.42</u>	<u>.58</u>	<u>.52</u>	<u>.36</u>
124	4.07	1.31	1.58	<u>1.52</u>	1.74	<u>.54</u>	<u>1.24</u>
125	3.43	.28	.28	.88	<u>.10</u>	<u>.27</u>	.43
126	3.00	.42	.85	.99	.94	.95	1.00

TABLE V. (Part 3)

Organization Expectations

Item	Faculty Mean	J.M.C. Men	J.M.C. Women	Non J.M.C. Men	Non J.M.C. Women	Staff	Mgmt.
127	1.50	.43	.48	.87	.89	<u>.34</u>	.67
128	2.50	.40	.42	<u>.22</u>	<u>.31</u>	.55	.83
129	2.07	.17	.31	.61	.74	<u>.30</u>	.43
130	2.00	.51	.65	1.13	.92	.89	.67
131	1.86	.14	.26	.82	.56	.56	.31
132	1.93	.14	.25	.57	.43	<u>.12</u>	.57
133	2.14	.30	.58	1.48	1.57	<u>.49</u>	.53
134	1.86	.60	.66	1.51	1.42	.77	<u>.64</u>
135	2.29	.23	.42	1.23	1.18	<u>.34</u>	.54
136	2.57	.07	.05	<u>.00</u>	.35	.46	.74
137	2.14	.50	.64	1.26	1.11	<u>.60</u>	<u>.36</u>

TABLE V. (Part 4)

Perceived Significant Others

Item	Faculty Mean	J.M.C. Men	J.M.C. Women	Non J.M.C. Men	Non J.M.C. Women	Staff	Mgmt.
138	2.00	.32	.55	<u>.17</u>	<u>.39</u>	<u>.24</u>	<u>.17</u>
139	2.93	.13	.24	.29	<u>.18</u>	.56	.26
140	2.64	.50	.33	<u>.03</u>	<u>.14</u>	<u>.22</u>	<u>.14</u>
141	3.36	.69	.54	<u>.22</u>	<u>.39</u>	<u>.68</u>	<u>.36</u>
142	2.29	.15	.18	.51	.38	.35	<u>.04</u>
143	3.14	.28	.48	.49	.78	.56	<u>.31</u>
144	3.14	.15	.04	.34	.62	.20	.18
145	3.29	.00	.21	.51	.62	.40	.46
146	3.64	.60	.38	.88	.97	.64	.64
147	3.36	.47	1.18	1.32	1.55	<u>1.15</u>	1.29
148	3.14	.72	.46	<u>.54</u>	<u>.45</u>	.77	<u>.31</u>
149	2.86	.19	.20	.91	.83	.30	.47
150	3.29	.79	.42	<u>.11</u>	<u>.42</u>	<u>.18</u>	<u>.17</u>
151	2.71	.44	.74	<u>.48</u>	<u>.71</u>	.87	<u>.12</u>
152	2.79	.16	.22	.32	.49	<u>.00</u>	<u>.04</u>

At the same time they tended to rate the perceived problems lower than any other group. In general, they seemed to have a very positive almost defensive attitude toward J.M.C. The J.M.C. students also reflected this tendency and in many instances were more in agreement with the faculty than was any other organizational sub-group. The extent of their agreement and disagreement will become more evident in the discussion of part two of this hypothesis.

Part 2 of Hypothesis II:

The J.M.C. students will tend to be more in agreement with the faculty than they will be with the non-J.M.C. students.

For the purpose of this study the J.M.C. men and women and the non-J.M.C. men and women were divided into separate groups. Each group will be discussed separately.

In their rating of the objectives the J.M.C. men were more in agreement with the faculty than they were with the non-J.M.C. students in all but 15 of the 58 organizational elements. Their perceptions of the organizational objectives fell between the perceptions of the non-J.M.C. and the faculty in nearly all of the 58 instances. In the rating of organizational elements 4, 7, 10, 12, 20, 26, 27, 28, 30, 41, 44, 46, 48, 50, and 56, the J.M.C. students tended to be closer in their reactions to the non-J.M.C. students than they were to the faculty.

The J.M.C. women were more in agreement with the non-J.M.C. women than they were with the faculty in their rating of 22 of the 58 organizational elements concerned with objectives. To be specific they were more in agreement with the non-J.M.C. women on items 2, 4, 5, 10, 12, 13, 14, 18, 20, 21, 22, 23, 25, 30, 34, 35, 36, 44, 48, 54, 57, and 58.

In their rating of the problems the J.M.C. men were more in agreement with the non-J.M.C. men than they were with the faculty in the rating of 23 of the 68 problems. They were more in agreement with the non-J.M.C. students on the rating of items 64, 66, 69, 77, 79, 80, 82, 84, 95, 98, 102, 106, 108, 112, 114, 116, 118, 119, 120, 121, 122, 123, and 124. In almost all instances, however, the responses of the J.M.C. men fell between those of the faculty and the non-J.M.C. men.

This pattern of agreement was less clearly defined with the J.M.C. women, than it was with the J.M.C. men. The J.M.C. women tended to be more in agreement with the non-J.M.C. women than they were with the faculty in their rating of the problems. The J.M.C. women were more in agreement with the non-J.M.C. women than they were with the faculty on 45 of the 68 organizational elements dealing with problems. These 45 organizational elements were items 60, 61, 62, 63, 64, 66, 68, 70, 74, 77, 78, 79, 80, 81, 82, 84, 86, 88, 90, 93, 94, 95, 97, 98, 99, 100, 101,

102, 103, 104, 106, 107, 111, 112, 113, 114, 118, 119, 120, 121, 122, 123, 124, 125, and 126. In most instances the perceptions of the J.M.C. girls fell between the perceptions of the non-J.M.C. girls and the faculty.

In their rating of the elements concerned with organizational expectations the J.M.C. men were more in agreement with the faculty than they were with the non-J.M.C. men in all instances.

Once again the responses of the women were not as clearly defined. The J.M.C. women tended to be in agreement with the non-J.M.C. women more than the faculty in the rating of 5 of the 11 organizational elements concerned with organizational expectations. These elements were items 127, 130, 132, 133, and 137.

There was, understandably, a breakdown of the pattern under the category concerned with significant others. The J.M.C. men tended to be more in agreement with the non-J.M.C. men on 8 of the 15 elements in this category. These elements were items 138, 140, 141, 143, 146, 148, 150, and 151.

The J.M.C. women were more in agreement with the non-J.M.C. women in 9 of the 15 instances under this category. These were items 138, 139, 140, 141, 143, 147, 148, 150, and 151. The following pages will discuss the content of these items.

OBJECTIVES

The J.M.C. students will tend to be more in agreement with the faculty than they will be with the non-J.M.C. students. This is a list of the items where this was not true.

<u>Men</u>	<u>Women</u>	<u>Items in Common</u> (Both men & Women)
4	2	4
7	4	10
10	5	12
12	10	20
20	12	30
26	13	44
27	14	48
28	18	
30	20	
41	21	
44	22	
46	23	
48	25	
50	30	
56	34	
	35	
	36	
	44	
	48	
	54	
	57	
	58	

Items in Common

- 4) The integration of language study with other related international studies.

- 10) To teach the student to act independently of the college, in furthering his own education after graduation.
- 12) Intensive language study.
- 20) To teach the student how to use the English language effectively.
- 30) To educate students who do not want to declare a major.
- 44) To take over and run Snyder-Phillips Hall.
- 48) To provide students with the opportunity of taking discussion courses in the liberal arts and social sciences.

Items where the men were not in agreement with the faculty.

Men
(alone)

7

26

27

28

41

46

50

56

- 7) To encourage an educational experience made more meaningful by travel abroad.
- 26) To prepare students for graduate study in the liberal arts.
- 27) To dominate the students and treat them as if they were high school pupils.
- 28) To isolate a select group of students and provide them with a liberal education.
- 41) To produce a superior student or product in a shorter span of time.
- 46) To secure Phi Beta Kappa Chapter for M.S.U.

- 50) To stress the development of thought from past to present.
- 56) To provide an atmosphere where the students will become familiar with the philosophies and discoveries of the twentieth century.

Items where the women were not in agreement with the faculty

- 2) To create a more relaxed and effective learning environment for both students and teachers.
- 5) To foster a sense of community where learning is a respectable endeavor.
- 13) An attempt to integrate the two cultures science and the liberal arts.
- 14) To create an atmosphere conducive to good teaching.
- 18) To teach the students how to learn and how to think.
- 21) To encourage original thinking.
- 22) To create new objectives in higher education.
- 23) To prepare students for the peace corps, diplomatic service, or international relations.
- 25) To make the students take courses they don't like.
- 34) To prepare liberal arts teachers.
- 35) To form an elite group who are being educated for the sake of education.
- 36) To develop a new approach to education.
- 54) To help the students become skilled in a profession which they will enjoy and which will support them.
- 57) To give the "poor" student a chance to acquire a rich man's education.
- 58) To familiarize the students with the process of learning a language.

PROBLEMS

Items on which both the J.M.C. men and J.M.C. women were more in agreement with the non-J.M.C. men and non-J.M.C. women respectively than they were with the J.M.C. faculty.

- 64) Some of the students are apathetic and lack enthusiasm as well as maturity.
- 66) Hastily and poorly developed courses.
- 77) Justin S. Morrill College has no adequate counseling system for potential dropouts. Students are grossly misadvised.
- 79) The J.M.C. is too much like a liberal arts college. Too much emphasis upon language with not enough math, science, or related intermediate subjects, not enough electives.
- 80) The lack of definite goals and information about the college. The average entering freshman is at a loss to know what is expected of him.
- 82) There is no honors program in J.M.C. The college should select only the top half of the entering freshman class. Most J.M.C. students are only average.
- 84) The math course is poor and too restrictive.
- 95) The upperclassmen don't like the idea of having their residence hall taken away from them.
- 98) No concrete statement of J.M.C. objectives.
- 102) If too many students fail the college will fail.
- 106) The measurement of accomplishment.
- 112) The negative outlook of other students could seriously affect the outlook and attitudes of the J.M.C. students.
- 114) Not enough oral practice with the language.
- 118) Inadequate equipment in the language labs.
- 119) Lack of advertising: Lectures, discussions, etc. are not communicated to the students.

- 120) Many of the students are not gifted for the study of language.
- 121) Few of the students are aware of the objectives of the College.
- 122) Other faculty more interested in research than teaching will oppose the college.
- 123) The wide range of levels and abilities displayed by the students.
- 124) Whether or not the students will be admitted to Graduate and Professional Schools with this type of background.

Items on which the J.M.C. men were more in agreement with the non-J.M.C. men than they were with the J.M.C. faculty.

- 69) An inadequate description of the college to incoming students.
- 108) Many of the freshmen lack guidance because of the lack of older students in the college.
- 116) Making the false assumption that old college teachers are good college teachers. The students should evaluate the teachers of J.M.C. and the poor ones should not be allowed to teach.

Items on which the J.M.C. women were more in agreement with the non-J.M.C. women than they were with the J.M.C. faculty.

Not true for men.

