

AN EXAMINATION OF PROBLEMS RELATING TO STANDARDS OF VALUE JUDGMENT
AS EXPRESSED BY A SELECTED GROUP OF BASIC COLLEGE STUDENTS

By

James Preston Orwig

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VITA

James Preston Orwig

Candidate for the Degree of
Doctor of Education

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Dissertation: An Examination of Problems Relating to Standards of Value
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Students.

Outline of Studies

Major Subject: Education (Counseling and Guidance Emphasis)
Minor Subject: Higher Education
Cognate Field: Philosophy

Biographical Items

Born, May 30, 1919, Philadelphia, Pennsylvania.

Undergraduate Studies, Lawrence College, 1937-1941, BA degree.

Graduate Studies, University of Wisconsin, 1946-1949, MS degree.
Michigan State College, 1949-1953.

Experience: Military Service, United States Army, Infantry, 1941-1945;
Program Director for Badger Village Branch of University
of Wisconsin Student Union, 1948-1949; Student Personnel
Counselor, Central Michigan College of Education, Summer
Session, 1949; Instructor in Effective Living, Michigan
State College, 1949-1953.

Member of Kappa Delta Pi, Phi Delta Kappa, Pi Gamma Mu, American
Association of University Professors.

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CHAPTER I

THE NATURE OF THE PROBLEM AND ITS IMPORTANCE

Introduction

In the field of higher education in recent years there has been growing a marked trend towards an increased interest in and concern for the personal development of the college student. This personality development point of view in educational thinking has gained a prominent position among the more traditional views that college education should train one's mental capacities, should produce scholars, should give a person "culture" or prepare him for a particular specialized vocation. One might sum up this growing stress on the individual student in terms of an education that not only produces an individual of competence in a given occupational field, but also a person with a way of life adequate for the times and embodying the fullest possible realization of the potentialities of the individual in a free society.

Concrete signs of this trend have become increasingly apparent since the end of the Second World War and are evident particularly in such developments as expanded student personnel services and widespread initiation of programs of general education. In the student personnel field the interest in student personality is manifest in a variety of counseling services, comprehensive student activities programs, remedial services of all kinds, and the adoption of more democratic policies and

practices with respect to student discipline. General education programs reveal this concern for the personal growth of the individual in a curriculum calculated to provide a common, enriching experience for all students. One of the aims of such a program is that of helping the student achieve a more creative adjustment to the common demands of life in a democratic society.

The spirit and fact of this broadening concern for the personal life of the individual in higher education has been most eloquently and explicitly expressed in the reports of The President's Commission on Higher Education and The Harvard Committee on General Education in a Free Society. Among groups such as these and others seeking to define the role of American higher education in today's world, there appears to be a universal agreement that, along with other important outcomes, college education should engender in the student a heightened awareness of the role of values in personal and social living. In the words of the Harvard Report the place of values in education is identified with a need to develop a trait of mind enabling one to "discriminate among values". (12:65) The same report further clarifies the issue in declaring that ". . . the objective of education is not just knowledge of values but commitment to them, the embodiment of the ideal in one's actions, feelings and thoughts, no less than an intellectual grasp of the ideal". (12:72) The President's Commission has stated the case as a need on the part of our nation for a college-trained leadership which can only come from those who, among other things, "know the nature, career and consequences of human values". (26:71) A further important

statement regarding the place of values in higher education was made by a committee of the National Conference on Higher Education. In seeking to define the function of higher education in our society, this group stated "three functions of higher education as related to human values and the individual" as being:

1. To seek in the light of reason a basis for value judgments.
2. To achieve acceptance of a higher degree of responsibility for individual and group action.
3. To integrate the religious, moral, aesthetic, social, cultural and intellectual values to effect the fullest development of the person, individually and socially. (15:73)

That there is a need for a greater emphasis on values and their relation to the individual student has been more or less evident for a number of years. Recently, however, the issue has been made clearer by several objective studies of the outcomes of education with respect to values and other factors. One of the most important of these studies is Pace's well-known survey of 951 former university students. This investigation disclosed two outcomes of importance to the present study. In the first place it was found in the area of personal living, involving such aspects as life goals, life philosophy, maturity of responses to life problems, participation in cultural activities, etc., that there was no notable difference between the college graduate and the student who had not completed college. In the second place the character of the personal life of these college people, typified by a self-centered emphasis on security and happiness in the home and on the job and a general lethargy with respect to social and philosophical issues, was felt by a large body of college teachers to be a highly unsatisfactory

result of college education. (23:77) Pace concluded that in the face of such outcomes "it behooves educators to take more specific, direct, and active responsibility for the life goals, philosophies, personalities, cultural interests and recreations of the young people with whom they work." (23:78)

The most recent survey of the outcomes of college education, and by all means the most comprehensive in terms of sample, was sponsored by Time Magazine and reported by Haveman and West. (14) It was found that while the great majority of the some 10,000 graduates surveyed were satisfied with their college training (and this mainly on the basis of factors relating to vocational success), a sizeable and vocal minority felt that it had largely failed them. The report of a series of sample comments of this latter group revealed a rather substantial agreement that college had failed to produce graduates who were creative citizens, who could think clearly and critically, who were truly cultured in terms of the arts and who were able to cope with life problems with any unusual degree of proficiency. (14:245-251) Haveman sums up their comments with the observation that ". . . educators themselves have been worrying for years about the same thing--the whole question of what education is really for, how it can be integrated into the rest of modern life, the kind of living philosophy and character training that should go with the classroom facts." (14:250)

The implications of the findings of these studies for the issue of values in higher education is obvious. It is the individual's own system of values which sets the tone and level of his living. If there

is lethargy in regard to significant social issues or complacency with respect to the performance of democratic duties or narrowness and inconsistency in life goals and objectives, the standards by which these and other similar crucial activities are guided are unquestionably inadequate. These standards are the values of the individual, the guides of his personality. There are sound reasons, thus, for the assertion that modern higher education must forthrightly face the problem of how to be of more effective service to the student with respect to his intellectual, moral, aesthetic and spiritual development--in a word, his values.

That this challenge has been taken up has already been pointed out in this discussion where it was intimated that the general education programs and student counseling services in the colleges encompassed these ends. These activities, however, may well fail to achieve results of any appreciable merit unless there is a comprehensive grasp on the part of educators and counselors of the status of the student with respect to value issues and value standards as they relate to the individual. Yet there is at present a paucity of objective information in this area such that student needs and concerns may be overlooked or misunderstood. What, for example, is the extent of the student's concern with values? Does the student have any significant problems with his value standards? What specific types of problems does he recognize as being crucial in this area? What is the effect of the college experience on his value standards? What aspects of the college community are most effective in assisting him with problems relating to his value standards? These and

many other such questions remain largely unanswered. And yet in such answers may lie important avenues to more effective policies, programs and practices in general education and student guidance with respect to the student's system of values.

It was out of such questions and problems as these that the study reported in this dissertation grew. In delimiting the study and designing the research it was decided to focus upon the problems of students as they relate to the valuing process and in addition to survey the sources of guidance relating to such problems. Though the problem itself is of universal significance in higher education, the focal point of the study was established as the student of Basic College in Michigan State College. This group, consisting of the freshmen and sophomores of that institution, were undergoing a program of general education and thus seemed to be an appropriate group from which to derive information bearing on general educational programs, as well as counseling services.

Statement of the Problem

The problem. The objective of this dissertation is twofold. The first purpose is to gain information concerning the types and frequency of problems students have relating to their standards of value judgment in the value areas of truth, good, beauty, right and religion. The second purpose is to examine the sources of guidance in the college community (a) where students feel they should be able to receive help and (b) where students feel they have received help in regard to problems relating to value standards.

The significance of the problem. The broader implications of this problem have already been discussed in the introduction. However, it is well to indicate at this point the significance of this problem as it relates to more specific situations. Since this research is calculated to provide information about personality in general and values in particular its outcomes are of potential importance to all professional workers in higher education who are concerned with the student as an individual. Among such individuals, the following bear mentioning. Deans of students or student personnel administrators might find this information useful in dealing with problems of student morale and discipline. Administrators of general education programs could make use of such findings in planning those aspects of the curriculum involving values. Student counselors becoming aware of the problems students experience with value standards might well provide more adequate guidance for students with problems of life adjustment and planning. College instructors who are interested in the individual student or who may be concerned with the planning of more effective general education courses might find such information of importance. Finally, data resulting from this type of study might well contribute in a small way to a better understanding of the more philosophical problem of the nature and meaning of value.

Definition of Terms

The theoretical nature of this research and its use of axiological terminology has posed several problems with respect to definition. Outside of the obvious necessity of defining these terms in a manner broad

enough to be generally acceptable, there was the additional requirement of satisfying two somewhat antagonistic demands: the one was to define the terms in language understandable to the student and the other was to define them in a manner sufficient to establish their meanings in a more technical sense. In striving to meet the demand of clarity of communication on one hand and precision of meaning on the other it was found expedient to adopt an eclectic position.

The essential task in defining terms for this research was not judged to be that of a critical inquiry into the ultimate nature of value.¹ Rather, the aim was to establish concepts which would be meaningful in relation to the problems and requirements of this particular investigation and which would also meet the demands of axiological inquiry. As has been pointed out, this study was concerned solely with an examination of the problems associated with the universal process of choosing between alternatives in several important fields of choice; it was not concerned with the content of these choices. Thus the objective of definition became that of identifying an area of human psychological activity and some of its aspects. This area was the field of values and the aspects were truth, good, beauty, right and religion. The objective of definition was thus not that of describing what things are valuable. It is against this background that the following definitions are stated.

1. In a study inquiring into the foundations for the measurement of values Friedman cites over 40 current definitions of value. (11:41-48)

The concept of values. A value is something that is of worth, importance or interest to an individual. One establishes his values and chooses among values on the basis of value judgments. These judgments are made with reference to norms or value standards which are aggregations of attitudes, beliefs and convictions that predispose the individual to make given choices in various situations. In the valuing process reference is always made to some norm or standard, whether this be a conscious or unconscious process.

The primary concern of this study is with the valuing activity as it discloses student-recognized problems and difficulties resulting from some inadequacy of the standard of values. These problems are referred to as value problems. The term value problem as employed in this study refers to difficulties identified directly with the value standard, and not to the problems incurred in the normal activity of choosing between alternatives. While it is to be admitted that the value problems as defined above cannot be entirely divorced from the normal choosing between alternatives, the attempt has been made in this study to concentrate on the former type of difficulty.

The types of values. The fact that there are basic types or categories of values is widely recognized, though agreement as to their specific classification is more limited. A perusal of the encyclopaedia articles of Schiller (29) and Urban (34) reveal that the most generally agreed on types both historically and at the present time seem to be a truth or cognitive value, an aesthetic value, and an ethical value. In addition, there is substantial recognition of a religious value as being

a distinct type, though sharing some of the elements of the other three. For purposes of this study a fifth "value" has been employed, this being referred to as the value of good.² These five value types are referred to in the body of the research in this study by the following terms: truth, beauty (aesthetic), right (ethical), religion and good. Since the emphasis in this study is on the normative nature of values, these five value types are defined below as value standards.

The value standard of truth is the basis on which one discriminates between truth and falsehood, logicalness and illogicalness, consistency and inconsistency in the cognitive process. The value standard of beauty is the basis on which one judges between beauty and ugliness, harmony or discord, tastefulness or lack of taste, proportion or disproportion in the evaluation of aesthetic experiences. The value standard of right is the basis on which one evaluates the rightness or wrongness, goodness or badness, the acceptability or inacceptability of actions in the process of judging human conduct. The value standard of religion is the basis on which one judges the truth or falsehood, rightness or wrongness, harmony or disharmony of beliefs, concepts and convictions with respect to the ultimate meaning and significance of life. The value standard of

2. In the literature on value theory the concept of good is not regarded as a particular type of value but rather as ultimate value itself. This can be demonstrated in the fact that in all choices in all areas of value the discrimination is made between the good and the less good or bad. For example, we speak of good and bad art, conduct and logic. Good itself in the philosophical sense is difficult to define, but it generally refers to objectives and goals of various human striving whether on a limited or lifelong basis. The concept of good, thus, is being used in this study to embody the goal-objective choices that face the individual with respect to his immediate or long term life planning.

good is the basis on which one judges good and bad, worth-while or worthless goals, objectives and activities in living.

Some Limitations of the Study

In order to delimit this study adequately and at the same time to clarify its objectives further it is necessary to point out some of its more evident limitations. Of these the following are of greatest importance.

1. This research was concerned exclusively with problems which relate to value standards and the valuing process and thus was in no way an attempt to probe the content of value systems or to evaluate the adequacy or the content of these systems.

2. The relatively amorphous nature of the subject field of this study presented a difficult and in some respects insolvable problem with regard to the communication of meaning of many terms. In view of this situation it was necessary to assume some degree of variation in the students' understanding of these concepts.

3. This project was designed as a status study and not as an experiment; its objective was primarily to gather information. Thus it did not lend itself to the use of refined statistical techniques or to dependable methods of determining validity and reliability of outcomes.

4. Since the study was based solely on the responses of students, it lacked the greater maturity of insight and understanding generally typical of an adult appraisal. However, the student's reaction is a vital aspect of the issue of values in higher education, particularly since it is the student himself who is the object of its programs.

5. There were certain additional limitations imposed by the methodology of the research. These, however, have been pointed out in connection with the discussion of the methodology and procedures in Chapter III.

The Plan of the Thesis

In Chapter II the review of the literature pertinent to this study will be presented. This will consist of a reporting of studies and summaries of student problems with particular attention being paid to value problems. Studies dealing with the sources of guidance will also be examined.

Chapter III will consist of a discussion of the methodology and procedures employed in the research. In this chapter the processes of gathering the information, establishing the sample, and tabulating and analysing the data will be reviewed and discussed.

Chapter IV will contain a report and discussion of the general results of the survey of types and frequencies of problems relating to value standards. Chapter V will continue the analysis of these results as they relate to several factors in the student population under study.

Chapter VI consists of a report and discussion of the results of the survey of sources of guidance relating to value problems as appraised by the students in the sample.

Chapter VII will contain the summary of the main findings of the research with accompanying conclusions. Implications of these outcomes will be cited, and some suggestions for further study outlined.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The previous chapter has pointed out that the general concern of this study was with the issue of human values as it relates to the field of higher education. The particular emphasis was indicated as being placed on the value standards of students with the objective of revealing the frequency and types of problems that students recognize as being directly related to the valuing process. To lend additional foundation to an understanding of these value problems, the part played by the college and other influences in the student's dealings with these issues was also under study. To this latter end a further objective involved a survey of the various possible sources of guidance in the college community associated with these problems by the students.

A perusal of the literature on studies and summaries of student problems both from the standpoint of the student himself and the counselor and other educational officials disclosed that no surveys of value problems as such had been carried out. Therefore, material to be discussed in this chapter will deal mainly with student problems in general. Emphasis, however, in the discussion of these studies and summaries will be placed on their results as they pertain to the particular area of problems under consideration in this study. This same general approach will be followed in the review of the literature on sources of guidance.

The survey of the literature will be pursued according to the following plan. There will first be an examination of the literature pertaining to student problems. In this phase major summaries of student problems will be discussed followed by a review of objective studies of student-recognized problems. The latter portion of the chapter will consist of a survey of studies and summaries of sources of guidance relating to student problems as recognized by the student. A concluding section will summarize the chief findings in the survey of the literature and discuss their implications for this research.

Studies and Summaries of Student Problems

Summaries of student problems. In order to provide background and perspective in the field of student problems for the present study several broad summaries of student problems were investigated. These are reported as follows.

Wrenn and Bell (36) in summing up a number of studies and investigations relating to the basic problems of adolescents concluded that there were apparently six fundamental problems faced by all adolescents. These were:

- (1) Emancipation from the home.
- (2) Establishment of heterosexuality.
- (3) Determination of vocational goal.
- (4) Development of a sense of security.
- (5) Establishment of status among his fellows.
- (6) Development of a philosophy of life, the establishment of a satisfying system of values and standards. (36:18-19)

In an analysis of a large number of investigations Strang (32) concluded that student problems fell into five general classifications. These were as follows: (1) intellectual and perceptual difficulties, (2) physical

and structural difficulties, (3) emotional difficulties, (4) social difficulties and (5) vocational and economic difficulties. (32:19-21)

In a later summary of a number of problem studies based on check lists and interviews involving students, Wrenn (37) found that the following problems were frequently reported:

- (1) Academic problems (including study habits, choice of curriculum, instructor's attitudes, methods of instruction).
- (2) Vocational problems (including lack of goals, lack of knowledge of own capacities, ignorance of vocational fields, etc.).
- (3) Financial problems (including insufficient funds, self support).
- (4) Social problems (including loneliness and lack of social skills).
- (5) Emotional problems (including fear of failure, religious or moral conflicts, problems of personality). (37:9-10)

In discussing student adjustment problems and related personnel services in higher education, Williamson (35) enumerates a list of fourteen problems adapted from the 1949 revised Student Point of View of the American Council on Education. This list of student adjustment problems, abridged somewhat from his statement of it, is as follows:

- (1) Orientation to college.
- (2) Success in studies.
- (3) Selection of occupational goal.
- (4) Growth in understanding and valuation of self.
- (5) Development of sense of belonging to college institution.
- (6) Developing new and significant interests and deepening old.
- (7) Learning arts of getting along with others.
- (8) Finding suitable living quarters.
- (9) Growth in understanding of own emotional nature.
- (10) Physical and mental health.
- (11) Development in ethical and moral understandings.
- (12) Financial self-support with aids to personal growth.
- (13) Satisfactory sexual adjustment.
- (14) Preparation for satisfactory postcollege adjustments. (35:47-49)

In discussing the findings of these foregoing summaries the following things seem to be of significance. It can be seen in the first

place that the list of basic adolescent problems outlined by Wrenn and Bell includes one which deals with the area of philosophy of life and system of values of the individual. Though this statement does not refer specifically to them, it may well be assumed that value problems could be included under that category. On the other hand, Strang's five general student problem areas do not involve any one which might include such problems as are being considered in the present study. Wrenn's summary of objective studies does include, however, under the category of "emotional problems" those concerns involving religious and moral conflicts, though the implication is that these are conflicts in an emotional sense rather than an intellectual sense. These may not, thus, be problems relating to standards so much as they may be those growing out of emotional conflicts involving values.

Williamson's listing is also not very definite in respect to problems with value standards, though several of the areas he mentions might include them. The problem "Development in ethical and moral understandings" implies a concern with standards of ethics and morality and their relative effectiveness. Also, the problem "Growth in understanding and valuation of self" suggests a function of self-examination and criticism which would probably reveal problems involving readjustment of value standards. And though there is an absence of further specific references in this particular list of problems, several other areas might possibly include value problems.

As has been pointed out, these summaries are based generally on very comprehensive surveys of the field of student problems and thus

they may be felt to be quite conclusive. It can be seen that the area of problems involving concerns and difficulties relating to value standards is of comparatively minor importance. Where such mention of values is made, references are usually restricted to the standards of ethics and religion. Other value areas are noticeably absent. For example, there is no mention of problems bearing on the determination of what is true or of problems of clear or logical thinking, all of which deal with the value standard of truth. The area of beauty or aesthetic value is also not mentioned as being among the problems of students in any of the above summaries.

Studies of student-recognized problems. Before beginning the discussion of particular studies of student problems it is well to consider some of Wrenn's comments relative to the comparison of the results of such studies. He points out that the results of many of these studies may not be mutually comparable. This is because the particular approach to problems may vary from study to study with respect to objectives and other factors. A further complicating factor he points to is the fact that a given body of data may be analyzed and categorized in a variety of ways and thus may be subject to the bias of the investigator.

(37:11-13) Accordingly, the studies enumerated below will be regarded as distinct contributions and only a minimum of intercomparisons will be attempted.

Among the earlier studies of student problems as seen by the student is the survey made by Katz and Allport (17) of the problems with which students desired help but had not received it. This study involving

over 3500 students was a part of the Syracuse Student Reaction Study, a comprehensive survey of students' attitudes. Results in this particular phase of the project were based on a check list of eighteen problems covering the whole scope of student adjustment. Of the problems listed, the one which most nearly approached the area under consideration in the present study was one dealing with "religion and philosophy of life". Of the total group responding to the check list, 11.2 percent checked this item. The highest ranking problems on the list in this respect were, in order of importance, "problems of own personality," "choice of vocation" and "choosing a plan of study"; the first was checked by 30.3 percent of the group. Lowest in rank among the problems were those dealing with health, politics and scheduling and they ranged around five percent. (17:89) It is to be pointed out that this study gives no overall indication of frequency of these problems since it consists only of problems with which the student had not received help.

A more detailed check list approach to the study of student problems was made by Emme (8) involving seventy-three freshmen in a small, church-related liberal arts college. Emme's check list, developed in the process of discussions with the sample group, amounted to 415 items in nineteen areas. Among these areas there appears to be only one which dealt with problems of value standards and this was the area of religion. Of the total number of problems checked, the greatest proportion was in the area of "college courses" and was followed closely by religion, the percentages being 12 and 11.8 percent respectively. In contrast to other problem studies, the area of religious problems ranks unusually high in

this one. A study of the individual items, however, provides the explanation. Among the five highest items under the religious area were the following:

Too brief time for chapel speakers. (51 students checking)
 I study on Sunday. (47)
 The organist plays too loudly in chapel. (32) (8:37)

While among the five lowest items were:

I am concerned over losing my previous religion. (6 students checking)
 The conflict between science and religion disturbs me. (7)
 To readjust my new beliefs to an old environment is disturbing. (5) (8:37)

It will be noted that the list of frequently marked problems consists of those that relate to the mechanics of religious activity in a small college of strong religious emphasis while the second list is made up of problems relating to universal religious issues bearing directly on religious values. Considered in this light the religion category of Emme's check list comes more into line with the usual finding in this matter.

Probably the most extensive work in recent years in the study of student problems has been done by Mooney and his associates in the development of a series of problem check lists for various educational levels. In the most recent revision of the college form of the check list there are eleven problem areas, one of which is "morals and religion." (21:4) However, an earlier form listed fifteen areas of which there were three closely related to the area of problems concerned with value standards, these being "Values," "Morals" and "Religion." One study based on this form involving 430 students revealed that when the areas

were ranked on the basis of the average number of problems checked per student, "Values" was fourth among the fifteen areas while "Morals" and "Religion" were lowest with .9 and .5 percent respectively. (20:39) The area of "Values" consisted of problems concerned with finding goals and objectives in life and the task of living a more meaningful life. "Morals" dealt with problems of conduct, and "Religion" with problems associated with beliefs and conflicts bearing on one's religion. (20:98-99)

Pressey (27) in a study of the problems of 100 college women found that the area of "morality and general philosophy of life" ranked somewhat above average among seven problem areas. (27:82) Since this sample was one consisting solely of women, the results must be considered in terms of this bias. Smeltzer (30) asked a group of students to list three factors that kept them from doing better work in college and on the basis of these responses constructed a twenty-item check list. The results of this instrument dealt solely with academic problems.

In an early study of the problems of college freshmen, based on a check list developed from retrospective appraisals by upperclass-students of their freshman experiences, Boraas (5) found that problems consisted essentially of those associated with college life and courses. There were no problems relating to value standards; even religious problems were absent. Wrenn and Bell (36) conducted a recent study of the adjustment problems of new students based on a check list of twenty-five items. A perusal of these problems revealed that none of them were concerned with problems related to student value standards. This list of problems was derived, according to the authors, from previous studies and lists

of student-stated difficulties. The limitations of both this study and the previously mentioned one by Borass are that they focus on the new student or the freshman and his unique problems. Apparently value problems are of little or no significance in comparison to others at this point in the educational cycle of college.

In summarizing the foregoing studies of student problems it is apparent that they generally bear out the findings of the problem summaries previously reported. These studies do not always touch on the area of values, and where they do the categories dealing with it rank from average to low in importance as based on the number of students checking such problems. Of the specific values appearing in these studies, religion is the most common with morality appearing less frequently. Some items dealing with problems of objectives and life-planning are in evidence under such categories as "values" or "philosophy of life," though their intent relative to values is not very definite. Problem areas equivalent to those of truth and beauty as defined in the present study are not in evidence as such in any of the studies.

Studies of Sources of Student Guidance

Studies of the student's appraisal of sources of guidance relating to student problems were found to be sparse. Such investigations of this problem as the author was able to find are reviewed below.

In a recent study by Form (10) concerning an evaluation of a college counseling program, the following data were disclosed relative to expected sources of student guidance. In answer to the question, "If you

had a problem during the college year and you needed some help, to whom would you go for this help?", 544 students were asked to rank a list of possible guidance sources in order of preference. The resulting average ranking of the sources in order of priority was (1) family, (2) friends, (3) Counseling Center, (4) instructors, (5) relatives, (6) church officials, (7) dormitory counselors, (8) deans of men and women, (9) Psychological Clinic and (10) others. (10:139-140) It is to be noted that this study deals with problems in general and that no association is made between a given type of problem and a given source.

Pressey (27) and Love (18) report studies in which students indicate the extent of aid received from various sources relating to various problems. Pressey's study, which has already been reported in part, was based on the responses of 100 women students to seven problem areas. With respect to the sources from which help was received relative to these areas, these students checked the following sources according to the average frequencies specified: friends--11, classes--7, conferences--7, family--5, books--2, sorority--2, and church--1. In the one area which comes nearest to being the type of problem area under consideration in the present study, "morality and general philosophy of life," the results were as follows: friends--10, family--7, classes--6, conferences--5, books--4, sorority--1, and church--1. It is pointed out by the author that the source "conferences" includes individual contacts with teachers, deans and other university personnel. (27:82-83).

In the survey reported by Love (18) the six problems on a problem check list most frequently checked by sixty-three students are listed

along with the students' estimate of the extent of aid received from various individuals. A study of the results shows that, according to the number checking, help was provided by these various individuals in the following degree: parents--22, friends--16, teachers--14, relatives--9, counselors--7, doctors--5, ministers--4. One of the problems which bears some resemblance to the area of value problems yielded the following ranking of the sources of aid as based on the twenty-four students who checked it: parents--17, teachers--15, friends--12, relatives--10, counselors--9, ministers--2, and doctors--1. (18:99)

Though the foregoing studies leave much to be desired in terms of adequacy of sample and comprehensiveness of scope there is sufficient agreement among them to justify certain conclusions. In the first place it is apparent that family or parents along with friends generally rank high as sources from which help is both expected and received. Courses and instructors also rank quite high in both respects. Counselors and deans show a somewhat diminished role as both expected and exploited sources of help. Church and ministers play a minor part in these two phases of guidance. The other sources mentioned represent scattered sources and they seem to be of little consequence in any of the three studies. In regard to the relation of these sources to problems somewhat related to value problems, it can be seen that the situation remains generally about the same as for student problems in general. However, in the case of these latter types of problems, the similarity between them and value problems as defined in this study is so slight that no sound conclusion may be reached.

Summary of Literature Review

In the introduction to this chapter it was pointed out that the dearth of studies dealing directly with value problems necessitated a broader approach to the literature in order to discover the place of value problems in the student's life. The review of the literature was thus focused on student problems in general as revealed in a number of summaries and studies. The findings resulting from this review which have particular significance for the subject of this thesis are as follows:

1. Summaries of student problems based on studies and other sources showed that problem areas generally encompassing value problems were of relatively minor importance when compared with other adjustment problems of students.

2. The summaries also showed that where particular values were mentioned reference included only religion and morality with the emphasis on the former. Problems of truth and beauty were not in evidence.

3. The review of individual objective studies of student-recognized problems disclosed results very similar to the findings reported under the summaries of problems.

4. The review of the studies of sources of guidance showed that in regard to both problems in general and problems somewhat similar to value problems the sources were approximately the same. Listed in general order of importance these sources were parents, friends, teachers, counselors, ministers and all others. This listing is based on the most commonly mentioned sources in the three studies reviewed.

CHAPTER III

METHODOLOGY AND PROCEDURES

The purpose of this chapter is to describe and discuss the methods and procedures used in gathering and analysing the data upon which this study is based. There were three fundamental problems to be faced in the development of the study, these were (1) the construction of an instrument for the gathering of information and data, (2) the designation of a population to be studied and the selection of a representative sample of that population, and (3) the formulation and organization of methods of tabulating and analysing the results of the study. The ensuing discussion will review these three phases of the study in the order in which they have been outlined above.

The Construction of the Questionnaire

Faced with the lack of any existing device or test for the measurement or evaluation of problems related to value standards at the inception of this project, the investigator was compelled to develop one of his own making.¹ The resulting instrument consisted of three parts, (1) a student information section which is referred to in this study as the Student Data Section, (2) a device in the form of a check list for the study of problems related to value standards which is referred to as the Value Problems

1. Appendix I.

Check List, and (3) a section for the study of the sources of guidance relating to these problems referred to as the Sources Check List. It will be noted that the latter two sections parallel the twofold objective of this investigation as described in the introduction to this study. In the discussion which follows, each of the three sections will be examined in the order of its appearance in the body of the questionnaire.

The Selection of Student Data

In organizing the questionnaire the Student Data Section² was included to form a basis for the evaluation of the sample studied and the interpretation of the results of the check lists. Because of the relatively unexplored nature of the field to be investigated, it was decided at the outset of the investigation to gather a considerable amount of student information rather than limit this section to just a few factors. However, in later stages of the study it was found, through preliminary analysis and evaluation of the sample and results, that a number of the items would be of little worth in the final outcome because of such factors as inadequacy of sample size, repetitiousness, inaccuracy, irrelevance and other causes. It will be pointed out in a later section of this chapter how the main student factors were determined and how many of the other items of student information were used to clarify these factors as well as provide for a better understanding of the nature of the sample. At this point, however, it will be necessary to review in

2. Appendix I, Part 1.

some detail the original content of the Student Data Section, examining each item in terms of the reason for its inclusion in the study. The items are discussed in order of their appearance in the Student Data Section.

Age. As a factor of significance in the development and stability of value standards, the relative age of the individual student appeared to have some possibilities of contributing to a better understanding of the type and extent of student problems relating to value standards. In responding to this item the student was asked to record his age at the time taking the questionnaire.

Sex. Sex was felt to be essential as a sampling factor. As an influential factor in value issues it likewise appeared to be of great importance. In this connection Allport, Vernon and Lindzey have demonstrated in their Study of Values that men and women differ in their average patterns of value interests. (2:9) Again, Mooney's work with earlier forms of his check lists shows some decided differences between men and women students as to the types of problems checked. (20:69-71)

Marital status. The factor of marriage, because of its attendant adjustments in point of view and interests, was asked for in the belief that it might be an influence in reactions towards value problems. There was some doubt, however, as to whether this group would yield a large enough sample to make the use of this factor feasible.

College class. College class information was essential from a sampling and study standpoint. Since information on the class totals was readily available from the college registrar, accurate comparisons

could be made between the sample and the parent population. In addition, there was good reason to believe that class in college was an influential factor in checking of check list items. Mooney's work has revealed some significant variations in the responses of freshman and sophomore students to a number of check list items. (20:72-79)

Term in college. While it was doubtful that variations between terms would be of much significance, this information was asked for in order to gain a better understanding of the nature of the sample.

Grade point average. The student was asked to record his approximate grade point average. As an index of the student's achievement in his college academic life, it was felt that this factor might be a significant one relative to certain value problems.

Major academic subject. The student was asked to state his major subject. With this information he could be classified in two ways. First, he could be classified according to the academic school in which he was doing his work, and secondly, he could be classified on the basis of the broad general academic area of his educational interest. In the case of the former arrangement, the sample could, in addition, be checked against the school totals for the parent population. In regard to values, Allport et al. found that major academic interest is a differentiating factor in their Study of Values. (2:10)

Frequency of religious participation. Since this study was to be concerned with problems relating to value systems and since one of the areas of values under consideration was that of religion, it was essential to establish some basis for determining the status of the student's

religious life. Parten, in discussing the collecting of religious information, states that denominational affiliation is of little significance in the interpretation of survey results while intensity of religious feeling may have a much broader bearing on social phenomena. (25:171) She cites the two basic questions that seem most useful in this connection, one dealing with the frequency of attendance at religious services and the other asking the client what denomination he considers himself a member of. (25:170) The form of the scale dealing with religious participation used in this section was taken from Smucker's study of religious practices in East Lansing, Michigan, and consisted of a four point scale, as follows: attendance at church or religious services "once a week or oftener," "one to three times a month," "occasionally" and "never." (31:14)

Religious denomination. Though the discussion above has indicated the relative undependability of religious denomination as a valid measure of the student's religious life, it was included in the study as a means of better understanding the student population of the study. Furthermore, Parten has pointed out that when denominational interests were reduced to broad categories of Catholic, Protestant and Jew the chances of their correlating with other social factors was increased. (25:171) It was further believed that information on denomination might contribute to a better understanding of the meaning of the religious participation scale.