- 60) The choice of students, many cannot keep up with the college.
- 61) Students should get credit for the English composition course if they are to take it seriously.
- 62) Some of the teachers lack enthusiasm, are hard to communicate with and are poorly informed.
- 63) The students need more freedom in choosing their courses.
- 68) The summer trip abroad how do we finance it?
- 70) The students are being forced into a stifling community; they do not have enough contact with the rest of the University.
- 74) Most of the people outside of J.M.C. have little or no understanding of the College.
- 78) Too much control by department heads over what is taught in their respective departments.

- 81) Not enough meaningful course work along with the language. Why not study the literature and geography of a country as well as its language.
- 86) The lack of communication between the rest of the faculty and the English teachers on what is expected in the English composition program.
- 88) The use of graduate students as teachers could hurt the program.
- 90) The school's policy on athletics is ridiculous. Many of the students are getting fat and lazy.
- 93) The students are too narrow in their liberal arts education. They aren't getting enough science.
- 94) The inclusion of non-credit expectations such as lectures and English composition tends to foster bad study habits and lack of responsibility.
- 97) Not enough concrete involvement outside of the campus.
- 99) Not enough interaction between faculty and students.
- 100) The administration of the college tends to view J.M.C. as being experimental and as a result none of its members strive for excellence.
- 101) There is a danger of creating a hodge-podge curriculum without proper course sequence.
- 103) The integration of concepts from several varied fields.
- 104) The faculty members must feel committed to the program. At the present time many are only on part time loan and still are tied to their own department.
- 107) Internal indecision on the part of the policy makers often confuses the student.
- 111) Money: Small classes taught by experienced staff are expensive. The unequal distribution of wealth could cause resentment among those faculty not in J.M.C.
- 113) The difficulty of finding flexible creative faculty members.
- 125) The college will relax its goals to keep the students.
- 126) The ambiguities of the program. It doesn't offer any immediate vocational security, and its benefits are difficult to make concrete. All of this could make parents as well as students skeptical.

ORGANIZATIONAL EXPECTATIONS

Women

127

130

132

133

137

- 127) The faculty can expect to learn by working closely with students and other faculty members in a relaxed personal context.
- 130) Generally speaking all associated with J.M.C. will aid or participate in new methods and concepts of teaching liberal arts.
- 132) The J.M.C. provides a context for teachers and students to be experimental in their approach to teaching and learning.
- 133) Those associated with J.M.C. will gain deeper insight into the world, its complex societies, and its problems.
- 137) All those associated with J.M.C. can expect to be stimulated intellectually and encouraged to ask questions.

PERCEIVED SIGNIFICANT OTHERS

Men and women are both more in agreement with the non-J.M.C. men and women respectively than they are with the J.M.C. faculty.

- 138) In general others view the J.M.C. as being something new but have little or no idea what it really is.
- 140) Many of the members of the University who are not in J.M.C. think that it is unfair for the University to spend more money and faculty time for the J.M.C. students than they do for the rest of the students.
- 141) Many other students feel that the J.M.C. students are being trained for the Peace Corps or for international service.
- 143) Many of the faculty members outside the college are skeptical of J.M.C.'s chances for success.
- 148) Many of the Parents are threatened by the expense of European travel as part of the summer program.
- 150) Many of the other students feel that being in J.M.C. is an excellent way to get out of taking natural science and the other basics.
- 151) Many of the parents are concerned about what the J.M.C. students will be able to do after they graduate.

Men only.

- 146) If some of the parents knew about the "bugs" in the J.M.C. program they would remove their son or daughter immediately.

Women only.

- 139) Many of the faculty members of M.S.U. who are not involved in J.M.C. view the objectives of the College as being good but over ambitious.
- 147) Most of the other students feel that the J.M.C. students are shutting out the world by creating their own community.

Part 3 of Hypothesis II:

There will be no significant differences between the J.M.C. male and female students. This hypothesis was generally supported except for a few instances. I will list those instances where it was not true.

Under the category of objectives there were significant differences to the .05 confidence level according to the "t" test on items 7, 12, and 20, between the responses of the J.M.C. men and the J.M.C. women.

Under the category of problems the hypothesis was true except for 5 instances. There were significant differences between the J.M.C. men and J.M.C. women to the .05 confidence level according to the "t" test on items 70, 77, 88, 123, and 126.

The hypothesis was supported in all instances under the category of organizational expectations.

The hypothesis was supported in all but two instances under the category of significant others. The significant differences to the .05 level of confidence according to the "t" test were found on items 147 and 150.

In those instances where the null hypothesis was rejected a table was prepared to demonstrate the patterns of the responses.

TABLE VI.

ITEM # 7. TO ENCOURAGE AN EDUCATIONAL EXPERIENCE MADE MORE MEANINGFUL BY TRAVEL ABROAD.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men									
F	0	31	33	16	4	0	84	1.92	0.87
%	0	36.90	39.29	19.05	4.76	0			
Non-J.M.C. Men									
F	0	19.1	41	23	7	4	94	2.32	1.02
%	0	20.21	43.62	24.47	7.45	4.26			
J.M.C. Women									
F	0	33	28	4	0	0	65	1.55	0.61
%	0	50.77	43.08	6.15	0	0			
Non-J.M.C. Women									
F	0	10	19	3	3	1	36	2.06	0.98
%	0	27.78	52.78	8.33	8.33	2.78			
J.M.C. Faculty									
F	0	9	5	0	0	0	14	1.36	0.50
%	0	64.29	35.71	0	0	0			
Residence Hall Programs Staff									
F	0	9	9	1	0	0	19	1.58	0.61
%	0	47.37	47.37	5.26	0	0			
Management Staff									
F	0	1	3	2	0	0	6	2.17	0.75
%	0	16.67	50.0	33.33	0	0			

Chi Square = 47.854
D. F. = 24

TABLE VII.

ITEM # 12. INTENSIVE LANGUAGE STUDY

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men	F %	46 54.76	22 26.19	5 5.95	8 9.52	3 3.57	84	1.81	1.14
Non-J.M.C. Men	F %	45 47.87	36 38.30	6 6.38	6 6.38	1 1.06	94	1.74	0.92
J.M.C. Women	F %	42 64.62	19 29.23	1 1.54	2 3.08	1 1.54	65	1.48	0.81
Non-J.M.C. Women	F %	24.0 66.67	10.0 27.78	0 0	1 2.78	1 2.78	36	1.47	0.88
J.M.C. Faculty	F %	10 71.43	4 28.57	0 0	0 0	0 0	14	1.29	0.47
Residence Hall Programs Staff	F %	13 68.42	6 31.58	0 0	0 0	0 0	19	1.32	0.48
Management Staff	F %	1 16.67	3 50.00	1 16.67	1 16.67	0 0	6	2.33	1.03

Chi Square = 25.836

D. F. = 24

TABLE VIII.

ITEM # 20. TO TEACH THE STUDENT HOW TO USE THE ENGLISH LANGUAGE EFFECTIVELY.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	1 1.19	14 16.67	34 40.48	15 17.86	15 17.86	5 5.95	84	2.52	1.18
Non-J.M.C. Men F %	0 0	5 5.32	32 34.04	27 28.72	22 23.40	8 8.51	94	2.96	1.07
J.M.C. Women F %	0 0	5 7.69	24 36.92	12 18.46	19 29.23	5 7.69	65	2.92	1.14
Non-J.M.C. Women F %	0 0	3 8.33	13 36.11	10 27.78	10 27.78	0 0	36	2.75	0.97
J.M.C. Faculty F %	0 0	4 28.57	9 64.29	0 0	1 7.14	0 0	14	1.86	0.77
Residence Hall Programs Staff F %	0 0	0 0	13 68.42	4 0	1 21.05	1 5.26	19 5.26	2.47	0.84
Management Staff F %	0 0	0 0	3 50.0	3 50.0	0 0	0 0	6	2.50	0.55

Chi Square = 45.241
D. F. = 30

TABLE IX.

ITEM # 70. THE STUDENTS ARE BEING FORCED INTO A STIFLING COMMUNITY: THEY DO NOT HAVE ENOUGH CONTACT WITH THE REST OF THE UNIVERSITY.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men	F %	0 0	10 11.90	19 22.62	10 11.90	32 38.10	13 15.48	84	3.23 1.29
Non-J.M.C. Men	F %	0 0	48 51.06	24 25.53	11 11.70	10 10.64	1 1.06	94	1.85 1.07
J.M.C. Women	F %	0 0	17 26.15	15 23.08	6 9.23	22.0 33.85	5 7.69	65	2.74 1.37
Non-J.M.C. Women	F %	0 0	21 58.33	12 33.33	1 2.78	2 5.56	0 0	36	1.56 0.81
J.M.C. Faculty	F %	0 0	0 0	0 0	2 14.29	8 57.14	4 28.57	14	4.14 0.66
Residence Hall Programs Staff	F %	0 0	5 26.32	6 31.58	3 15.79	4 21.05	1 5.26	19	2.47 1.26
Management Staff	F %	0 0	0 0	5 83.33	0 0	1 16.67	0 0	6	2.33 0.82

Chi Square = 104.419
D. F. = 24

TABLE X.

ITEM # 77. JUSTIN S. MORRILL COLLEGE HAS NO ADEQUATE COUNSELING SYSTEM FOR POTENTIAL DROP-OUTS.
STUDENTS ARE GROSSLY MISADVISED.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	16 19.05	24 28.57	26 30.95	12 14.29	6 7.14	84	2.62	1.16
Non-J.M.C. Men F %	1 1.06	8 8.51	21 22.34	54 57.45	6 6.38	4 4.26	94	2.72	0.91
J.M.C. Women F %	1 1.54	20 30.77	19 29.23	18 27.69	4 6.15	3 4.62	65	2.20	1.13
Non-J.M.C. Women F %	0 0	5 13.89	5 13.89	22 61.11	2 5.56	2 5.56	36	2.75	0.97
J.M.C. Faculty F %	0 0	0 0	4 28.57	7 50.00	2 14.29	1 7.14	14	3.00	0.88
Residence Hall Programs Staff F %	0 5.26	1 31.58	6 31.58	6 31.58	5 26.32	1 5.26	19	2.95	1.03
Management Staff F %	0 0	0 0	0 0	6 100	0 0	0 0	6	3.00	00

Chi Square = 55.014
D. F. = 30

TABLE XI.

ITEM # 88. THE USE OF GRADUATE STUDENTS AS TEACHERS COULD HURT THE PROGRAM.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	8 9.52	14 16.67	15 17.86	34 40.48	13 15.48	84	3.36	1.21
Non-J.M.C. Men F %	1 1.06	5 5.32	26 27.66	20 21.28	31 32.98	11 11.70	94	3.15	1.17
J.M.C. Women F %	1 1.54	7 10.77	19 29.23	11 16.92	19 29.23	8 12.31	65	2.98	1.29
Non-J.M.C. Women F %	0 0	4 11.11	6 16.67	4 11.11	17 47.22	5 13.89	36	3.36	1.25
J.M.C. Faculty F %	0 0	0 0	3 21.43	4 28.57	5 35.71	2 14.29	14	3.43	1.02
Residence Hall Programs Staff F %	0 0	2 10.53	3 15.79	5 26.32	6 31.58	3 15.79	19	3.26	1.24
Management Staff F %	0 0	0 0	2 33.33	3 50.0	1 16.67	0 0.00	6	2.83	0.75

Chi Square = 21.433

D. F. = 30

TABLE XII.