Occupation of the student's father. In the belief that socioeconomic status might have a bearing on value issues, the investigator felt it necessary to include some means of so classifying students. The

most feasible approach for this study appeared to be through gathering information on the occupation of the student's father. Accordingly, in the questionnaire the student was asked to state the occupation of his father.

Size of home community. The student was asked to record the approximate population of his home town, the assumption being that those living on farms would record that fact. This information was asked for because it was felt that there might be a rather strong relationship between the location of the student's home and his feelings towards value-related issues, especially when contrasting the extremes of farm and city. It was also believed that such information would contribute to a better general understanding of the nature of the population under study.

Name. The student was asked to sign his name to the questionnaire at the risk of reducing somewhat the effectiveness of the check list responses. The attempt was made, however, to retain rapport and encourage honest responses by the students through assuring them in the introduction that the information in the questionnaires would be kept completely confidential. The main objective of identifying each questionnaire was to enable the securing of the student's total score on the American Council on Education Psychological Examination (hereafter referred to as the A.C.E.) which all students must take upon entering Michigan State College. As one of the more valid indices of the student's scholastic abilities, it was felt that the A.C.E. total score would be useful in the study in revealing any differences growing out of the intelligence factor.

Introductory statement. On the first page of the questionnaire, in addition to the Student Data Section and preceding it, an introductory statement was printed containing a brief statement of the objectives of the study and the part the student was being asked to play in it. The introduction also contained a summary of the content of the instrument and an explanation of the reason for the requirement of the student's identifying himself in terms of the need for additional information. Finally, it was pointed out to the student that information in the questionnaire would be kept completely confidential.

The Value Problems Check List

The Value Problem Check List³ was formulated to gather information relative to the type and frequency of problems that students might have relating to their standards of value judgment in the five value areas of truth, good, beauty, right and religion. The instrument was conceived from its very beginning as a check list device and not as a test or inventory in the usual sense of those terms. Its objective was primarily exploratory; its structure was the outgrowth of the type of problematical information sought and the somewhat esoteric nature of its subject matter. A discussion of the specific problems incurred in the construction of this instrument will be forthcoming. However, since it shares so many of the common characteristics of problem check lists it will be necessary first to inquire into the rationale and construction of check lists in general.

3. Appendix I, Part 2.

The rationale and construction of problem check lists. A problem check list is an organized collection of problems which are for various reasons assumed to be of such significance to a given group of individuals that these individuals will in varying degrees acknowledge many of these problems as being their own. In the construction of check lists the usual practice is that of collecting a large number of problems from various sources. One of the most fruitful sources of such problems is the group of students upon which the check list will ultimately be used. Items from such a group are generally gathered by means of an open-ended question asking the student to state his own problems or what he believes to be the problems of other students. The mass of problems is combined and categorized, and through various other methods of refinement reduced to some organized structure. The organization of the items in the final form of the instrument may be either overt or concealed with reference to categories. However, the case for a concealed organization relative to increasing the accuracy of results has a sound basis in fact. Mooney and Gordon have demonstrated this in pointing out that the presentation of what appears to be a group of rather unrelated problems to the individual forstalls a tendency to skip over whole sections or hesitate to mark additional problems in certain areas. (21:13)

The two fundamental uses of problem check lists are as aids to the counseling process and as research and survey instruments. Since this study is employing the technique in the latter function, critical remarks will be restricted to the check list in the research role. As a survey and research instrument, the problem check list has both good and bad

points. Its advantage over other instruments lies in the fact of its convenience to the client in that he simply checks appropriate items and thus has nothing to write. Strang points out in addition that it serves to suggest problems the student might have forgotten. (32:12) With respect to the analysis of results, it presents to the investigator a ready-made structure which requires little or no further organization or delimitation.

On the other hand, the problem check list technique involves some important limitations. Huston and Marzolf commenting on the use of the Mooney Problem Check List point out the following limitations:

Several considerations in regard to the interpretation of . . . data obtained by the use of the instrument must be emphasized. In the first place, the items represent symptoms which the student may recognize or admit as applying to him. The symptoms may result from obscure etiological factors unrecognized or not admitted by the student. Frequency of expressed concern and expressed seriousness of concern is not a valid index of genuine seriousness of the problem; it may represent common rationalizations, superstitions and misinformation. Third, an item does not mean the same for all who are concerned about it. Fourth, students and counselors must remember that there is a difference between intelligent concern and worry. Finally, the fact that the instrument is called a problem check list may induce some students to designate items just because they are willing to cooperate and have problems because they feel they are expected to. (16)

Fick states that a further limitation grows out of the fact that the check list does not yield results in terms of a scale but rather simply as significant data. (9) Again, Mooney in referring to his check list states that "It does not measure the scope or intensity of student problems in such a way as to yield a test score." (21:3) Beyond these points it must be mentioned that this type of instrument falls heir to

deficiencies generally typical of all paper-and-pencil instruments including a possible omission of important problems, possible overemphasis on trivial ones, language vagueness and so on.

There is one further problem to be examined and that is the validity and reliability of problem check lists. Mooney, whose check lists are among the most commonly used and most thoroughly tested lists in use today, discusses these concepts in the following terms. Speaking of the factor of validity he states that problem check lists are not constructed as personality tests and therefore cannot be validated on the basis of their ability to predict patterns of behavior well-defined by other criteria. He further states that because of the variety of uses which they serve, the check lists must be considered in the light of the particular situation in which they are being used, a condition rendering an over-all index of validity useless. Validity, he concludes, so far as his own instruments are concerned, is based on their general acceptability and usefulness in terms of their stated objectives. (21:7-9)

In regard to the matter of reliability, Mooney points to the fact that it is the unique nature of problem check lists to reflect changing situations as well as fixed ones. In this connection, he cites the inadequacy of the split-half and test-retest techniques of determining reliability when applied to individual cases. However, he demonstrates that when the latter method is employed in group and survey situations coefficients of correlation of over .90 are produced. (21:9) The inability to test the check list for validity and reliability along usual lines constitutes what might be called an additional limitation, at least in terms of

standardization of the instrument. However, one can assume that with some care in handling the construction of such a device and its results it can be very useful as a survey instrument.

The development of the Value Problems Check List. The instrument used in the present study was modeled mainly along the lines of the Mooney Problem Check Lists and consequently shares the advantages and limitations of that particular application of that technique as outlined above. In addition to Mooney's work, a number of other problem check list studies were consulted, including those by Boraas (5), Smeltzer (30), Love (18), Wrenn and Bell (36), Katz and Allport (17), and Emme (8). Despite its many similarities to these lists, the general structure, organization and content of the Value Problems Check List was at the outset much more formalized and artificial than is commonly the case, a condition growing out of the nature of the field of axiology and the orientation of the average student towards it.

In preparing the groundwork for the construction of this instrument the investigator first examined a number of existing college level check lists as well as several general studies of student problems to learn what previous investigators had discovered about problems relating to value standards. The findings of this survey have been reported in detail in Chapter II of this study under the heading of Review of the Literature. In general it was found that while in several instruments some categories covered religious and moral problems and the broad area of vocational, educational and personal objectives suggestive of the value area of good as defined in this thesis, specific problems in those

areas often failed to cover important possibilities of conflict with value standards. In addition, it was found that the problem areas of truth judgment and judgment of beauty were largely ignored. It therefore appeared that to construct an instrument along existing lines would result in a failure to assess adequately the axiological areas under consideration.

A further step taken in assembling the items for the check list was to gather a large number of problems from the population to be studied. This was accomplished with the assistance of several of the investigator's colleagues through having the students in a number of the sections of the Basic College Course in Effective Living⁴ write down on unsigned papers several problems that they had relating to their value standards. An analysis of the resulting mass of problem material revealed that only about half of the problems were relevant to the issue of value standards and that among these the areas of truth and beauty were largely ignored. It appeared, consequently, that to construct the check list on the basis

4. The Effective Living course was selected for study not only because of its availability, (the writer being an instructor in that department) but also because students in this course are exposed to introductory material in value theory. On this basis it could be assumed that they as a group would be more conversant with value issues than other Basic College students. The Effective Living course consists of a study of the problems of individual personality and human relationships as they bear on the areas of personal, marital and social living. The course derives its subject matter from the fields of sociology, psychology, philosophy, social work, home economics and political science. In connection with the study of personality the concept of value is examined in terms of its expressions in life and particularly as it is manifest in several of the basic standards of morality. However, because of the brief and somewhat elementary handling of the subject necessitated by the level and structure of the course, the student's grasp of values could not be assumed to be at all profound.

of problems taken from previous studies and from a refined list based on the open-ended survey of Effective Living classes would load such an instrument heavily in favor of the areas of religion, morality and the good. At the same time there would be virtually no items included to reflect problems in aesthetics and the judgment of truth. Indeed the total effect would be little more than a repetition of the work already done by portions of existing instruments.

Since the primary objective of the study was to be an examination of the problems related to value standards rather than simply problems of students in general, the most practical approach appeared to be that of moving from the categories towards the problems instead of from the problems towards the categories. It seems reasonable to assume that if one is attempting to assess the type and frequency of problems in a given field through the medium of a check list, there must be problems to be appraised. And furthermore that if there are to be any comparisons made between the subdivisions of this field there must be a similarity of problems in such subdivisions. It is to be readily admitted that such an approach as this one imposes an artificial structure or at least a predetermined one on a whole aspect of human personality, namely, the judgment of values. The greatest danger arising out of this arrangement seems to be that the fundamental framework of the process of judging values may not actually be at all harmonious with the predetermined structure. However, there appears to be good reason for assuming that the framework involved in this study is sound, since it is in harmony with the conventions and traditions of Western Culture and is generally

accepted by philosophers concerned with the theory of value. In using the present scheme of values in this study it must be pointed out that no assumption is being made of its immutability. Rather, the present framework is being employed because it appears to be the most useful one. The reader will recall that the problem of the adequacy of the value categories has been dealt with previously in Chapter I.

With the basic scheme of the problem check list in hand, the next task was that of somehow framing and apportioning the items in such a manner as to balance the "pulling power" of each area as equally as possible with the others. The investigator had found in several briefer pilot studies that some areas pulled more heavily than others because there seemed to be more crucial problems in these areas--crucial at least in terms of their immediacy in the rather immature and somewhat circumscribed student world. The reader will recall that this fact has been demonstrated in findings previously discussed in Chapter II under the review of the literature. It was pointed out at that time, for example, that existing check lists deal rather extensively with problems of conduct, many of which bear directly on the judgment of right, while seldom if ever mentioning conflicts involving the judgment of beauty. Must one assume from this disparity that beauty means nothing to these students, or that their artistic tastes are so sufficient that they have no difficulties in discriminating amid the welter of contemporary and historical artistic productions? As to the full answer, one can only guess at this point. But to make any sufficient approach to an adequate appraisal of

the existence of student concern with the field of beauty, one must somehow equate its potential importance with other values.

It is at this point that the particular genius of the problem check list method asserts itself: it can suggest problems, and in so doing stimulate a certain degree of curiosity and self-examination on the part of the student reading the list. In order to take full advantage of this suggestive function and to establish a framework through which the five value areas could be equated in potential importance, a list of a number of possible types of problems that one might encounter relating to his system of values was formulated. In its final form the list was made up of sixteen problem types which became the common structure of all five areas. In addition to these, four problems of a miscellaneous nature were added to each area resulting in a total of twenty problems per area.⁵

With this basic list as the pattern, items were constructed for each area.⁶ In the process of item formulation a number of guiding factors were brought to bear. In the first place it was recognized that the problems would have to be stated in as clear terms as possible, and yet

5. Appendix III.

6. An example of how the items in each value area were constructed along similar lines is demonstrated below. These items are based on the common problem "The student asserts a need to know more about the standard."

<u>Area</u>	<u>Item</u>
Truth	I need to know more about logic and the scientific method.
Good	I need to know more about the theory of good.
Beauty	I need to know more about art in general.
Right	I need to know more about ethics and morals.
Religion	I need to know more about religion in general.

For a complete list of the check list items arranged in order of the basic problem list and classified by value area see Appendix IV.

in such a manner as to be readily understood by the student. However, in view of the rather philosophical content of the check list and the necessity of employing at least a minimum of technical axiological language, it was acknowledged that at times student comprehension may have been sacrificed to the form and structure of the instrument. Another guiding point grew out of the need to counteract the repetitious nature of the check list, this taking the form of a constant attempt to frame items in a variety of forms and yet preserve the scope of the basic problem. Making the items as relevant as possible to the student's life situation was another objective guiding the construction of items. Finally, there was a constant attempt to achieve brevity and consistency of style throughout the list.⁷

The task of arranging the items in the final form of the check list presented a number of problems. In the first place, since it was decided to conceal the organization of the list it was necessary to devise a means of randomizing the items. At the same time it was deemed important to group them in small blocks by area in order to facilitate the tabulation process as well as to assist the student in thinking through the

7. The fact that these five lists were not completely comparable is obvious. It would be difficult to make them so and still preserve the clarity of meaning of many of the items. However, the problem of comparability becomes particularly critical in the area of religion where it was necessary to shift ground somewhat to make sensible statements of the problems. Since the term "standard of religion" is relatively meaningless, it was necessary to identify religious value more with the specific elements of the concept. Thus, rather than refer to a standard of religion, problems were stated referring to religious beliefs, ideas, faith and practices. This was done, however, without in any manner prescribing or suggesting what the content of these concepts was or should have been.

problems. In the latter case it was felt that a degree of continuity with respect to a given value area, if only evident in the course of five successive items, would not involve nearly as many disrupting shifts in the student's train of thought as would a continuously randomized list. It was believed that such an arrangement would therefore be an aid to him in thinking through the issues more fully and with less confusion. It was important, however, to have a variety of problem types within the block of five and at the same time distribute the similar problems rather evenly through the entire list. In the process of arranging items, then, all of these considerations had to be taken into account. This scheme of randomizing was accomplished by writing each item on a separate card. The cards were then spread out on a table in a particular order and picked up in a different order. The resulting pile of cards was then recorded in that order to make the final list. A final arrangement device of leaving a double space between blocks of ten items was employed to relieve the monotony of the two and more pages of continuous items. An examination of the final form of the check list in Appendix I will reveal to what extent a random effect was attained as well as show the resulting form of the arrangements mentioned above.

A final problem in the creation of the Value Problems Check List was to formulate a satisfactory set of instructions. The main problem at this point was that of helping the student to distinguish between items which were problems to him and those which merely expressed his opinions or attitudes. In pilot studies the writer had found considerable confusion in this matter. The device used to overcome this fault was that

of suggesting to the student in the instructions that he assume that the first part of each item read "My problem is that" It was felt that if the student approached each item in this manner he would be thinking in terms of problems and not opinions. A secondary problem lay in the question of how to handle the matter of the degree of seriousness of a given problem. This was taken care of by asking the student to mark any item which seemed to be a problem to him regardless of its relative seriousness. It can be readily seen that there was no means at the level of the individual item for determining its relative seriousness to the student. As to the method of marking the items, it was decided that encircling the number of the item would most clearly designate it as a problem.

The Sources Check List

As has been noted, the second major objective of this study was to examine the sources of help relating to value problems from two points of view, (1) those sources which the student felt should be of help and (2) those sources which the student had found to be of help. Since the only feasible approach to this aspect of the study appeared to be through the use of the general value categories, the use of the Value Problems Check List was ruled out on the ground that it concealed the presence of such general categories. It was thus necessary to contrive a second instrument.⁸ This one consisted of five sub-tests, all identical save for the value standard in question. Each sub-test consisted of three

8. Appendix I, Part 3.

phases, (1) a statement in problematical terms of the value area under consideration, (2) a scale for recording the relative concern of the student for the given problem area and (3) a comprehensive check list of possible guidance sources that might relate to this problem. In each of the sub-tests these three elements functioned as a unit on the basis of an interdependent relationship. This relationship was fundamental to a certain strategy which was calculated to encourage student responses, as well as perform an information gathering function. This will be pointed out in greater detail further on in this chapter. The following discussion will take up the rationale and function of each of these three phases of the sub-tests.

The general problem statement. The first phase of the sub-test was the statement of problem couched in broad terms and involving essentially the definition of the given value standard. It was assumed that this statement would in each case constitute a general summary of the twenty items related to it in the Value Problems Check List. This, however, may not be fully justified in that the check list items are so very specific in content, while the problem statement is so general. This problem statement was important because the response of the student to the other two phases of the sub-test were based solely upon it.

The degree of concern scale. This device was not a true scale in the statistical sense. It was constructed in order to permit the student three choices with some consideration for the extent of concern with the given problem rather than simply positive and negative choices. The first two choices on the scale were positive and expressed a high concern

and a moderate concern. The third choice expressed no concern. In responding to the problem statement through the medium of this scale it was hoped that ambivalent students would be inclined to express a positive response since they could do so without committing themselves to a serious concern for it. An additional use of this phase of the sub-test was to permit some estimate of the degree of concern of the student with such problems, a use to which the items of the Value Problems Check List could not be put.

The check list of guidance sources. The third phase of the sub-test consisted of the check list of guidance sources, this device being identical in content for each value problem area. In assembling these items the investigator examined all of the possible sources of student guidance in the college community and included on the final list those that seemed most feasible. Spaces were provided, however, for the addition of further sources by the student if he felt so inclined. Additional spaces were also provided for the entry of specific college courses insofar as he felt the academic program of the college to be pertinent to the problem. In the instructions for this section, the student was asked to read through the list twice. The first time he was to check the items which he felt should be of help and the second time those which he had found personally helpful. Separate columns were provided for each checking.

As has been mentioned above the sub-tests of the Sources Check List were framed with a certain strategy in mind. Because of the repetitious nature of the Sources Check List it was felt necessary to counteract any

tendencies arising out of this characteristic for the student to skip over whole areas of the instrument. It will be noted in the instructions for the sub-tests, that any reference to a distinction between the student who expresses concern and the one who does not, relative to the checking of the source items, is omitted. While it is obvious that all students were asked to check source items in the first case, it was left for the student to assume that all would mark the second also. It was felt that if exceptions were made in this case some students might purposely check the "no concern" choice in order to avoid going over the check list the second time.

In concluding this discussion of the Sources Check List it must be mentioned that in a trial run of the final form of the questionnaire some students seemed to have difficulty grasping the instructions for this section. As a consequence a page of supplemental instructions⁹ was formulated to be circulated with the questionnaire when the main study was to be made.

The Comparative Importance Scale

The questionnaire was concluded with a brief scale¹⁰ gauging the student's own estimate of the relative importance of these value problems when compared with other kinds of problems he was facing in college and life. Several facts must be pointed out in connection with this section. In the first place, this device is not a true scale in the statistical

9. Appendix I, Supplemental Instructions.

10. Appendix I, Part 3 (end).

sense. While the four choices appear to be a continuum, the fact cannot be demonstrated. In addition, it is evident that the scale deals in broad generalities and that students thus may not all be thinking of the same things when they check the items. The scale was included in the study in the hope that it might yield some suggestions relative to the place of value standard problems in the whole body of student problems.

The Sample and its Analysis

This section consists of an elaboration of the scope of this study and a review of the techniques employed in the selection of the sample which forms the basis of the research. An analysis of the sample will be made in terms of its similarity to the parent population. In addition, there will be a brief review of the procedures employed in the administration of the questionnaire as they bear upon the sampling process.

Delimiting and Drawing the Sample

As had been indicated in Chapter I the population forming the basis of this investigation was comprised of the students of Basic College at Michigan State College. The issues involved in the selection of this particular population were also discussed at that time. The procedures employed in drawing a sample from this group were designed to produce a random sample. However, the particular demands of the study imposed certain limitations on this process which had the effect of somewhat further delimiting its scope. In view of this circumstance, the sampling process requires a somewhat detailed treatment.

In approaching the task of sampling the Basic College population, several possible avenues were considered, including mailing the questionnaire to a random sample of the group, administering it to a selection of Basic Written and Spoken English¹¹ sections and administering it to a group of Basic Effective Living sections.¹² It was decided after considering the advantages and limitations of each of these approaches to use the Effective Living group as the basis of the sample. The other alternatives were ruled out because of the likelihood of a poor return in the case of the first approach (25:391-392) and the necessity of imposing upon the students in a department other than the investigator's own in the second.

While there appeared to be a certain risk of some sample bias in the Effective Living sample, there were some distinct advantages in this alternative. One of these has already been mentioned as being a tendency of Effective Living students to be more familiar with value themes. A second advantage was that at the time the study was made the author was an instructor in that department and therefore could be assured the necessary cooperation for the execution of the project. There was the additional point, too, that students in this course would form a sort of

11. Written and Spoken English was the freshman English course and the only Basic College course required of all students. It thus had the advantage of being free from all possible course bias. At the same time, being almost exclusively a freshman level course, it had the disadvantage of being extremely biased in favor of that group.

12. See footnote page 36 for the description of this course.

"captive audience" and thus assure a nearly one hundred percent return of the instrument. Finally, it was clear to the writer that because of the rather involved nature of the questionnaire, some degree of supervision over its administration might be necessary, and this could be assured in this department.

As an accurate representation of the Basic College population the group of students taking Effective Living presented two known limitations. The first of these grew out of the fact that the course was generally regarded more as a freshman than a sophomore level course and thus could be expected to show such a bias. A second limitation was associated with the tendency for proportionately more women students to take the course than men students, a circumstance which could be expected to bias the sample accordingly. Beyond these two points, however, there were no grounds for suspecting any additional discrepancies.

Because of the somewhat inexact methods of sampling employed it was deemed necessary to draw a sufficiently large sample to overcome possible bias in directions other than those known. (1:126) A fairly large sized sample was also felt to be necessary in order to cover an adequate cross-section of Effective Living classes, including one for each instructor, one for each of several possible meeting times, and in a sufficient number of sections of each of the three terms to assure a reasonably proportional coverage on that basis. The resulting sample size was estimated to be about 10 percent of the Basic College group and approximately 25 percent of Effective Living students.

There was good reason to expect a random sample to result from this process since registration in course sections is customarily controlled

so that students could be admitted to them throughout the registration period. Thus, a fairly adequate coverage of the alphabet was assured in each section. However, to guarantee as broad a cross section as possible, a variety of sections was selected for testing.

The questionnaire was administered in nineteen sections of the Effective Living course in the eighth and ninth weeks of the Spring Term of the 1951-52 school year. The exact time of administration was left in the hands of each participating staff member of that course. Each instructor was provided with a quantity of questionnaires and supplemental instruction sheets. In addition he was given a list of instructions for administering the questionnaire with a notation of the section designated for testing.¹³ Upon completion the materials were returned to the writer for processing.

Analysis of the Sample

There were 522 students in the sample, this figure representing 26.6 percent of all Effective Living students and 10.7 percent of the Basic College group. In verifying the representativeness of the sample, comparisons were made between the sample and the Effective Living and Basic College groups on the basis of several student informational factors. The data concerning these factors was available from the college registrar and the Effective Living department. These factors included sex, college class and school, and in the case of Effective Living, the total number

13. Appendix II.

of students in each of the three terms of the course. These data are summarized in Table I as percentages.

An examination of Table I shows that the anticipated biasing of the sample in regard to sex and class occurred. The sample failed to reproduce the Effective Living proportions in the sex factor which appear to be almost equal to the Basic College proportions. The fact that the course was predominantly a freshman course is affirmed. Moreover, the sample is very representative of the course population, though the proportion of freshmen to sophomores in the sample is even higher than in the course. This latter situation may well explain the difference between the sample and the course proportions with respect to the sex factor. For although men are in the majority in both classes, the ratio of men to women in the freshman class approaches a one-to-one relationship, while the ratio in the sophomore class is nearly two-to-one.

An examination of the proportions in each School lends assurance to the fact that the sample is a reasonably representative one. Variations between the sample and the Effective Living or Basic College figures for the schools are at no point in excess of 3.8 percent and in most cases are considerably less. The data on the three terms of the Effective Living Course reveal somewhat higher variations. These were difficult to avoid since the smaller size of the groups in the first two terms permitted the use of only one section per term for testing. The result was that the size of these given sections determined the size of the sub-sample. These latter differences, however, are not believed to be serious limitations since students in all three terms are assumed to be about the same.

TABLE I

A COMPARISON BY PERCENTAGES OF THE SAMPLE, THE EFFECTIVE LIVING GROUP
AND THE BASIC COLLEGE POPULATION ON THE BASIS OF THE FACTORS OF
SEX, CLASS, SCHOOL AND COURSE TERM

Factor	Sample N=522	Effective Living Course N=1961	Basic College Population N=4858
Sex			
Male Students	53.5	59.7	60.2
Female Students	46.5	40.3	39.8
Class			
Freshmen	70.7	67.6	50.7
Sophomores	29.3	32.4	49.3
School			
No Preference	26.4	27.9	24.3
Agriculture	9.6	9.1	7.2
Business & Public Service	21.7	20.0	23.3
Engineering	4.0	7.7	7.8
Home Economics	8.1	6.4	5.4
Science and Arts	26.2	24.8	25.5
Veterinary Medicine	3.6	2.8	6.0
Unclassified	0.4	0.9	0.5
Course term*			
Effective Living 151	11.5	12.9	
Effective Living 152	11.7	15.6	
Effective Living 153	76.8	71.5	

* Course term refers only to the Effective Living course and thus is not extended to the Basic College population for comparison.

In general it can be said that this sample is representative of the Basic College group though it shows biases in terms of a disproportionately large number of women to men and freshmen to sophomores. The school proportions, however, demonstrate the fact that with respect to academic interests the group is very representative. Finally, while the size of the sample is no guarantee of its adequacy in terms of representativeness, the large number of cases included in it provides some margin of assurance that other factors in the population may have been accounted for adequately. (1:126)

Tabulation and Analysis of the Data

Since this study was conceived as being more in the nature of an exploratory survey rather than an experimental study, the techniques of tabulation and analysis employed have been kept relatively simple. In the following discussion there will first be an examination of the tabulation techniques used including the coding procedures, the establishment of the six student data factors to be studied and the methods of organizing the data for analysis. The concluding part of this section will consider the methods employed in the analysis of the data.

Tabulation Procedures

Because of the necessity of dealing with the large number of factors and items in the various check lists in the questionnaire, machine tabulation was used. Accordingly, tabulation procedures were adapted to this method of handling the data.

Coding the data. As a first step in tabulating the data a code¹⁴ was devised adapting the questionnaire responses for use on standard I.B.M. punch cards.¹⁵ The coding scheme was organized on the basis of four general areas, (1) the Student Data Section, (2) the Value Problems Check List, (3) the degree of concern scales from the Sources Check List and (4) the Sources Check Lists proper. Throughout the coding process Parten's suggestions were found very useful. (26)

The code for the Student Data Section generally followed the pattern of the questionnaire items. Where the response was unstructured, the classifications were determined by hand tabulations or by generally accepted pre-established classifications. In general, classifications were structured in greater detail than was probably necessary in order to provide for an adequate accounting of the raw data. (26:448)

Coding for the individual items of the Value Problems Check List provided for a system of multiple punching with ten items assigned to each column on the card. The items were arranged in the same order as the check list. Several summarizing measures were included based on sub-tabulations performed on each questionnaire.

Degree of concern scales were coded on the basis of multiple punching and thus concentrated in two columns. The Comparative Importance Scale was placed adjacent to these scales on the punch card. The Sources Check Lists were likewise coded for multiple punching. The open ended

14. Appendix V.

15. Appendix VI.

items in this latter section were hand tabulated in detail and examined carefully for the most adequate classification. Of these, the "Other sources" blanks yielded so few remarks that they were discarded. However, the responses to the "College courses" blanks were numerous enough to make classification and tabulation necessary.

Determining the six student data factors. It became apparent early in the tabulation process that the large number of student data factors and the detailed classification of these factors would prove to be much too cumbersome to be handled adequately by the methods of analysis to be used in the study. It was therefore necessary to delimit further the study in terms of the number of student data factors to be cross-tabulated with the study data. Following a careful appraisal of the situation six factors were selected on the basis of their general importance, inclusiveness of other factors, relative sizes of sub-samples and their relevance to value issues. The factors so selected were sex, college class, A.C.E. total score, general academic area of major subject, frequency of religious participation, and occupation of the student's father. The discussion which follows will review each of these factors with respect to the criteria outlined above. A summary of the data on each factor and a description of it in its final form will also be provided.

1. Sex. The data on the sex factor are summarized as follows:

<u>Sex</u>	<u>Number</u>	<u>Percent</u>
Male	279	53.5
Female	<u>243</u>	<u>46.5</u>
Total	522	100.0

The importance of the sex factor has been stated previously in this chapter and the analysis of the adequacy of the sample relative to this factor has likewise been examined. In general, it can be stated that this factor is of great significance in any study and that the numbers in this sample are quite adequate though biased in favor of women relative to the parent population.

2. College class. The college class data are summarized as follows:

<u>College Class</u>	<u>Number</u>	<u>Percent</u>
Freshmen	369	70.7
Sophomores	<u>153</u>	<u>29.3</u>
Totals	522	100.0

The place of this factor in the study and its adequacy as a sample have been dealt with elsewhere in this chapter. The factor of age was excluded in favor of college class because of the latter's greater importance. A cross tabulation of age with college class revealed that the average age of freshmen was 18.6 years and that of sophomores 19.6 showing exactly one year's difference between classes. Samples of students younger and older than these ages were so small as to be subject to inaccuracies due to other sampling factors. Term in college was also set aside in favor of class, the correlation between the two being obvious.

3. A.C.E. total score. In categorizing students on the basis of A.C.E. total scores the sample was broken into three groups, high, average and low scholastic ability.¹⁶ A fourth area, "no answer," was required because some students failed to identify their questionnaires

16. For a detailed discussion of how this classification was made see Appendix VII.

and the scores of some others could not be located. On the basis of these categories the data for A.C.E. total scores are as follows:

<u>Scholastic Ability</u>	<u>Number</u>	<u>Percent</u>
High	96	18.4
Average	230	44.1
Low	172	32.9
No answer	<u>24</u>	<u>4.6</u>
Totals	522	100.0

Since the A.C.E. data were very accurate while the grade point averages were quite unreliable, the latter was eliminated as a study factor in favor of the A.C.E. In addition, it can be assumed that the A.C.E. results would be fairly representative of the grade point average since it has been found that the correlation between school marks and intelligence tests is generally around .50. (33:338-340)

4. General academic area. The classification of the sample into four general academic areas was done on the basis of the student's statement of his college major. In many cases the student's statement failed to define the exact nature of his academic interest, and therefore there may be some ground for doubting the complete accuracy of the classification. However, this method seemed the most adequate way to handle the academic interest relative to value issues. The data on this factor are as follows:

<u>General Academic Area</u>	<u>Number</u>	<u>Percent</u>
Science (science, engineering, technology)	70	13.4
Social Science (social science, business, education)	272	52.1
Humanities (art, history, philosophy, religion)	40	7.7
No preference (have not declared major field)	<u>140</u>	<u>26.8</u>
Totals	522	100.0

Since the factor of general academic area grows out of a recognition of the failure of the classification by school to reveal the basic nature of the student's academic interest, a classification by school was displaced by the general academic area scheme.

5. Frequency of religious participation. The details of the religious participation scale have been discussed earlier in this chapter. The data resulting from this scale are as follows:

<u>Frequency of Attendance at Church Religious Services</u>	<u>Number</u>	<u>Percent</u>
Once a week or oftener	178	34.1
One to three times per month	151	28.9
Occasionally	169	32.4
Never	18	3.5
No answer	<u>6</u>	<u>1.1</u>
Totals	522	100.0

In order to attach some denominational significance to the factor of religious participation, a cross tabulation was made between it and the three main denominational classifications of Catholic, Jewish and Protestant. Table II summarizes the results of this comparison. The table reveals some striking variations between the three denominational groups and shows that each apparently has its own pattern relative to church attendance. More than three-quarters of the Catholic group attends once a week or more while the Jewish group shows over three-quarters attending only occasionally. Protestants are distributed more evenly, though being inclined towards occasional attendance rather than regular attendance. Very few students claim no attendance at religious services.