ITEM # 123. THE WIDE RANGE OF LEVELS AND ABILITIES DISPLAYED BY THE STUDENTS.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	2 2.38	13 15.48	35 41.67	19 22.62	9 10.71	6 7.14	84	2.45	1.17
Non-J.M.C. Men F %	2 2.13	4 4.26	27 28.72	36 38.30	15 15.96	10 10.64	94	2.94	1.11
J.M.C. Women F %	0 0	9 13.85	23.0 35.38	6	22.0 9.23	5 33.85	65 7.69	2.86	1.25
Non-J.M.C. Women F %	0 0	3 8.33	12 33.33	12 33.33	8 22.22	1 2.78	36	2.78	0.99
J.M.C. Faculty F %	1 7.14	0 0	2 14.29	3 21.43	6 42.86	2 14.29	14	3.36	1.34
Residence Hall Program Staff F %	0 0	3 15.79	6 31.58	3 15.79	5 26.32	2 10.53	19	2.84	1.30
Management Staff F %	0 0	0 0	1 16.67	4 66.67	1 16.67	0 0	6	3	0.63

Chi Square = 54.762
D. F. = 30

TABLE XIII.

ITEM # 126. THE AMBIGUITIES OF THE PROGRAM. IT DOESN'T OFFER ANY IMMEDIATE VOCATIONAL SECURITY, AND ITS BENEFITS ARE DIFFICULT TO MAKE CONCRETE. ALL OF THIS COULD MAKE PARENTS AS WELL AS STUDENTS SKEPTICAL.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	18 21.43	31 36.90	12 14.29	14 16.67	9 10.71	84	2.58	1.29
Non-J.M.C. Men F %	1 1.06	25 26.60	46 48.94	17 18.09	4 4.26	1 1.06	94	2.01	0.87
J.M.C. Women F %	0 0	18 27.69	33 50.77	2 3.08	10 15.38	2 3.08	65	2.15	1.09
Non-J.M.C. Women F %	0 0	13 36.11	13 36.11	5 13.89	5 13.89	0 00.0	36	2.06	1.04
J.M.C. Faculty F %	0 0	1 7.14	4 28.57	3 21.43	6 42.86	0 0	14	3.00	1.04
Residence Hall Programs Staff F %	0 31.58	6 36.84	7 26.32	5 5.26	1 0		19	2.05	0.91
Management Staff F %	0	1 16.67	4 66.67	1 16.67	0 0	0 0	6	2.00	0.63

Chi Square = 54.498
D. F. = 30

TABLE XIV.

ITEM # 147. MOST OF THE OTHER STUDENTS FEEL THAT J.M.C. STUDENTS ARE SHUTTING OUT THE WORLD BY CREATING THEIR OWN COMMUNITY.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	3 3.57	32 38.10	24 28.57	21 25.0	4 4.76	84	2.89	0.98
Non-J.M.C. Men F %	1 1.06	32 34.04	36 38.30	12 12.77	13 13.83	0 0	94	2.04	1.04
J.M.C. Women F %	0 0	17 26.15	30 46.15	7 10.77	11 16.92	0 0	65	2.18	1.01
Non-J.M.C. Women F %	0 0	15 41.67	17 47.22	1 2.78	2 5.56	1 2.78	36	1.81	0.95
J.M.C. Faculty F %	0 0	0 0	0 0	9 64.29	5 35.71	0 0	14	3.36	0.50
Residence Hall Programs Staff F %	0 0	7 36.84	6 31.58	1 5.26	5 26.32	0 0	19	2.21	1.23
Management Staff F %	0 0	0 0	5 83.33	1 16.67	0 0	0 0	6	2.17	0.41

Chi Square = 95.022

TABLE XV.

ITEM # 150. MANY OF THE OTHER STUDENTS FEEL THAT BEING IN J.M.C. IS AN EXCELLENT WAY TO GET OUT OF TAKING NATURAL SCIENCE AND THE OTHER BASICS.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	12 14.29	37 44.05	21 25.00	9 10.71	5 5.95	84	2.50	1.06
Non-J.M.C. Men F %	0 20.21	19 27.66	26 26.60	25 22.34	21 3.19	3	94	2.61	1.14
J.M.C. Women F %	0 0	17 26.15	35 53.85	4 6.15	9 13.85	0 0	65	2.08	0.94
Non-J.M.C. Women F %	0 0	9	19	4	4	0	36	2.08	0.91
J.M.C. Faculty F	0	0	2	6	6	0	14	3.29	0.73
Residence Hall Programs Staff F %	0 0	4 21.05	5 26.32	4 21.05	5 26.32	1 5.26	19	2.68	1.25
Management Staff F %	0 0	0 0	4 66.67	2 33.33	0 0	0 0	6	2.33	0.52

Chi Square = 53.178
D. F. = 24

Part 4 of Hypothesis II:

There will be no significant difference between the non-J.M.C. men and non-J.M.C. women. It was originally felt by the author that there would be significant differences in the responses of these two groups. The original hypothesis was restated in the form of a null hypothesis. The null hypothesis was generally supported. There were found to be significant differences on the rating of only 7 of the 58 elements concerned with objectives. There were significant differences to the .05 confidence level according to the "t" test on items 18, 19, 24, 29, 36, 38, and 43.

There were found to be significant differences between the ratings of the non-J.M.C. men, and the non-J.M.C. women on 6 of the 68 organizational elements concerned with problems. There were significant differences to the .05 level of confidence according to the "t" test on items 59, 61, 67, 90, 105, and 111.

There were no significant differences between the ratings of the non-J.M.C. men and non-J.M.C. women on the items under the category of organizational expectations.

Under the category of significant others there was a significant difference between the responses of the non-J.M.C. men and the non-J.M.C. women only on item 150. This was to the .05 level of confidence according to the "t" test.

In general the null hypothesis offered in Part 4 must be accepted. There were significant differences between the non-J.M.C. men and non-J.M.C. women on only 14 of the 152 organizational elements. Those instances where this was not true are illustrated in the following tables.

TABLE XVI.

ITEM # 18. TO TEACH THE STUDENT HOW TO LEARN AND HOW TO THINK.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	27 32.14	28 33.33	22 26.19	6 7.14	1 1.19	84	2.12	0.99
Non-J.M.C. Men F %	1 1.06	10 10.64	32 34.04	19 20.21	20 21.28	12 12.77	94	2.88	1.26
J.M.C. Women F %	0 0	20 30.77	23 35.38	17 26.15	4 6.15	1 1.54	65	2.12	0.98
Non-J.M.C. Women F %	0 16.67	6 41.67	15 25.00	9 13.89	5 2.78	1	36	2.44	1.03
J.M.C. Faculty F %	1 7.14	7 50.00	5 35.71	1 7.14	0 0	0 0	14	1.43	0.76
Residence Hall Programs Staff F %	0 0	6 31.58	6 31.58	3 15.79	3 15.79	1 5.26	19	2.32	1.25
Management Staff F %	0 0	0 0	5 83.33	0 0	1 16.67	0 0	6	2.33	0.82

Chi Square = 65.877
D. F. = 30

TABLE XVII.

ITEM # 19. TOO LOFTY AND IDEALISTIC TO EXPECT ANY PRACTICAL RESULTS.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	1 1.19	3 3.57	6 7.14	23 27.38	30 35.71	21 25.00	84	3.68	1.11
Non-J.M.C. Men F %	1 1.06	14 14.89	28 29.79	22 23.40	21 22.34	8 8.51	94	2.77	1.23
J.M.C. Women F %	1 1.54	2 3.08	9 13.85	20 30.77	25 38.46	8 12.31	65	3.38	1.07
Non-J.M.C. Women F %	1 2.78	10 27.78	6 16.67	14 38.89	5 13.89	0 0.00	36	2.33	1.12
J.M.C. Faculty F %	0 0	0 0	0 0	4 28.57	8 57.14	2 14.29	14	3.86	0.66
Residence Hall Programs Staff F %	1 5.26	1 5.26	3 15.79	4 21.05	7 36.84	3 15.79	19	3.26	1.37
Management Staff F %	0 0	0 0	0 0	3 50	3 50	0 0	6	3.50	0.55

Chi Square = 75.913
D. F. = 30

TABLE XVIII.

ITEM # 24. TO HELP STUDENTS GAIN AN UNPREJUDICED VIEW OF THE WORLD.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	19 22.62	35 41.67	19 22.62	7 8.33	4 4.76	84	2.31	1.06
Non-J.M.C. Men F %	0 0	5 5.32	30 31.91	22 23.40	28 29.79	9 9.57	94	3.06	1.11
J.M.C. Women F %	0 0	16 24.62	31 47.69	13 20.00	3 4.62	2 3.08	65	2.14	0.95
Non-J.M.C. Women F %	0 0	5 13.89	16 44.44	7 19.44	7 19.44	1 2.78	36	2.53	1.06
J.M.C. Faculty F %	0 0	3 21.43	8 57.14	1 7.14	1 7.14	1 7.14	14	2.21	1.12
Residence Hall Programs Staff F %	1 5.26	3 15.79	10 52.63	3 15.79	1 5.26	1 5.26	19	2.16	1.12
Management Staff F %	0 0	0 0	3 50.00	2 33.33	1 16.67	0 0	6	2.67	0.82

Chi Square = 62.982
D. F. = 30

TABLE XIX.

ITEM # 29. TO PROVIDE STUDENTS WITH INTENSIVE TRAINING IN MATH.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	0 0	0 0	5 5.95	27 32.14	52 61.90	84	4.56	0.61
Non-J.M.C. Men F %	0 0	1 1.06	4 4.26	12 12.77	38 40.43	39 41.49	94	4.17	0.89
J.M.C. Women F %	0 0	0 0	0 0	1 1.54	22 33.85	42 64.62	65	4.63	0.52
Non-J.M.C. Women F %	0 0	1 2.78	3 8.33	12 33.33	10 27.78	10 27.78	36	3.69	1.06
J.M.C. Faculty F %	0 0	0 0	0 0	1 7.14	5 35.71	8 57.14	14	4.50	0.65
Residence Hall Programs Staff F %	0 0	0 0	0 0	0 0	11 57.89	8 42.11	19	4.42	0.51
Management Staff F %	0 0	0 0	1 16.67	0 0	5 83.33	0 0	6	3.67	0.82

Chi Square = 70.124
D. F. = 24

TABLE XX.