TABLE II*

A COMPARISON OF THE CATHOLIC, JEWISH AND PROTESTANT DENOMINATIONAL
GROUPS OF BASIC COLLEGE STUDENTS ON THE BASIS OF FREQUENCY OF
ATTENDANCE AT CHURCH RELIGIOUS SERVICES

Frequency of Attendance at Church Religious Services	Denomination							
	95 Catholic		397 Protestant		13 Jews		Totals	
	No.	%	No.	%	No.	%	No.	%
Once a week or oftener	79	83.2	96	24.1	1	7.7	176	24.8
One to three times a month	7	7.4	141	35.5	2	15.4	150	29.7
Occasionally	8	8.4	142	35.8	10	76.9	160	31.7
Never	1	1.1	13	3.3	0	0.0	14	2.8
No answer	0	0.0	5	1.3	0	0.0	5	1.0
Totals	95	100.0	397	100.0	13	100.0	505	100.0

* This table is based on 505 students, 17 being eliminated from the total sample of 522 on the basis of no religion specified or no response to the item.

6. Occupation of the student's father. In order to facilitate the process of analysis, and because of the small proportion of some of the categories, the number of classes under this factor was reduced from ten to four. This was felt to be justifiable on the grounds that the factor of occupation was being used as a guage of socioeconomic status and by consolidating classes a comparison could be made between at least the upper middle class and above group and the lower middle class and below. In the revised classification, professional, managerial and farmer groups were left in their original form while all others were combined to form a fourth group. Classes composing this latter group consisted of clerks, craftsmen, foremen, operatives and laborers. It can be seen that this classification might well reflect educational factors since it can be assumed that the professional group has largely completed college, the managerial group has had varying degrees of college experience and the fourth group has probably had little or no college education. The following data describe this factor in its final form:

<u>Father's Occupation</u>	<u>Number</u>	<u>Percent</u>
Professional and semi-professional	104	19.9
Farmer and farm manager	37	7.1
Proprietor, manager and official	205	39.3
All others (clerks, operatives, laborers, etc.)	137	26.2
Father deceased or no answer	<u>39</u>	<u>7.5</u>
Totals	522	100.0

Though proportionately very small, the farmer group was left distinct because of the particular nature of the work and residence of this group.

The residential aspect of the farm group was verified by a cross tabulation between the farm group and the factor of "size of home town," the results of which are shown in Table III. It is well recognized that the contrast between the rural and urban situation is much more acute than the contrast between various sizes of urban communities with respect to values, attitudes and beliefs. Because of this fact it was decided to eliminate the factor of residence from the study. The important contrast between the rural and urban situation could be derived from the occupational findings.

Organization of the study data. Along with certain factors of the Student Data Section just described the responses of the two study sections of the questionnaire were also organized and summarized to facilitate tabulation and cross-tabulation. The responses to the Value Problems Check List were coded as individual items and as summarized figures. The latter were (1) the value area in which the student placed most of his problems, (2) the total number of problems the student checked in each area and (3) the total number of problems the student checked on the whole list. Responses to the Sources Check List were organized on the basis of the structure of the sub-tests. There were no summarized figures used in coding the Sources Check List.

Tabulation procedures. Tabulation operations followed the usual steps of coding the responses on the questionnaires and transferring them to work sheets from which the punch cards were processed. Tabulation proper was done on I.B.M. machines. Initially, all coded items were summarized. Then cross tabulations were made between the six student data

TABLE III
THE SIZE OF HOME TOWN OF THIRTY-SEVEN STUDENTS
WHOSE FATHERS ARE FARMERS OR FARM MANAGERS

Size of Home Town	37 Students With Farmer Fathers	
	Number	Percent
Farm	30	81.1
Rural non-farm	0	0.0
Village under 2500	4	10.8
Town 2,500 to 25,000	3	8.1
City 25,000 to 100,000	0	0.0
Totals	37	100.0

factors and the study data from the check lists. Responses to the Sources Check List were not cross tabulated with the student factors.

Analysis of the Data

It has been pointed out in the first chapter that this study was primarily one of exploration; and that its objective was to identify certain specific problems and certain general areas of problems. Moreover, it was noted that the subject matter of this research was difficult to define in absolute terms with the consequence that specific measurable concepts were lacking. It was out of a consideration of such factors as these that a relatively simple type of analysis was adhered to in this study. It was believed that the stated objectives of the study could be achieved through these methods.

Data resulting from tabulations and cross comparisons of the student data factors and the study items were expressed as totals and percentages, and in some cases averages. A number of comparisons were made between these figures. The general scheme of analysing and reporting the results was adapted from the techniques employed by Mooney in the analysis of the results of some earlier forms of his check lists. (20:39-44, 69-78)

Summary of Methodology and Procedures

This chapter has consisted of an examination and discussion of the methods and procedures employed in this study. Three fundamental problems were faced in the conduct of the research. These were (1) the construction of an information and data gathering device, (2) the selection of a sample, and (3) the tabulation and analysis of the data.

In discussing the questionnaire, it was pointed out initially that conditions required the construction of an original instrument for the purposes of this study. The resulting questionnaire consisted of three main parts, (1) the Student Data Section, (2) the Value Problems Check List, and (3) the Sources Check List. The Student Data Section was included to form a basis for evaluating the sample and interpreting and analysing the check list responses. It consisted of questions asking for twelve items of personal information. It was pointed out that for various reasons many of these were later discarded as analytical factors.

Since the Value Problems Check List was the fundamental instrument in the questionnaire it was discussed in detail. To provide background, the rationale and construction of problem check lists in general was examined. A number of the advantages and limitations of this type of device were mentioned, and the question of the validity and reliability of such instruments inquired into. In describing the construction of the Value Problems Check List it was pointed out that its structure was more formalized and artificial than is usual for check lists, a limitation justified on the grounds that for purposes of comparison there was a need for equal coverage of the five value areas under study. The means of achieving this equal coverage was a common problem scheme based on twenty problem types. The items under each value area were framed in terms of this list. It was pointed out that in arranging the items on the questionnaire the attempt was made to conceal the presence of the value categories. Finally, some considerations relative to the instructions for the students responding to the instrument were noted.

In discussing the Sources Check List it was first pointed out that its structure was based on a particular combination of elements which was calculated to encourage student responses. The Sources Check List was described as a series of five sub-tests, identical but for the statement of the lead problem which in each case dealt with one of the five value standards. In responding to the lead problem of each sub-test, the student was asked to check his degree of concern with that problem on a three point Degree of Concern scale and then read through the accompanying list of guidance sources twice. The first time he was to mark the items which he thought should be helpful and the second time those which he had found to be helpful in regard to the given value area problem. It was then pointed out that since these operations were to be repeated five times by the students, certain safeguards were built into the instrument to discourage the tendency to skip over whole sections of the sub-tests. The final phase of the questionnaire was mentioned as being a scale wherein the student was asked to indicate the importance of value problems to him as compared with other problems he was facing.

The discussion of the problem of sampling in this research was begun by pointing out that the parent population of the study was composed of the students of Basic College. Sampling proper was accomplished through the means of administering the questionnaire to a number of sections of the Effective Living Course. The resulting sample of 522 students revealed several anticipated biases in regard to sex and class. However, the sample did exhibit a high degree of representativeness with respect to the school of the student's major. Because of the random nature of

the membership of the individual sections tested, it was felt that the relatively large size of the sample gave some assurance that other factors may have been accounted for adequately. It was thus concluded that the sample was a good one for the purposes of this study.

The third major phase of the research discussed in this chapter was that of the tabulation and analysis of the data. It was initially pointed out in this phase that tabulation procedures were adapted for machine processing. The coding scheme was described and the methods of organizing the data discussed. The revision of the Student Data factors was examined in detail. In this connection it was pointed out that only six factors were used in the final analysis. These were sex, college class, A.C.E. total score, general academic area of major, frequency of church religious participation and occupation of the student's father. In discussing the procedures employed in the analysis of the data, the point was made that since this was an exploratory and not an experimental study, simple analytical techniques seemed most appropriate. These were described as consisting of tabulations and cross-tabulations expressed as totals, percentages and averages. Analysis proper was based on a number of comparisons between these figures.

CHAPTER IV

ANALYSIS OF THE GENERAL RESULTS OF THE CHECK LIST SURVEY OF STUDENT PROBLEMS RELATED TO VALUE STANDARDS

Introduction

In the preceding chapter the methods and procedures employed in the conduct of this study were reviewed, and in the process the chief instrument of this investigation, the Value Problems Check List was discussed in detail. It will be recalled that the purpose of this portion of the questionnaire was to disclose information concerning the types of problems and frequency of problems that students identified as relating to the process of making value judgments in five areas of values: truth, good, beauty, right and religion. The intent of the present chapter is to report the general results of the Value Problems Check List. The next chapter will consist of an examination of these findings in the light of certain common factors in the student population under study.

The content of this chapter is organized as follows. The first section outlines and discusses the pattern of analysis and the method of recording the data in the tables. This section is followed by one reporting and discussing the general outcomes of the check list. The third major phase of the chapter deals with an analysis of the most frequently checked items in the check list and a discussion of them by

area. Finally, there is a section summarizing the most significant findings of the chapter.

The Pattern of Analysis

The methods and patterns of analysis used in handling the results of the Value Problem Check List have already been discussed to some extent in the preceding chapter. There is need, however, to review and to expand this discussion before launching into an examination of the findings. As has been pointed out, the methods of analysis used in this study are descriptive; that is, they are not of a highly complex statistical nature. Results are reported as totals, averages and percentages and are compared as such. The methods of recording and arranging the data in the tables is calculated to facilitate the inter-comparisons of the data in each table. It will be recalled from the preceding chapter that the methods of summarizing and tabulating the results were adapted from Mooney's manual dealing with earlier forms of his problem check lists. (20:39-44, 67-78) These procedures are elaborated in the following discussion.

It has been pointed out in Chapter III that the three basic summarizing operations were (1) to compute the average number of problems checked for the total check list and for each value area, (2) to enumerate the number and percent of students who place most of their problems in each given value area and (3) to find the relative frequency with which the individual items on the check list were checked. In dealing with each of the six student data factors in the chapter which follows

this one, these three summarizing operations were made the basis of the comparison of the several variables with respect to their proportional magnitude in each given area or check list item. The reporting of the data in the tables is arranged in such a manner as to display most clearly the variations in response between variables in regard to a given value area, and between areas with respect to a given variable.

The computation of the mean number of problems checked for the whole list and for each value area provides an index of the relative frequency of such problems, as well as the general areas in which they occur. In arriving at the mean number of problems per student the calculations are based on both the entire sample as well as the specific number of students who checked at least one problem in the given area. Computing the mean on the basis of the sample permits a comparison of the value areas on the basis of the population as a whole. On the other hand, deriving the mean number of problems of the group which checked problems in each area reflects the tendencies of those groups only. In addition, the median and quartiles have also been computed to enable a detailed comparison of the relative distributions of the numbers of problems checked in each area.

The calculation of the number and percent of students placing most of their problems in each given area is one method which Mooney suggests for summarizing the results of check lists. (20:32,40) It provides a basis for gaining some idea of the degree of relative emphasis or stress that the individual students give to the various value areas. Since the arrangement of items on the check list was randomized, there is good

reason to assume that the student's tendency to "load" one area more heavily than others was done in innocence of any existing areas or categories. In the process of assigning a case to an area, the area was said to be highest for an individual if he checked it more frequently than any other area. If the student checked two areas equally in this respect, one-half point was allotted to the two areas involved. Cases in which more than two areas were equal and high were classified as "undetermined"; those in which no problems were checked on the entire list were referred to as "none".

Number of Problems Checked

The data on the total number of problems checked on the Value Problems Check List by the 522 students in the sample are as follows:

Total number of problems checked.....	4864
Mean number of problems per student based on total sample.....	9.32
Mean number of problems per student based on those who checked one or more problems.....	9.65
The median.....	7.16
First quartile.....	4.21
Third quartile.....	12.50
Range.....	From 1 to 53
Number of students checking no problems.....	18

The foregoing data show that out of the total sample of 522 students, the 504 who checked one or more problems on the Value Problems Check List checked a total of 4864 problems for an average of almost ten problems per student. Since there were 100 items on the check list this means that slightly less than one-tenth of the problems were checked per student. While this figure appears low, it compares favorably with Mooney's

findings on a general problem check list where the average number of problems checked per student was also about 10 percent of the total possible. (20:39) A study of the median and the quartiles and an examination of the graph in Figure 1 reveals a distribution that is positively skewed to a very pronounced degree. This situation indicates that most students tended to check only a few problems while only a few cases revealed the existence of relatively large number of problems. However, the fact that only 18 out of the 522 cases in the sample failed to check any problems indicates that almost all of the students in the study recognized at least a few problems relating to their value standards.

Number of Problems Checked in Each Area

Data showing the frequency with which the students checked problems in the five areas are summarized in Table IV. The distribution of the cases for each value area is represented graphically in Figure 2. Table I reveals that in regard to the number of cases checking at least one problem in each area, the area of truth was most frequently checked, with over three-quarters of the sample responding. Good and religion show somewhat fewer checkings, while the data for beauty and right reveal that only slightly more than one-half of the sample checked problems in those areas. In addition, Table IV shows the mean that has been calculated for each area on the basis of the sample as a whole and also for the group which checked the given area. It is evident that the mean based on the total sample is relatively useless in view of the

Number
of cases

FIGURE 1

DISTRIBUTION OF 522 STUDENTS BASED ON THE NUMBER OF PROBLEMS
CHECKED OUT OF 100 ON THE VALUE PROBLEMS CHECK LIST

(Solid bar indicates number of students checking no
items. Mean, median and quartiles are based on
those who checked one or more problems.)

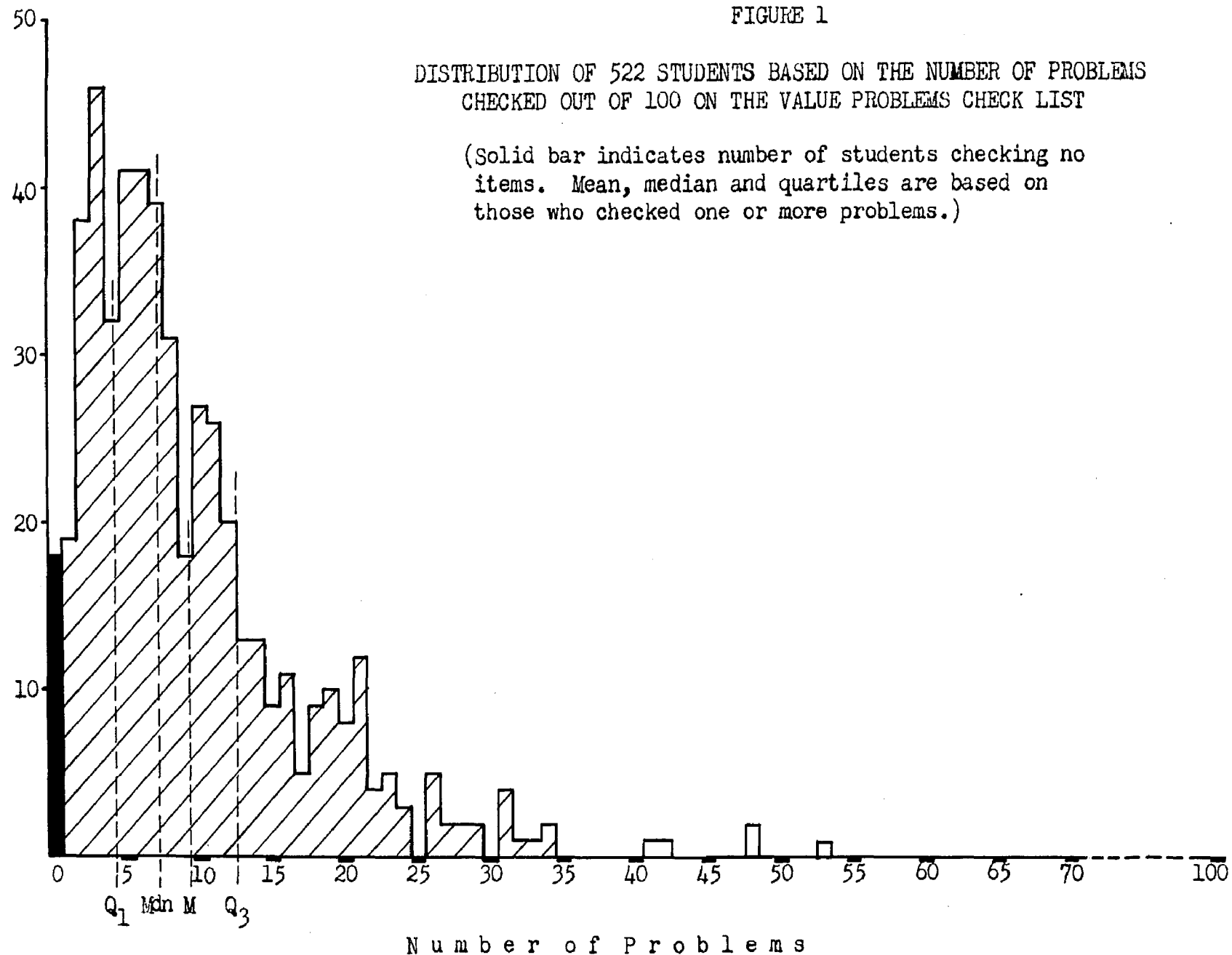
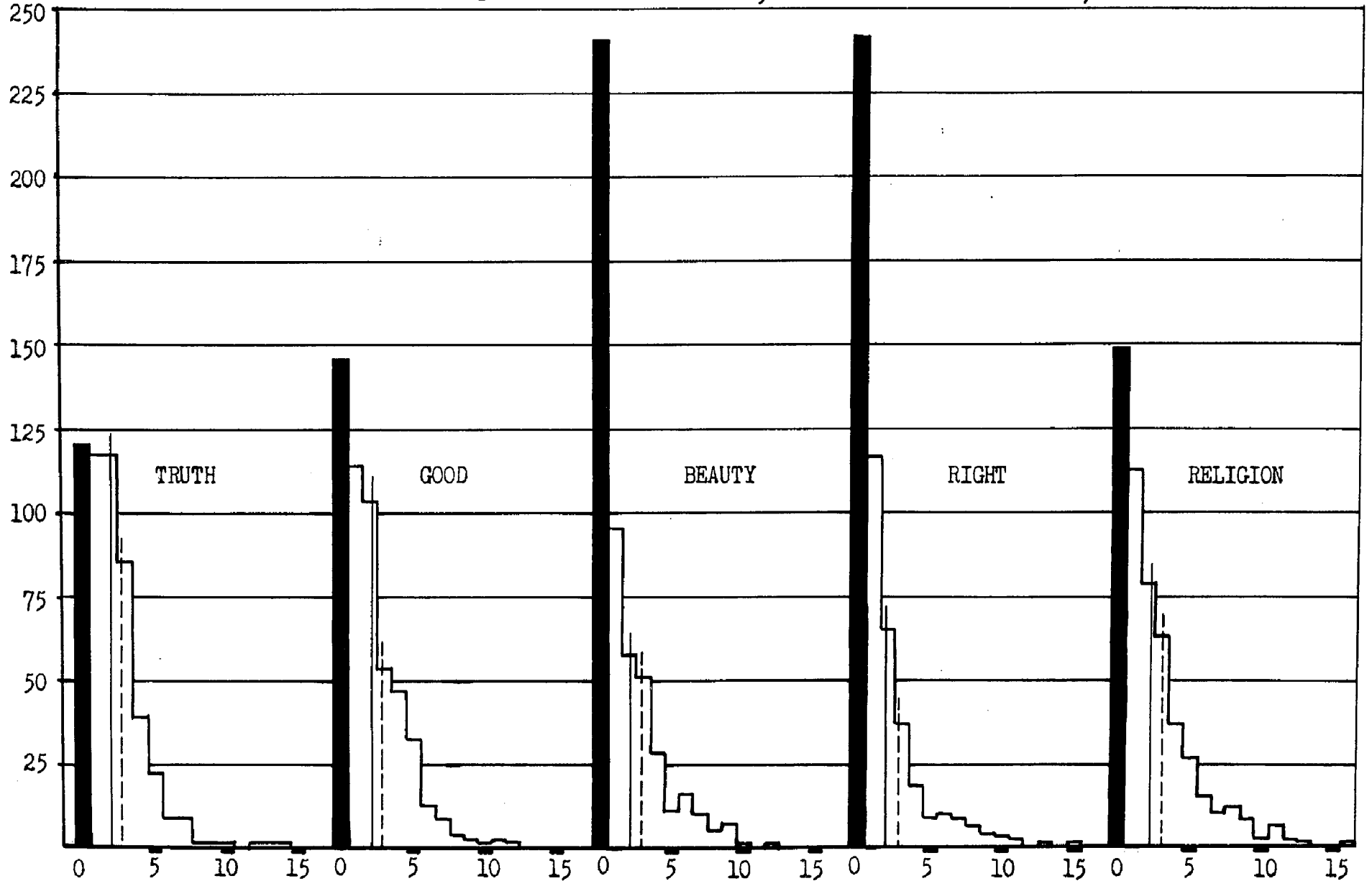


FIGURE 2

COMPARATIVE DISTRIBUTIONS OF THE NUMBERS OF PROBLEMS CHECKED
BY THE SAMPLE IN EACH OF THE FIVE VALUE AREAS

Number
of cases

(Solid bars indicate number of students checking no problems in
each area. Dotted line is the mean; solid line is the median.)



Number of Problems

TABLE IV

SUMMARY OF THE DATA REGARDING THE RELATIVE FREQUENCY WITH WHICH
THE 522 STUDENTS CHECKED EACH OF THE FIVE VALUE AREAS

Value Area	Number of cases:				Number of Items Checked in Each Area	Mean based on: The Total Sample	Number Checking Each Area	Distribution of		
	Checking		Not					Cases Checking Each Value Area Median	Q ₁	Q ₂
	Each Area	Each Area	Each Area	Each Area						
No.	%	No.	%							
Truth	402	77.0	120	23.0	1042	2.00	2.59	2.13	1.36	3.30
Good	377	72.2	145	27.8	1037	1.99	2.75	2.22	1.33	3.78
Beauty	282	54.0	240	46.0	820	1.57	2.91	2.28	1.25	3.82
Right	281	53.8	241	46.2	761	1.46	2.71	1.88	1.11	3.31
Religion	374	71.6	148	28.4	1204	2.31	3.22	2.44	1.33	4.23

wide discrepancies in numbers checking each area. However, a ranking of the areas on the basis of the mean number of items checked per student shows that the mean for the area of religion is largest with those of the areas of truth and good being somewhat smaller followed by beauty and right. The mean number of problems checked by those who checked at least one item in a given area reveals a somewhat different ranking: religion, beauty, good, right and truth. While the differences between the means is slight, there are indications in the data of a trend that points to the fact that the sample as a whole was inclined to check more problems per individual in religion than in any other area. However, it must be pointed out that the number of students checking items in religion was somewhat less than the number checking items in truth.

A study of the median and quartiles for each of the areas and an examination of the comparative distributions in Figure 2 substantiates the foregoing trend. While the variations between areas with respect to relative numbers failing to check problems in the areas is marked, it can be seen that the general configurations of the five distributions

is quite similar. A closer examination of these curves and the data associated with them, however, reveals some noteworthy differences. It is evident, for example, that while over three-fourths of the sample checked problems in the area of truth, they tended as individuals to check very few of them. By contrast, though students comprising the group checking items in religion was somewhat smaller, they tended to check larger numbers of problems as individuals. The situation in the area of religion in this respect is paralleled closely by the data in the area of beauty where a median of 2.28, ranking second to religion, was derived from a group consisting of only slightly more than half of the sample. It is apparent that the data upon which the foregoing observations are based reflect comparatively small differences between the five areas. However, the evidence here reaffirms the trend noted earlier to the effect that the area of religion ranks above the others in all aspects but that of the number of students checking items in the areas. In this latter case, the area of truth was found to be highest. These results imply that in the area of truth it is a few problems which are checked heavily while in the area of religion the frequency with which items are checked is distributed more broadly among the twenty items composing the area.

A somewhat different approach to a comparison of the frequency with which the individual areas were checked has been mentioned as being through a tabulation of the number and percent of students who placed most of their problems in each given area. While this method displays some obvious shortcomings, namely, a number of cases in which very few

items were checked or cases in which the difference between the highest and next highest was only one item, it does serve to inject a further dimension into the analysis. It presents a suggestion of the individual student's emphasis or stress relative to the five areas. When these individual cases are tabulated, the relative emphasis of the whole sample on each area is revealed.

The results of the tabulation of the areas in which the students placed most of their problems are recorded in Table V. The data show that well over one-quarter of the sample placed most of their problems in the area of religion. Percentages for truth and good show less than one-fifth of the sample placing most of their problems in those areas.

TABLE V
NUMBER AND PERCENT OF 522 STUDENTS WHO PLACED MOST OF THEIR
PROBLEMS IN EACH OF THE FIVE VALUE AREAS

Value Areas	Number	Percent
Religion	151	28.9
Truth	99	19.0
Good	97	18.6
Beauty	78	14.9
Right	51	9.8
Undetermined	28	5.4
No problems	18	3.4
Totals	522	100.0

Beauty and right show one-sixth and one-tenth of the sample so marking them respectively. Reference to Table IV at this point discloses

that the order of prominence of the areas in this analysis is the same as it is for the mean number of problems checked per area by the whole sample, and generally parallels the order of areas for the mean and median based on the number checking problems in each area. On the whole the data reveal up to this point a tendency for students to check religion problems more heavily than others and also to stress them more in quantity as individuals. The areas of truth and good rank about the same in these respects while beauty and right show diminished frequency of checking and lessened individual emphasis. While the differences between the extremes as to rank may be significant, the differences between individual areas by rank can only be interpreted as trends.

Most Frequently Checked Items

The foregoing analysis of the five value areas has pointed out the comparative frequency with which the areas were checked. This has served to suggest a certain ranking of these areas as to their relative quantitative significance or importance to the sample as a whole. These areas, however, refer only to very broad and general axiological situations and are thus relatively meaningless with respect to particular problems. It remains, therefore, for the examination of significant individual items to reveal the specific nature of the value problems these students as a group deem crucial.

Since the majority of the one hundred items on the check list were checked by very small numbers of students, a discussion of them would have little bearing on the question of revealing generally important

problems. Thus a cutting point of 10 percent was established as the margin above which items would be considered significant. Accordingly, an item checked by less than one-tenth of the sample was not considered of universal enough concern for examination. However, all one hundred items are listed in Appendix IV with the number and percent of the sample checking each. It is to be understood that the 10 percent cutting point refers only to the quantitative importance of the given item; a problem may have been checked by less than one-tenth and still be of primary importance to some of those checking it. However, there is no means in the present research for identifying such items.

A list of the items of the Value Problem Check List checked by 10 percent or more of the sample appears in Table VI. This table includes almost one-third of the check list items and contains problems from all five areas representing a variety of types. Items have been classified according to value area and arranged within each area according to frequency with which they were checked. In addition, the relative ranking of these items on the basis of the list as a whole has been indicated. The ensuing discussion will deal with these individual items by area in an attempt to gain a better understanding of the specific problems as well as the given value area. However, before engaging in this examination, it would be well to consider the question as to what it means to have a value problem, that is, what are some of the possible motivations students have for either checking or failing to check a problem. Among the pertinent answers to this question, the following seem most feasible. A student checks a problem because he feels that it expresses

TABLE VI

VALUE PROBLEMS CHECK LIST ITEMS CHECKED BY TEN PERCENT OR MORE OF THE SAMPLE

Item No.	Item*	Number Checking Item	Percent Checking Item
Items in the area of truth.			
1.	(1) I want to think more logically and clearly.....	218	41.8
53.	(3) My thinking is often inconsistent..	167	32.0
30.	(9) I need to know more about logic and the scientific method.....	122	23.4
2.	(13) I am confused by the many conflicting standards of truth today..	97	18.6
4.	(15) My own standard of truth conflicts with my friends' standards...	89	17.0
27.	(19) I have difficulty facing reality.....	70	13.4
5.	(30) Some college courses are confusing my standard of truth.....	56	10.7
Items in the area of good.			
7.	(2) I have difficulty setting up objectives for myself.....	191	36.6
33.	(6) At present I can't seem to get interested in anything.....	136	26.1
31.	(8) I have difficulty choosing between studying and going to a movie	126	24.1
60.	(10) College is not giving me enough help in clarifying my objectives	118	22.6
81.	(11) I don't know which phase of college life to emphasize.....	116	22.2
8.	(18) Present day standards of good are too indefinite.....	78	14.9
Items in the area of beauty.			
12.	(5) I can't tell good art from bad art.....	139	26.6
65.	(7) I need to know more about art in general.....	135	25.9
62.	(22) I can't tell good literature from poor literature.....	66	12.6
63.	(24) Present day tastes in art are too indefinite for me.....	65	12.5
Items in the area of right.			
67.	(24) I am confused by the many conflicting standards of morality today	65	12.5
93.	(27) Present day moral standards are too indefinite.....	64	12.3
19.	(28) My own moral standards conflict with my parents' standards.....	63	12.1
41.	(31) College life is weakening my moral standards.....	55	10.5
Items in the area of religion.			
50.	(4) I need to know more about religion in general.....	158	30.3
73.	(12) I am bothered by the conflict between science and religion.....	110	21.0
75.	(14) I feel the need to develop a more adequate religious philosophy.	92	17.6
46.	(16) I don't know enough about the meaning of religion.....	88	16.9
22.	(17) I am confused by the many conflicting religious beliefs today...	84	16.1
24.	(19) My own religious beliefs conflict with my friends' beliefs.....	70	13.4
49.	(21) My own religious beliefs are inadequate.....	69	13.2
47.	(22) I need a positive and inspiring faith in something.....	66	12.6
23.	(24) I am dissatisfied with traditional religious practices and beliefs	65	12.5
72.	(29) My present religious beliefs are confused.....	58	11.1

* Items are arranged by areas. Within areas they are ranked in order of frequency of checking. The figure in parentheses indicates the relative rank of each item on the basis of the list as a whole as determined by the frequency with which it was checked. Items of the same rank have identical frequencies.

a concern of his own, though there is no indication in this checking process of the relative importance of this problem to him personally. On the other hand, a student may fail to check a problem for several reasons. (1) He does not sense the existence of the problem either through naivete or lack of interest. (2) He is aware of a possible problem but does not deem it significant enough to him personally to check it. (3) The student is aware of the issue but has reached what he feels to be a satisfactory solution and thus does not respond to the item. (4) The student may be reluctant to commit himself to having certain problems for various reasons. While the instrument employed in the research makes no provision for disclosing these possible motivations, a consideration of them will serve to provide possible explanations of the resulting data and establish a background for considering the individual items on Table VI.

Significant items in the area of truth. The most frequently checked item in the area of truth and on the entire list was "I want to think more logically and clearly". Over two-fifths of the sample responded to it. The ascendancy of this item may be well justified on the grounds that the population of this study consists of students who are constantly faced with the use of their intellectual powers in a variety of academic situations. On the other hand one cannot help but speculate on the status of the three-fifths who failed to check the item. Are they naive, satisfied or do they think the problem to be of such minor significance that they do not respond to it? It may well be that the next two most

frequently checked items in this area account for some of this latter group. These two items "My thinking is often inconsistent" and "I need to know more about logic and the scientific method", checked by approximately one-third and one-fourth respectively, also express an inadequacy in the thinking process. Taken together, these three items involve the expression of what may be a sizeable majority of the sample. Concern for the adequacy of the thinking processes does clearly seem to be the most universal problem in the area of truth and one of the most common for the whole check list.

The remaining items in the area of truth on Table VI are each checked by fewer than one-fifth of the sample. In general they reflect conflicts and confusion with respect to standards of truth. Item 2 checked by somewhat fewer than one-fifth of the group points to a confusion growing out of conflicting standards and item 5 indicates that for one-tenth of the sample college courses are contributing to this confusion. Item 4 reveals that one-sixth are having some conflicts with other students relative to standards of truth. Taken as a group these three items disclose that while only a small portion of the sample is experiencing conflicts and confusion in this area, it may well involve a sizeable minority. The item "I have difficulty facing reality" checked by one-seventh of the group, while having obvious psychological implications, suggests that the student finds it hard to face the facts. This item, however, may well involve elements of other value areas, particularly that of good since it implies an aimlessness or lack of purpose, and consequently may have even less bearing on the value of

truth. This item does nevertheless suggest that the group checking it is for one reason or another apparently having some difficulty maintaining a realistic view of things and is having difficulty getting at the truth.