ITEM # 36. TO DEVELOP A NEW APPROACH TO EDUCATION.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	21 25.00	49 58.33	7 8.33	7 8.33	0 0	84	2.00	0.82
Non-J.M.C. Men F %	0 0	6 6.38	45 47.87	23 24.47	15 15.96	5 5.32	94	2.66	1.00
J.M.C. Women F %	0 0	19 29.23	35 53.85	9 13.85	2 3.08	0 0	65	1.91	0.74
Non-J.M.C. Women F %	0 0	9 25.00	21 58.33	3 8.33	2 5.56	1 2.78	36	2.03	0.91
J.M.C. Faculty F %	0 0	4 28.57	6 42.86	1 7.14	3 21.43	0 0	14	2.21	1.12
Residence Hall Programs Staff F %	0 15.79	3 57.89	11 15.79	3 5.26	1 5.26	1 1	19	2.26	0.99
Management Staff F %	0 0	0 0	5 83.33	1 16.67	0 0	0 0	6	2.17	0.41

Chi Square = 47.062
D. F. = 24

TABLE XXI.

ITEM # 38. TO FOSTER CLOSE ASSOCIATION WITH STUDENTS OF THE SAME MAJOR.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men	F %	4 4.76	22 26.19	20 23.81	28 33.33	10 11.90	84	3.21	1.11
Non-J.M.C. Men	F %	10 10.64	41 43.62	15 15.96	19 20.21	9 9.57	94	2.74	1.18
J.M.C. Women	F %	4 6.15	13 20.00	0 13.85	35 53.85	4 6.15	65	3.34	1.06
Non-J.M.C. Women	F %	8 22.22	20 55.56	2 5.56	4 11.11	2 5.56	36	2.22	1.10
J.M.C. Faculty	F %	0 0	4 28.57	3 21.43	5 35.71	2 14.29	14	3.36	1.08
Residence Hall Programs Staff	F %	4 21.05	4 21.05	4 21.05	6 31.58	1 5.26	19	2.79	1.27
Management Staff	F %	1 16.67	4 66.67	0 0	1 16.67	0 0	6	2.17	0.98

Chi Square = 58.686
D. F. = 24

TABLE XXII.

ITEM # 43. TO HELP THE STUDENT UNDERSTAND THE WORLD IN WHICH HE IS LIVING.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	29 34.52	48 57.14	6 7.14	1 1.19	0 0	84	1.75	0.64
Non-J.M.C. Men F %	1 1.06	6 6.38	48 51.06	15 15.96	17 18.09	7 7.45	94	2.66	1.11
J.M.C. Women F %	0 0	24 36.92	28 43.08	10 15.38	3 4.62	0 0	65	1.88	0.84
Non-J.M.C. Women F %	1 2.78	6 16.67	21 58.33	4 11.11	3 8.33	1 2.78	36	2.14	0.99
J.M.C. Faculty F %	0 0	6 42.86	7 50.0	0 0	1 7.14	0 0	14	1.71	0.83
Residence Hall Programs Staff F %	0 0	6 31.58	10 52.63	2 10.53	0 0	1 5.26	19	1.95	0.97
Management Staff F %	0 0	0 0	4 66.67	1 16.67	1 16.67	0 0	6	2.50	0.84

Chi Square = 68.215
D. F. = 30

TABLE XXIII.

ITEM # 59. TOO MUCH EMPHASIS UPON LANGUAGE.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men	F %	0 0	13 15.48	15 17.86	9 10.71	29 34.52	18 21.43	84	3.29 1.39
Non-J.M.C. Men	F %	0 0	26 27.66	39 41.49	8 8.51	13 13.83	8 8.51	94	2.34 1.26
J.M.C. Women	F %	0 0	8 12.31	6 9.23	2 3.08	31 47.69	18 27.69	65	3.69 1.31
Non-J.M.C. Women	F %	0 0	4 11.11	11 30.56	4 11.11	14 38.89	3 8.33	36	3.03 1.23
J.M.C. Faculty	F %	0 0	0 0	1 7.14	1 7.14	8 57.14	4 28.57	14	4.07 0.83
Residence Hall Programs Staff	F %	0 0	2 10.53	4 21.05	4 21.05	8 42.11	1 5.26	19	3.11 1.15
Management Staff	F %	0 0	0 0	1 16.67	2 33.33	3 50.00	0 0.00	6	3.33 0.82

Chi Square = 76.637
D. F. = 24

TABLE XXIV.

ITEM # 61. STUDENTS SHOULD GET CREDIT FOR THE ENGLISH COMPOSITION COURSE IF THEY ARE TO TAKE IT SERIOUSLY.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men	F %	35 41.67	23 27.38	7 8.33	12 14.29	7 8.33	84	2.20	1.34
Non-J.M.C. Men	F %	18 19.15	32 34.04	31 32.98	9 9.57	4 4.26	94	2.46	1.04
J.M.C. Women	F %	26 40.00	25 38.46	7 10.77	4 6.15	3 4.62	65	1.97	1.09
Non-J.M.C. Women	F %	10 27.78	16 44.44	9 25.00	0 0.00	1 2.78	36	2.06	0.89
J.M.C. Faculty	F %	5 35.71	5 35.71	1 7.14	3 21.43	0 0.00	14	2.14	1.17
Residence Hall Programs Staff	F %	3 15.79	9 47.37	3 15.79	2 10.53	2 10.53	19	2.53	1.22
Management Staff	F %	0 0	5 83.33	1 16.67	0 0	0 0	6	2.17	0.41

TABLE XXV.

ITEM # 67. THE DEVELOPMENT OF STUDENT AND FACULTY CLIQUES WITHIN THE SCHOOL.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	1 1.19	3 3.57	23 27.38	31 36.90	16 19.05	10 11.90	84	3.05	1.10
Non-J.M.C. Men F %	0 22.34	21 34.04	32 32.98	31 7.45	7 3.19	3	94	2.35	1.01
J.M.C. Women F %	1 1.54	5 7.69	11 16.92	18 27.69	27 41.54	3 4.62	65	3.14	1.10
Non-J.M.C. Women F %	0 0	17 47.22	8 22.22	7 19.44	4 11.11	0 0.00	36	1.94	1.07
J.M.C. Faculty F %	0 0	0 0	3 21.43	6 42.86	3 21.43	2 14.29	14	3.29	0.99
Residence Hall Programs Staff F %	0 0	5 26.32	3 15.79	5 26.32	6 31.58	0 0	19	2.63	1.21
Management Staff F %	0 0	0 0	3 50.01	2 33.33	1 16.67	0	6	2.67	0.82

TABLE XXVI.

ITEM # 90. THE SCHOOL'S POLICY ON ATHLETICS IS RIDICULOUS. MANY OF THE STUDENTS ARE GETTING FAT AND LAZY.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men F %	0 0	13 15.48	16 19.05	16 19.05	20 19.05	19 23.81	84 22.62	3.19	1.39
Non-J.M.C. Men F %	3 3.19	28 29.79	19 20.21	29 30.85	12 12.77	3 3.19	94	2.30	1.21
J.M.C. Women F %	0 0	12 18.46	15 23.08	12 18.46	20 30.77	6 9.23	65	2.89	1.29
Non-J.M.C. Women F %	0 0	4 11.11	10 27.78	12 33.33	6 16.67	4 11.11	36	2.89	1.17
J.M.C. Faculty F %	0 0	1 7.14	1 7.14	7 50.00	5 35.71	0 0.00	14	3.14	0.86
Residence Hall Programs Staff F %	0 0	1 5.26	4 21.05	5 26.32	7 36.84	2 10.53	19	3.26	1.10
Management Staff F %	0 0	0 0	2 33.33	4 66.67	0 0	0 0	6	2.67	0.52

Chi Square = 62.192
D. F. = 30

TABLE XXVII.

ITEM # 105. THERE HAS BEEN A CLEAR-CUT BREAKDOWN OF COMMUNICATION BETWEEN THE J.M.C. STUDENTS AND THE NON-J.M.C. STUDENTS.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men	F %	10 11.90	28 33.33	14 16.67	27 32.14	5 5.95	84	2.87	1.17
Non-J.M.C. Men	F %	1 1.06	34 36.17	15 15.96	17 18.09	2 2.13	94	2.30	1.14
J.M.C. Women	F %	7 10.77	25 38.46	5 7.69	23 35.38	5 7.69	65	2.91	1.22
Non-J.M.C. Women	F %	19 52.78	10 27.78	4 11.11	2 5.56	1 2.78	36	1.78	1.05
J.M.C. Faculty	F %	1 7.14	2 14.29	7 50.00	2 14.29	2 14.29	14	3.14	1.10
Residence Hall Programs Staff	F %	4 21.05	7 36.84	1 5.26	5 26.32	2 10.53	19	2.68	1.38
Management Staff	F %	1 16.67	1 16.67	4 66.67	0 0	0 0	6	2.50	0.84

Chi Square = 77.666
D. F. = 30

TABLE XXVIII.

ITEM # 111. MONEY: SMALL CLASSES TAUGHT BY EXPERIENCED STAFF IS EXPENSIVE. THE UNEQUAL DISTRIBUTION OF WEALTH COULD CAUSE RESENTMENT AMONG THOSE FACULTY NOT IN J.M.C.

GROUP	0	1	2	3	4	5	N	M	S.D.
J.M.C. Men	F %	0 0	10 11.90	41 48.81	17 20.24	16 19.05	84	3.46	0.94
Non-J.M.C. Men	F %	1 1.06	29 30.85	34 36.17	13 13.83	5 5.32	94	2.65	1.07
J.M.C. Women	F %	2 3.08	6 9.23	31 47.69	17 26.15	7 10.77	65	3.23	1.07
Non-J.M.C. Women	F %	0 0	10 27.78	13 36.11	9 25.00	3 8.33	36	3.08	1.00
J.M.C. Faculty	F %	1 7.14	0 0.00	3 21.43	2 14.29	2 14.29	14	2.79	1.37
Residence Hall Programs Staff	F %	0 0	3 15.79	6 31.58	4 21.05	0 0.00	19	2.58	1.02
Management Staff	F %	0 0	1 16.67	4 66.67	1 16.67	0 0	6	3.00	0.63

Chi Square = 63.513
D. F. = 30

Part 5 of Hypothesis II:

The J.M.C. students will be more in agreement with the faculty than they will be with the Residence Hall Programs Staff.