Significant items in the area of good. The most frequently checked item in the area of good was the problem "I have difficulty setting up objectives for myself." This item, the second most frequently checked on the total list, was responded to by over one-third of the sample. It is noteworthy to observe that the next four most frequently checked items in the area of good relate rather closely to it. Items 8 and 11, each checked by approximately one-fourth of the sample, have to do with the problem of the choice of college activities. Over one-fifth of the sample indicates that in this process of clarifying objectives the college is not giving sufficient help. If this can be interpreted as a need on the part of this group, then the college is failing a rather sizeable portion of the sample in this matter. Item 33, "At present I can't seem to get interested in anything", reveals what appears to be a rather extreme degree of purposelessness. Over one-fourth of the sample responded to it. While one might expect a certain degree of aimlessness and confusion among students in their early college years, the fact that one-quarter of them apparently admit to such a high degree of it is worthy of serious consideration. One wonders why this group is in college--or being in college, how they have failed to escape the stimulation of some aspect of its rich and multifarious program.

The five items referred to in the foregoing discussion reflect the concept of good as defined in this study. It will be remembered that the value area of good was defined as being the standard by which one judges the worthiness of goals and activities in life. It will furthermore be recalled that this definition was recognized as taking certain liberties with the more technical philosophical terminology in that the definition used here restricts the meaning of the good to more narrow limits. It can be assumed that when the student was confronted with the items of the check list he was unaware of any categories and thus when he was checking the above five items that he was not aware that he was necessarily dealing with the value of good. Item 8, however, is one in which the term is used as a term. This item, "Present day standards of good are too indefinite", was checked by one-seventh of the sample. One can sense in the item a seeking on the part of the students checking it for something more tangible or reliable in the way of a standard of good. While it can be assumed that this involves goals and activities, it must also be assumed that some of them may have been thinking about morality, for example, since among laymen there is a tendency to regard the right and the good as being synonymous.

Significant items in the area of beauty. The most frequently checked item in the area of beauty was responded to by over one-quarter of the sample. This item, "I can't tell good art from bad art", was also the fifth most frequently checked on the entire list. Item 65, asserting a need to know more about art in general is quite similar to it.

Since it was also checked by one-fourth of the sample it is apparent that a sizeable minority of the whole group under study was concerned about the issue of aesthetic judgment either from the standpoint of the judging process or knowing more about the content of the field. Item 62, while referring specifically to the field of literature, adds to the general concern for the inability to make adequate aesthetic judgments. In this connection, it will be recalled that in the review of literature in Chapter II dealing with previous check lists and problem studies it was found that no problems in the area of aesthetics were disclosed. In view of this situation the above data are noteworthy not only because such problems in aesthetic judgment are in evidence but that they were checked with such comparatively high frequencies.

The fourth problem in the area of beauty checked by more than ten percent of the sample has to do with the indefiniteness of present day artistic tastes. In the case of this item as in the case of the similar item in the area of good there is implied a groping on the part of a group of students, in this case one-eighth of the sample, for what may be regarded as more concrete and possibly more formalized standards of beauty than are evident in "modern art".

Significant items in the area of right. An examination of the four items in the area of right checked by more than ten percent of the sample reveals the fact that all of them were checked by only one-eighth or less of the sample. It is evident, in addition, that they also all rank low on the whole list. These problems disclose conflict and confusion with respect to standards which were apparent in the area of

truth, though not on as broad a scale of frequency. The first two items, for example, refer to present day standards of morality as being confusing to the individual on one hand and too indefinite on the other. These items may well be different aspects of the same basic problem.

Item 19 points out a conflict between the student and his parents with respect to the standard of morality. This fact is noteworthy when one considers that the comparable item dealing with the student-parent conflict over standards does not appear anywhere else on the table. This situation implies that while students and their parents are apparently in accord in the great majority of value situations, they are more inclined to disagree in the area of morals, a fact which would seem to reinforce the traditional view of the matter. The same may be generally said for item 41, "College life is weakening my moral standards". This also is the only appearance of this comparable item on Table VI. Though only a little more than one-tenth of the sample checked it, the implication is that while college seems to have only slight debilitating effects upon student value standards, what weakening effects exist seem to effect moral standards somewhat more than any others.

Significant items in the area of religion. The most frequently checked item in the area of religion was the problem "I need to know more about religion in general," which was checked by almost one-third of the sample. This item was also the fourth most frequently checked on the whole list. Item 16, a similar one asserting that the student does not know enough about the meaning of religion was checked by one-sixth of

the sample. It is evident that a sizeable proportion of the sample thus are concerned with knowing more about religion. The fact that the topic of religion deals with ultimate and imponderable issues may well account for its prominence. Almost any graduate can recall the popularity of religion as a topic of informal discussion in his student days. There is no indication in the statement, however, as to whether the concern for it is based on matters of "faith" or simply curiosity on the part of the students.

Item 73, pointing out a conflict between science and religion, was checked by one-fifth of the sample. This problem reflecting the clash between the student's habitual beliefs and the scientific view of the world is apparently quite prevalent among students. This situation might well be accounted for in the fact that the students in this sample, being freshmen and sophomores, are in the process of making the transition from the home environment to the college and may also in many cases be experiencing the conflicts that accompany intellectual growth. Other items also reveal conflicts and confusions with respect to religious beliefs. Item 22 revealing a confusion growing out of conflicting beliefs was checked by one-sixth of the sample, while somewhat fewer cite conflicts between their own beliefs and those of their friends as indicated in item 24. Slightly more than one-tenth in item 72 admit that their beliefs are confused while about one-sixth state in item 49 that their beliefs are inadequate. Finally, item 23 gives expression on the part of one-eighth of the sample to a dissatisfaction with traditional religious practices and beliefs.

The expression of religious needs in a somewhat more positive sense is evident in items 74 and 47. The first of these "I feel the need to develop a more adequate religious philosophy" was checked by over one-sixth of the sample. The second with one-eighth responding, pointed to a need for a positive and inspiring faith in something. When viewed together, these items suggest that possibly as many as one-fifth of the sample are seeking what might be called a more satisfying religious orientation to life which goes beyond simply the seeking of information or the fulfilling of curiosity. However, whether this need is personal or institutional in nature is not disclosed.

Summary

This chapter has dealt with the general outcomes and results of the Value Problems Check List. In summarizing the discussion of these findings the following material seems to be of primary importance.

1) Of the total sample of 522 students, 504 checked one or more problems on the list for a total of 4864 items checked in all. The mean number of items checked by this group was almost ten per individual. The distribution of these problems, however, revealed a positively and sharply skewed curve with a median of almost seven, while the range was from one to 53 problems. It was evident that almost all of the sample had problems but they tended to have few rather than many of them.

2) A comparison of the five value areas on the basis of responses to the check list revealed that somewhat more individuals checked items in the area of truth than in any other. It was also revealed that the mean number

of items checked per student tended to be highest for the area of religion. A ranking of the areas on the basis of the number of students responding to each area produced the following arrangement: truth, good, religion, beauty and right. When ranked on the basis of the mean and also the relative number of students placing most of their problems in each area the arrangement was as follows: religion, truth, good, beauty and right. The distribution of the numbers of problems checked by students in each area tended to follow a common pattern of positive skewedness.

3) A study of the most frequently checked items on the list concluded the chapter. Using a cutting point of 10 percent of the sample or above, 31 items were tabulated and studied. Of these, ten were in religion, seven in truth, six in good, and four each in beauty and right. Discussed on the basis of their respective areas, the most important findings growing out of the study of these significant items were as follows.

Truth. The fact that two-fifths of the sample checked the item "I want to think more logically and clearly" and that between one-fourth and one-third checked similar items suggested that the concern for the adequacy of the thinking process was one of the most universal in the study. The remaining items in this area checked by fewer than one-fifth of the sample suggested conflicts and confusion with respect to the standard of judgment of truth.

Good. The leading problem in this area was "I have difficulty setting up objectives for myself" and was checked by one-third of the sample. Four other items checked by one-fourth and less reflected very

much the same problem, the implication being that the concern for meaningful goals and objectives was another rather universal problem of this group. One of these items pointing out an inability to get interested in anything and checked by one-fourth of the sample was felt to indicate an extreme degree of aimlessness which was found difficult to justify in the college environment.

Beauty. The item "I can't tell good art from bad art" with over one-fourth of the sample responding to it was highest in the area of beauty. A second item with almost the same number checking it implied a need to know more about art in general. Taken together these items were felt to imply a concern on the part of a large body of the sample for lack of ability in the area of aesthetic discrimination.

Right. The four items in the area of right were each checked by one-eighth of the sample or less. They generally expressed conflicts and confusions with respect to the standard of morality. It was found that the parent-student conflict over standards while of slight importance on the whole, was apparently most marked in this area. It was also disclosed that the debilitating effect of college upon standards was also most apparent in this area though its over-all effect was slight.

Religion. The most frequently checked item in the area of religion was "I need to know more about religion in general" with almost one-third responding. When considered along with a similar item checked by

one-sixth of the sample it was concluded that a large proportion of the sample were concerned with knowing about religion. A number of items dealing with conflicts and confusions with respect to religious beliefs were cited including the religion-science conflict and the conflict with the beliefs of friends. These were checked by one-fifth of the sample and less. A somewhat positive expression of religious needs was evident in two items checked by one-sixth and one-eighth of the sample. These items cited the need for a more adequate religious philosophy and an inspiring faith in something, and suggested a need for a way of life that went beyond mere curiosity about ultimate questions.

CHAPTER V

ANALYSIS OF THE RESPONSES TO THE VALUE PROBLEMS CHECK LIST WITH RESPECT TO SIX CHARACTERISTICS OF STUDENTS

Introduction

In the preceding chapter the results of the Value Problems Check List were described and analysed in terms of the total sample. Data were examined on the basis of the check list as a whole and the five value areas. In addition significant individual items were discussed and analysed. The present chapter will continue the analysis of these data as they bear upon the six student factors upon which the research is based. These factors are sex, class in college, academic ability, general academic area of major, frequency of participation in church religious services and occupation of father. The pattern of analysis to be used in studying the relationship between the check list items and areas and these factors is identical to that outlined at the beginning of the last chapter. Each of the six factors will be examined in terms of the value areas and the significant items. In discussing the value areas comparisons will be based on the mean number of problems and upon the proportion of students who placed most of their problems in each given area. The analysis of individual items as they relate to the various factors will be based on those items in which the differences are at or above certain cutting points designated for each factor.

These cutting points¹ are based on the assumption that the differences between percentages falling below them are likely to be of little significance. Moreover, they serve to eliminate from the analysis items which were checked by very small proportions of the sample. While many of these infrequently checked items may well be of considerable importance to certain individual students, the low percentage checking them signifies that concern for them is not universal enough to merit their consideration in this investigation. As has been pointed out in Chapter III there is no means for ascertaining the factor of importance at the level of the individual case.

In the ensuing discussion particular attention will be drawn to the factors of scholastic ability, frequency of religious participation and father's occupation. It will be noted that the categories within these three factors form a continuum ranging from one extreme of the factor to the other. For example, in the case of scholastic ability, the sample has been categorized on the basis of high, average and low ability. In the analysis of these factors especial note will be made of the value

1. As will be noted in the ensuing discussion the cutting points vary to some extent from factor to factor. The sex and class factors have a cutting point 4.5 percent; the figure for scholastic ability, religious participation and father's occupation is 5 percent; while for general academic area, and the study of rural background the point is 8 percent. These variations are directly related to the size of the sub-samples. Where there were only two sub-samples fairly evenly matched as to size the cutting point was low. However, where there were three or more categories and where one sub-sample was extremely small by comparison the cutting point was raised. The necessity for increasing the figure in these latter instances may be accounted for in the fact that in the case of a small sample a few individuals checking large numbers of items could distort the showing of the whole sub-sample. Accordingly, it was felt that these effects could be partly counteracted by increasing the size of the cutting point.

areas and individual check list items in which the increase or decrease of means and percentages varies consistently with the continua. The occurrence of this phenomenon provides a basis for the assumption that there may be a correlation between value problems and certain characteristics of students. The extent and the nature of these relationships will be discussed in detail in the sections dealing with these three factors.

Value Problems and the Sex Factor

Relation of the sex factor to value areas. Table VII compares men and women students on the basis of the mean number of problems checked in each of the five value areas. The data show that men tend to respond

TABLE VII

A COMPARISON OF MEN AND WOMEN STUDENTS ON THE BASIS OF THE MEAN NUMBER OF PROBLEMS CHECKED IN EACH OF THE FIVE VALUE AREAS*

Value Area	Average Number of Problems Checked Per Area		Difference
	Men N 279	Women N 243	
Good	2.27x	1.66	.61
Beauty	1.79x	1.32	.47
Truth	2.16x	1.81	.35
Right	1.60x	1.30	.30
Religion	2.33x	2.19	.14
All areas combined	10.15x	8.36	1.79

* Value areas are arranged in order of decreasing difference between averages. "x" indicates sex group which is highest in each area.

with greater frequency than women in terms of the total check list as well as in all five value areas. The differences between men and women as to the frequency of checking in each area is greatest in the area of good and smallest in the area of religion. An indication of the relative emphasis placed on the five areas by the students as based on the tabulation of the numbers of students who placed most of their problems in each is provided by Table VIII. These data reveal a situation similar to Table VII with the exception of the fact that women as individuals tend to place a greater proportion of their problems in religion than men by a substantial margin.

TABLE VIII

A COMPARISON OF MEN AND WOMEN STUDENTS ON THE BASIS OF THE NUMBER AND PERCENT OF INDIVIDUALS WHO PLACED MOST OF THEIR PROBLEMS IN EACH GIVEN AREA*

Value Area	Number and Percent Placing Most Problems In Each Area				Difference
	279 Men		243 Women		
	No.	Percent	No.	Percent	
Religion	69	24.7	82	33.8x	9.1
Good	59	21.2x	38	15.6	5.6
Beauty	47	16.8x	31	12.8	4.0
Right	31	11.1x	20	8.2	2.9
Truth	54	19.4x	45	18.5	0.9
Undet.	14	5.0	14	5.8	
None	5	1.8	13	5.3	
Totals	279	100.0	243	100.0	

* Value areas are arranged in order of decreasing difference between percentages. "x" indicates sex group highest in each given area.

These results point to the fact that men apparently have more value problems than women in all value areas, though women as individuals tend to emphasize religious problems. This tendency for male students to have more problems in relation to their systems of values is substantiated by a study by Angell. (3) He found that on a scale of "life adjustment" 18.8 percent of the men and 7.2 percent of the women students he was studying ranked in the lowest classification which was described as "badly adjusted to life, depressed and confused, seemingly unable independently to effect adequate adjustment." (3:70) Angell also found that some degree of "personal disorganization" was evident in 53.4 percent of the men of his sample while only 27.7 percent of the women were so characterized. (3:138)

Relation of the sex factor to individual items. While the study of sexes with respect to value areas has suggested some general differences between men and women students, the examination of individual items reveals some distinct contrasts. The analysis of individual items is reported in Table IX. Only items in which the difference between the responses of men and women is 4.5² percent or higher are included in this table. The data reveal that men respond with considerably greater frequency to the problem of being unable to distinguish between good and bad art than women, a fact which is substantiated by items 36 and 61 to a lesser degree. Greater proportions of men also check items in

2. For the explanation of this figure see page 91

TABLE IX

A COMPARISON OF THE PERCENTAGE OF RESPONSES OF MEN AND WOMEN STUDENTS TO CHECK LIST ITEMS
IN WHICH THE DIFFERENCE BETWEEN PERCENTAGES IS 4.5 OR GREATER

Check List Item No.	Item*	Percent Checking Item		Difference Between Percents
		279 Men	243 Women	
		%	%	
(Items in which percentage of men checking is highest)				
12. (B)**	I can't tell good art from bad art.....	33.3	18.9	14.4
31. (G)	I have difficulty choosing between studying and going to a movie.....	29.7	17.7	12.0
81. (G)	I don't know which phase of college life to emphasize.....	27.2	16.6	10.7
36. (B)	I don't know what colors go well together.....	10.0	1.2	8.8
33. (G)	At present I can't seem to get interested in anything.....	30.1	21.4	8.7
73. (R)	I am bothered by the conflict between science and religion.....	24.7	16.9	7.8
41. (M)	College life is weakening my moral standards.....	13.6	7.0	6.6
4. (T)	My own standard of truth conflicts with my friends' standards.....	20.0	13.6	6.4
5. (T)	Some college courses are confusing my standard of truth.....	13.6	7.4	6.2
45. (M)	College is not giving me enough help with my moral problems.....	9.0	2.9	6.1
7. (G)	I am having difficulty setting up objectives for myself.....	38.8	32.9	5.9
18. (M)	I don't know what attitude to take towards dishonesty.....	7.9	2.9	5.0
95. (G)	I need to know more about ethics and morals.....	11.1	6.2	4.9
23. (R)	I am dissatisfied with traditional religious practices and beliefs.....	14.7	9.9	4.8
61. (B)	I don't know enough about the theory of beauty.....	10.0	5.3	4.7
9. (G)	My own standard of good is inadequate.....	6.1	1.6	4.5
(Items in which the percentage of women check is highest)				
50. (R)	I need to know more about religion in general.....	26.9	34.2	7.3
67. (M)	I am confused by the many conflicting standards of morality today.....	9.3	16.0	6.7
75. (R)	I feel the need to develop a more adequate religious philosophy.....	15.1	20.6	5.5
46. (R)	I don't know enough about the meaning of religion.....	14.3	19.8	5.5
54. (T)	My own standard of truth conflicts with my parents' standard.....	3.2	8.0	4.8
72. (R)	My present religious beliefs are confused.....	9.0	13.6	4.6

* Items are arranged in order of decreasing size of the difference between percentages and grouped by sex having the highest percentage on given item.

** Letters refer to value areas as follows: B-Beauty, G-Good, R-Religion, M-Right and T-Truth.

the area of good having to do with a concern over the choice of college activities as pointed out in items 31 and 81. They also tend to check the items dealing with lack of basic objectives and interests, items 33 and 7, with greater frequency than women students. What appears to be a more marked concern for moral problems is revealed in the fact that men tend to respond with greater frequency to such items as college weakening moral standards, and college not helping enough with moral problems as well as with a confusion as to what attitude to take towards dishonesty. It is well to note, however, that these latter three items were checked by proportionately few of the sample and thus are not of universal import.

In the area of religion men show a greater frequency of checking of the problem of the conflict between science and religion and to a lesser degree a dissatisfaction with traditional religious practices and beliefs. In the area of truth men showed a tendency to check with greater frequency than women the concern over the conflict with friends over the standard of truth and also the fact that college courses were confusing the standard.

In contrast to the male students, women checked proportionately more problems than men mainly in one area, that of religion. These religious problems generally imply a seeking or searching effort on the part of the student in contrast to the tendency of the men as a group to emphasize the items dealing with conflicts and dissatisfactions in religion. Women tended to lead men in proportional checking of the following religion items: the need to know more about religion, the

assertion that they don't know enough about religion, and the need to develop a more adequate philosophy of religion. To a lesser extent they checked the recognition of the confusion of their own religious beliefs. In general it may be said that these items suggest a more positive orientation to religion than do those religion items checked more frequently by men. Women led men in their proportional checking of one item in right and one in truth. Though each of these items were checked by a small minority of the total sample, they suggest that women tend to be more confused by conflicting standards of morality and that their standards of truth are more inclined to conflict with their parents' standards.

In appraising the result of the foregoing analyses of value areas and value problems as they relate to the factor of sex, several points emerge as possible explanations for the demonstrated differences. In the first place a cultural factor is apparently influential in the responses of the students. The fact that women seem to be less concerned with these problems and apparently better adjusted in terms of values may be the result of the more careful attention and supervision they receive as girls in the home and in society in general. Boys on the other hand, receiving less attention and guidance, have value standards which are less likely to be as strong or durable. Another factor, which also may be directly related to cultural circumstances, is that men may be more critically minded than women, and thus more inclined to overthrow their beliefs and standards (more readily) than the somewhat more conservative women. It must be acknowledged, however, that there is no

dependable evidence in this study for assuring the validity of these assumptions.

Value Problems and the Factor of College Class

Relation of college class to value areas.. Table X compares the freshmen and sophomore groups on the basis of the mean number of problems checked in each value area and for the total list. It reveals that the

TABLE X

A COMPARISON OF FRESHMAN AND SOPHOMORE STUDENTS ON THE BASIS OF THE MEAN NUMBER OF PROBLEMS CHECKED IN EACH OF THE FIVE VALUE AREAS*

Value Areas	Average Number of Problems Checked per Area		Difference
	Freshmen N 369	Sophomores N 153	
Beauty	1.70x	1.27	.43
Religion	2.22	2.52x	.30
Good	2.05x	1.84	.21
Truth	2.03x	1.91	.12
Right	1.48x	1.40	.08
All areas combined	9.47x	8.94	.53

* Value areas are arranged in order of decreasing difference between averages. "x" indicates class group which is highest in each area.

freshman group tends to lead the sophomore group in the total number of problems checked and in all areas but religion. Differences are greatest in the proportional frequency of checking in the areas of beauty and religion and least in truth and right. Table XI indicates that the relative emphasis of the individuals of these two groups, as based on the area in which each individual placed most of his problems, reflects

TABLE XI

A COMPARISON OF FRESHMAN AND SOPHOMORE STUDENTS ON THE BASIS OF THE NUMBER AND PERCENT OF INDIVIDUALS WHO PLACED MOST OF THEIR PROBLEMS IN EACH GIVEN AREA*

Value Areas	Number and Percent Placing Most Problems in Each Area				Difference
	369 Freshmen		153 Sophomores		
	No.	Percent	No.	Percent	
Religion	101	27.4	50	32.7x	5.3
Good	71	19.2x	25	16.3	2.9
Beauty	54	14.7x	19	12.4	2.3
Right	38	10.3	19	12.4x	2.1
Truth	71	19.2x	28	18.3	0.9
Undet.	21	5.7	7	4.6	
None	13	3.5	5	3.3	
Totals	369	100.0	153	100.0	

* Value areas are arranged in order of decreasing difference between percentages. "x" indicates class group highest in each area.

the same situation as Table X except for the fact that sophomores tend to emphasize problems in right along with those of religion. Religion shows the greatest difference and truth the least.

These data imply that freshmen tend to have proportionately more problems than sophomores in general and in all areas but religion. The fact that sophomores seem to experience more religious concerns finds some support in the work of Katz and Allport cited earlier in this study. (17) These investigators found that among a large group of students responding to a check list of problems in which they felt they needed advice 9.6 percent of the freshmen and 12.2 percent of the

sophomores checked the item "religion and philosophy of life." (17:97) Some of Mooney's findings also bear out the above results. He found that a group of religious problems similar to those in this study were checked by a somewhat greater proportion of sophomores than freshmen. (20:72-78) In addition, his data showed that several problems similar to those in the area of right were checked by proportionately more sophomores than freshmen, while another group of items analogous to those in the area of good were checked by proportionately more freshmen. (20:72-78)

Relation between college class and individual items. Table XII consists of the individual items in which the differences between the proportion of freshmen and sophomores checking was 4.5³ percent or more. The data reveal that freshmen tend to check problems in the area of good dealing with general objectives and interests in greater proportion than do sophomores. The same is true for the two items dealing with the problem of choice of college activities, items 31 and 81. The freshman group emphasized quite strongly the fact that college is not giving them enough help in clarifying their objectives. The data imply that apparently by the sophomore year a considerable degree of confusion and aimlessness with respect to activities and objectives has been alleviated in one manner or another.

Freshmen also show more concern as a group, in their proportionately higher frequency of checking of the items in the area of truth, for such

3. For the explanation of this figure see page 91.

TABLE XII

A COMPARISON OF THE PERCENTAGE OF RESPONSES OF FRESHMEN AND SOPHOMORES TO CHECK LIST ITEMS IN WHICH THE DIFFERENCE BETWEEN PERCENTAGES IS 4.5 OR GREATER

Check List Item Number	Item [*]	Percent Checking Item		Difference Between Percents
		369 Freshmen	153 Sophomores	

(Items in which the percentage of freshmen checking is highest)

60. (G)**	College is not giving me enough help in clarifying my objectives.....	26.0	14.4	11.6
1. (T)	I want to think more logically and clearly.....	44.4	35.3	9.1
31. (G)	I have difficulty choosing between studying and going to a movie.....	26.3	18.9	7.4
65. (B)	I need to know more about art in general.....	27.9	20.9	7.0
30. (T)	I need to know more about logic and the scientific method.....	25.2	18.9	6.3
53. (T)	My thinking is often inconsistent.....	33.6	28.1	5.5
81. (G)	I don't know which phase of college life to emphasize.....	23.8	18.3	5.5
33. (G)	At present I can't seem to get interested in anything.....	27.4	22.9	4.5

(Items in which percentage of sophomores checking is highest)

23. (B)	I am dissatisfied with traditional religious practices and beliefs.....	10.6	17.0	6.4
34. (G)	My own standard of good conflicts with my parents' standard.....	5.4	11.8	6.4
47. (R)	I need a positive and inspiring faith in something.....	10.8	17.0	6.2
2. (T)	I am confused by the many conflicting standards of truth today.....	16.8	22.9	6.1
74. (R)	My own religious beliefs conflict with my parents' beliefs.....	4.3	9.8	5.5
25. (R)	Some college courses are weakening my religious beliefs.....	7.9	12.4	4.5

*Items are arranged in order of decreasing size of the difference between percentages and grouped by class having the highest percentage on given item.

** Letters refer to value areas as follows: B-Beauty, G-Good, R-Religion, M-Right and T-Truth.

concerns as the desire to think more logically and clearly, the need to know more about logic and the scientific method, and the recognition of the fact that their thinking is often inconsistent. One has the feeling in studying these results that the freshman in adjusting to the more rigorous mental demands of higher education is made more aware of possible weaknesses in his thinking processes. Whether the sophomore, on the other hand, has actually overcome these weaknesses or has simply found that the anxiety growing out of them is unfounded is a question calling for some consideration. While it may well be that he has strengthened his intellectual skills, his lessened concern for his mental processes may be only the result of increased confidence over successive successful terms of study and the growing conviction that college work is not so difficult after all. Obviously, there are no grounds here for the assertion that sophomores think any more clearly than freshmen.

Four out of the six problems which sophomores responded to with greater proportional frequency than freshmen were in the area of religion. These items reflect the tendency to reject traditional religious forms, and to experience various confusions and conflicts with reference to beliefs. In addition, a somewhat higher percentage of sophomores than freshmen indicate a need for a positive and inspiring faith in something. The sophomore's tendency to experience what might be called a weakening of religious beliefs may well be accounted for in the fact that as a student in his second year in college he has begun the process of emancipation from habitual and immature patterns of belief but has not yet begun the process of reconstruction. Of course, it is

to be recognized that many students never achieve the emancipation to any appreciable degree and that many who do probably fail to achieve a satisfactory reconstruction. By contrast to the sophomore, the religious beliefs of the freshmen apparently tend to remain quite stable.

Value Problems and the Factor of Scholastic Ability

The relation between scholastic ability and value areas. Table XIII shows the mean number of problems checked in each of the five value areas by the students in the high, average and low ability groups. The data

TABLE XIII

A COMPARISON OF STUDENTS OF HIGH, AVERAGE AND LOW SCHOLASTIC ABILITY
ON THE BASIS OF THE MEAN NUMBER OF PROBLEMS CHECKED
IN EACH OF THE FIVE VALUE AREAS*

Value Areas	Average Number of Problems Checked/Area				Difference
	High N 96	Average N 230	Low N 172	No Ans. N 24	
Beauty	1.21	1.56	1.81x	1.42	.60
Religion	2.42	2.57x	2.02	1.46	.55
Right	1.73x	1.52	1.28	1.08	.45
Truth	1.74	2.15x	2.02	1.42	.41
Good	1.99	2.04x	2.03	1.17	.05
All areas com- bined	9.07	9.83x	9.16	6.45	.76

* Value areas are arranged in order of decreasing difference between highest and lowest mean, "No answer" responses being excluded. "x" indicates ability group highest in each value area.

reveal that the average ability group tends to check the most problems in all areas combined and also the most in the specific areas of truth,

religion and good. The high ability group shows a tendency to check problems in right and the low ability group to check items in the area of beauty with greater frequency than the other groups. With respect to the relative emphasis placed on the various areas by the three groups, Table XIV reveals that individuals of high ability tend to place most of their problems in religion and right and those of low ability in truth, beauty and good. The average group does not lead in any value area in this respect.

TABLE XIV

A COMPARISON OF STUDENTS OF HIGH, AVERAGE AND LOW SCHOLASTIC ABILITY ON THE BASIS OF THE NUMBER AND PERCENT OF INDIVIDUALS WHO PLACED MOST OF THEIR PROBLEMS IN EACH GIVEN AREA*

Value Areas	Number and Percent Placing Most Problems in Each Area						Difference
	96 High		230 Average		172 Low		
	No.	Percent	No.	Percent	No.	Percent	
Religion	34	35.5x	77	33.5	35	20.3	15.2
Truth	13	13.5	43	18.7	36	20.9x	7.4
Right	13	13.5x	24	10.4	13	7.6	5.9
Beauty	13	13.5	29	12.6	33	19.2x	5.6
Good	16	16.7	44	19.1	33	19.2x	2.5
Undet.	3	3.1	6	2.6	16	9.3	
None	4	4.2	7	3.1	6	3.5	
Totals	96	100.0	230	100.0	172	100.0	

* Value areas are arranged in order of decreasing difference between highest and lowest percentage. 25 "No answer" cases have been eliminated from this table. "x" indicates the highest ability group in each area.

In both of the foregoing tables several consistent relationships between scholastic ability and value areas are evident. In Table XIII the mean number of problems checked in the area of beauty increases along the continuum from high ability to low. Conversely, in the area of right the mean decreases consistently. In Table XIV consistent relationships are evident in terms of an increase in percentage along the continuum from high to low ability in truth and good and a decrease along the continuum in religion and right. These data imply a direct relationship between the factor of scholastic ability and the value areas involved. For example, it may be said with some degree of assurance that the higher the student's scholastic ability the greater a tendency will he have to check problems in the area of right.

Individual items and scholastic ability. Table XV contains the data on the relative proportion of each of the three ability groups that checked each item. The cutting point in this case is 5 percent difference or above.⁴ The table shows that the problems which the high ability group checks with greater proportional frequency than the other groups are almost all in the areas of religion and right. The items in the area of right indicate a tendency towards conflicts with the group and with parents on standards of morality along with the expression of the feeling that college is weakening the student's moral standards. This group also apparently feels more acutely than the others that present day moral standards are too indefinite.