This hypothesis was generally not substantiated. Under the category of objectives the J.M.C. men were more in agreement with the residence hall programs staff than they were with the faculty on 35 of the 58 elements concerned with objectives. The J.M.C. girls were more in agreement with the Residence Hall Programs Staff than they were with the faculty on 39 of the 58 elements concerned with organizational objectives. Under the category of problems the J.M.C. men were more in agreement with the residence hall programs staff on 36 of 68 elements concerned with organizational problems. The girls were more in agreement with the Residence Hall Programs Staff on 40 of the 68 elements concerned with organizational problems. In the category of organizational expectations the J.M.C. men were more in agreement with the Residence Hall Programs Staff on 9 of the 11 items. The girls were also more in agreement with the Residence Hall Programs Staff on 9 of 11 items. In the category of significant others the J.M.C. boys were more in agreement with the Residence Hall Programs Staff on 8 of 15

items. The J.M.C. girls were more in agreement with the Residence Hall Programs Staff on 10 of the 15 items than they were with the faculty. In summary form these are the items where the J.M.C. students were more in agreement with the Residence Hall Programs Staff than they were with the faculty:

<u>Objectives</u>		<u>Problems</u>		<u>Organizational Expectations</u>		<u>Significant Others</u>	
<u>J.M.C.</u>	<u>J.M.C.</u>	<u>J.M.C.</u>	<u>J.M.C.</u>	<u>J.M.C.</u>	<u>J.M.C.</u>	<u>J.M.C.</u>	<u>J.M.C.</u>
<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
2	1	59	60	127	127	138	138
3	2	60	63	128	128	140	141
4	3	64	64	129	129	141	143
5	4	68	69	130	130	146	145
6	5	73	70	132	132	148	146
7	6	77	71	133	133	149	147
8	7	78	72	134	134	150	148
9	8	79	73	135	135	151	149
10	9	80	74	137	137		150
11	10	81	76				151
12	11	84	77				
14	12	86	78				
16	16	87	79				
17	17	91	81				
18	18	92	82				
20	19	93	84				
22	20	97	86				
25	21	98	90				
26	22	100	93				
27	23	101	97				
28	24	103	98				
30	25	105	99				
32	26	106	101				
33	27	107	102				
41	28	114	103				
42	31	115	106				
44	32	116	107				
47	33	118	110				
48	34	119	112				
50	43	120	114				

Cont'd.

52	44	121	115
53	47	122	118
55	48	123	119
56	49	124	120
57	53	125	121
58	55		122
	57		123
	58		124
			125
			126

Part 6 of Hypothesis II:

The non-J.M.C. students will be more in agreement with the Residence Hall Programs Staff than they will be with the faculty. This hypothesis was generally supported.

Under the first category which was concerned with organizational objectives there were 11 instances where the non-J.M.C. men were more in agreement with the faculty than they were with the Residence Hall Programs Staff in their rating of the organizational objectives. These items were: 22, 23, 31, 32, 34, 40, 46, 48, 49, and 54. There were 11 instances where the non-J.M.C. girls were more in agreement with the faculty than they were with the residence hall programs staff. These were: 1, 13, 22, 24, 26, 31, 32, 36, 40, 47, and 49.

Under the second category which was concerned with organizational problems there were 19 instances where the responses of the non-J.M.C. men were more in agreement with the faculty than they were with the Residence Hall Programs Staff. These were: 60, 65, 68, 69, 73, 74, 80, 82, 86, 87, 89, 90, 94, 104,

107, 109, 113, 114, and 116. The girls tended to follow the same pattern. Their responses to these elements were more in agreement with the faculty than they were with the Residence Hall Programs Staff for items: 61, 65, 68, 73, 74, 80, 82, 83, 84, 86, 94, 101, 104, 109, 113, 116, 118, and 123.

Under the third category of organizational expectations there was one instance where the J.M.C. men were closer to the faculty than they were to the Residence Hall Programs Staff in their responses. This was item 136. There were no instances where the girls were more in agreement with the faculty than they were with the Residence Hall Programs Staff to the items listed under organizational expectations.

Under the fourth category which was significant others, the non-J.M.C. men were more in agreement with the faculty than they were with the Residence Hall Programs Staff on 5 of the 15 items. These items were: 139, 140, 141, 142, and 144. The non-J.M.C. women were more in agreement with the faculty than they were with the Residence Hall Programs Staff on 4 of the 15 items in this category. These items were: 139, 140, 142, and 144.

Part 7 of Hypothesis II:

The perceptions of the Residence Hall Programs Staff will tend to be between the perceptions of the faculty and the managerial staff. This was true for 34 of the 58 items listed

under the category of objectives. The instances where this was not true are: 11, 13, 14, 19, 23, 24, 26, 28, 31, 34, 35, 36, 37, 40, 42, 46, 47, 48, 49, 50, 51, 53, 54, and 57.

Under the category of organizational problems the perceptions of the Residence Hall Programs Staff were between those of the faculty and the management in only 28 of the 68 items in this category. The 28 instances where this was true are: 60, 64, 69, 70, 75, 78, 79, 80, 81, 84, 88, 91, 100, 101, 102, 103, 105, 106, 110, 114, 115, 119, 120, 121, 122, 124, 125, and 126.

Under the category of organizational expectations the hypothesis was true for 7 of the 11 elements within this category. It was not true for the following four items: 130, 131, 134, and 137.

The hypothesis was true for only 6 of the 15 items under the category of significant others. These 6 items were: 145, 146, 147, 149, 150, and 152.

This hypothesis was generally substantiated. It should be noted that in many of the instances where it was not true the item in question was a high consensus item. In those instances where it was true the item tended to be a low consensus item. In those areas where there was a large amount of disagreement between the management and the faculty the Residence

Hall Programs Staff was usually in the middle. Their perceptions of the problem were between those of the management and the faculty.

Hypothesis III

This area of the research was concerned with measuring in a specific sense some of the ways perceptual theory could serve as a useful tool of organizational analysis. It was therefore stated that:

The major problems of the Justin S. Morrill College will be recognized through an analysis of the data in so far as they are perceived by the members of the organization.

It is difficult to conclusively prove that the problems identified by this analysis are all of the problems. It can only be demonstrated that some problems were identified and that these were important problems. In accordance with perceptual theory, however, those problems which are perceived to be problems by one or more sub-groups are problems which are capable of affecting the organization and in many instances limiting goal achievement or bringing about change in the original goals of the organization. In this study both types of problems were identified.

Part 1 of Hypothesis III:

Many of the perceived problems paved the way for changes in the curriculum. Other perceived problems touched upon

organizational difficulties. Consider the perceived problems which were ranked 1 and 3. All of the people in the Snyder-Phillips Complex were aware of the problem that people on the outside had little or no understanding of the college. In many ways this indicates a lack of identity or a situation where an organizational identity can be created. Rather quickly a strong sense of community emerged. One of the dimensions of this community was that "The upperclassmen didn't like the idea of having their residence hall taken away from them." The J.M.C. were made to feel like privileged intruders and the upperclassmen were prone to react as imposed upon second class citizens. Problems 4, 5, and 6 also touch upon the lack of identity and the confusion all people felt at first. Most students felt that there was a definite lack of goals and information about the college, but at the same time this left them room to create goals. There was also the lack of vocational security which disappointed many. Problem 6 was something the J.M.C. students strongly agreed upon. They felt the composition course was an unnecessary hardship. They felt they should get credit for the course if they were to take it seriously. This specific course was changed to "Inquiry and Expression" and students were given credit for it. It tended to be more positively accepted in the second year. The language requirement

was also relaxed somewhat in the second year. The new students were allowed to take two separate courses and get two separate grades instead of one large eight credit grade. This made it possible to give plus and minus marks by giving the student one grade in one course and the next higher or lower grade in the other language course. The students suggested that more than two languages be offered and this is now becoming a reality. The students suggested alternatives to overseas travel and this too is now a reality. The student may travel to the slums of a large city, to the South or to something of his own choosing which meets the approval of the faculty and Dean.

Part 2 of Hypothesis III:

The intensity of problem recognition will be directly related to the sub-groups which is most clearly affected by the problem.

This statement was generally substantiated. The scope of this paper does not permit a detailed analysis of the graphs and responses to the rating scale but the author will discuss a few specific instances. Consider statement 102 concerned with the problem of student drop out. The statement was: "If too many students fail the college will fail." The mean for the faculty on this response was 4.29 which places it in the

realm of strong disagreement. The mean for the J.M.C. students was 2.65 which places their perception in the realm of agreement. This was a real problem to the students who felt that their success was crucial to themselves and to the college. It was not perceived as being a significant problem by the faculty. Item 70 "The students are being forced into a stifling community" was 17 in rank order. The Mean for the J.M.C. students was 3.00 in the realm of uncertainty; for the non-J.M.C. 1.6 which is in the realm of strong agreement, and for the faculty 4.29 which is in the realm of strong disagreement. The faculty felt the J.M.C. students were not being stifled; the J.M.C. students did not know; and the non-J.M.C. students thought the J.M.C. students were suffering from being segregated. These two and many other instances display similar patterns substantiating Part 2 of Hypothesis III.

Part 3 of Hypothesis III:

Solutions to the problems will be suggested in the data.

This hypothesis was generally not substantiated. There were some instances such as language study where the students wanted two grades instead of only one eight credit grade, or the English composition course where the students felt they should get credit if they were to take it seriously, where this was true. For the most part, however, the problems were usually recognized without any immediate recommendations for solution.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

The Utility of Perceptual Theory As a Predictive Tool of Organizational Analysis

One of the limitations of perceptual theory in organizational analysis is that most of the things learned about the organization through analyzing the perceptions of the members of that organization apply only to the organization being studied. On the other hand this can also be considered a strength of perceptual theory. Most organizational generalizations apply equally well to all organizations and are also equally irrelevant. Perceptual analysis based upon analyzing the relationships existing between the sub-groups which comprise the organization makes it possible to make specific statements about specific sub-groups and specific relationships or areas of relationships. The specificity of these statements makes it impossible to generalize to other organizations but it does permit a detailed analysis of specific problems unique to that organization.

This study of Justin S. Morrill College, implementing Anderson's methodology, demonstrated problems which are unique to J.M.C. It was demonstrated, by the examination of responses from the Open-Ended Questionnaire and the consequent rating of these responses by organizational members through the Rating Scale, that there were many different perceptions of goals, problems, significant others, and organizational expectations maintained by the sub-groups comprising the Snyder-Phillips Complex.

Some of these differences were anticipated and some were not. The decision to segregate the student population in their living arrangements was based upon previous research. The strong influence of student peer groups has long been recognized. Segregating the student populations within the Snyder-Phillips complex was a calculated attempt to use this student peer group influence to achieve the goals of Justin S. Morrill College. It was felt that the positive possibilities of student peer group influence could be realized by removing the generally negative influence of upperclassmen. Suspicion and mistrust of the faculty and the administration often pervades peer groups composed of upperclassmen. This attitude is quickly communicated to new freshmen who join these peer groups. The planning for J.M.C. was aimed at removing the negative

upperclass influences and replacing them with positive faculty contact. The success of this venture can be measured to a large extent by the amount of agreement and disagreement existing between the J.M.C. students, faculty, and non-J.M.C. students. The Open-Ended Questionnaire and the following Rating Scale permitted the identification of organizational elements and the amount of agreement and disagreement between the various sub-groups upon these elements. It was obvious from the patterns of these responses, demonstrated in the many graphs and charts included in this study, that there were measurable and in many instances significant differences between the responses of these sub-groups. A persistent pattern of difference characterizes the responses of the J.M.C. and non-J.M.C. students.

The data indicates that the two general objectives offered by Provost Neville were realized. There was a relaxed informal context created wherein students and faculty could interact and offer new innovations in curriculum, teaching, and learning. The objectives of the organization as perceived by the members, discussed on pages 72 to 92, indicated that these two objectives were high consensus items. The statement: "To create a more relaxed and effective learning environment for both students and teacher." was number five in rank order.