4. For an explanation of this figure see page 91.

TABLE XV

A COMPARISON OF THE PERCENTAGE OF RESPONSES OF STUDENTS OF HIGH, AVERAGE AND LOW SCHOLASTIC ABILITY TO CHECK LIST ITEMS IN WHICH THE DIFFERENCE BETWEEN PERCENTAGES IS FIVE PERCENT OR GREATER

Check List		Percent Checking Item			Difference
Item Number	Item*	96 High	230 Average	172 Low	
(Items in which the percentage of high ability students checking is highest. x indicates items in which decrease in percentage from high to low is consistent.)					
69. (M)**	My own moral standards conflict with the standards of the group.....x	13.5	10.4	5.8	7.7
75. (R)	I feel the need to develop a more adequate religious philosophy.....x	24.0	17.4	16.3	7.7
41. (M)	College life is weakening my moral standards.....x	15.6	9.6	8.1	7.5
44. (M)	I have difficulty deciding between my own and the groups' morals.....x	11.5	9.6	4.1	7.4
34. (G)	My own standard of good conflicts with my parents' standard.....x	12.5	6.5	5.2	7.3
74. (R)	My own religious beliefs conflict with my parents' beliefs.....x	10.4	5.7	3.5	6.9
19. (M)	My own moral standards conflict with my parents' standards.....	16.7	10.0	11.1	6.7
23. (R)	I am dissatisfied with traditional religious practices and beliefs....x	17.7	11.7	11.1	6.6
93. (M)	Present day moral standards are too indefinite.....x	16.6	11.7	10.5	6.1
98. (R)	I need help in working out my religious philosophy.....x	11.5	10.4	5.8	5.7
48. (R)	Modern religious ideas seem too indefinite to me.....x	10.4	9.1	5.2	5.2
(Items in which the percentage of low ability students checking is highest. x indicates items in which decrease in percentage from low to high is consistent.)					
65. (B)	I need to know more about art in general.....x	13.5	27.8	30.8	16.5
62. (B)	I can't tell good literature from poor literature.....x	3.1	13.0	17.4	14.3
12. (B)	I can't tell good art from bad art.....x	20.8	23.9	34.3	13.5
5. (T)	Some college courses are confusing my standard of truth.....x	3.1	11.7	12.8	9.7
53. (T)	My thinking is often inconsistent.....x	26.0	33.5	35.5	9.5
46. (R)	I don't know enough about the meaning of religion.....x	10.4	17.4	19.8	9.4
30. (T)	I need to know more about logic and the scientific method.....x	17.7	23.5	25.6	7.9
2. (T)	I am confused by the many conflicting standards of truth today.....x	13.5	19.6	20.9	7.4
31. (G)	I have difficulty choosing between studying and going to a movie.....	28.1	21.3	28.5	7.2
8. (G)	Present day standards of good are too indefinite.....x	12.5	13.9	19.2	6.7
33. (G)	At present I can't seem to get interested in anything.....x	22.9	26.1	28.9	6.0
90. (B)	I feel the need to develop a more adequate standard of beauty.....x	3.1	5.2	8.7	5.6
24. (R)	My own religious beliefs conflict with my friends' beliefs.....x	11.5	12.2	16.9	5.4
(Items in which the percentage of average ability students is highest.)					
1. (T)	I want to think more logically and clearly.....	33.3	44.4	43.0	11.1
50. (R)	I need to know more about religion in general.....	26.0	34.4	27.3	10.4
73. (R)	I am bothered by the conflict between science and religion.....	16.6	24.8	19.2	8.2
49. (R)	My own religious beliefs are inadequate.....	15.6	16.5	8.7	7.8
81. (G)	I don't know which phase of college life to emphasize.....	17.7	24.8	22.1	7.1
4. (T)	My own standard of truth conflicts with my friends' standards.....	16.7	20.4	14.0	6.4
25. (R)	Some college courses are weakening my religious beliefs.....	7.3	12.6	6.4	6.2
7. (G)	I am having difficulty setting up objectives for myself.....	35.4	40.4	34.3	6.1
22. (R)	I am confused by the many conflicting religious beliefs today.....	12.5	18.3	16.3	5.8
94. (M)	My own code of ethics is inadequate.....	2.1	5.7	0.0	5.7
47. (R)	I need a positive and inspiring faith in something.....	14.6	14.8	9.3	5.5

* Items are arranged in order of decreasing difference between highest and lowest percentage, and grouped by ability level having highest percentage on a given item. 24 cases have been eliminated from this table because of lack of data on A. C. E. scores.

** Letters refer to value areas as follows: B-Beauty, G-Good, R-Religion, M-Right and T-Truth.

The religious problems which were checked with greater frequency by the high ability group reflect somewhat the same tone as those in right. They point to the need to develop a more adequate religious philosophy and to the need for help in that process. At the same time there is an expression of a dissatisfaction with traditional forms and also with the indefiniteness of modern religious ideas. In general these religious problems show that the student of high scholastic ability tends to break with traditional and family beliefs more readily than those of low ability. This circumstance is corroborated in a study by Howells cited by Cole. (6) Howells found that students who rejected religious authority ranked high in intelligence tests while those who accepted it tended to be below average on such tests. (6:376) This finding may also have a bearing on the moral problems discussed earlier in this section, the implication being that the more intelligent the student, the more likely he is to rebel against tradition and authority whether it be moral, religious or otherwise.

With respect to students of low scholastic ability it was pointed out in Table XIII that this group checked problems in the areas of beauty and truth with greater frequency than the other groups. In the items dealing with beauty this group is particularly deviate from the high ability group. All of these beauty items suggest a feeling of inadequacy on the part of the student with respect to knowledge about art and the ability to discriminate aesthetically. These data indicate that the students of low scholastic ability apparently sense considerably more problems in aesthetics than those of high ability. This fact suggests

that artistic judgment may involve a type of complex mental activity of which low ability students are generally incapable. On the other hand, it does not indicate that artistic tastes of the more intelligent students are necessarily better than those of the less gifted. However, they can apparently make such choices with considerably fewer of the conflicts and difficulties that beset the group of students of low intelligence.

Items in the area of truth in which the low ability group leads the others in frequency of checking indicate conflicts and confusion in the process of judging truth. The low group cites the fact that some college courses are confusing them and that the presence of many conflicting standards also is confusing them. They also indicate that their thinking is often inconsistent and that they need to know more about logic and the scientific method. In view of the fact that the high ability students did not lead the other groups in checking any of the truth items, and also that their proportions are smallest in all four truth items where the low group's checking was most frequent, the following assumption seems feasible. Thinking apparently poses fewer problems for the gifted student than for the student of lower intelligence. This does not mean that students of high ability are necessarily closer to the truth in their decisions, but rather that apparently the thinking process involved in making judgments in the area of truth is less likely to perplex them.

Students of low scholastic ability checked several problems in the areas of good and religion with greater frequency than the other groups

of students. The content of these items suggests that students of low ability feel they don't know enough about the meaning of religion and that their own and their friends' religious beliefs are inclined to conflict. These items also reveal that the low group tends to feel that present day standards of good are too indefinite and that they can't seem to get interested in anything at the present time.

Value Problems and General Academic Areas

The relation of general academic areas to the value problem areas.

The mean number of problems checked in each of the five value areas by the four academic area groups under study is reported in Table XVI.

TABLE XVI

A COMPARISON OF STUDENTS CLASSIFIED ACCORDING TO THE FOUR GENERAL ACADEMIC AREAS OF SCIENCES, SOCIAL SCIENCES, HUMANITIES AND NO-PREFERENCE ON THE BASIS OF MEAN NUMBER OF PROBLEMS CHECKED IN EACH OF THE FIVE VALUE AREAS*

Value Areas	Mean Number Problems Checked Per Area				Difference
	Science N=70	Soc. Sci. N=272	Human. N=40	No-Pref. N=140	
Religious	2.11	2.16	2.95x	2.50	.84
Good	1.79	1.78	2.02	2.60x	.82
Right	1.44	1.35	2.10x	1.49	.75
Beauty	1.86x	1.66	1.13	1.39	.73
Truth	2.24	1.85	2.25x	2.09	.40
All areas combined	9.44	8.80	10.45x	9.94	1.65

* Value areas are arranged in order of decreasing difference between highest and lowest average. "x" indicates highest average in each area.

It will be recalled that the four general academic groups are sciences, social sciences, humanities and no preference. Table XVI shows that the humanities students tend to check the most problems in the areas of religion, right and truth as well as for all areas combined. Science students check a greater proportion in beauty and no preference students a greater proportion in the area of good. In regard to the relative emphasis on each area by the four groups based on the number of students placing most of their problems in each area, Table XVII shows that the foregoing data are confirmed with the exception that science students stress truth along with beauty.

TABLE XVII

A COMPARISON OF STUDENTS CLASSIFIED ACCORDING TO THE FOUR GENERAL ACADEMIC AREAS OF SCIENCES, SOCIAL SCIENCES, HUMANITIES AND NO PREFERENCE ON THE BASIS OF THE NUMBER AND PERCENT WHO PLACED MOST OF THEIR PROBLEMS IN EACH GIVEN AREA*

Value Areas	Number and Percent Placing Most Problems in Each Area								Differ- ence
	Science N=70		S.Sci.N=272		Human.N=40		No-Pr.N=140		
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	
Truth	21	30.0x	51	18.7	5	12.5	21	15.0	17.5
Good	9	12.8	42	15.4	5	12.5	41	29.3x	16.8
Right	7	10.0	26	9.6	9	22.5x	8	5.7	16.8
Religion	17	24.3	78	28.7	16	40.0x	41	29.3	15.7
Beauty	13	18.8x	46	16.9	4	10.0	16	11.4	8.6
Undet.	1	1.4	19	7.0	1	2.5	7	5.0	
None	2	2.9	10	3.7	0	0.0	6	4.3	
Totals	70	100.0	272	100.0	40	100.0	140	100.0	

* Value areas are arranged in order of decreasing difference between highest and lowest percentage. "x" indicates the highest percent in each area.

These results intimate that there may be some significant relationships between the academic interests of the individual and the types and extent of his value problems. It may be that humanities students recognize proportionately more problems than the other groups because they have become more aware of ideas and values through their work in the arts, history, philosophy, etc. On the other hand, the social science group (including business and education students) and the science group (which also includes engineers) are more concerned in their academic work with so-called "practical" and technical situations where values as such are typically felt to be of little or no relevance. In addition, the factor of individual temperament is probably reflected in this matter. Students who go into the humanities are likely to be more sensitive to and interested in ideas and values. On the other hand, students in the other fields and particularly the sciences and the technical areas are concerned with more empirical problems and tend to relegate to a secondary position such concerns as ideas and values. The foregoing discussion is based on the situation within these academic areas of interest as it generally appears in practice and thus in no way is an attempt to specify what the structure of interest in the various areas should be.

Individual items and academic areas. The data on the relation of the academic areas to individual items is outlined in Table XVIII. It can be seen on this table that the humanities group is highest with regard to the proportional numbers checking in a large number of items.

It is also noteworthy that the sample of humanities students is relatively small by comparison with the others. Consequently the cutting point for this table is 8 percent⁵ difference between percentages.

Table XVIII indicates that of all academic groups, the science students tended to check problems in beauty in greater proportions than the others. The four items in the area of beauty showing the greatest difference point to a need to know more about art in general, an inability to tell good literature from poor literature, that present day artistic tastes are too indefinite and a lack of knowledge as to what colors go well together. At the same time the table shows that social science students check with considerably greater frequency than the other groups the item "I can't tell good art from poor art." Further study of the data reveals that in virtually all items concerned with beauty the humanities group tends to respond in smaller proportions than the others. While it may be difficult to account for the tendency for the social science and particularly the science groups to check problems in beauty, the fact that humanities students have so few of them is probably a reflection of their more adequate aesthetic background growing out of the subject matter of the humanities as well as factors of individual temperament which incline the individual to be more sensitive towards such phenomena.

The two items in the area of truth checked by greater proportions of science students point to a concern about knowing what is ultimately

5. For an explanation of this figure see page 91.

TABLE XVIII

A COMPARISON OF THE PERCENTAGE OF RESPONSES TO CHECK LIST ITEMS OF STUDENTS CLASSIFIED ACCORDING TO THE FOUR GENERAL ACADEMIC AREAS OF SCIENCES, SOCIAL SCIENCES, HUMANITIES AND NO-PREFERENCE

Check List Item Number	Item*	Percent Checking Item				Differ- ence
		70 Sci.	272 Soc.Sci.	40 Hum.	140 No-Pref.	
(Items in which percentage of sciences students is highest.)						
65. (B)**	I need to know more about art in general.....	31.4	26.8	15.0	24.3	16.4
62. (B)	I can't tell good literature from poor literature.....	15.7	13.6	5.0	11.4	10.7
51. (T)	I am concerned about knowing what is ultimately real.....	17.1	7.7	7.5	10.7	9.6
63. (B)	Present day tastes in art are too indefinite for me.....	18.6	12.9	10.0	9.3	9.3
8. (G)	Present day standards of good are too indefinite for me.....	21.4	12.5	15.0	16.4	8.9
36. (B)	I don't know what colors go well together.....	8.5	6.6	0.0	5.0	8.5
74. (R)	My own religious beliefs conflict with my parents' beliefs.....	11.4	5.9	7.5	2.9	8.5
4. (T)	My own standard of truth conflicts with my friends' standards....	22.9	14.7	22.5	17.1	8.2
(Items in which percentage of social sciences students is highest.)						
12. (B)	I can't tell good art from bad art.....	31.4	40.0	10.0	18.6	30.0
(Items in which percentage of humanities students is highest)						
25. (R)	Some college courses are weakening my religious beliefs.....	14.3	7.4	25.0	5.7	19.3
5. (T)	Some college courses are confusing my standard of truth.....	17.1	11.4	20.0	3.6	16.4
73. (R)	I am bothered by the conflict between science and religion.....	22.9	17.6	32.5	23.6	14.9
53. (T)	My thinking is often inconsistent.....	24.3	30.9	37.5	36.6	13.2
23. (R)	I am dissatisfied with traditional religious practices and beliefs	7.1	11.0	20.0	15.7	12.9
45. (M)	College is not giving me enough help with my moral problems.....	8.6	5.9	15.0	2.9	12.1
72. (R)	My present religious beliefs are confused.....	2.9	11.4	15.0	13.6	12.1
44. (M)	I have difficulty deciding between my own and the groups' morals.	7.1	7.4	17.5	5.7	11.8
41. (M)	College life is weakening my moral standards.....	8.6	9.0	20.0	11.4	11.4
19. (M)	My own moral standards conflict with my parents' standards.....	10.0	11.4	20.0	12.1	10.0
24. (R)	My own religious beliefs conflict with my friends' beliefs.....	14.3	10.3	20.0	17.1	9.7
97. (R)	I have difficulty deciding which religious beliefs are adequate..	1.4	7.4	10.0	4.3	8.6
66. (M)	My own standard of right and wrong is changing too frequently....	4.3	6.2	12.5	7.1	8.2
(Items in which percentage of no-preference students is highest.)						
7. (G)	I am having difficulty setting up objectives for myself.....	21.4	31.2	35.0	55.0	33.6
60. (G)	College is not giving me enough help in clarifying my objectives.	14.3	18.0	32.5	32.9	18.6
61. (G)	I don't know which phase of college life to emphasize.....	20.0	21.0	12.5	28.6	16.1
33. (G)	At present I can't seem to get interested in anything.....	20.0	23.5	22.5	35.0	15.0
27. (T)	I have difficulty facing reality.....	14.3	9.6	15.0	20.0	10.4
17. (M)	My code of ethics is confused.....	8.5	6.6	2.5	12.1	9.6
47. (R)	I need a positive and inspiring faith in something.....	8.6	10.3	17.5	17.9	9.3
31. (G)	I have difficulty choosing between studying and going to a movie.	21.4	21.7	25.0	30.0	8.6

* Items are arranged in order of decreasing difference between highest and lowest percentage, and grouped by academic area having highest percentage on a given item. Only those items checked by 5% or more of the sample and which show a difference of 8% or more between highest and lowest percentage are included.

** Letters refer to value areas as follows: B-Beauty, G-Good, R-Religion, M-Right and T-Truth.

real and to the fact that the individual's standard of truth conflicts with his friends' standards, though the latter is checked by nearly the same proportion of humanities students. The concern for knowing what is ultimately real may be thought of as one expression of the scientific motive and it is noteworthy that the science group is well above the others in proportional checking of this item.

An examination of the individual items in which the percentage of humanities students checking was highest on Table XVIII verifies the finding already mentioned relative to the value areas in that the items are almost all in the areas of religion and right. The religious problems appear to reveal a pattern of confusion and conflict in religious ideas. For example, humanities students tend to lead others in asserting that some college courses are weakening their religious beliefs, that they are dissatisfied with traditional religious forms, and that they are bothered by the conflict between science and religion. This tendency for humanities students to lead all other groups in the incidence of religious problems finds some support in Katz and Allport's findings in their study of student problems already mentioned earlier in this study. They found that in the problem area of "religion and philosophy of life" 13.2 percent of the fine arts group and only 6.0 percent of the sciences group expressed a need for help. (17:89)

The problems of this group in the area of right reflect somewhat the same types of concerns as those in religion with the added tendency for humanities students to assert that college is weakening their moral standards and failing to help them with their moral problems.

As has been already noted in Tables XVI and XVII the group of no preference students leads the other groups in their proportional checking in the area of good. The items in the area of good, according to the data on Table XVIII, which the no preference group checks with greater frequency than the others all deal with the problem of choice of adequate goals and activities in college and life. In several of these items the difference between the percentage for the no preference group and the next highest group is quite marked. Such items include the assertion that the student is having difficulty setting up objectives for himself, that he is unable to decide which phase of college life to emphasize and that at present he is unable to get interested in anything. Even the items in truth and religion showing greater differences bear upon the general problem of lack of objectives, these being the statement that the student has difficulty facing reality and that he has a need for a positive and inspiring faith in something. Since the no preference group consists of students who have not declared a major course in college, one would expect a considerable amount of aimlessness and bewilderment with respect to objectives and goals. Moreover, the fact that none of the other academic groups considered in Table XVIII leads in the proportional frequency of checking of any of these items in the area of good further confirms the indecisive tendencies of the no preference group.

Value Problems and Religious Participation

It will be recalled from the discussion of the factor of frequency of participation in church religious services in Chapter III that students were classified according to four groups as follows: those participating "once a week or oftener", "one to three times a month", "occasionally" and "never". In order to facilitate the discussion of this factor which follows the first two of these four groups will be referred to in terms which are somewhat more brief. The "once a week or oftener" category will be referred to as the group attending regularly and the "one to three times a month" category as the group frequently attending. A further point to be made before beginning the analysis of this factor is that its variables form a continuum of, in this case, frequency of religious participation from one extreme of attendance to the other. Attention is drawn to the fact, however, that because of the paucity of cases in the "never" category it was deemed expedient to eliminate it from the intercomparisons.

The relation of religious participation to value areas. Tables XIX and XX summarize the results of the study of the relationship between religious participation and the five value areas. The mean number of items checked in each value area by the various categories of students in the factor appears in Table XIX. The data show that the regularly attending group tends to check more problems in all of the value areas but religion as well as in all areas combined. In religion the group attending occasionally shows the highest mean number of problems.

TABLE XIX

A COMPARISON OF STUDENTS ACCORDING TO EXTENT OF PARTICIPATION IN CHURCH RELIGIOUS ACTIVITIES ON THE BASIS OF THE MEAN NUMBER OF PROBLEMS CHECKED IN EACH VALUE AREA*

Value Areas	Average Number Problems Checked Per Area				Difference
	Once a week or More N=178	1 to 3 times a month N=151	Occasion-ally N=169	Never N=18	
Religion	1.78	2.41	2.64x	2.83	.77
Truth	2.18x	1.95	1.70	2.61	.48
Beauty	1.73x	1.32	1.61	1.11	.41
Right	1.59x	1.31	1.24	2.61	.35
Good	2.14x	1.80	1.81	3.17	.34
All areas combined	9.50x	8.75	9.00	12.33	.71

*Value areas are arranged in order of decreasing difference between highest and lowest average, "Never" group being excluded from comparison. "x" indicates highest average in each area. Six "No answer" cases have been omitted from the table.

Table XX reveals that with respect to relative emphasis of the individuals in these groups the pattern remains the same as for Table XIX.

In regard to the continuum of religious participation, several consistent relationships are evident. In both tables the figures for the area of religion show a consistent increase from regular to occasional attendance, while the opposite is true in the areas of truth and right and, in the case of Table XX, the area of good. These relationships imply that there may be a correlation between the extent of church attendance and the area in which the individual will tend to have most of his value problems. For example, the data suggest that

TABLE XX

A COMPARISON OF STUDENTS ACCORDING TO EXTENT OF PARTICIPATION
IN CHURCH RELIGIOUS ACTIVITIES ON THE BASIS OF THE NUMBER
AND PERCENT WHO PLACED MOST OF THEIR PROBLEMS
IN EACH GIVEN VALUE AREA*

Value Areas	Number and Percent Placing Most Problems in Each Area								Differ- ence
	Once a week		1-3 times a		Occasionally		Never		
	or more		month						
	N=178		N=151		N=169		N=18		
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	
Religion	35	19.7	47	31.1	64	37.9x	4	22.2	18.7
Truth	42	23.6x	34	22.5	21	12.4	1	5.5	11.2
Beauty	31	17.4x	18	11.9	29	17.2	0	0.0	5.5
Good	38	21.4x	25	16.6	19	16.0	5	27.8	5.4
Right	18	10.1x	15	9.9	11	6.5	6	33.3	3.6
Undet.	7	3.9	9	6.0	10	5.9	2	11.1	
None	7	3.9	3	2.0	7	4.1	0	0.0	
Totals	178	100.0	151	100.0	169	100.0	18	100.0	

* Value areas are arranged in order of decreasing difference between highest and lowest percentage, "Never" group being excluded. Six "No answer" cases have been omitted from the table. "x" indicates highest percent in each value area.

the more frequently an individual attends church religious services the more inclined he will be to have problems in the area of truth and right, while the more a student neglects going to church religious services the more likely he is to have problems in religion.

While it may be difficult to account for the tendency of students who attend regularly to have more problems in the areas of truth, beauty, right and good, there appears to be substantial grounds for the ascendancy of religious problems among those attending occasionally. One who

attends church regularly may generally be regarded as quite loyal to the traditions and forms of his particular denomination. As a consequence, it is reasonable to assume that he is having relatively few if any conflicts and concerns as to the soundness of these beliefs. On the other hand, the student who attends church only occasionally is obviously not very loyal at least to the forms of a given established religious body. He may be loyal to a personal faith of some sort, but not to a given religious denomination. It may therefore be assumed with considerable assurance that the student who attends church religious services only occasionally has somehow become dissatisfied with the formalities of his religion. It is out of such dissatisfaction and skepticism that many questions and perplexities inevitably arise.

Frequency of religious participation and individual items. An examination of the items in Table XXI in which the proportional response of those attending regularly is highest reveals a variety of problems covering all five areas. The largest number of these items are in the area of truth. The problems referred to in these truth items indicate that these students tend to feel, to a greater extent than other students, that their thinking is often inconsistent and that they wish to think more logically and clearly. Regularly attending students also cite some conflicts and perplexities with respect to standards of truth, The four items in the area of right which this same group checks with higher proportions than the others reflect somewhat the same sorts of problems. They assert that their moral standards conflict with the

TABLE XXI

A COMPARISON OF THE PERCENTAGE OF RESPONSES TO CHECK LIST ITEMS OF STUDENTS CLASSIFIED ACCORDING TO EXTENT OF PARTICIPATION IN CHURCH RELIGIOUS ACTIVITIES

Check List Item Number	Item*	Percent Checking Item				Differ- ence Between Percents
		Once a Week or More	1 to 3 Times a Month	Occas- ionally	Never	
		178	151	169	18	

(Items in which percentage of students attending "Once a week or oftener" is highest. "x" indicates items in which there is a consistent decrease from this category to "Occasionally".)

69. (M)**	My own moral standards conflict with the standards of the group	x 17.4	15.3	3.0	16.7	14.4
100. (R)	College doesn't give enough opportunity for individual religious development.....x	12.4	7.9	0.6	5.5	11.8
53. (T)	My thinking is often inconsistent.....x	37.6	30.5	26.0	33.3	11.6
60. (G)	College is not giving me enough help in clarifying my objectives.....x	27.5	21.8	16.6	38.9	10.9
95. (M)	I need to know more about ethics and morals.....	13.5	2.6	3.5	11.1	10.9
65. (B)	I need to know more about art in general.....	30.3	20.0	26.6	16.7	10.3
4. (T)	My own standard of truth conflicts with my friends' standards	21.3	12.6	16.6	11.1	8.7
1. (T)	I want to think more logically and clearly.....x	47.7	47.0	39.1	33.3	8.6
93. (M)	Present day moral standards are too indefinite.....x	16.9	9.3	8.3	16.7	8.6
5. (T)	Some college courses are confusing my standard of truth.....x	14.6	11.9	6.5	5.5	8.1
81. (G)	I don't know which phase of college life to emphasize.....x	26.4	21.2	19.5	16.7	6.9
24. (R)	My own religious beliefs conflict with my friends' beliefs...	18.5	9.3	11.8	16.7	6.7
89. (B)	My own artistic tastes conflict with my parents' tastes.....x	10.1	5.3	3.5	16.7	6.6
67. (M)	I am confused by the many conflicting standards of morality today.....x	15.2	11.2	9.5	16.7	5.7
12. (B)	I can't tell good art from bad art.....	29.2	23.8	27.8	16.7	5.4
28. (T)	Present day standards of truth are too indefinite.....	11.8	6.6	7.1	5.5	5.2

(Items in which percentage of those attending "One to three times per month" is highest.)

97. (R)	I have difficulty deciding which religious beliefs are adequate.....	1.1	10.6	6.5	5.5	9.5
25. (R)	Some college courses are weakening my religious beliefs.....	10.1	13.2	5.3	5.5	7.9
41. (M)	College life is weakening my moral standards.....	11.8	12.6	5.3	27.8	7.3
33. (G)	At present I can't seem to get interested in anything.....	22.5	29.1	26.6	38.5	6.6
30. (T)	I need to know more about logic and the scientific method....	23.6	25.2	20.1	27.8	5.1

(Items in which percentage of students attending "Occasionally" is highest. x indicates items showing a consistent increase in percentage from "Once a week or oftener" to "Occasionally".)

23. (R)	I am dissatisfied with traditional religious practices and beliefs.....x	3.9	9.9	21.3	33.3	17.4
22. (R)	I am confused by the many conflicting religious beliefs today.....x	8.4	18.5	23.1	11.1	14.7
49. (R)	My own religious beliefs are inadequate.....x	7.9	12.6	18.9	22.2	11.0
50. (R)	I need to know more about religion in general.....x	26.4	30.5	35.5	16.7	9.1
72. (R)	My present religious beliefs are confused.....x	7.3	12.6	14.8	0.0	7.5
46. (R)	I don't know enough about the meaning of religion.....x	13.5	16.6	20.7	11.1	7.2
7. (G)	I have difficulty setting up objectives for myself.....	37.1	31.8	37.3	66.7	5.5
88. (B)	I can't tell good music from poor music.....	6.7	4.0	9.5	5.5	5.5
3. (T)	I am no longer able to hold to a traditional standard of truth.....x	1.1	2.6	6.5	0.0	5.4
47. (R)	I need a positive and inspiring faith in something.....x	9.5	12.6	14.8	22.2	5.3
74. (R)	My own religious beliefs conflict with my parents' beliefs..x	3.9	4.6	8.9	11.1	5.0

* Items are arranged in order of decreasing difference between highest and lowest percentage, excluding the "Never" group, and grouped by extent of participation classification having highest percentage on given item. "Never" group has been omitted from comparison because of smallness of sample and the fact that it contained a disproportionately high number of cases with 20 or more problems. Only items in which differences of 5% or more occur are included in table.

** Letters refer to value areas as follows: B-Beauty, G-Good, R-Religion, M-Right and T-Truth.

group, that present day standards of morality are too indefinite and that they need to know more about ethics and morals.

The two religious problems in which the students who attend regularly lead the others in proportional frequency of checking imply that their own religious beliefs are comparatively stable, for they assert that college does not give enough opportunity for individual religious development and that their own beliefs tend to conflict with the beliefs of others. The items in the area of good indicate some difficulty in deciding what phase of college to emphasize and point to the fact that college is not giving them enough help in clarifying their objectives. The items dealing with the area of beauty point mainly to a need to know more about art in general and an inability to discriminate adequately in the arts, though among these items the contrast is with those attending frequently rather than with students who attend only occasionally.

The group of students who attend church religious services frequently checked only five items with greater proportional frequency than the other groups. These items reflect a scattering of problems. The two items in the area of religion indicate some tendency towards a weakening of religious beliefs in that they assert that the individual has difficulty in deciding which religious beliefs are adequate and that some college courses are weakening his religious beliefs. The item in the area of right also points to a slight debilitating effect of college courses, in this case a weakening of moral standards. In the area of good the item in which students attending frequently lead

the others asserts that the student can't seem to get interested in anything at this time. And the item in the area of truth points to the need to know more about logic and the scientific method.

An examination of the individual items in Table XXI in which the group attending occasionally surpassed the others in frequency of checking corroborates the findings with respect to value areas discussed earlier in this section. Eight out of eleven of these items are in the area of religion. These problems point essentially to the fact that this group is experiencing considerable confusion and conflict with respect to their religious beliefs. For example, they are dissatisfied with traditional religious forms, are confused by current conflicting beliefs and assert that their own beliefs are inadequate and confused. In addition, they express a need to know more about religion in general and a need for a positive and inspiring faith in something. It is noteworthy in addition that the proportion checking each of these religious items increases in direct relationship to the decrease in frequency of church attendance, a circumstance which substantiates the possibility of their being a correlation between the frequency of church attendance and the incidence of religious problems. Moreover, because of the marked difference in percentage along the continuum in the item dealing with the dissatisfaction with traditional religious practices and beliefs, the implication is that the answer to the religious perplexities students who attend church only occasionally does not necessarily lie in the direction of established religion.

Value Problems and the Occupation of the Student's Father

As in the case of the previous section, it will be necessary to employ terms which are more brief in order to facilitate the discussion of the factor of occupation of the student's father. Therefore, in the ensuing material the various occupational background groups in this phase of the study will be referred to as follows: the professional and semi-professional background group will be referred to as the professional, the background category of managers and officials as managers and the group of laborers, operatives and clerks as laborers. The group of students whose fathers are farmers or farm managers has been maintained as a distinct category, but because of its small size as a sub-sample it has been excluded from intercomparisons. This latter group will be compared with the remainder of the sample at a later point in the chapter. A further point to be mentioned before entering into the discussion of the factor of father's occupation is that its categories form a continuum of socio-economic and to some extent educational status. This point has been discussed in greater detail in Chapter III.

The relation of father's occupation to value problem areas. Table XXII reports the results of the comparison of the occupational groups on the basis of their proportional frequency of checking of each of the five value areas. It can be seen in this table that the labor background group not only checks more problems in all areas combined than the others but also responds with greater proportional frequency to each of the

TABLE XXII

A COMPARISON OF STUDENTS ACCORDING TO GENERAL LEVEL OF FATHER'S
OCCUPATION ON THE BASIS OF MEAN NUMBER OF PROBLEMS CHECKED
IN EACH VALUE AREA*

Value Areas	Mean Number Problems Checked Per Area				Difference
	Profes- sionals N=104	Managers & Offi- cials N=205	Laborers Clerks Operatvs. N=137	Farmers N=37	
Truth	1.58	1.84	2.32x	2.46	.74
Beauty	1.18	1.36	1.74x	2.92	.56
Right	1.38	1.20	1.41x	2.08	.37
Good	1.75	1.89	2.09x	2.59	.34
Religion	2.18	2.03	2.34x	3.13	.31
All Areas Combined	8.80	8.32	9.97x	13.19	1.89

* Value areas are arranged in order of decreasing difference between highest and lowest average, "Farmer" group being excluded from comparisons. 39 cases lacking sufficient information have been eliminated from table. "x" indicates highest average in each area.

value areas. The data in Table XXIII however indicate that the emphasis of these groups on the areas varies from this pattern to some extent. The professional background group tended as individuals to place most of their responses in the area of religion while students whose fathers are managers showed more proportional stress on the area of good. The evidence of consistent relationships along the continuum is not as marked in this factor as it has been in those previously studied, the area of truth being the only one to show such a relationship in both tables.

It is also noteworthy that the area of truth shows the greatest difference between figures on each table. It may thus be stated with

TABLE XXIII

A COMPARISON OF STUDENTS ACCORDING TO GENERAL LEVEL OF FATHER'S OCCUPATION ON THE BASIS OF THE NUMBER AND PERCENT WHO PLACED MOST OF THEIR PROBLEMS IN EACH GIVEN AREA*

Number and Percent Placing Most Problems In Each Area									
Value Areas	Professional Managers & Officials				Laborers Operatives Clerks		Farmers		Differ- ence
	N=104		N=205		N=137		N=37		
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	
Truth	15	14.4	38	18.5	33	21.4x	5	13.5	9.7
Religion	36	34.6x	58	28.3	36	26.3	12	35.5	8.3
Good	20	19.2	45	21.9x	19	13.9	5	13.5	8.0
Right	9	8.7	15	7.3	17	12.4x	6	16.2	5.1
Beauty	15	14.4	27	13.2	23	16.8x	8	21.6	3.6
Undet.	6	5.8	12	5.9	5	3.6	1	2.7	
None	3	2.9	10	4.9	4	2.9	0	0.0	
Totals	104	100.0	205	100.0	137	100.0	37	100.0	

* Value areas are arranged in order of decreasing difference between highest and lowest percentage, "Farmer" group being excluded from comparisons. 39 cases lacking sufficient information have been eliminated from table. "x" indicates highest percentage in each value area.

some assurance that the concern for problems in the value area of truth tends to decrease as one goes higher on the socio-economic scale and the educational scale. Table XXII shows that the areas of good and beauty exhibit this same relationship in respect to the mean number of problems checked while religion shows the opposite tendency in terms of relative emphasis of the individuals on the given areas as evidenced in Table XXIII.