While the statement: "To develop an intimate learning community within the less personal university" was ranked as number six. The statement: "To achieve the advantages of a small college within a large university" was ranked number two. The international theme was also perceived as an important objective by the members of the organization. The statement: "To encourage an educational experience made more meaningful by travel abroad" was ranked number four. The statement: "The integration of language study with other related international studies" was ranked number seven.

At the same time however, the most clearly perceived objective was something that the planners did not expect nor want. The most clearly perceived objective was "Intensive language study". The mean for the faculty on this response was 1.29, the mean for the J.M.C. girls was 1.48 and the mean for the J.M.C. men was 1.81.¹ According to the "t" test there is a significant difference to the .05 level between the J.M.C. men and women on their responses to this item. Five of the men who responded were not sure, eight of them disagreed, and three of them strongly disagreed. In comparison only one of

¹See Table VII. p. 153.

the women respondents was not sure, two disagreed and one strongly disagreed.

A similar pattern was evidenced on item seven which was number four in rank order. The objective "To encourage an educational experience made more meaningful by travel abroad" was rated "not sure" by 16 of the J.M.C. men and disagree by four of them. Only four of the J.M.C. girls responded "not sure" and none of them disagreed. These patterns of responses are even more significant when one realizes that they were gathered at the end of winter term when a hundred students had already left the program. There were also significant differences between the J.M.C. men and women on this item to the .05 level according to the "t" test.

In the opinion of the author the disagreement between the J.M.C. men and women on these two items is a key to the reason why so few men came to J.M.C. its second year. Many of the men entered J.M.C. without realizing that there would be such a heavy emphasis upon language. The summer trip abroad represented a significant financial investment and involved the loss of a summer of financially productive employment. For these and other reasons many of the incoming freshmen tended to avoid J.M.C. during its second year of operation.

There were also many perceived objectives and problems upon which the J.M.C. students were more in agreement with

the non-J.M.C. students than they were with the faculty. This can be observed by considering Table V. on page 132 and the content of part two of Hypothesis II. By comparing the means of the responses of these five groups, J.M.C. men, non-J.M.C. men, J.M.C. women, non-J.M.C. women, and J.M.C. faculty to each of the items on the Rating Scale degrees of agreement and disagreement can be measured. Even though there is a considerable amount of difference between the men and the women there are still some items upon which the J.M.C. men and women are more in agreement with the non-J.M.C. men and women respectively than they are with the faculty. These patterns of agreement and disagreement indicate that the non-J.M.C. students had considerable influence upon the J.M.C. students. the J.M.C. men tended to disagree with the faculty in the statement that they were "being prepared for graduate study in the liberal arts", or that J.M.C. was an attempt to "produce a superior student or product in a shorter span of time". In general the men tended to disagree with the faculty in the areas of vocational planning. Many of them were not interested in accomplishing the same things that the faculty thought they were preparing them for. The women, on the other hand, disagreed with the faculty in their statements about the "learning community", the "relaxed personal context", and the fact that their education was "encouraging original thinking". The

J.M.C. women demonstrated a stronger awareness of the negative upperclass influence. They tended to be more critical of the faculty, and more convinced that they were being "stifled" or "treated like small children". All of these patterns of agreement and disagreement were demonstrated through the use of Anderson's O.E.Q. and the subsequent Rating Scale.

Perceptual theory, in the opinion of the author, is a useful tool of organizational analysis. Although the data generated tends to be expansive and complicated the avenues of analysis are many. This methodology generated much useful and relevant data. This methodology also offers many problems which must be solved before one can make precise analytic statements.

The first of these problems is the necessity of weighing the responses of individual respondents. Reason would say that the opinion of the dean is more important than the opinion of one student. By the same line of reasoning some students are more intense in their perceptions and commitments than are others.

A second criticism offered by Professor Olmstead is that it is not valid to assume that the distance between "1" and "5" on the Rating Scale can be divided into five equal

parts. There may actually be a much greater distance between "1" and "2" than there is between "2" and "3". Perhaps a response of "1" or "5" should be given more weight than a response of "2" or "4". These criticisms however can be dealt with by the next scholar who implements this methodology in the analysis of a particular organization.

This methodology also generated data which touched upon several basic themes characteristic of J.M.C. Each of these will be discussed.

The Implications of
Being Experimental for
Justin S. Morrill College

Prevalent throughout this study a theme of experimentalism was expressed by the responses gathered from the various strata of the organization. The faculty and the J.M.C. students perceived themselves as attempting something new. They felt they were "creating new approaches to education" and "attempting to integrate concepts from several varied fields". They thought they were being educated to appreciate other cultures and international problems. At the same time the primary problem recognized by all members of the Snyder-Phillips Complex was that most of the people outside of J.M.C. have little or no understanding of the college.

The good positive aspects of the experimental theme were that students and faculty felt free to attempt new things in teaching and in learning. This attitude of being willing to attempt new things implies a relaxed personal attitude between faculty and J.M.C. students. It is abundantly clear from the patterns of the responses to the Rating Scale that the faculty had a profound measurable effect upon the students. The students and faculty tend to agree with each other more than any other two sub-groups within the organization.

Some of the negative aspects of experimentation are also evident. There were a large number of students of the entering J.M.C. freshman class which found the program not what they expected and dropped out. When Kafer selected his sample of 200 in the spring of 1966 there were only 286 students left. Science and math were found to be undesirable aspects of the program and, other than basic natural science, were not included in the second year curriculum. Intensive language study rated by all members as being the primary objective of the college was also found to be a difficult objective to live up to. In the original statement of purpose the intensive language study was looked upon as a way of making the international theme a concrete reality. It was felt that before a student could profitably travel abroad he should first have a basic ability in the language of the country he was

attempting to visit. Eight credits per quarter of half of the first year was devoted to intensive language study. If a student earned a low grade in this language it placed him in academic jeopardy. Many students found this heavy emphasis upon language unpalatable and transferred to the basic college. Approximately 100 students had transferred back to the University by the end of the first year.

A second negative aspect of being experimental is that those conducting the experiment are not always sure what the results will be. For some combination of reasons which have still not been completely defined very few men were interested in applying for J.M.C. in its second freshman class. It was hoped that 200 men would enroll in the fall of 1966. According to the Head Advisor's records only 68 new freshmen males enrolled in the fall of 1966. The number of new freshmen girls was slightly over 300. A few more men transferred in raising the number of new male students to 84 by the end of fall term 1966. This years freshman class is more than 3 to 1 girls. As of May 25, 1967 there were only 92 men signed up for the J.M.C. fall '67 enrollment. Some say that the intensive language is a cause of this, others say that it may be caused from a lack of vocational orientation. Many of the students who enter M.S.U. have a specific vocational plan in mind and J.M.C. offered no such vocational security. Male applications for next year are still running less than 100.

What will J.M.C. be like two years from now? On the basis of the data generated in this study there are at least two obvious avenues of development possible. On the one hand the lack of vocational definition, emphasis upon language, strong encouragement for overseas travel, and the creation of personalized courses for special areas of interest strongly discourages the vocationally oriented working class males of moderate financial means. The student population will probably consist of women, and men who look upon a tour of Europe and liberal self development as being their reason for attending M.S.U. These males usually do not have to work in the summer to raise college expenses and look upon law school or graduate study as the logical step after graduation. On the other hand the college may emphasize other local programs as possibilities for field study and the college may take upon a social work or community improvement emphasis. This program, I feel, would succeed at the expense of the true liberal arts emphasis.

A fourth aspect of being experimental which can be viewed as both positive and negative was evidenced in the relationship existing between the J.M.C. and non-J.M.C. students. A Hawthorne effect was visible among the J.M.C.

students. They viewed themselves as being experimental and tended to develop a strong sense of community. On the other hand they were viewed by the non-J.M.C. students as being pampered and privileged. There were clear-cut patterns of resentment between the J.M.C. and non-J.M.C. students. This is clear when one considers the graphic representation of their responses to the Rating Scale.¹ This is also evident when one considers the responses to the category which is concerned with significant others. Most of the students and J.M.C. faculty were uncertain as to whether or not "The Administration" would shut down the college if it didn't work out. Many others were aware of resentment on the part of other faculty members and administrators. This introduces the second subject of this discussion.

The Implications of Being
Semi-Autonomous for
Justin S. Morrill College

What does semi-autonomous mean? No one defined this for the Dean when he took his job as the Director of J.M.C. As was previously mentioned in the introduction, the creation of J.M.C. involved the coming together of three bureaucratic

¹See Chapter VI.

structures. The division of this structure proceeds all the way up to the President of the University culminating in the Vice President in charge of Business and Finance, the Provost, and the Vice President in charge of Student Affairs.

It is the opinion of the author that autonomous implies bureaucratic authority or decision making ability, and non-autonomous implies lack of it. The Dean of J.M.C. was autonomous in those areas where he had bureaucratic control and was semi-autonomous or non-autonomous in those areas where he could not exert bureaucratic authority. At the outset of J.M.C. these areas were not defined and had to be worked out. In the context of a new experiment trial and error was the rule rather than the exception.

There were areas where the Dean had clear-cut bureaucratic control. First among these was the selection of a faculty. Although all of his faculty selections were made from the existing M.S.U. faculty and most of these were joint appointments, the Dean still had the power to decide who he wanted to involve in J.M.C. A second area of clear-cut autonomy was in the area of curriculum creation and revision. Although the final efforts of curriculum revision had to be decided upon by the curriculum committee this for the most part tended to be nearly automatic approval. Also within the Deans jurisdiction was the size of the classes, and uses of the classrooms within the building.

There were other areas, however, where the Dean had no bureaucratic control and was forced to rely upon good-will and cooperation. Most of these relationships were between J.M.C., the Residence Hall Programs Office, and Management. An interesting example of this was the non-J.M.C. students. From a financial point of view there were not enough J.M.C. students to fill all of the student vacancies in the hall. When J.M.C. opened its doors in the fall of 1965 there were 400 J.M.C. students in the Snyder-Phillips Complex and about 500 non-J.M.C. students. The management tended to view these students as all being equal paying customers. They all paid their room and board payments which was necessary for the complex to function and they were all deserving of the same services. The Residence Hall Programs Staff, also dedicated to serving all of the students, shared primarily the same philosophy. All decisions that were made in the complex were considered from the Residence Hall Program Staff and from the managerial staff as acceptable or not acceptable on the basis of how this decision would affect the students in general. The primary allegiance of the Dean was to those students who were in J.M.C. Thus by the nature of their commitment a certain amount of organizational conflict was evident from the initiation of the new college in the fall of 1965. These structural

difficulties had other far reaching implications within the context of the Snyder-Phillips Complex. Certain goods and services were often requested by the Dean, of the Management which could not be granted for sound financial reasons. Rejection of these requests were often viewed as lack of cooperation by the Dean. At the same time the Dean often made requests which were necessary for the development of the college, which the management could have granted, but did not.