Individual items and occupation of student's father. The tendency of the professional background group to emphasize problems in religion is revealed in the fact that on Table XXIV two out of the three items in which they led the other groups in frequency of checking are religious items. These items point to the fact that the student is confused by the current conflicting religious beliefs and that he is asserting that he doesn't know enough about the meaning of religion. The other item, which is in the area of right, intimates that the student is having difficulty deciding between his and the group's moral standards. The manager background group is highest in proportional frequency of checking in only four items--in a fifth its proportion of individuals checking is identical to those with a labor background for the same item. These items represent all five areas and point to no particular pattern or problem emphasis.

In accordance with the figures for the mean number of checks in each value area in Table XXII, Table XXIV reveals the fact that the labor background group leads the other groups in their proportional response to twice as many items as the other two combined. These 16 items are distributed almost equally among the five areas. The items in the area of truth tend to place more stress on the conflict of standards than they do on the inadequacy of the thinking process. It will be noted that each of these truth items varies directly with the continuum as has already been pointed out with respect to truth as an area. One possible explanation of why truth items are of more concern to students of the lower end of the socio-economic scale may lie in the fact that

TABLE XXIV

A COMPARISON OF THE PERCENTAGE OF RESPONSES TO CHECK LIST ITEMS OF STUDENTS CLASSIFIED ACCORDING TO GENERAL OCCUPATIONAL FIELD OF FATHER

Check List Item Number	Item*	Percent Checking Item				Differ- ence Between Percents
		Profes- sionals N=104	Managers & Offi- cials N=205	Laborers, Clerks & Operatives N=137	Farmers N=37	
(Items in which the percentage of professionals is highest. x indicates items showing a consistent decrease in percent- age from "Professionals" to "Labor, clerk, operatives".						
22. (R)**	I am confused by the many conflicting religious beliefs today.....	19.2	11.7	17.5	24.3	7.5
46. (R)	I don't know enough about the meaning of religion.....x	19.2	17.2	12.4	16.2	6.8
44. (M)	I have difficulty deciding between my own and the groups' morals.....	11.5	6.3	6.6	8.1	5.2
(Items in which the percentage of managers is highest.)						
53. (T)	My thinking is often inconsistent.....	23.1	33.7	30.7	48.6	10.6
49. (R)	My own religious beliefs are inadequate.....	8.7	15.6	12.4	13.5	6.9
81. (G)	I don't know which phase of college life to emphasize...	20.2	23.9	17.5	32.4	6.4
16. (M)	I don't know what attitude to take towards cheating on exams.....	3.8	9.8	5.8	10.8	6.0
65. (B)	I need to know more about art in general.....	21.2	26.3	26.3	32.4	5.1
(Items in which the percentage of "Labor, clerk, opera- tive group is highest. x indicates items showing a con- sistent increase from "Professionals" to this group.)						
8. (G)	Present day standards of good are too indefinite.....	9.6	8.3	25.5	29.7	17.2
12. (B)	I can't tell good art from bad art.....x	18.3	20.5	32.1	48.6	13.8
41. (M)	College life is weakening my moral standards.....	9.6	6.8	15.3	16.2	8.5
2. (T)	I am confused by the many conflicting standards of truth today.....x	13.5	16.1	21.9	21.6	8.4
73. (R)	I am bothered by the conflict between science and religion.....x	17.3	18.0	25.5	27.0	8.2
61. (B)	I don't know enough about the theory of beauty.....x	4.8	5.9	12.4	13.5	7.6
4. (T)	My own standard of truth conflicts with my friends' standards.....x	13.5	15.1	20.4	13.5	6.9
86. (B)	I can't tell good architecture from poor architecture...	3.8	2.9	9.5	24.3	6.6
28. (T)	Present day standards of truth are too indefinite.....x	3.8	8.9	10.2	18.9	6.4
34. (G)	My own standard of good conflicts with my parents' standard.....	8.7	3.9	10.2	5.4	6.3
74. (R)	My own religious beliefs conflict with my parents' beliefs.....x	2.9	4.9	8.8	2.7	5.9
30. (T)	I need to know more about logic and the scientific method.....x	18.3	22.4	24.1	27.0	5.8
71. (R)	My life seems to have no meaning.....	7.7	7.3	13.1	5.4	5.8
42. (M)	I have difficulty distinguishing between right and wrong.....x	1.0	3.4	6.6	8.7	5.6
15. (B)	College is not helping me develop an adequate standard of beauty.....	5.6	3.4	8.8	10.8	5.4
69. (M)	My own moral standards conflict with the standards of the group.....x	6.7	7.8	11.7	10.8	5.0

* Items are arranged in order of decreasing difference between the highest and lowest percentage, excluding the "Farmer" group, and grouped by occupational level having highest percentage for given item. "Farmer" group has been omitted from comparisons because of the peculiarities of the group. 39 cases have been eliminated from the sample because of lack of information. Only items showing a difference of 5% or more are included in the table.

** Letters refer to value areas as follows: B-Beauty, G-Good, R-Religion, M-Right and T-Truth.

the home atmosphere of these students is less likely to be conducive to thinking about ideas and issues bearing on the problem of truth. By comparison the home atmosphere of a professional man is more likely to involve discussions of ideas and problems relating to basic value issues. At the same time there is some reason to believe, due to the lower educational level (in terms of college education) that the general standards of the labor group would be more conservative and narrow while the professional group's standards would tend to be more liberal. Consequently, students from professional family backgrounds would be less likely to have difficulties regarding value standards in the process of learning and developing beyond the home. In one respect, one may assume that students whose fathers are professional men are more adequately prepared to cope with value problems in many ways than the student from the labor background.

Table XXIV also discloses that the labor background group leads the others in their frequency of checking of four items in the area of beauty. Two of these indicate feelings of inadequacy with respect to judging the merit of artistic creations and one a lack of knowledge about art. There is a particularly marked difference between the professional and labor background groups in the item citing the student's inability to tell good art from poor art which suggests that as in the area of truth, the problem of artistic discrimination may also be influenced by the home environment. The three items in the area of right all point to perplexities and conflicts relative to the moral standard. One of these, the assertion that college is weakening the

student's moral standard shows a rather marked difference compared with the percentage for the manager group and to a lesser extent with the professional group.

The items in the area of religion showing higher proportions of those with a labor background checking assert that the student is bothered by the conflict between science and religion, that his own religious beliefs conflict with his parents' beliefs, and that the student feels that his life seems to have no meaning. These items are somewhat suggestive of the two in which the professional background group leads the others. The general difference between the professional and the labor background groups with respect to religion are first, that for the former group religious problems are essentially the only ones in which they are highest, and secondly, that this same group expresses some confusion but realizes the need for more knowledge while the group of students with a labor background cites conflicts and asserts that life seems to have no meaning. The differences between percentages among these items, however, tend to be quite small and thus can be understood only as trends at best.

The two items in the area of good in which the labor background group leads the others both have to do with the judgment of good as such and not with the problem of objectives and activities. A particularly marked difference between the percentage for this group and the other two groups is evident in the item citing that present day standards of good are too indefinite. This circumstance tends to reinforce what has already been stated in terms of the apparent tendency towards

conservatism of the labor background group since it would be reasonable to expect the less conservative students to be less concerned about the indefiniteness of standards.

Farm Background and Value Problems

As was pointed out in the previous section, the intercomparison of the group of students with farm backgrounds was not attempted along with the other occupational groups because of the small size of the sample. A further reason for deferring this analysis was because of the rather unique occupation of the farmer--the fact that he is in a very real sense a combination of the manager and the laborer and to some extent the professional man. Moreover, this group lives in a rural environment while the other occupational groups are essentially urban. In this section of the study the sample has been broken into only two groups, the one consisting of the students with fathers who are farmers or farm managers and the other including all other students. To facilitate discussion of this factor, the groups will be referred to respectively as the rural group and the urban group. In Chapter III it was pointed out that 90 percent of the rural group lived in villages under 2500 or on farms, 80 percent living on farms proper.

The relation between rural background and value problem areas.

The data on the mean number of problems checked by the two groups in each of the value areas is provided in Table XXV. The table discloses that the rural group not only checks a greater proportion of items in

TABLE XXV

A COMPARISON OF STUDENTS OF RURAL BACKGROUND WITH ALL OTHER STUDENTS
ON THE BASIS OF THE MEAN NUMBER OF PROBLEMS CHECKED
IN EACH VALUE AREA*

Value Areas	Mean Number of Problems Checked Per Area		Difference
	Rural N=37	Urban N=446	
Beauty	2.92x	1.44	1.48
Religion	3.13x	2.16	.97
Right	2.08x	1.35	.73
Good	2.59x	1.92	.67
Truth	2.46x	1.90	.56
All areas combined	13.19x	8.77	4.42

* Value areas are arranged in order of decreasing difference between averages. 39 cases lacking occupational data have been omitted from table. "x" indicates highest average in each value area.

each value area but also for all the areas combined. Moreover, the differences between the percentages are greater than they have been for any of the other factors discussed. A considerable amount of this difference can be attributed to the great discrepancy between the sizes of the sub-samples, a condition which, in the case of the rural group, enables a few cases checking large numbers of problems to distort the percentage for the whole group. Nevertheless, there does appear to be a marked tendency for students of rural background to check greater numbers of value problems. Table XXVI discloses the relative emphasis which the individuals of these two groups placed on the five areas as signified by the proportion placing most of their problems in each area. The data show that while the rural group tends to emphasize the areas

TABLE XXVI

A COMPARISON OF STUDENTS WHOSE FATHERS ARE FARMERS WITH ALL OTHER OCCUPATIONAL GROUPS ON THE BASIS OF THE NUMBER AND PERCENT WHO PLACED MOST OF THEIR PROBLEMS IN EACH GIVEN AREA*

Value Areas	Number and Percent Placing Most Problems in Each Area				Difference
	Rural N=37		Urban N=446		
	No.	Percent	No.	Percent	
Right	6	16.6x	41	9.2	7.4
Beauty	8	21.6x	65	14.6	7.0
Truth	5	13.5	86	19.3x	5.8
Good	5	13.5	84	18.8x	5.3
Religion	12	32.5x	130	29.1	3.5
Undet.	1	2.7	23	5.2	
None	0	0.0	17	3.8	
Totals	37	100.0	446	100.0	

* Value areas are arranged in order of decreasing difference between percentages. 39 cases lacking occupational data have been omitted from the table. "x" indicates highest percentage for each value area.

of right, beauty and religion, the urban students stress the truth and good areas. The findings of these two tables support the general notion that the rural student apparently faces a more difficult task of adjustment in coming into the college environment than the city bred student. On the other hand, the rural student may be more candid about his problems than the somewhat more sophisticated urban student and thus more willing to admit having such problems as these. Whatever the reason for the difference, it is clear that the rural group checks considerably more problems in the whole field of values than the urban.

The relation of rural background to individual items. A summary of the relative frequency with which the urban and rural groups checked individual items on the check list appears in Table XXVII. It will be noted that this table contains only items in which the proportion of the rural group checking is greater than the urban. Although the urban students actually did check 22 items more frequently than the rural, the greatest percentage difference between the two groups for any one of these items was only 4.3 percent, while the average for all of the differences was only 2.1 percent. Since these all tended to be well below the various cutting points used in the study of the other factors in this chapter, the 22 items were judged too insignificant to consider in this study.

An examination of Table XXVII reveals that it contains items in all five areas representing a variety of types. From this group of problems there emerge some concerns worthy of particular note. It can be seen that more of these items refer to the area of beauty than to any other area. These items in the area of beauty point mainly to the inability to discriminate aesthetically in most branches of the arts as well as to the assertion that the student's standard of aesthetic judgment is inadequate. The rural student's tendency to find artistic judgment more of a problem than the urban student may probably be partly accounted for in the fact that he is more likely to be isolated from the world of the arts than the city dweller. Another factor may be the more conservative nature of the thinking and standards of rural people in general. While the differences between the rural and the

A COMPARISON BETWEEN STUDENTS OF URBAN AND RURAL BACKGROUND ON THE BASIS OF THE PERCENTAGE OF
RESPONSES TO INDIVIDUAL CHECK LIST ITEMS

Item Number	Item	Percent Checking Item		Difference Between Percents
		Rural N=37	Urban N=446	
12. (B) **	I can't tell good art from bad art.....	48.6	23.8	24.8
88. (B)	I can't tell good music from poor music.....	24.3	5.1	19.2
86. (B)	I can't tell good architecture from poor architecture.....	24.3	5.1	19.2
53. (T)	My thinking is often inconsistent.....	48.6	30.3	18.3
31. (G)	I have difficulty choosing between studying and going to a movie.....	40.5	22.4	18.1
92. (M)	I am wondering whether to smoke or drink just because the crowd does...	24.3	6.5	17.8
36. (B)	I don't know what colors go well together.....	21.6	4.5	17.1
66. (M)	My own standard of right and wrong is changing too frequently.....	21.6	5.8	15.8
8. (G)	Present day standards of good are too indefinite.....	29.7	13.9	15.8
50. (R)	I need to know more about religion in general.....	43.2	29.4	13.8
33. (G)	At present I can't seem to get interested in anything.....	37.8	24.0	13.8
62. (B)	I can't tell good literature from poor literature.....	24.3	11.0	13.3
7. (G)	I am having difficulty setting up objectives for myself.....	48.6	35.4	13.2
13. (B)	I need help in developing a more adequate standard of beauty.....	18.9	5.8	13.1
1. (T)	I want to think more logically and clearly.....	51.4	39.0	12.4
98. (R)	I need help in working out my religious philosophy.....	18.9	6.7	12.2
81. (G)	I don't know which phase of college life to emphasize.....	32.4	21.1	11.3
28. (T)	Present day standards of truth are too indefinite.....	18.9	8.1	10.8
63. (B)	Present day tastes in art are too indefinite for me.....	21.6	11.4	10.2
75. (R)	I feel the need to develop a more adequate religious philosophy.....	27.0	16.8	10.2
43. (M)	I need to have help in dealing with moral problems.....	13.5	4.2	9.3
22. (R)	I am confused by the many conflicting religious beliefs today.....	24.3	15.2	9.1

* Items are arranged in order of decreasing difference between percentages. Thirty-nine cases lacking information on occupation are not included in the table. Only items with a difference of eight percent or more are included in this table.

** Letter in parentheses denotes the value area to which each item refers. Code is as follows: B-Beauty, T-Truth, G-Good, M-Right, R-Religion.

urban cultures are steadily diminishing through the development of more effective communications, there are still apparently some rather deep-seated differences between the two groups as borne out, for example, in the foregoing data. The field of the arts is apparently still quite foreign to the way of life of the farm family.

The three items in the area of truth point mainly to the feeling of inadequacy in the thinking processes. In the area of good the items deal essentially with the problem of choice of goals and objectives, suggesting that the student of farm background is inclined to be somewhat more perplexed about what he is going to do and be in life than the urban youth. Their problems in the area of right suggest that they have somewhat greater difficulty than the urban students in trying to decide moral issues and that they tend to feel they need help in this matter. In the area of religion the problems the rural group checks more frequently point to the need to know more about religion and the need to develop a more adequate philosophy of religion. They assert that they need help in working out this philosophy and also indicate that they tend to be confused by conflicting religious beliefs. Thus in general, the rural student is apparently meeting with a wider variety of perplexities in the area of religion than the urban student.

Summary

This chapter has consisted of a discussion of the results of the Value Problems Check List as they have related to six characteristics of students. These six factors were sex, class, academic ability,

general academic area, frequency of participation in church religious services and father's occupation. In the case of the latter factor, an additional analysis was made of the differences between rural and urban students. In summarizing the results of this phase of the research the following points seem to be of most significance.

1. With respect to the proportional response to the check list as a whole by the various groups within the six factors the data showed that the types of individuals who tended to have the most problems were as follows: men, freshmen, students of average scholastic ability, students in the humanities, students who attend church regularly, students with fathers at the lower end of the occupational scale and students of rural background.

2. Variations among the sub-groups within each factor in proportional response to the five value areas pointed to the fact that certain types of individuals tended to have more problems than others in each value area. Summarized by value area, the sub-groups tending to have the most problems in each area were as follows:

Individuals tending to check the most problems in the area of truth were men, freshmen, students of low scholastic ability, science students, those who attend church regularly, students from lower occupational backgrounds and rural students.

Groups tending to check a greater proportion of problems in the area of good were men, freshmen, students of low scholastic ability, no preference students, students who attend church regularly, students from lower occupational backgrounds and rural students.

The types of individuals who were inclined to check greater proportions of items in the area of beauty were men, freshmen, students of low scholastic ability, science students, those who attend church regularly, students from lower occupational backgrounds and rural students.

Groups tending to check the greatest number of problems in the area of right were men, sophomores, students of high scholastic ability, humanities students, students who attend church regularly, students of lower occupational background and rural students.

Students tending to check the greatest proportion of problems in the area of religion were men, sophomores, students of average scholastic ability, those who attend church occasionally, students of lower occupational background and rural students.

3. The study of the relationship between the six factors and the responses to the individual check list items revealed variations between the sub-groups within the factors. These variations disclosed that some rather specific problem patterns tended to be associated with many of these sub-groups. Summarized according to the six factors, the more significant problem patterns appeared to be as follows:

Sex: Men had difficulty in aesthetic judgment and tended to show considerable confusion with respect to objectives in college and life. Women had most of their problems in the area of religion, these problems reflecting mainly a desire to know more about religion.

Class: Freshmen cited difficulties with clear thinking and were perplexed as to the choice of goals and activities in college and life.

Sophomores cited religious problems which generally indicated a tendency towards the weakening of religious beliefs.

Scholastic Ability: Students of high scholastic ability had most of their problems in religion and morals. The general nature of these problems in both areas reflected a tendency to have conflicts with reference to the standards and to reject traditional standards and beliefs. Students of low ability tended to have their difficulties with respect to critical thinking and aesthetic judgment.

General Academic Area: Science and social science students had difficulty in artistic discrimination. Humanities students had most of their problems in the areas of religion and right. These problems revealed tendencies towards the weakening of religious beliefs and perplexities in moral issues. Most of the problems of the no preference students reflected difficulties in determining adequate goals and activities in college and life.

Frequency of Religious Participation: Students who attend church regularly tended to have their problems with reference to clear thinking. Students who attend church only occasionally had most of their problems in religion. These religious problems indicated a tendency to reject traditional religious forms and to experience difficulties in arriving at an adequate religious philosophy.

Father's occupation: Students from professional backgrounds tended to have problems in religion which indicated some confusion in beliefs and a need to know more about religion. Students from lower occupational backgrounds had most of their problems in the areas of beauty and truth.

Problems in the area of beauty indicated difficulties in artistic discrimination and problems in truth suggested confusion relative to standards and a need to know more about clear thinking.

Rural background: Students of rural background had most of their problems in the area of beauty, these being mainly concerned with artistic discrimination. They also tended to stress difficulties in determining objectives in college and life. To a lesser extent they indicated some perplexities relating to moral judgment.

4. A number of consistent relationships between the value areas and certain items on the one hand and the three factors whose categories constituted a continuum on the other were evident. These three factors, it will be recalled were scholastic ability, frequency of religious participation and father's occupation. It was noted with considerable frequency that the means and percentages for the five areas and a number of items varied consistently with the continuua of these three factors. A summary of the occurrence of this phenomenon reveals that with respect to the value areas the consistent relationship occurred 19 out of 26 possible times or in 73 percent of the cases. In terms of individual items, frequency of checking varied consistently with the continuua 52 out of 70 possible times or in 74 percent of the cases. These data suggest that there is some basis for assuming a substantial degree of correlation between certain student characteristics and value problems.

CHAPTER VI

RESULTS OF THE SURVEY OF THE SOURCES OF GUIDANCE ASSOCIATED WITH THE VALUE PROBLEM AREAS

Introduction

The two preceding chapters consisted of a discussion of the results of the Value Problems Check List survey of the types and frequency of problems students have with their value standards. The present chapter is concerned with the results of an examination of the sources of guidance associated with these problems by the sample of students under study. The data for this phase of the research were collected by means of a check list of sources described in Chapter III and identified in this study as the Sources Check List.¹ It will be recalled that this device consisted of five sub-tests, all identical in form and content but for the given value area involved. In the case of each sub-test the given value area was stated as a broad problem defining that value area which, it will be remembered, was concealed from the student in the Value Problems Check List.

The objective of the present chapter is to describe and discuss the responses of the sample in terms of the two appraisals of the sources of guidance under study in this research. These appraisals designated sources as (1) those which students felt should be of help to individuals

1. For a more detailed description of this instrument see page 42.

with problems in each of the value areas, and (2) those which students had found to be helpful to them.

The methods of analysis employed in this chapter, while not complex, are believed to be sufficient to the aims of the research. The results of the various elements of the check list sub-tests have been summarized as totals and percentages. Considerable use is made of the device of comparing proportions rather than totals, this being necessitated by a type of analysis in which varying portions of the sample were used. The sample upon which the data in this chapter are based consists of 485 students. It was found necessary to eliminate 37 cases from the original sample of 522 because it was apparent that these students had seriously misunderstood the instructions and marked their questionnaires inaccurately.

The content of this chapter is based on a plan of organization involving the following sections. The section which follows the introduction will examine the results of the Degree of Concern scales and indicate some relationships between the content of this phase of the research and the Value Problems Check List results. This will be followed by a section discussing the sources which students felt should be of help to them relative to value problems. The discussion of the sources which students have found to be of help will follow. This section will consider, in addition the relation between the two aspects of the appraisal of the sources. Next, the analysis will turn to an examination of the results of the Comparative Importance Scale. Finally, the more

important findings of this section of the research dealing with sources of guidance will be summarized.

The Results of the Degree of Concern Scales

While the Degree of Concern Scales are a secondary part of the study of the sources of guidance, an examination of their results provides additional information relative to student problems with value standards. This phase of the study will also indicate some connections between the five value areas as they were expressed through the items of the Value Problems Check List and as they were described in the five broad problem statements in the Sources Check List. As was pointed out in Chapter III, the necessity of concealing the structure of the check list in the former instrument precluded the defining of the value areas in specific terms. In the Sources Check List, however, a summary-definition of each of the five value areas was formulated with the realization that such general statements might very possibly fail to convey to the student respondent the same meaning as the twenty individual items supposedly representing them in the Value Problems Check List.

A summary of the degree of concern of the students in the sample for the five value areas stated as broad problems is presented in Table XXVIII. A study of the percentages in the response "A great deal" shows that religion is the area of greatest intensity of concern, a fact which was suggested in the results of the Value Problems Check List. Right is second in order of intensity followed by good, truth and beauty in that order. The "Not at all" response provides an index of the extent

to which students claim no concern for the given areas. Almost one-third of the sample placed beauty in this category but only one-tenth so checked religion. It is noteworthy, however, that more students failed to respond to the degree of concern scale in the religion area than in any other.

TABLE XXVIII

A COMPARISON OF THE DEGREE OF CONCERN OF 485* STUDENTS FOR FIVE VALUE PROBLEM AREAS AS REFLECTED IN THEIR RESPONSES TO THE AREAS STATED AS BROAD PROBLEMS

Degree of Concern	Value Problem Areas									
	Truth		Good		Beauty		Right		Religion	
	No.	%	No.	%	No.	%	No.	%	No.	%
A great deal	98	20.2	139	28.7	64	13.2	171	35.3	201	41.4
To some extent	293	60.4	266	54.8	252	52.0	207	42.7	201	41.4
Not at all	79	16.3	66	13.6	146	30.1	86	17.7	51	10.6
No response	15	3.1	14	2.9	23	4.7	21	4.3	32	6.6

* 37 cases were eliminated from the total sample because of inaccurately marked questionnaires.

Since the relative intensity of concern for such problems is so subjective an evaluation, it is difficult to grasp the meaning of the difference between the two positive degrees of concern. A more useful working expression of this concern, therefore, is reported in Table XXIX wherein the numbers of students checking "A great deal" and "To some extent" are combined to show the proportional concern as opposed to the lack of concern for the given area. When the areas are ranked

according to these combined percentages it can be seen that according to part "A" of Table XXIX the area of good is slightly above religion in percentage though the figures for these two and truth are all very close. Right follows these three rather closely and beauty is somewhat farther below. Generally speaking, the table shows that close to three-quarters or more of the sample, depending on the value area, expressed some concern for these broad value problems, the remainder having expressed no concern or failing to respond at all.

TABLE XXIX

A COMPARISON OF THE RANKING IN IMPORTANCE OF THE FIVE VALUE AREAS AS BASED ON THE RESULTS OF THE VALUE PROBLEMS CHECK LIST AND THE DEGREE OF CONCERN SCALES OF THE SOURCES CHECK LIST

Value Areas	A. Sources Check List Ranking based on number and percent checking "A great deal" and "To some extent" degrees of concern combined. N 485 ¹			B. Value Problems Check List Ranking based on mean number of problems checked in each value area. ² N 522	
	Number	Percent	Rank	Mean	Rank
Good	405	83.5	1	1.99	3
Religion	402	82.9	2	2.31	1
Truth	391	80.6	3	2.00	2
Right	376	77.9	4	1.46	5
Beauty	316	65.2	5	1.57	4

¹ Thirty-seven cases were eliminated from the total sample because of inaccurately marked questionnaires.

² This data was taken from Table IV page 73

Table XXIX also contains in Part B data from the study of the Value Problems Check List showing the mean number of problems checked in each value area by the total sample. While there appears to be little relationship between the two rankings of the areas in this table, there are certain similarities. In both rankings the first three places are shared by religion, good and truth, the latter two being quite close on both check lists. Right and beauty share fourth and fifth places in both rankings, though their orders are not the same. These data suggest certain similarities between the value areas as they appear in the items of the Value Problems Check List and as they are described in the five broad problems in the Sources Check List.

In order to test these relationships more adequately data were assembled concerning the value area emphasized by the individual students of each group signifying concern for a given broad value problem. Emphasis on areas was determined in regard to the Values Problem Check List by the proportion of students tending to place most of their problems in each given area.² The results of this analysis are presented in Table XXX. It can be seen in this table that the order in which the groups rank the areas is practically identical, a circumstance to be expected since this was substantially the same sample upon which the Value Problems Check List was based. The significant aspect of this table, however, is revealed in the underlined percentages. It will be

2. For a more detailed account of the determination of emphasis on areas see page 68.

TABLE XXX

A COMPARISON OF STUDENTS, GROUPED ACCORDING TO NUMBER SIGNIFYING CONCERN WITH EACH BROAD PROBLEM ON DEGREE OF CONCERN SCALES, ON THE BASIS OF THE PERCENT OF EACH GROUP PLACING MOST OF THEIR CHECK LIST PROBLEMS IN EACH GIVEN VALUE AREA

Value Areas	Students Indicating Concern For Each Broad Value Problem				
	Good N 405 %	Religion N 402 %	Truth N 382 %	Right N 378 %	Beauty N 316 %
Good	<u>19.5*</u>	17.2	18.4	19.1	18.4
Religion	28.4	<u>32.3</u>	28.9	28.0	28.8
Truth	18.5	17.2	<u>19.2</u>	19.1	18.0
Right	10.1	10.0	10.2	<u>10.8</u>	9.5
Beauty	15.3	14.9	14.8	14.8	<u>16.8</u>
None or Undet.	8.2	8.0	8.4	8.2	8.5
Totals	100.0	100.0	100.0	100.0	100.0

* Underlined figures indicate highest percentage for each given value area. "Number signifying concern" based on students checking "A great deal" and "To some extent" on degree of concern scales.

noted that these signify the highest percentages in each value area and that they consistently fall in the column of the group which expressed the most concern for the given corresponding broad problem. For example, the first column shows that 19.5 percent of the group indicating concern for the broad problem of good placed most of their problems in the area of good on the Value Problems Check List and that this figure is higher than any other group's percentage for the same value area.

Though the differences in figures in Tables XXIX and XXX tend to be small, there appears to be some evidence in these data to support the assumption that the five value areas stated as broad problems in the Sources Check List generally mean the same thing to the students as the 20 items on the Value Problems Check List which correspond to them. Thus it may be assumed with some degree of assurance that the findings relative to the sources of guidance growing out of the ensuing discussion may be applied to some extent to the results of the Value Problems Check List.

Sources of Guidance Students Feel Should Be of Help

In recording their responses to the question of the sources of guidance in the college community which they felt should be of help to individuals with problems relating to value standards, students were asked to work through a series of check lists consisting of 18 possible sources of such guidance at Michigan State College plus two open ended questions in which the respondent was asked to write in any other possible sources. The response of the total working sample of 485 students to these check lists in terms of this phase of the question is reported in Tables XXXI and XXXII. The first of these tables covers the 18 sources and the second consists of a summary of the open-ended responses regarding specific college courses.

In Table XXXI the sources are arranged in the order of relative frequency with which they were checked and the highest percentage in any given source is underlined. An examination of the table reveals

TABLE XXXI*

SOURCES OF GUIDANCE STUDENTS FEEL OUGHT TO BE OF HELP TO THEM IN FIVE VALUE PROBLEM AREAS SUMMARIZED BY
NUMBER AND PERCENT OF SAMPLE CHECKING EACH SOURCE IN EACH AREA

Guidance Sources	Number and Percent Checking Each Source In Each Area									
	Truth		Good		Beauty		Right		Religion	
	No.	%	No.	%	No.	%	No.	%	No.	%
Your parents	345	71.1	375	77.3	187	38.6	377	77.7	345	71.1
Your minister	367	77.5	349	71.9	81	16.7	390	80.4	423	87.2
Student religious groups	320	66.0	211	43.5	60	12.3	226	56.6	<u>345</u>	<u>71.1</u>
Faculty members	223	46.0	232	47.8	225	46.4	185	38.1	109	22.5
Books and magazine articles	129	26.6	<u>140</u>	<u>28.9</u>	318	65.6	156	32.2	166	34.2
Other adults	169	34.8	188	38.8	<u>183</u>	<u>37.7</u>	191	39.4	166	34.2
Other students	139	28.7	147	30.3	159	32.8	<u>166</u>	<u>34.2</u>	152	31.3
Student Counseling Center	214	44.1	<u>224</u>	<u>46.1</u>	40	8.2	<u>159</u>	<u>32.8</u>	69	14.2
Bull sessions	131	27.0	<u>128</u>	<u>26.4</u>	110	22.7	<u>134</u>	<u>27.6</u>	119	24.5
College courses	131	27.0	104	21.4	168	34.6	<u>83</u>	<u>17.1</u>	98	20.2
Resident advisors	136	28.0	167	34.4	<u>46</u>	<u>9.5</u>	158	32.6	92	10.7
Psychological Clinic	168	34.6	<u>124</u>	<u>25.6</u>	30	6.2	142	29.3	65	13.4
Dean of men or women	<u>146</u>	<u>30.0</u>	<u>149</u>	<u>30.7</u>	38	7.9	136	28.0	52	10.7
Dean of students	135	27.8	<u>160</u>	<u>33.0</u>	28	5.8	140	28.9	41	8.4
Student organizations	85	17.5	<u>112</u>	<u>23.1</u>	117	24.1	101	20.8	84	17.3
Resident assistants	76	15.7	95	19.6	<u>37</u>	<u>7.6</u>	91	18.8	38	7.8
Student Health Center	60	12.4	<u>40</u>	<u>8.2</u>	14	2.9	50	10.3	17	3.5
No response	<u>11</u>	<u>2.2</u>	14	2.9	43	8.9	18	3.7	17	3.5
None	5	1.0	5	1.0	<u>25</u>	<u>5.2</u>	3	0.6	2	0.4
									8	1.6

* Table is based on 485 students, 37 cases having been withdrawn from the sample of 522 because of incorrectly marked questionnaires. Sources are arranged in order of decreasing size of average number of checks for all areas as designated in right-hand column. Underlined figures represent the area in which each source has received the highest number of checks.