The Resident Assistants who lived on the floor with the students were obligated by their responsibility to treat all of the students alike. The dean tended to view such divided commitment as being a lack of loyalty to the J.M.C. program. Suggestions were made by the Dean in the spring of 1966 that those R.A.'s (most of who were upperclassmen) who were not J.M.C. students should not be rehired for the following year. Understandably enough the Head Advisors from both sides, Snyder and Phillips, flatly refused. This problem was intensified by the fact that most of the J.M.C. dropouts still lived on the floor with the J.M.C. students. It was the opinion of the Residence Hall Programs Staff that these dropouts could still be academic success in the larger basic college, but that their chances for success would be diminished if they were forced to move into another hall and establish new friends. The management tended to support the head advisors

in this position because it is difficult to fill a vacancy in the middle of the term. The manager is able to do more for all of the students when all of the rooms are filled because there is a larger budget to work with when the hall is filled to capacity. On the other hand the Dean tended to view these dropouts as an undesirable element because they could negatively influence those students who were having difficulty in J.M.C. and were thinking about dropping out too.

The conflict between the J.M.C. and non-J.M.C. student was solved on the Phillips side when most of the non-J.M.C. girls were replaced by J.M.C.s during its second year of operation. It was solved on the Snyder side by desegregating the J.M.C. and non-J.M.C. student houses. When the students began to know each other as individuals, personal likes and dislikes tended to outweigh whether they were J.M.C. or non-J.M.C.

Success was not so easy, however, between the three organizations existing in the Snyder-Phillips Complex. The conflict between these structures tended to create a dedicated opposition which resulted in a considerable amount of boundary maintenance and a gradual deterioration of cooperation. In the fall of 1966 the Dean hired three full-time assistants. One of these was given the title of the Director of Student Relations. His job was to supplement many of the duties of

the Head Advisors. The Director of Student Relations was also given the responsibility of ironing out the difficulties between J.M.C. and the other two structures. Attempts were made to create more joint appointments involving Residence Hall Programs and management. It was felt that the Head Advisors should be J.M.C. faculty members as well as members of the Residence Hall Programs Staff, and that the manager should report to the Dean. These requests for joint appointment were turned down by the Vice President of Student Affairs. Attempts were also made to either take over the management of Snyder-Phillips, or to purchase it. This too was turned down by the Vice President of Business and Finance.

When attempts to subsume the other two organizations under the bureaucratic control of J.M.C. failed the Dean moved in the direction of re-establishing cooperative relationships. That is currently the stage of the J.M.C. development as an organization. It is defining its organizational role in terms of bureaucratic authority and cooperative relationships within the dimensions of an experimental framework. These difficulties and efforts were evident in the data presented in Chapter VI. The implications of this study become more far reaching as semi-autonomous colleges II and III are launched in the fall of 1967. It is the opinion of the author that they will encounter many of the same organizational difficulties experienced by J.M.C.

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APPENDIX

Name _____
Optional

As a member of the Justin Morrill College or as one working in close association with its development your opinions and reactions are extremely valuable, both to the faculty and administration of the College and to the Residence Hall Program Staff. Your ideas and reactions will contribute to a better understanding of the College, and will be considered in future policy decisions.

Please check if you are:

- _____ Justin Morrill Student
- _____ Resident of Phillips but a Non-Justin Morrill student
- _____ Member of the Residence Hall Program Staff
- _____ Member of the Justin Morrill Faculty.
- _____ Member of the Justin Morrill Administration.

Thank you,

1. What in your opinion are the objectives of the Justin Morrill College?

2. In your opinion how do others who are interested in the liberal arts perceive the objectives of Justin Morrill College?

Other Students:

Parents:

Other Faculty:

Others:

3. What do you expect to gain from being associated with the Justin Morrill College?

4. What do you expect to contribute to the Justin Morrill College?

5. In your opinion what possible problem areas could limit the achievement of the Justin Morrill College objectives?

Name _____
Optional

As a member of the Justin Morrill College or as one working in close association with its development your evaluation of the following statements about the Justin Morrill College are extremely valuable. Your reactions will contribute to a better understanding of the College and will be considered in future policy decisions. Please respond to all of the included items and return your questionnaire to the reception desk, to your R.A., to Dean Rohman's office, or to me. Thank you very much for your cooperation.

George E. Cole

George E. Cole

Please check if you are:

- _____ Justin Morrill student living in Phillips
- _____ Justin Morrill student living in Snyder
- _____ Resident of Phillips but a Non-Justin Morrill student
- _____ Resident of Snyder but a Non-Justin Morrill student
- _____ Member of the Justin Morrill faculty
- _____ Member of the Residence Hall Programs Staff
- _____ Member of the Justin Morrill Administration
- _____ Member of the Snyder-Phillips managerial staff

The following list of statements were made by members of the Snyder-Phillips Complex. They are opinions offered by members and observers of the Justin Morrill College. The first set of statements is concerned with objectives. You are asked to circle the number which best describes your feeling about the statement. By asking for your evaluation we can measure the number of people who actually agree or disagree with each statement.

- 1 = Strongly agree
- 2 = Agree
- 3 = Not sure
- 4 = Disagree
- 5 = Strongly disagree

- (1) 1, 2, 3, 4, 5 To provide the students with a broad liberal education.
- (2) 1, 2, 3, 4, 5 To create a more relaxed and effective learning environment for both students and teachers.
- (3) 1, 2, 3, 4, 5 To achieve the advantages of a small college within a large university.
- (4) 1, 2, 3, 4, 5 The integration of language study with other related international studies.
- (5) 1, 2, 3, 4, 5 To foster a sense of community where learning is a respectable endeavor.
- (6) 1, 2, 3, 4, 5 To stimulate an interest and an awareness of the world in which we live.

- (7) 1, 2, 3, 4, 5 To encourage an educational experience made more meaningful by travel abroad.
- (8) 1, 2, 3, 4, 5 To provide a learning context in which the student can structure his world outlook with more than just facts, but rather with an awareness of problems and possible solutions.
- (9) 1, 2, 3, 4, 5 To create an atmosphere where the student will be encouraged to accept his responsibility as being a contributing member of world society.
- (10) 1, 2, 3, 4, 5 To teach the student to act independently of the college, in furthering his own education after graduation.
- (11) 1, 2, 3, 4, 5 To offer the student a wide range of courses so that he may be exposed to several fields of study.
- (12) 1, 2, 3, 4, 5 Intensive language study.
- (13) 1, 2, 3, 4, 5 An attempt to integrate the two cultures science and liberal arts.
- (14) 1, 2, 3, 4, 5 To create an atmosphere conducive to good teaching.
- (15) 1, 2, 3, 4, 5 To provide a learning context where the student can structure his own education.
- (16) 1, 2, 3, 4, 5 To develop an intimate learning community within the less personal university.
- (17) 1, 2, 3, 4, 5 To teach the students to be human beings first and specialists second.
- (18) 1, 2, 3, 4, 5 To teach the student how to learn and how to think.
- (19) 1, 2, 3, 4, 5 Too lofty and idealistic to expect practical results.

- (20) 1, 2, 3, 4, 5 To teach the student how to use the English language effectively.
- (21) 1, 2, 3, 4, 5 To encourage original thinking.
- (22) 1, 2, 3, 4, 5 To create new objectives in higher education.
- (23) 1, 2, 3, 4, 5 To prepare students for the diplomatic service, Peace Corps, or international relations.
- (24) 1, 2, 3, 4, 5 To help students gain an unprejudiced view of the world.
- (25) 1, 2, 3, 4, 5 To make the students take courses they don't like.
- (26) 1, 2, 3, 4, 5 To prepare students for graduate study in the liberal arts.
- (27) 1, 2, 3, 4, 5 To dominate the students and treat them as if they were high school pupils.
- (28) 1, 2, 3, 4, 5 To isolate a select group of students and provide them with an integrated liberal education.
- (29) 1, 2, 3, 4, 5 To provide students with intensive training in math.
- (30) 1, 2, 3, 4, 5 To educate students who do not want to declare a major.
- (31) 1, 2, 3, 4, 5 To expose students to a series of lectures introducing him to many different fields of study.
- (32) 1, 2, 3, 4, 5 To allow students to pick up the basics in social science and humanities subjects by studying courses that are more specialized than A.T.L. and social science.
- (33) 1, 2, 3, 4, 5 To provide students with an integrated learning experience.

- (34) 1, 2, 3, 4, 5 To prepare liberal arts teachers.
- (35) 1, 2, 3, 4, 5 To form an elite group who are being educated for the sake of education.
- (36) 1, 2, 3, 4, 5 To develop a new approach to education.
- (37) 1, 2, 3, 4, 5 To provide the student with the needed tools, language, math., etc. so that he will learn how to educate himself and solve problems.
- (38) 1, 2, 3, 4, 5 To foster close association with students of the same major.
- (39) 1, 2, 3, 4, 5 To further the cause of world understanding.
- (40) 1, 2, 3, 4, 5 To train the students to be human beings but not to be employable.
- (41) 1, 2, 3, 4, 5 To produce a superior student or "product" in a shorter span of time.
- (42) 1, 2, 3, 4, 5 To teach the students to communicate with other people.
- (43) 1, 2, 3, 4, 5 To help a student understand the world in which ie is living.
- (44) 1, 2, 3, 4, 5 To take over and run Snyder-Phillips Hall.
- (45) 1, 2, 3, 4, 5 To make the students thinking individuals.
- (46) 1, 2, 3, 4, 5 To secure a Phi Bata Kappa Chapter for M.S.U.
- (47) 1, 2, 3, 4, 5 To provide the students with a liberal education oriented toward the future.
- (48) 1, 2, 3, 4, 5 To provide the students with the opportunity of taking discussion courses in the liberal arts and social sciences.
- (49) 1, 2, 3, 4, 5 To teach some facts.
- (50) 1, 2, 3, 4, 5 To stress the development of thought from past to present.

- (51) 1, 2, 3, 4, 5 To teach the students to find a useful place in society.
- (52) 1, 2, 3, 4, 5 To provide the students with a liberal education adapted to meet the needs of the modern world.
- (53) 1, 2, 3, 4, 5 To support and direct an undergraduate language program.
- (54) 1, 2, 3, 4, 5 To help the students become skilled in a profession which they will enjoy and which will support them.
- (55) 1, 2, 3, 4, 5 To train the students how to look for information, how to absorb it, and how to evaluate it.
- (56) 1, 2, 3, 4, 5 To provide an atmosphere where the student will become familiar with the philosophies and discoveries of the twentieth century.
- (57) 1, 2, 3, 4, 5 To give the "poor" student a chance to acquire a rich man's education.
- (58) 1, 2, 3, 4, 5 To familiarize the student with the process of learning a language.

Problems of the Justin Morrill College

Please evaluate the following list of problems. These are actual statements made by members and observers of the College.

- 1 = Strongly agree
- 2 = Agree
- 3 = Not sure
- 4 = Disagree
- 5 = Strongly disagree

- (1) 1, 2, 3, 4, 5 Too much emphasis upon language.
- (2) 1, 2, 3, 4, 5 The choice of students, many cannot keep up with the program.
- (3) 1, 2, 3, 4, 5 Students should get credit for the English composition course if they are to take it seriously.
- (4) 1, 2, 3, 4, 5 Some of the teachers lack enthusiasm, are hard to communicate with, and are poorly informed.
- (5) 1, 2, 3, 4, 5 The students need more freedom in choosing their courses.
- (6) 1, 2, 3, 4, 5 Some of the students are apathetic and lack enthusiasm as well as maturity.
- (7) 1, 2, 3, 4, 5 Justin Morrill College students have no idea what they will be able to do after they graduate.
- (8) 1, 2, 3, 4, 5 Hastily and poorly developed courses.