** All averages have been rounded to the nearest number.

that in general the students of the sample expect the most help in matters relating to problems with values from their parents and their religious leaders, since these were each checked by approximately two-thirds of the sample. Sources which over one-fourth of the group expected to be helpful were, in order of decreasing frequency of checking, student religious groups, faculty members, books and magazine articles, other adults, other students, the Student Counseling Center, and "bull sessions". It is noteworthy that among these sources there is only one, the Counseling Center, which might be called a formal guidance agency; the rest are of the informal type.³ On the other hand, of the group of sources which less than one-quarter checked, six might be called formal agencies of guidance. The implication here is that with respect to value problems students apparently expect considerably less help from the formal than from the informal sources of guidance.

The ascendancy of parents and ministers as sources of guidance indicated in the foregoing analysis can undoubtedly be accounted for in large measure on the basis of a cultural pattern since the family and the church in American culture have traditionally been the most important sustainers of values. On the other hand, the differences between the proportions checking the formal and the informal sources of guidance is probably greatly influenced by the relative accessibility of these

3. The classification of guidance sources into formal and informal categories as used in this study is based on the specific purpose or function of the source. A formal source is understood as one which was established by the college with the purpose of providing guidance, help or advice to the students in one way or another. Informal sources are generally defined as those which provide guidance as a function incidental to some other and perhaps more important purposes.

sources to the student and his familiarity with them. The student is much more likely to have availed himself of the services of the informal agencies, and thus regards them as considerably more important as potential sources than the formal ones.

The analysis of the relation of the sources to the individual areas with respect to potential sources of guidance reveals a pattern that is approximately the same as the percentages for the five areas combined. There is, however, a rather marked exception to this pattern in the area of beauty. In this area books and magazine articles, faculty members and college courses rank comparatively high. This circumstance suggests the importance of the role of the expert in regard to problems in the field of aesthetics. It also reflects the somewhat more esoteric nature of the problem of beauty in our culture as compared with problems in the other value areas. For while the individual wrestles continually with issues of truth and morality and religion, he will more likely than not leave the aesthetic problems to the artist or expert when confronted with them.

A study of the highest percentages for the various sources brings out some noteworthy points with respect to the guidance expectations of the students. Ministers and student religious groups rate highest in religion as one might expect. Parents, other adults, other students and "bull sessions" are expected to be most helpful in the area of right which is concerned with problems of conduct. Books and magazine articles, college courses and student organizations rank highest as potential sources of help in the area of beauty. In the area of good five of the

formal agencies receive their highest percentages, these being the Student Counseling Center, resident advisors and assistants, Dean of Students and Deans of Men and Women. Since the area of good as defined in this study deals primarily with the choice of adequate goals and objectives, and since this general problem is one of the most important provinces of the usual guidance functions in a college, the ascendancy of these sources in this area is to be expected. It is more difficult, however, to account for the fact that the Student Health Center and the Psychological Clinic reach their highest percentages in the area of truth. There is a very strong possibility growing out of this circumstance that the guidance roles of these two formal agencies is misunderstood by many of the students. On the other hand in the case of the Psychological Clinic, in which the difference on the table appears to be much more significant than that for the Health Center, the association with the area of truth may have grown out of the existence of a course in "How to Study" which is offered by the Psychology Department.

The results of the open-ended survey of courses as sources of guidance in these value problems areas are reported in Table XXXII. Since this is an analysis of the content of the source item "college courses," it can be seen on Table XXXI that on the average only about one-fourth of the sample checked the item per area and probably even less took the trouble to write in specific courses. Because of the small number of cases included in this phase of the analysis and the extremely small magnitude of some of the proportions, the data cannot be assumed to be very dependable. However, the results do point to some significant

TABLE XXXII*

COLLEGE COURSES STUDENTS FEEL OUGHT TO BE OF HELP TO THEM IN FIVE VALUE PROBLEM AREAS SUMMARIZED BY
NUMBER AND PERCENT OF SAMPLE CHECKING EACH COURSE IN EACH AREA

Courses Listed as Guidance Sources	Number and Percent Checking Each Source In Each Area										Average For All Areas***	
	Truth		Good		Beauty		Right		Religion		No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%		
Effective Living***	79	16.3	59	12.2	3	0.6	51	10.5	14	2.9	41	8.5
Religion courses	27	5.6	9	1.9	3	0.6	13	2.7	63	13.0	23	4.7
Literature and Fine Arts***	1	0.2	5	1.0	91	18.8	1	0.2	0	0.0	20	4.1
Art courses	0	0.0	0	0.0	67	13.8	0	0.0	0	0.0	13	2.7
Philosophy courses	19	3.9	5	1.0	0	0.0	4	0.8	8	1.6	7	1.4
History of Civilization***	7	1.4	2	0.4	8	1.6	1	0.2	8	1.6	5	1.0
Social Sciences***	11	2.2	5	1.0	1	0.2	2	0.4	1	0.2	4	0.8
Psychology courses	11	2.2	3	0.6	0	0.0	3	0.6	2	0.4	4	0.8
Written and Spoken English***	12	2.5	3	0.6	0	0.0	1	0.2	1	0.2	3	0.6
Biological Science***	10	2.1	2	0.4	1	0.2	0	0.0	2	0.4	3	0.6
Literature courses	4	0.8	1	0.2	8	1.8	0	0.0	1	0.2	3	0.6
Science courses	9	1.9	0	0.0	0	0.0	0	0.0	0	0.0	2	0.4
Music courses	0	0.0	0	0.0	7	1.4	0	0.0	0	0.0	1	0.2
History courses	2	0.4	0	0.0	1	0.2	0	0.0	0	0.0	1	0.2
Sociology courses	2	0.4	0	0.0	0	0.0	1	0.2	1	0.2	1	0.2
All others	2	0.4	1	0.2	13	2.7	0	0.0	1	0.2	3	0.6

* Table is based on 485 students, 37 cases having been eliminated from the sample of 522 because of incorrectly marked questionnaires. Courses are arranged in order of decreasing size of average number of checks for all areas as designated in the right hand column. Underlined figures represent the area in which each course has received the highest number of checks.

** All averages have been rounded to the nearest point.

*** Basic College Courses.

possibilities relative to the part some students think college courses should play in helping individuals with the type of problems under consideration in this study. Some of the more important of these are discussed below.

The courses have been listed in order of average frequency of checking and high percentages for each course have been underlined. Since courses are much more specific in their objectives and content than most of the guidance sources are in their intent and function, a number of the courses listed are of significance only in certain areas. Religion and art courses are examples of this situation and they are found to be sharply accentuated in their respective areas of values. More general courses show a more even spread through the five value areas. Discounting the aforementioned specialized courses it can be seen that Effective Living is not only highest in general but higher in more areas than the others. A considerable degree of the ascendancy of this course can be attributed to the fact that the questionnaire was administered in a number of the sections of the course, though care was taken to make no overt suggestion of any possibilities of connections between the course and the questionnaire. Yet, as has been pointed out,⁴ a considerable amount of material on values is included in the course and the students taking this questionnaire had completed almost a year of it.

Philosophy is the second ranking general type of course followed by History of Civilization, Social Science and psychology courses.

4. See footnote page 36.

These latter show extremely low percentages in general. The remaining courses on the list show such slight percentages that they do not bear serious consideration. In respect to areas in which each course finds its highest percentage rating, it can be seen that in the area of religion courses in religion and History of Civilization reach their highest points. No sources are at their highest in the area of right though Effective Living and religion courses rank higher than others for that area. Literature, art and music courses rank at their highest points in the beauty area as was to be expected. No courses are at their highest in the area of good though Effective Living and religion once again are highest in this area too. In the area of truth most of the courses reach their highest percentages, these being Effective Living, philosophy, Social Science, psychology, Written and Spoken English, Biological Science, science, history and sociology. The foregoing analysis is probably most valid for the Basic College Courses (indicated on the table by an asterisk) since as freshmen and sophomores, these are the courses with which the group as a whole had had greatest possibilities of a broad and common experience.

Sources of Guidance Students have Found to be of Help

To insure greater validity of results, the analysis of the phase of the Sources Check List dealing with the question of sources which had been of help to the students in regard to problems involving value standards was restricted to those individuals who in the case of each broad problem area had signified at least a concern in the degree of

"To some extent". Table XXVIII has pointed out the total of individuals in the various areas who have responded according to the three degrees of concern. Table XXIX provided the figures with the accompanying percentages showing the totals resulting from the combination of the two degrees registering concern. The analysis of the sources which have been of help is based on the groups as designated in this latter table.

Table XXXIII presents the data on sources students feel have been of help. Since the number for each area column is different the percentages become of increased importance as devices of comparison, the average column at the right being simply an average of these proportions. An examination of this column of average percents shows that parents and minister lead as sources of guidance actually found to be of help as they also did in the case of potential sources, though in this case the latter lags considerably behind the former. The order below these two is altered considerably from that of Table XXXI dealing with potential sources. As contrasted with the latter table the discrepancy between formal and informal sources is even more acute in Table XXXIII. Chance and informal contacts are rated considerably higher proportionately than the more formal guidance agencies of the college as sources used and found helpful. This evidence suggests quite strongly that generally students not only feel they should be able to, but do in fact obtain guidance with respect to value problems more readily from the informal contacts than they do from the formal ones.

A study of the highest percentages of each source as indicated by the underlined figures gives a good indication of the stress upon these

TABLE XXXIII*

SOURCES OF GUIDANCE STUDENTS HAVE FOUND TO BE OF HELP TO THEM IN FIVE VALUE PROBLEM AREAS SUMMARIZED
BY THE NUMBER AND PERCENT OF THE SAMPLE CHECKING EACH SOURCE IN EACH AREA

Guidance Sources	Number and Percent Checking Each Source in Each Area										Average of Percents For All Areas
	Truth N 391		Good N 405		Beauty N 316		Right N 378		Religion N 402		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Your parents	275	70.3	300	71.4	137	43.4	287	75.9	263	65.4	65.8
Your minister	156	39.9	150	37.0	31	9.8	175	46.3	261	64.9	39.6
Other students	126	32.2	143	35.3	97	30.7	136	36.0	119	29.6	32.8
Books and magazine articles	95	24.8	104	25.7	175	55.4	96	25.4	109	27.1	31.4
Other adults	123	31.5	131	32.3	97	30.7	124	32.8	104	25.9	30.6
Bull sessions	117	29.9	111	27.4	74	23.4	106	28.0	94	23.4	26.2
Faculty members	92	23.5	85	21.0	79	25.0	55	14.6	32	8.0	18.4
College courses	90	23.0	59	14.6	63	19.9	56	14.8	35	8.7	16.4
Student religious groups	42	10.7	49	12.1	16	5.1	46	12.7	91	22.6	12.8
Student Counseling Center	55	14.1	62	15.3	13	4.1	26	6.9	13	3.2	8.7
Student organizations	27	6.9	28	6.9	19	6.0	24	6.3	22	5.5	6.2
Resident advisors	34	8.7	30	7.4	5	1.6	25	6.6	5	1.2	5.2
Resident assistants	27	6.9	21	5.2	9	2.8	23	6.1	4	1.0	4.4
Student Health Center	22	5.6	13	3.2	3	0.9	6	1.6	0	0.0	2.4
Dean of Students	9	2.3	13	3.2	5	1.6	11	2.9	4	1.0	2.2
Psychological Clinic	13	3.3	5	1.2	4	1.3	10	2.6	3	0.7	1.8
Dean of men or women	5	1.3	9	2.2	4	1.3	10	2.6	2	0.5	1.6
None	10	2.6	17	4.2	20	6.3	14	3.7	13	3.2	4.0
No response	32	8.2	29	7.2	43	13.6	23	6.1	39	9.7	9.0

* Number of students in each area consists of those who signified concern amounting to "a great deal" or "to some extent" on the Degree of Concern scale for the given area. Sources are arranged in order of decreasing size of the average percent of the number of checks in each area as designated in the right hand column. Underlines percentages indicate the area in which source has received the greatest proportion of checks.

sources through actual use by the student. In religion the minister and the student religious groups are at their highest reflecting the same situation in the case of potential sources. Right remains substantially the same with parents, other students and adults being at their highest points. In the area of beauty, books and magazine articles and faculty members are at their highest, and the tendency towards reliance on experts is still evident though to a lessened extent. When compared with the results of Table XXXI, however, the area of good has lost considerable stature, only three sources now being highest: The Student Counseling Center, student organizations and the Dean of Students. The truth area exhibits the greatest number of sources at their highest percentages, though many of these figures are so low as to be of little consequence. The significant sources in this area are largely of the formal type, though "bull sessions" and college courses are also highest here and in addition show comparatively large percentages.

The results of the analysis of college courses with respect to their use as sources of guidance are based on exceedingly few results which at best give only the most general of indications. In this analysis courses have maintained approximately the same positions as in the table on courses as potential sources. The specialized courses are highest in their areas and Effective Living, philosophy and History of Civilization show a more general spread, the latter two being of considerably smaller magnitude than the former. In regard to the highest percentage in each of the various courses, the table shows that virtually all of them fall in the area of truth. However, the areas of beauty and

TABLE XXXIV*

COLLEGE COURSES STUDENTS FEEL HAVE BEEN OF HELP TO THEM IN FIVE VALUE PROBLEM AREAS SUMMARIZED BY
THE NUMBER AND PERCENT OF THE SAMPLE CHECKING EACH COURSE IN EACH AREA

Courses Listed As Guidance Sources	Number and Percent Checking Each Course in Each Area										Average of Percents for All Areas
	Truth		Good		Beauty		Right		Religion		
	N 391		N 405		N 316		N 378		N 402		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Effective Living	60	<u>15.3</u>	44	10.9	3	0.9	40	10.6	10	2.5	8.2
Literature and Fine Arts	1	0.3	4	1.2	29	<u>9.2</u>	2	0.5			2.2
Religion courses	10	2.6	2	0.5			6	1.6	13	<u>3.2</u>	1.6
Art courses					21	<u>6.6</u>					1.3
History of Civilization	8	<u>2.0</u>	2	0.5	3	<u>0.9</u>	1	0.3	6	1.5	1.0
Philosophy courses	7	<u>1.8</u>	3	0.7			4	1.1	4	1.0	0.9
Written and Spoken English	12	<u>3.1</u>	2	0.5	1	0.3					0.8
Biological Science	9	<u>2.3</u>	2	0.5	1	0.3	1	0.3	2	0.5	0.8
Social Science	7	<u>1.8</u>	5	1.2			1	0.3	1	0.2	0.7
Psychology courses	6	<u>1.5</u>	2	0.5			2	0.5	3	0.7	0.6
Literature courses	1	<u>0.3</u>	1	0.2	4	<u>1.3</u>			1	0.2	0.4
Science courses	5	<u>1.3</u>									0.3
History courses	1	<u>0.3</u>			1	<u>0.3</u>			1	0.2	0.1
Music courses					2	<u>0.6</u>					0.1
Sociology courses	1	<u>0.3</u>					1	<u>0.3</u>	1	0.2	0.1
All others	1	<u>0.3</u>	1	0.2	10	<u>3.2</u>			1	0.2	0.8

* Number of students checking in each area consists of those who signifies concern amounting to "a great deal" or "to some extent" on the Degree of Concern scale for the given area. Sources are arranged in order of decreasing size of the average percent of the percentage of checks in each area as designated in the right hand column. Underlined percentages indicate the area in which each course has received the greatest proportion of checks.

religion maintain their special courses while good and right show no courses with their highest percentages in their areas.

A comparison of sources as potential and actual sources of guidance.

A further step in the study of guidance sources associated with value-related problems appeared important. This analysis consisted of a comparison of the individual sources in the two states in which the student was asked to judge them, i.e., as a source that should be of help on the one hand and as a source which had been found to be of help on the other. While there are obviously many factors working against a completely valid comparison between these two states--such factors as the student's knowledge of the source, its relative availability, the strength of motivation to seek out such sources, etc--there is reason to believe that data resulting from such an analysis might lead to a better understanding of the sources of guidance relative to the fulfillment of student needs in the area under question. Certainly the source which would tend to meet the expectations of the individual to a close degree would demonstrate thereby an effectiveness as a guidance source which the agency with the high potential but low realization percentage could not approach. At the same time in the case of the latter circumstance there would be in evidence a more positive assertion of the role that the source should play in the student's own terms than that resulting simply from the checking of it as a possible source alone. This would result from the fact that his checking of it would generally be based on the source's role in the college community rather than upon his personal contact with it.

Table XXXV reports the results of the comparison of each individual source as potential and actual agencies of guidance in the various areas and on the average. The relationship is based on the percent of those who checked the source as a potential source (should be of help) who also checked it as an actual source (had been of help). Since the numbers of cases in the various areas all differ, comparisons are based solely on percentages. This device, of course, has the limitation of not disclosing the relative weight of the population behind it. However, since the number of cases in the five areas are both large and not overly discrepant it was felt that the proportions are representative enough to indicate significant trends.

A study of the right-hand column on Table XXXV reveals the average standing of the various sources. In terms of these figures over nine-tenths of the students checking "bull sessions", parents and other students as potential sources also checked them as having been of help, indicating that these sources are used in connection with these problems and do provide expected help. Sources checked by over one-half of the sample on this basis include books and magazine articles, other adults, college courses and ministers. It can be seen that once again these are largely the informal sources of guidance. The formal agencies are all below the 50 percent level, most of them averaging around one-quarter to one-third realization of the potential percentage. In general, it may be concluded that the informal agencies of guidance are more consistent than the formal ones in terms of fulfilling needs in regard to value problems. This does not mean that the formal sources have been

TABLE XXXV*

A COMPARISON OF THE PERCENTAGE OF STUDENTS INDICATING SOURCES WHICH SHOULD BE OF HELP WITH THE PERCENTAGE INDICATING SOURCES WHICH HAVE BEEN OF HELP IN EACH VALUE PROBLEM AREA BASED ON THE PERCENTAGE OF THE FORMER WHICH ALSO CHECKED THE LATTER

Guidance Sources	Percent of Students Checking Each Source In Each Area According to Column Key																	
	Truth			Good			Beauty			Right			Religion			Avg. of Percents		
	N 391			N 405			N 316			N 378			N 402			for All Areas		
	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
Bull sessions	28.1	29.9	<u>106.4</u>	27.6	27.4	99.3	25.3	23.4	92.5	30.1	28.0	93.0	26.6	23.4	88.0	27.5	26.2	95.3
Your parents	73.4	70.3	<u>95.8</u>	80.1	74.1	92.5	43.7	43.4	<u>99.3</u>	79.4	75.9	95.6	73.9	65.4	88.5	69.9	65.8	94.1
Other students	31.7	32.2	<u>101.6</u>	35.1	35.3	100.6	36.1	30.7	<u>85.1</u>	37.6	36.0	95.7	35.8	29.6	82.7	35.3	32.8	92.9
Books, etc.	29.4	24.8	<u>84.4</u>	31.8	25.7	80.0	72.8	55.4	76.1	36.6	24.4	69.4	37.3	27.1	72.2	41.6	31.4	75.4
Other adults	39.1	31.5	<u>80.6</u>	42.0	32.3	76.9	43.7	30.7	70.3	43.9	32.8	74.7	37.8	25.9	78.9	41.3	30.6	71.0
College courses	30.4	23.0	<u>75.6</u>	22.2	14.6	65.8	36.4	19.9	54.7	19.3	14.8	<u>76.7</u>	21.6	8.7	40.3	26.0	16.4	63.1
Your minister	79.5	39.9	50.2	73.6	37.0	50.3	19.9	9.8	49.2	82.5	46.3	<u>56.1</u>	88.8	64.9	<u>73.1</u>	68.9	39.6	56.7
Faculty members	48.6	23.5	<u>48.4</u>	51.4	21.0	40.9	51.3	25.0	<u>48.7</u>	40.2	14.6	36.3	23.9	8.0	<u>33.8</u>	43.1	18.4	42.7
Res. Assistants	16.6	6.9	<u>41.6</u>	20.5	5.2	25.4	8.2	2.8	<u>32.1</u>	20.1	6.1	30.3	8.0	1.0	12.5	14.7	4.4	29.9
Stud. Health Ctr.	13.6	5.6	<u>41.2</u>	9.1	3.2	31.2	3.8	0.9	23.7	11.4	1.6	14.0	3.7	0.0	0.0	8.3	2.4	28.9
Stud. Couns. Ctr.	46.5	14.1	<u>30.3</u>	49.4	15.3	<u>31.0</u>	9.5	4.1	43.1	34.1	6.9	20.2	14.4	3.2	22.2	30.2	8.7	28.8
Stud. Rel. Grps.	48.1	10.7	22.2	46.9	12.1	<u>25.8</u>	14.9	5.1	34.2	49.2	12.7	25.9	72.4	22.6	<u>31.2</u>	46.3	12.8	27.6
Student Orgs.	19.2	6.9	<u>35.9</u>	24.9	6.9	27.7	27.5	6.0	21.8	23.5	6.3	26.8	17.7	5.5	<u>31.1</u>	22.6	6.2	27.4
Res. Advisors	28.9	8.7	<u>30.1</u>	35.8	7.4	20.7	11.1	1.6	14.4	33.6	6.6	19.6	10.4	1.2	11.5	24.1	5.2	21.6
Dean of students	29.7	2.3	7.7	34.6	3.2	<u>9.2</u>	7.0	1.6	22.9	31.7	2.9	9.1	8.2	1.0	12.2	22.2	2.2	9.9
Psych. Clinic	36.8	3.3	<u>9.0</u>	26.7	1.2	<u>4.5</u>	7.6	1.3	17.1	29.6	2.6	8.8	13.7	0.7	5.1	22.9	1.8	7.9
Deans: men, women	33.0	1.3	<u>3.9</u>	32.1	2.2	6.9	9.8	1.3	13.3	30.4	2.6	<u>8.6</u>	11.2	0.5	4.5	23.3	1.6	6.9

* Number checking in each area consists of those students expressing "A great deal" or "To some extent" degrees of concern for each broad value problem. Key to columns is as follows: I. Percent indicating that source should be of help, II. Percent indicating that source has been of help, III. Percent column II is of column I. Sources are arranged in order of decreasing percent the average of columns II is of columns I as indicated in right hand column of table. Underlined figures indicate area in which each source shows the highest percentage in column III. Column I and II percentages in any area totalling 20 or less for any source are excluded from comparison because of smallness of size.

tried and found wanting; it does mean that the formal sources have not been tried though rated as potential sources. On the other hand, the high ranking sources on this table have been tried and been proven and their contribution to the fulfillment of student need made evident. It is known, for example, that almost all students who have indicated an expectation of help from their parents in these matters have apparently received it, while only about one-quarter of those expecting such help from the Counseling Center have obtained it leaving the status of the other three-quarters in doubt. Whether they have tried it as a source of help and found it wanting or whether they have simply not tried it is not evident--though the latter case is to be assumed as the former. Yet this particular source still stands as one which about one-third of the sample feels should be of help to them relative to value problems.

In noting the analysis in the various areas it can be seen by observing the underlined figures that the area of truth had the greatest numbers of high percentages in it, a circumstance suggesting that sources are more successful in general in fulfilling the need for help in problems related to the value area of truth. In fact more students checked "bull sessions" and "other students" as sources of actual help in this area than as sources of potential help. In the area of truth, parents, books and magazine articles, other adults and college courses also rank high in the ratio of actual help as related to potential help. The same group, in fact, ranks quite high in all of the other areas.

In considering the high percentage for each source as indicated by the underlined percentages it has already been mentioned that most

sources are highest in the area of truth, where the trend seems to favor neither the formal nor the informal sources. In the area of good the Student Counseling Center shows its highest percentage along with the Dean of Students. Higher in the area of beauty than in any other area are parents and faculty members, though it has been previously demonstrated that books and magazine articles and college courses have figured prominently in this area as potential and realized sources. Apparently they do not fulfill the needs as well in this area as in other areas. College courses as a source is highest in the area of right. However, in the area of religion the minister and student religious groups maintain their high points as they have in all previous analyses.

The Comparative Importance of Value Standard Problems Among Student Problems in General

As a final question in the questionnaire the student was asked to appraise the general types of problems he had been dealing with in the course of working through the instrument in terms of their importance when compared with other problems he was facing in college and life. It was felt that such a query might give some indication of the comparative importance of these value-related problems in the whole realm of student problems. It was recognized that the fact that this inquiry dealt with generalities detracted somewhat from the ultimate validity of its results. Yet it was believed that this particular scale might serve as one means of relating the whole area of value-related problems

under question to the general area of student problems in terms of providing some perspective. The results of the scale of comparative importance of value problems are reported in Table XXXVI.

TABLE XXXVI

SUMMARY OF RESPONSES TO THE QUESTION OF THE IMPORTANCE OF THE TYPES OF PROBLEMS DEALT WITH IN THIS STUDY WHEN COMPARED WITH OTHER PROBLEMS FACED BY THE STUDENT IN COLLEGE AND LIFE*

Degree of Importance Of Value Problems in General	Students Responding To Each Item on the Scale	
	Number	Percent
They are the most important of all to me.	19	3.9
They are among the most important problems.	237	48.9
They are not of major importance to me.	174	35.9
They are of little or no significance to me.	35	7.2
No response.	20	4.1
Totals	485	100.0

* This table is based on a sample of 485 students, 37 having been eliminated from the original sample of 522 because of inaccurately marked questionnaires.

It can be seen that very few students indicate that these problems relating to value standards are their most important problems. However, almost one-half of the 485 students checking this scale place them among their most important ones. A little more than one-third relegate them to a more or less minor position, and less than one-tenth claim that they are of no importance at all. Very few students failed to respond to the item in any manner.

The foregoing results appear to be at odds with almost all previous studies and summaries of student problems, since many of them do not mention the area of value-related problems at all and those that do relegate them to a minor position. These studies and summaries have been discussed in Chapter I in the section reviewing the literature on student problems. There are several possible reasons for the discrepancy between the results of the scale of comparative importance and the findings of other studies in the field. From one standpoint, it might well be that in working through this mass of value problem material the students were stimulated to think more about such themes than they had before and thus to recognize problems they would not ordinarily have mentioned. Another reason might lie in the fact that the value problems at the time of responding to this scale were much more real and clear to the individual than other concerns which were referred to in very broad and general terms. Whatever the cause, the magnitude of these figures is not beyond question.

However, there is apparently a considerable feeling expressed by the students taking the questionnaire that these are important problems, problems which may not be unusually disquieting or ones which require a great deal of outside help, but problems of real significance in relation to the whole fabric of one's living. This questionnaire had apparently brought these concerns closer to the surface of the student's living where they could compete more favorably in the spirit of a temporary immediacy with the more practical and everyday types of problems which dominate the studies of student problems. In this connection

there is good reason to believe that this questionnaire may well have been appraising the student not so much as a student but as a person. For while the structuring of the typical problem check list is generally slanted in the direction of the individual's status as a student, the structure of the present instrument, and particularly the Value Problems Check List, tended to be slanted more towards the individual as a valuing creature. Thus in the course of the present research many problems have come into evidence which heretofore had not been revealed by problem check lists.

Summary

This chapter has consisted of a discussion of the results of the survey of the sources of guidance in the college community which students felt should be of help to them and which they felt had been of help to them relative to problems with value standards. The most significant outcomes of this survey are as follows:

1. The study of the degree of concern of the students for the various problem areas revealed that with respect to intensity, concern for the area of religion was highest followed by right, good, truth and beauty. General concern was highest for the area of good with religion and truth very close to the same percentage. General concern was somewhat less for right and considerably less for beauty.

2. Certain relationships between the five broad value problems and the same areas as expressed in the corresponding items on the Value Problems Check List were demonstrated. Several similarities were revealed between the ranking of the five areas as based on the mean number

of items checked per student on the Check List on the one hand and the percent of the sample expressing general concern for the area on the Sources Check List on the other. It was also pointed out that within each group expressing concern for a general broad value problem a greater proportion of the individuals tended to place most of their problems in that on the Value Problems Check List area than did the individuals in the other groups.

3. With respect to the study of sources that students felt should be of help to them it was found that parents and minister were both checked by over two-thirds of the sample. Other agencies with over one-third checking were student religious groups, faculty members, and books and magazine articles. Results showed that the informal agencies of guidance were consistently checked by considerably larger proportions of the sample as being sources that should be of help.

4. The study of the sources that students had found to be of help to them revealed results similar to the study of potential sources. Percentages, however, were generally lower to a considerable degree, and the differentiation between the formal and the informal sources was accentuated. On the average approximately 30 percent of the sample felt the informal sources had been of help while only 15 percent felt the same with respect to the formal sources. Checked by more than one-fourth of the sample as being sources where they had found help were parents, ministers, other students, books and magazine articles and "bull sessions".

5. It was found in comparing the two phases of the appraisal of the sources of guidance that the ascendancy of the informal sources over the formal with respect to fulfilling guidance expectations was quite marked. The comparatively high ratio of fulfillment to expectancy in regard to the informal agencies was accounted for on the basis of their greater familiarity and availability to the student. The comparatively low ratio of fulfillment to expectancy typical of the formal sources was believed to be an indication of the student's ideas as to what these sources should be accomplishing.

6. The study of the question of the relative importance of value problems as manifest in this study in comparison with other problems the student is facing suggested that value problems are perhaps of greater importance than conventional check lists generally reveal them to be. While only a very small percentage said they were their most important problems, almost one-half of the sample rated value problems as being among their most important concerns. Approximately one-third said they were not of major importance and slightly over one-tenth said that they were of little or no significance.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The Problem

The objective of this dissertation was (1) to gain information concerning the types and frequency of problems students have relating to their standards of value judgment in the five value areas of truth, good, beauty, right and religion, and (2) to examine the sources of guidance in the college community where students feel they should be able to receive help and where they feel they have received help in regard to problems with value standards. The need for this type of study grows out of the paucity of information regarding student values in general and the types of problems relating to value standards in particular. A review of the literature on studies of the problems of students revealed that while the field of student problems has been generally well explored, the area dealing with problems relating to standards of value judgment has been relatively untouched.

The premise which underlies this study is that professional workers in the field of higher education who are concerned with the growth and development of the student through the college years towards increasingly mature, intelligent and creative levels of personal living must be cognizant of student needs and problems with respect to their systems of values. And in addition, these workers should know, with a view to

increasing the effectiveness of the college experience, what the potential and actual services of the guidance resources of the college community are in regard to such problems. With such information in hand the student personnel administrator who is concerned with student morale and adjustment, and the administrator of the program of general education who is seeking to provide the most valuable common educational experiences for the student should be able to plan more fruitful programs and procedures. While the problem is one of general importance in the field of higher education, the study proper was focused on the population of Basic College students at Michigan State College, a group of students in their earlier college years who are involved in a general educational program.

Methodology and Procedures

The questionnaire. A lack of any existing instrument for the measurement or evaluation of students' problems relating to value standards required the construction of a new device. The resulting questionnaire consisted of three parts: the Student Data Section, the Value Problems Check List and the Sources Check List. The Student Data Section was included to enable the evaluation of the sample and to provide a basis for the analysis and interpretation of the check list results. Originally consisting of twelve factors, it was reduced for study purposes to six items, these being sex, class, scholastic ability, general academic area of major, extent of religious participation and father's occupation.

The Value Problems Check List was constructed to appraise the types and the frequency of problems that students might have relating to their standards of values in the areas of truth, good, beauty, right and religion. This instrument was formulated as a problem check list and its structure patterned after existing models. Consequently, it shared the advantages as well as the limitations of that type of inventory. Its content, however, was unique, consisting of 100 items stated as problems--twenty for each of the five value areas under study. Sixteen of the twenty items in each area were based on a common problem-type framework so that differences between the areas could be ascertained with greater validity. Care was taken to randomize the items in such a manner as to conceal the presence of the various areas and types insofar as this was possible. Instructions for the check list were composed in such a manner as to lead the student to check the items as problems rather than as expressions of opinions or attitudes.

The Sources Check List was devised to disclose through a series of sub-test check lists the sources of guidance related to value standard problems from two points of view: first, those sources which students felt should be of help to them and secondly, those sources which students had found to be of help to them. Since it was necessary in this section for the student to make a conscious appraisal of the five given value areas, each was stated as a single broad problem. The student responded to each by first indicating the degree of his concern with it, and then working through the check list of eighteen sources checking each with respect to potential and actual help. This procedure was followed for each of the five value areas.