- (9) 1, 2, 3, 4, 5 The development of student and faculty cliques within the school.
- (10) 1, 2, 3, 4, 5 The summer trip abroad. How do we finance it.
- (11) 1, 2, 3, 4, 5 An inadequate description of the college to incoming students.
- (12) 1, 2, 3, 4, 5 The students are being forced into a stifling community. They do not have enough contact with the rest of the university.
- (13) 1, 2, 3, 4, 5 An unrealistic set of expectations made of the students by the College.
- (14) 1, 2, 3, 4, 5 Many of the bulletins on Justin Morrill have misled students, faculty have welshed on promises, many students mistrust the faculty.
- (15) 1, 2, 3, 4, 5 The faculty and students are influenced too much by other J.M.C. students.
- (16) 1, 2, 3, 4, 5 Most of the people outside of Justin Morrill College have little or no understanding of the College.
- (17) 1, 2, 3, 4, 5 Lack of fairness and competency on the part of the enrollment officials.
- (18) 1, 2, 3, 4, 5 The grading standards are too relaxed.
- (19) 1, 2, 3, 4, 5 Justin Morrill College has no adequate counseling system for potential drop-outs. Students are grossly misadvised.
- (20) 1, 2, 3, 4, 5 Too much control by department heads over what is taught in their respective departments.
- (21) 1, 2, 3, 4, 5 The Justin Morrill College is too much like a liberal arts college. Too much emphasis upon language with not enough math, science, or related international subjects. Not enough electives.

- (22) 1, 2, 3, 4, 5 The lack of definite goals and information about the college. The average entering freshman is at a loss to know what is expected of him.
- (23) 1, 2, 3, 4, 5 Not enough meaningful course work along with the language. Why not study the literature and geography of a country as well as its language?
- (24) 1, 2, 3, 4, 5 There is no honors program at Justin Morrill College. The college should select only the top half of the entering freshman class. Most Justin Morrill College students are only average.
- (25) 1, 2, 3, 4, 5 Many of the faculty are isolated from the students.
- (26) 1, 2, 3, 4, 5 The math course is poor and too restrictive.
- (27) 1, 2, 3, 4, 5 Not enough choice in the language. Why not offer 3 or 4 instead of only two?
- (28) 1, 2, 3, 4, 5 The lack of communication between the rest of the faculty and the English teachers on what is expected in the English composition program.
- (29) 1, 2, 3, 4, 5 Not requiring all students to attend the lectures.
- (30) 1, 2, 3, 4, 5 The use of graduate students as teachers could hurt the program.
- (31) 1, 2, 3, 4, 5 The administration could become disappointed and shut down the college.
- (32) 1, 2, 3, 4, 5 The school's policy on athletics is ridiculous. Many of the inactive students are getting fat and lazy.
- (33) 1, 2, 3, 4, 5 Because of their isolation from the rest of the university the Justin Morrill students tend to be retarded in their maturity and socialization.

- (34) 1, 2, 3, 4, 5 The students feel they are a select group and expect special treatment.
- (35) 1, 2, 3, 4, 5 The students are too narrow in their liberal arts education, they aren't getting enough science.
- (36) 1, 2, 3, 4, 5 The inclusion of non-credit expectations such as lectures and English composition tends to foster bad study habits and a lack of responsibility.
- (37) 1, 2, 3, 4, 5 The upperclassmen don't like the idea of having their residence hall taken away from them.
- (38) 1, 2, 3, 4, 5 Inadequate facilities for the college.
- (39) 1, 2, 3, 4, 5 Not enough concrete involvement outside of the campus.
- (40) 1, 2, 3, 4, 5 No concrete statement of Justin Morrill College objectives.
- (41) 1, 2, 3, 4, 5 Not enough interaction between faculty and students.
- (42) 1, 2, 3, 4, 5 The administration of the college tends to view Justin Morrill as being experimental, and as a result none of its members strive for excellence.
- (43) 1, 2, 3, 4, 5 There is a danger of creating a Hoge-Podge curriculum without proper course sequence.
- (44) 1, 2, 3, 4, 5 If too many students fail the college will fail.
- (45) 1, 2, 3, 4, 5 The integration of concepts from several varied fields.
- (46) 1, 2, 3, 4, 5 The faculty members must feel committed to the program. At the present time many are only on part-time loan and still are tied to their own department.

- (47) 1, 2, 3, 4, 5 There has been a clear-cut breakdown of communication between the Justin Morrill College students and the Non-Justin Morrill College students.
- (48) 1, 2, 3, 4, 5 The measurement of accomplishment.
- (49) 1, 2, 3, 4, 5 Internal indecision on the part of the policy makers often confuses the students.
- (50) 1, 2, 3, 4, 5 Many freshmen lack guidance because of the lack of older students in the college.
- (51) 1, 2, 3, 4, 5 The college is aiming for size rather than quality.
- (52) 1, 2, 3, 4, 5 The college tends to be filled with long-haired beat-niks who can't conduct themselves well in public.
- (53) 1, 2, 3, 4, 5 Money. Small classes taught by experienced staff is expensive. The unequal distribution of wealth could cause the resentment of those faculty not in Justin Morrill College.
- (54) 1, 2, 3, 4, 5 The negative outlook of other students could seriously affect the outlook and attitudes of the Justin Morrill students.
- (55) 1, 2, 3, 4, 5 The difficulty of finding flexible creative faculty members.
- (56) 1, 2, 3, 4, 5 Not enough oral practice with the language.
- (57) 1, 2, 3, 4, 5 Attempting to achieve a quick and easy reputation through cheap publicity and promotion gimmicks rather than excellence based on the quality of students turned out.
- (58) 1, 2, 3, 4, 5 Making the false assumption that old college teachers are good teachers. The students should evaluate the teachers of Justin Morrill College and the poor ones should not be allowed to teach.

- (59) 1, 2, 3, 4, 5 The students need special attention or they will fail.
- (60) 1, 2, 3, 4, 5 Inadequate equipment in the language labs.
- (61) 1, 2, 3, 4, 5 Lack of advertising. Lectures, discussions, etc. are not communicated to the students.
- (62) 1, 2, 3, 4, 5 Many of the students are not gifted for the study of language.
- (63) 1, 2, 3, 4, 5 Few of the students are aware of the objectives of the college.
- (64) 1, 2, 3, 4, 5 Other faculty more interested in research than teaching will oppose the college.
- (65) 1, 2, 3, 4, 5 The wide range and levels of ability displayed by the students.
- (66) 1, 2, 3, 4, 5 Whether or not the students will be admitted to Graduate and Professional Schools with this type of background.
- (67) 1, 2, 3, 4, 5 The college will relax its goals to keep the students.
- (68) 1, 2, 3, 4, 5 The ambiguities of the program. It doesn't offer any immediate vocational security, and its benefits are difficult to make concrete. All of this could make parents as well as students skeptical.

The following are statements made by the members of the Snyder-Phillips Complex about what they can expect to gain by being associated with the Justin Morrill College, or what they can contribute to its development. Please evaluate as you have evaluated the previous statements.

- (1) 1, 2, 3, 4, 5 The faculty can expect to learn by working closely with students and other faculty members in a relaxed personal context.
- (2) 1, 2, 3, 4, 5 In general all those associated with J.M.C. are pleased and stimulated with the excitement of being associated with something new and developmental.
- (3) 1, 2, 3, 4, 5 For the most part all associated with J.M.C. can either observe or experience language learning within a focused intensive environmental context.
- (4) 1, 2, 3, 4, 5 Generally speaking all associated with J.M.C. will aid or participate in new methods and concepts of teaching liberal arts.
- (5) 1, 2, 3, 4, 5 All associated with J.M.C. can benefit by interacting and working with different students and teachers from different disciplines.
- (6) 1, 2, 3, 4, 5 The J.M.C. provides a context for teachers and students to be experimental in their approach to teaching and learning.
- (7) 1, 2, 3, 4, 5 Those associated with J.M.C. will gain deeper insight into the world, its complex societies, and its problems.
- (8) 1, 2, 3, 4, 5 Under the guidance of the faculty the students should gain an attitude of independence and maturity.

- (9) 1, 2, 3, 4, 5 Those associated with J.M.C. will gain deeper insight into themselves, their aims and objectives in life, and the role they can play to make the world a better place in which to live.
- (10) 1, 2, 3, 4, 5 Through association with the upperclassmen the J.M.C. students should gain a better understanding of the University and what is expected of them as residents of the Snyder-Phillips Complex.
- (11) 1, 2, 3, 4, 5 All those associated with J.M.C. can expect to be stimulated intellectually and encouraged to ask questions.

This section is concerned with what others think of the J.M.C. Please evaluate the following statements which were made by participants in the College.

- (1) 1, 2, 3, 4, 5 In general others view the J.M.C. as being something new but have little or no specific knowledge about what it really is.
- (2) 1, 2, 3, 4, 5 Many of the faculty members of M.S.U. who are not involved in the J.M.C. view the objectives of the College as being good but over ambitious.
- (3) 1, 2, 3, 4, 5 Many of the members of the University who are not in J.M.C. think that it is unfair for the University to spend more money and faculty time on the J.M.C. students than they do for the rest of the students.
- (4) 1, 2, 3, 4, 5 Many other students feel that the J.M.C. students are being trained for the Peace Corps or international service.
- (5) 1, 2, 3, 4, 5 Many others consider J.M.C. to be a liberal arts honors college.
- (6) 1, 2, 3, 4, 5 Many other faculty members are skeptical of J.M.C.'s chances for success.
- (7) 1, 2, 3, 4, 5 In general other faculty are wistful or envious of Justin Morrill teachers and wish they had a chance to be a part of its program.
- (8) 1, 2, 3, 4, 5 Many of the parents view J.M.C. as a sort of Junior College where students spend a year or two being oriented to University life before they specialize in a particular field.
- (9) 1, 2, 3, 4, 5 If some of the parents knew about the "bugs" in the J.M.C. program they would remove their son or daughter immediately.

- (10) 1, 2, 3, 4, 5 Most of the other students feel that J.M.C. students are shutting out the world by creating their own community..
- (11) 1, 2, 3, 4, 5 Many of the parents are threatened by the expense of European travel as part of the summer program.
- (12) 1, 2, 3, 4, 5 At first J.M.C. was the butt of many jokes but now the rest of the University is sitting up and taking notice.
- (13) 1, 2, 3, 4, 5 Many of the other students feel that being in J.M.C. is an excellent way to get out of taking Natural Science and the other basics.
- (14) 1, 2, 3, 4, 5 Many of the parents are concerned about what the J.M.C. student will be able to do when he graduates.
- (15) 1, 2, 3, 4, 5 Most of the parents are pleased with the program and are happy that their son or daughter is a part of it.

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