The questionnaire terminated with the Comparative Importance Scale in which the student was asked to compare in importance the general area of problems dealt with in this study with other problems he was facing in college and life. In doing this he was instructed to check the most appropriate item on a four-point scale ranging from 'most important of all' to 'no importance'.

The Sample. The parent population of this study consisted of the Basic College students including freshmen and sophomores at Michigan State College. The sample was drawn through the process of administering the questionnaire to a selection of sections of the Basic College course in Effective Living, a procedure which was felt to be the most expedient means of so handling the questionnaire. Thus derived, the sample consisted of 522 students which was over one-fourth of the total in the Effective Living course and over one-tenth of the Basic College enrollment for the spring term of 1952. An analysis of the sample demonstrated that it was representative of the parent population, though inclined to be biased somewhat in the direction of a greater proportion of women to men and freshmen to sophomores. Figures for the school of the student's major in the sample were generally very representative of the parent population. A further factor tending to assure the adequacy of the sample in this particular case was its relatively large size.

Tabulation and analysis of the data. Questionnaire responses were coded and transferred to punch cards and tabulated by IBM machine. Summaries of the six student data factors and the individual items of the

check lists were made. A series of cross comparisons between the student data factors and the individual items and value areas of the Value Problems Check List were run. Student factors, however, were not compared with Sources Check List data. Analysis consisted of a comparison of various frequencies, percentages and averages, the data being arranged on the summarizing tables in such a manner as to display most clearly such variations as resulted from the tabulations and cross-comparisons.

The Findings

Types and frequency of problems related to value standards. The tabulation and analysis of the responses of the students to the Value Problems Check List disclosed a number of facts relating to the types and frequency of problems that Basic College students have relating to their standards of value judgment in the areas of truth, good, beauty, right and religion. The following appear to be the most important findings to be derived from this phase of the study.

1. The 522 students of the sample checked a total of 4,864 problems for an average of approximately ten problems per student. These problems represented a variety of types of problems in all five areas. The distribution of numbers of problems was strongly skewed towards the checking of fewer problems with the median being about seven. Only three percent of the sample failed to check any problems at all.

2. A comparison of the five value areas showed that more students checked items in the area of truth than any other and also that the mean

number of problems checked per student was highest for religion.

A ranking of areas on the basis of the number of students checking items in each area revealed the following order: truth, good, religion, beauty, right. A ranking of areas based on the means showed a somewhat different order as follows: religion, good, truth, beauty, right.

3. Thirty-one items checked by 10 percent or more of the sample were felt to be of universal enough significance to merit detailed study. The most frequently checked of these items suggested major problems in each value area which were recognized by sizeable groups of the sample. The major problems for each area on the basis of frequency of checking were as follows:

The most important general problem in the area of truth consisted of various expressions of feeling of inadequacy with respect to the process of logical thinking. On the basis of the numbers checking these items it may be assumed that over one-half of the sample was experiencing this general problem.

The central problem in the area of good was generally indicated as being a concern for meaningful objectives, goals and activities in college and life. Proportions checking such items suggested that close to one-half of the sample may have been experiencing such problems.

The general inability to discriminate adequately in the field of the arts was the central problem of the area of beauty, this including the need to know more about the arts. Numbers checking such items indicated that possibly one-third of the sample was experiencing such concerns.

The central problem in the area of right had to do with conflicts and perplexities with respect to the standard of moral judgment. Proportions checking these items, however, were relatively low. Approximately one-fifth of the sample may have been concerned with these problems.

One third of the sample expressed a need to know more about religion in general, this being the most common problems in the area. Other items in religion pointed to various conflicts and perplexities with regard to religious beliefs and concepts with proportions of the sample checking them suggesting that one-third of the sample was experiencing such difficulties also.

4. The study of the relationship between the value problem items and areas and the six student factors disclosed that groups of students tending to check the most problems in the check list as a whole were men, freshmen, students of average scholastic ability, humanities students, those attending church regularly, lower level occupational groups and students with farm backgrounds.

5. The study of the relationships between the five value areas and the six student factors revealed that groupings of students with certain characteristics tended to check each of the value areas more heavily than others. According to each given value area, these were as follows:

Truth: Men, freshmen, low scholastic ability, science majors, regular church attenders, lower occupational groups and farm background.

Good: Men, freshmen, low scholastic ability, no-preference majors, regular church attenders, lower occupations and farm background.

Beauty: Men, freshmen, low scholastic ability, science majors, regular church attenders, lower occupations, and farm background.

Right: Men, sophomores, high scholastic ability, humanities majors, regular church attenders, lower occupations, and farm background.

Religion: Women, sophomores, average scholastic ability, humanities majors, occasional church attenders, lower occupations and farm background.

6. What appeared to be a significant correlation between student factors and the value problem areas was disclosed in a consistent relationship between the value areas and the student factors with continuous variables (scholastic ability, church attendance, father's occupation) which occurred three out of every four possible times. The same was true for individual check list items in practically the same ratio.

The appraisal of the sources of guidance. The tabulation and analysis of the responses to the sub-tests of the Sources Check List revealed considerable information relative to the sources of guidance associated with problems with value standards with respect to those which students felt should be of help and those which they felt had been of help to them. The most important findings of this phase of the research appear to be the following.

1. The conceptions of the five value areas as conceived in terms of Value Problems Check List and the five broad problems of the Sources Check List were found to be quite similar, an outcome supporting the assumption that facts discovered about Sources Check List could be

applied with considerable assurance to the results of the Value Problems Check List.

2. Sources checked most frequently as those that should be of help to the student with problems relating to value standards were largely of the informal type. Those checked by 30 percent or more, arranged in order of decreasing frequency of checking, were parents (67%), minister, student religious groups, faculty members, publications, other adults and other students. Deans, counselors, advisors and other formal agencies of guidance were all checked by less than 30 percent of the sample. This condition proved to be generally the same for all five areas.

3. Guidance sources checked most frequently as ones which students felt had been of help to them were also largely of the informal type. Those checked by one-fourth or more, arranged in order of decreasing frequency of checking, were parents (66%), minister, other students, publications, other adults and "bull sessions". Deans, counselors, advisors and other more formal guidance sources were all checked by less than one-tenth of the sample. The same proportions generally prevailed in the five individual value areas.

4. A study of the relationship between the potential use (should be of help) and the actual use (have been found to be helpful) of the various sources revealed that once again it was the informal sources which were being most fully used. Based on the proportion of those who checked the source as a potential one who also checked it as an actual one the sources ranking above 50 percent were "bull sessions" (95%),

parents, other students, publications, other adults, college courses and minister.

The importance of value problems as compared with other problems.

The responses of the sample to the question of the comparative importance of these value-related problems in relation to the other kinds of problems the student faces revealed that less than five percent felt them to be the most important of all. Almost one-half placed them among their most important problems. Over one-third said they were not of major importance, and about one-tenth said they were of scant significance or failed to respond to the item.

Conclusions and Implications

The outcomes of this research considered in the light of both the specific and broader objectives of the study point to several conclusions with implications of significance to the process of counseling and general education at the college level. While it is to be recognized that the following statements must be tempered by the stated limitations of this study, the evidence commends their serious consideration by those interested in the personal development of students in the college years.

1. It can be concluded that almost all students in the first two years of college experience at least a few problems with their value standards and that some recognize a considerable number. In addition because of the lack of anonymity in the questionnaire responses and a natural reluctance on the part of many students to admit to having

problems, the actual number may be greater than this study has revealed. Moreover, it is apparent that these sorts of problems are of marked significance to students even when compared with other problems he faces. There appears to be disclosed in this study an area of student-recognized needs heretofore undisclosed to any large extent, probably because of their being overshadowed by the more practical academic, vocational and social concerns. The significance of these value standard problems to the students suggests that an awareness of them is important. There is in addition the implication that educational offerings should deal with value problems more fully and that counselors should be more adequately prepared to handle them.

2. The results of the study indicate that the most commonly checked individual problems reflected a variety of types and areas, though some emerge as being more significant than others on this basis. Thus, the concern for values such as it is revealed in this study is not restricted to only a few types and areas. It therefore appears that the provision of counseling and academic programs must be based on an increasingly comprehensive awareness of value issues.

3. The analysis of significant individual items disclosed certain general problem patterns in the value areas each of which was of concern to one-third or considerably more of the sample. These were generally summarized as being a concern for clear and logical thinking, a concern for adequate goals and objectives, a concern about inadequate aesthetic standards, and a concern for religious issues. The substantial numbers of students manifesting these problem patterns suggests that the program

of general education and the counseling services might well place increased emphasis on these issues. For example, there appears to be a need growing out of this problem material for general educational course offerings which would deal rather extensively with problems of clear thinking, with the study of the arts, and with the task of evolving an adequate philosophy of life. There is also reflected here the need for individual counseling that could cope with these issues, particularly the latter since it is more personal than the others.

4. The fact that the background characteristics of the students have been found to correlate with frequency and variety of value problems is significant for several reasons. In the first place these relationships point to a certain degree of validity in the questionnaire employed in this study. In addition it indicates that value problems like other problems the student faces are linked with his personality characteristics. Thus the counselor who is aware of these relationships may have an enriched understanding of the concerns of the student with whom he is dealing, and perhaps be of greater help to those students seeking to develop a more satisfying and mature philosophy of life.

5. The findings with respect to sources of guidance indicated that the greater part of guidance experienced by students relating to value was derived from informal sources. While this outcome is to be expected on the grounds that the informal sources are more available to students, it should be noted that it is these very sources which in many cases may be the most inadequate. Such sources may well be biased, misleading or uninformed. In many cases they may simply reinforce the confusions and

prejudices of the student rather than lead him to broader and richer perspectives on value issues. This criticism is not meant to imply that the informal sources are of no importance or that they serve no purpose. Rather, the point to be made here is that the college proper should perhaps be playing a more active role in dealing with the value problems of students. That this is expected by the student is implied in the fact that the more formal guidance sources were checked with considerable frequency as potential sources. The task seems to be one of making these sources more available and probably more effective. One of the more practical steps in this direction might well be through a general education course that considers value issues in greater detail.

6. As sources of guidance found by the student to be of help, college courses ranked very low, being so checked by only one-sixth of the sample though one-fourth felt they should be of help. Since college courses and particularly the general educational types of courses, constitute a common experience for students, the low proportion of fulfillment can be regarded as somewhat of an evaluation of the adequacy of courses as sources of guidance in this problem area. This evaluation has indicated that they are not even fulfilling the need in accord with expectation, let alone the need as suggested by the problem totals. There is implied in these conclusions the point that the academic offerings of the college and more specifically the general educational program needs to be more fully concerned than they have been with value issues as they involve the student.

Implications for Further Research

In the course of carrying out this investigation a number of issues and questions were raised which were beyond the scope of the research. Thus, while certain conclusions were reached in terms of the data of this study, it constitutes only a small beginning to the inquiry into the question of human values as they pertain to college students and college education. In view of the experiences with this particular approach to the subject of values and its many yet unfathomed problems, the following points appear to be some of the more important avenues of future study.

1. Check List items and value categories as employed in this and similar investigations of values require more intensive analysis in order to define more adequately the problems under study. More refined analytical procedures need to be applied to the value categories to disclose any intercorrelations and to establish a higher degree of validity in these concepts than now exists. The refinement of this check list through the application of these practices might well result in an instrument of value to the counseling process.

2. The relation between the type of instrument used in this study and some well established value scale such as the Allport-Vernon study of Values should be ascertained to clarify more fully the meaning of these value problems in terms of basic life interests. Further work in this same direction could be done through the use of inventories of students' attitudes and beliefs on a variety of issues. In other words

the relationship between the content of the student's value system and the problems he has relating to the system must be further investigated.

3. Research involving a study of the relationship between value problems and personality adjustment must be done in order to gain more understanding of the connection between value systems and the stability of personality. The question as to what the value problems mean with respect to life adjustment needs thorough investigation.

4. A future use of this check list approach to value problems must also involve the use of the interview along with the check list techniques in order to establish more accurately the meaning of these issues to the student. Such procedures would not only greatly augment the validity of the study, but in addition provide examples of student opinion and expression on these problems.

5. A study similar to the present one needs to be carried out involving an adequate sample of all four years of a college situation. Such a study would provide useful information concerning the entire college experience as well as enable a survey of the development of the student towards more mature points of view with respect to problems with values. Such a study might even be carried beyond the college years or involve a non-college control group through which the differences between non-college and college experiences might be evaluated with respect to problems with values.

6. A more comprehensive understanding of the place and function of value issues in the college community and in college education is needed. To this end a survey involving faculty, administration, counselors and

interested lay people as well as the students themselves might be undertaken.

7. Finally, there is need for a broader study of the part played by the various potential guidance sources in the college community pointing to a clearer understanding of where students actually obtain necessary help with all types and areas of problems. Such information would provide one aspect of an evaluation of the guidance resources of a higher education program and perhaps point out some heretofore neglected possibilities in the field.

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APPENDIX I

THE QUESTIONNAIRE

AND

SUPPLEMENTAL INSTRUCTIONS SHEET

A STUDY OF STUDENT VALUE PROBLEMS

This is not a test. It is a questionnaire in which you are being asked to record certain information about yourself. The purpose of this questionnaire is to reveal some things about the problems students have with their systems of values, and where students get help with these kinds of problems. You, along with the rest of your class, have been selected as a sample of Basic College students to form a part of the basis of this survey.

There are three sections to the questionnaire. Read the directions for each part carefully so that you understand just what information is required. Examine the items thoughtfully so that your responses represent your best thinking.

The material in these questionnaires will be kept fully confidential and the survey results will in no way reflect on the individuals involved in it. You are being asked to record your name so that the source of this information is identifiable in case there is a need for additional data or follow-up surveys.

Thank you for your cooperation and assistance.

Part I

In this section you are asked to report certain facts about yourself. Check the blanks which most nearly represent your status. Where a statement or figure is required be brief but accurate.

Age_____ Male___ Female___ Single___ Married___ Other___

Class in college: Freshman___ Sophomore___ Special___ Other___

Term in college: (Circle correct number) 1 2 3 4 5 6 7 (and over)

What is your approximate grade point average? _____

What is your major? _____

About how often do you attend church or religious services?
Once a week or oftener___ 1-3 times a month___ Occasionally___ never___

What denomination do you consider yourself? _____

What is your father's occupation? _____

What is the approximate size of your home town? _____

Your name: _____

Part II

This section consists of a list of possible problems that students may have relating to their standards of values. Read through the list thoughtfully noting the problems which are of concern to you or which trouble you in any way. When you identify such a problem draw a circle around the number of the item.

Be sure that you mark only the items which represent problems and not those which simply express your opinions. To aid your thinking of these items as problems, you can assume that each one is a part of a sentence beginning: "My problem is that..." and then read the item. There are no right or wrong answers in the list.

- . I want to think more clearly and logically.
 - . I am confused by the many conflicting standards of truth today.
 - . I am no longer able to hold to a traditional standard of truth.
 - . My own standard of truth conflicts with my friends' standards.
 - . Some college courses are confusing my standard of truth.
 - . I don't understand the meaning of good.
 - . I am having difficulty setting up objectives for myself.
 - . Present day standards of good are too indefinite.
 - . My own standard of good is inadequate.
 - 0. I need to know more about the theory of good.
-
- 1. College life is confusing my artistic tastes.
 - 2. I can't tell good art from bad art.
 - 3. I need help in developing a more adequate standard of beauty.
 - 4. I have difficulty deciding between my artistic taste and the group's.
 - 5. College is not helping me develop an adequate standard of beauty.
 - 6. I don't know what attitude to take towards cheating on exams.
 - 7. My code of ethics is confused.
 - 8. I don't know what attitude to take towards dishonesty.
 - 9. My own moral standards conflict with my parents' standards.
 - 0. I feel the need to develop a more adequate code of ethics.
-
- 1. I have lost my religious beliefs and have nothing to replace them.
 - 2. I am confused by the many conflicting religious beliefs today.
 - 3. I am dissatisfied with traditional religious practices and beliefs.
 - 4. My own religious beliefs conflict with my friends' beliefs.
 - 5. Some college courses are weakening my religious beliefs.
 - 6. I don't understand the meaning of truth.
 - 7. I have difficulty facing reality.
 - 8. Present day standards of truth are too indefinite.
 - 9. My own standard of truth is inadequate.
 - 0. I need to know more about logic and the scientific method.
-
- 1. I have difficulty choosing between studying and going to a movie.
 - 2. My standard of good is confused.
 - 3. At present I can't seem to get interested in anything.
 - 4. My own standard of good conflicts with my parents' standard.
 - 5. I need to develop a more adequate standard of good.
 - 6. I don't know what colors go well together.
 - 7. I am confused by the many conflicting standards of beauty today.
 - 8. I am no longer able to hold to a traditional standard of beauty.
 - 9. My standard of beauty conflicts with the standards of the group.
 - 0. Some college courses are confusing my artistic tastes.

1. College life is weakening my moral standards.
 2. I have difficulty distinguishing between right and wrong.
 3. I need to have some help in dealing with moral problems.
 4. I have difficulty deciding between my own and the group's morals.
 5. College is not giving me enough help with my moral problems.
 6. I don't know enough about the meaning of religion.
 7. I need a positive and inspiring faith in something.
 8. Modern religious ideas seem too indefinite to me.
 9. My own religious beliefs are inadequate.
 10. I need to know more about religion in general.
-
1. I am concerned about knowing what is ultimately real.
 2. My standard of truth is confused.
 3. My thinking is often inconsistent.
 4. My own standard of truth conflicts with my parents' standards.
 5. I feel the need to develop a more adequate standard of truth.
 6. College life is weakening my standard of good.
 7. I have difficulty distinguishing between good and bad things.
 8. I need help in developing a more adequate standard of good./group's
 9. It is difficult to decide between my standard of good and the/
 10. College is not giving me enough help in clarifying my objectives.
-
1. I don't know enough about the theory of beauty.
 2. I can't tell good literature from poor literature.
 3. Present day tastes in art are too indefinite for me.
 4. I feel that my own standard of beauty is too superficial.
 5. I need to know more about art in general.
 6. My own standard of right and wrong is changing too frequently.
 7. I am confused by the many conflicting standards of morality today.
 8. I can no longer hold to a traditional standard of morality.
 9. My own moral standard conflicts with the standards of the group.
 10. Some college courses are confusing my moral standards.
-
1. My life seems to have no meaning.
 2. My present religious beliefs are confused.
 3. I am bothered by the conflict between science and religion.
 4. My own religious beliefs conflict with my parents' beliefs.
 5. I feel the need to develop a more adequate religious philosophy.
 6. College life is weakening my standard of truth.
 7. I have difficulty distinguishing between truth and falsehood.
 8. I need help in developing an adequate standard of truth. /group's
 9. I have difficulty deciding between my own basis of truth and the/
 10. College is not helping me develop a sound basis for judging truth.
-
1. I don't know which phase of college life to emphasize.
 2. I am confused by the many conflicting standards of good today.
 3. I can no longer hold to a traditional standard of good.
 4. My own standard of good conflicts with my friends' standards.
 5. Some college courses are confusing my standard of good.
 6. I can't tell good architecture from poor architecture.
 7. My standard of beauty is confused.
 8. I can't tell good music from poor music.
 9. My own artistic tastes conflict with my parents' tastes.
 10. I feel the need to develop a more adequate standard of beauty.

01. I don't know enough about the meaning of right. /does.
 92. I am wondering whether to smoke or drink just because the crowd/
 93. Present day moral standards are too indefinite.
 94. My own code of ethics is inadequate.
 95. I need to know more about ethics and morals.
 96. College life is weakening my religious faith.
 97. I have difficulty deciding which religious beliefs are adequate.
 98. I need help in working out my religious philosophy. /group's.
 99. I have difficulty deciding between my religious ideas and the/
 100. College doesn't give one enough opportunity for individual religious development.

* * * * *

Part III

This section consists of five broad problems each of which deals with a particular area of value judgment. Accompanying each problem is a list of possible sources in the college community which may be of help to students with problems of various kinds. Read the following instructions carefully and apply all three steps to each of the five problems.

FIRST: Read the problem and check the response which most nearly expresses your reaction to it.

SECOND: Check under column "A" the sources which you feel should be helpful to students with problems in the given area.

THIRD: Check in column "B" the sources which you personally have found helpful to you in dealing with problems in the given area.

PROBLEM I Problems relating to the standard of truth, of judging between what is true and false, logical and illogical, and consistent and inconsistent concern me:

- ___1. A great deal.
 ___2. To some extent.
 ___3. Not at all.

A	B	A	B
___	Dean of Students	___	Student Health Center
___	Your minister	___	Resident assistants
___	Student Counseling Center	___	Student Religious Groups
___	Books and magazine articles	___	Student organizations
___	Your parents	___	College courses:(List them)
___	Faculty members	___	_____
___	Other adults	___	_____
___	Other students	___	_____
___	Psychological Clinic	___	_____
___	Bull sessions	___	Other sources:(List them)
___	Resident advisors	___	_____
___	Dean of Men or Women	___	_____
___	None	___	_____

PROBLEM IV Problems relating to the standard of beauty, of judging between good and poor artistic taste, of judging between what is harmonious and in good form and what is grotesque and in bad form, concern me:

- ___ 1. A great deal.
 ___ 2. To some extent
 ___ 3. Not at all.

A	B		A	B	
___	___	Dean of Students	___	___	Student Health Center
___	___	Your minister	___	___	Resident assistants
___	___	Student Counseling Center	___	___	Student religious groups
___	___	Books and magazine articles	___	___	Student organizations
___	___	Your parents	___	___	College courses:(List them)
___	___	Faculty members	___	___	_____
___	___	Other adults	___	___	_____
___	___	Other students	___	___	_____
___	___	Psychological Clinic	___	___	_____
___	___	Bull sessions	___	___	Other sources:(List them)
___	___	Resident advisors	___	___	_____
___	___	Dean of Men or Women	___	___	_____
___	___	None	___	___	_____

PROBLEM V Problems dealing with religion, of judging the adequacy of religious beliefs, of developing a way of life that is spiritually satisfying and meaningful, concern me:

- ___ 1. A great deal.
 ___ 2. To some extent.
 ___ 3. Not at all.

A	B		A	B	
___	___	Dean of Students	___	___	Student Health Center
___	___	Your minister	___	___	Resident assistants
___	___	Student Counseling Center	___	___	Student religious groups
___	___	Books and magazine articles	___	___	Student organizations
___	___	Your parents	___	___	College courses:(List them)
___	___	Faculty members	___	___	_____
___	___	Other adults	___	___	_____
___	___	Other students	___	___	_____
___	___	Psychological Clinic	___	___	_____
___	___	Bull Sessions	___	___	Other Sources:(List them)
___	___	Resident advisors	___	___	_____
___	___	Dean of Men or Women	___	___	_____
___	___	None	___	___	_____

A FINAL QUESTION In comparison with other kinds of problems in college and life that you are facing, how would you rate these problems in the area of values as to their significance or importance to you? (Check the item which most nearly expresses your opinion)

- ___ They are the most important of all to me.
 ___ They are among the most important problems
 ___ They are not of major importance to me.
 ___ They are of little or no significance to me.

SUPPLEMENTARY INSTRUCTIONS FOR THE VALUES QUESTIONNAIRE

Additional suggestions for Part II

1. In this check list we are not concerned with the degree of the seriousness of a problem. If a given item represents a problem that bothers you or gives you concern in any way then circle the number of that item.
2. Be as frank as possible with yourself as you consider the items. The results of this survey will in no way reflect on you personally. The aim of this study is to discover some things about students in general.

Part III

The following elaboration of the instructions for this section will be helpful to you in dealing with it more accurately. Remember that all three of these steps are to be applied to each of the five problems.

FIRST STEP: 1. Read the problem carefully.

2. Check the response under the problem which most nearly represents your reaction to it.

SECOND STEP: 1. Read through the entire list of guidance sources accompanying the problem checking under column "A" the sources which you feel should be helpful to students with problems in the given area of values.

2. Be sure to add names of courses and other sources in the proper places as you see fit.
3. If you can find no responses for column "A" then be sure to check "None".

THIRD STEP: 1. Read through the list once again, this time checking under column "B" those sources which you have personally found helpful in dealing with problems in this value area.

2. As before, be sure to add such items as you feel necessary.
3. If you have found no sources which have helped you personally then be sure to check "None".

A General Suggestion: This questionnaire requires some pretty careful thinking on your part. Take your time and give it your best while you are working on it. Your efforts will be greatly appreciated.

APPENDIX II

INSTRUCTION SHEET FOR THOSE ADMINISTERING
THE QUESTIONNAIRE

1. Your section(s) selected to take this questionnaire is (are) as follows:

Term	Section	Meeting time
.....
.....

2. Give the questionnaires to the students preferably at the beginning of a class period so that it will not interfere with your lesson plans for the day. It should take anywhere from 10 to 20 minutes for them to complete it.

3. Be sure that each student has a copy of the supplemental instructions sheet. This is important because in the first trials of this instrument it was found that a few students were confused as to what to do at certain points.

4. Collect the questionnaires and return them, including the unused ones to my box or office. Try to keep the sections separate if you have two of them.

5. Most students will take this questionnaire "lying down", but a few may raise questions concerning the repetitiousness of the check list. Simply tell them to consider each item on its own merits. If no student asks about this matter don't raise the issue at all.

6. Any means you may wish to use to increase the student's rapport with this instrument are encouraged. While a little on the abstract side, students who have worked over this questionnaire so far have done quite well by it.

7. Deadline for this project is, of course, the end of the term. But try to work it into your schedule before the absence ratio begins to go up.

APPENDIX III

LIST OF TWENTY BASIC PROBLEM TYPES CLASSIFIED
INTO GENERAL PROBLEM GROUPINGSThe Status of the Student's Standard.

1. The standard is confused.
2. The standard is inadequate.
3. The student had difficulty discriminating with the standard.
4. The student rejects traditional standards.

The Student's Standard Relative to Present-day Standards.

5. Present-day standards are too indefinite.
6. Confused by conflicts among present-day standards.

The Student's Knowledge Concerning the Standard.

7. Student is unable to understand the meaning of the standard.
8. Student asserts a need to know more about the standard.

Conflicts Between the Student's own Standard and the Standards of Others

9. Student's standard conflicts with his parents' standards.
10. Student's standard conflicts with his friends' standards.
11. Difficulty deciding between his own and others' standards.

Some Factors that are Currently Influencing his Standard.

12. Some college courses are confusing the student's standard.
13. College life is weakening the standard.
14. College is failing to help the student with his standard.

The Student Expresses Needs in Dealing with the Standard.

15. The Student feels a need for a more adequate standard.
16. The student feels a need for help in developing a more adequate standard.

Miscellaneous Problems.

17. (The four miscellaneous problems in each area permit the develop-
18. ment of items which reflect conflicts and concerns which are more
19. or less unique to the given value area. Because of this fact,
20. these four items are not similar from area to area and thus are not specifically comparable.)

APPENDIX IV

VALUE PROBLEMS CHECK LIST ITEMS LISTED BY AREA

The following five tables consist of a listing of the 100 items of The Value Problems Check List classified according to value area. Each table is composed of the items of a given area. Data on the tables include the check list item number, the basic problem type of each item and the frequency with which each item was checked by the sample as a whole. The arrangement of the items in the tables is based on the frequency with which they were checked.

TABLE XXXVII

NUMBER AND PERCENT OF SAMPLE CHECKING EACH ITEM IN THE AREA OF GOOD

Item no.	Item*	Number	Percent
7. (18)**	I am having difficulty setting up objectives for myself.	191	36.6
33. (20)	At present I can't seem to get interested in anything.	136	26.1
31. (19)	I have difficulty choosing between studying and going to a movie.	126	24.1
60. (14)	College is not giving me enough help in clarifying my objectives.	118	22.6
81. (17)	I don't know which phase of college life to emphasize.	116	22.2
8. (5)	Present-day standards of good are too indefinite.	78	14.9
10. (8)	I need to know more about the theory of good.	45	8.6
34. (9)	My own standard of good conflicts with my parents' standard.	38	7.3
84. (10)	My own standard of good conflicts with my friends' standards.	36	6.9
82. (6)	I am confused by the many conflicting standards of good today.	23	4.4
9. (2)	My own standard of good is inadequate.	21	4.0
59. (11)	I have difficulty deciding between my standard of good and the group's.	17	3.1
6. (7)	I don't understand the meaning of good.	16	3.0
32. (1)	My own standard of good is confused.	15	2.9
56. (13)	College life is weakening my standard of good.	14	2.7
57. (3)	I have difficulty distinguishing between good and bad things.	13	2.5
35. (15)	I need to develop a more adequate standard of good.	13	2.5
85. (12)	Some college courses are confusing my standard of good.	8	1.5
83. (4)	I can no longer hold to a traditional standard of good.	7	1.3
58. (16)	I need help in developing a more adequate standard of good.	6	1.1

* Items are arranged in order of decreasing frequency with which they were checked.

** Figures in parentheses indicate the basic problem type as based on the list of problem types in Appendix III.

TABLE XXXVIII

NUMBER AND PERCENT OF SAMPLE CHECKING EACH ITEM IN THE AREA OF BEAUTY

Item no.	Item*	Number	Percent
12. (3)**	I can't tell good art from bad art.	139	26.6
65. (8)	I need to know more about art in general.	135	25.9
62. (18)	I can't tell good literature from poor literature.	66	12.6
63. (5)	Present-day tastes in art are too indefinite for me.	65	12.5
61. (7)	I don't know enough about the theory of beauty.	41	7.9
13. (16)	I need help in developing an adequate standard of beauty.	38	7.3
14. (11)	I have difficulty deciding between my artistic tastes and the group's. . .	37	7.1
88. (20)	I can't tell good music from poor music.	37	7.1
89. (9)	My own artistic tastes conflict with my parents' tastes.	36	6.9
86. (19)	I can't tell good architecture from poor architecture.	36	6.9
15. (14)	College is not helping me develop an adequate standard of beauty.	32	6.1
90. (15)	I feel the need to develop a more adequate standard of beauty.	31	5.9
36. (17)	I don't know what colors go well together.	31	5.9
39. (10)	My standard of beauty conflicts with the standards of the group.	21	4.9
64. (2)	I feel that my own standard of beauty is too superficial.	18	3.4
87. (1)	My standard of beauty is confused.	13	2.5
37. (6)	I am confused by the many conflicting standards of beauty today.	13	2.5
11. (13)	College life is confusing my artistic tastes.	13	2.5
38. (4)	I am no longer able to hold to a traditional standard of beauty.	9	1.7
40. (12)	Some college courses are confusing my artistic tastes.	9	1.7

* Items are arranged in order of decreasing frequency with which they were checked.

** Figures in parentheses indicate the basic problem type as based on the list of problem types in Appendix III.

TABLE XXXIX

NUMBER AND PERCENT OF SAMPLE CHECKING EACH ITEM IN THE AREA OF RELIGION

Item no.	Item*	Number	Percent
50. (8)**	I need to know more about religion in general.	158	30.3
73. (20)	I am bothered by the conflict between science and religion.	110	21.0
75. (15)	I need to develop a more adequate religious philosophy.	92	17.6
46. (7)	I don't know enough about the meaning of religion.	88	16.9
22. (6)	I am confused by the many conflicting religious beliefs today.	84	16.1
24. (10)	My own religious beliefs conflict with my friends' beliefs.	70	13.4
49. (2)	My own religious beliefs are inadequate.	69	13.2
47. (18)	I need a positive and inspiring faith in something.	66	12.6
23. (4)	I am dissatisfied with traditional religious practices and beliefs. . . .	65	12.5
72. (1)	My present religious beliefs are confused.	58	11.1
71. (19)	My life seems to have no meaning.	50	9.6
25. (12)	Some college courses are weakening my religious beliefs.	48	9.2
98. (16)	I need help in working out my religious philosophy.	45	8.6
48. (5)	Modern religious ideas seem to indefinite to me.	42	8.0
100. (14)	College doesn't give enough opportunity for individual religious development.	36	6.9
97. (3)	I have difficulty deciding which religious beliefs are adequate.	31	5.9
74. (9)	My own religious beliefs conflict with my parents' beliefs.	31	5.9
96. (13)	College life is weakening my religious faith.	26	5.0
99. (11)	I have difficulty deciding between my religious beliefs and the group's. .	18	3.4
21. (17)	I have lost my religious beliefs and have nothing to replace them. . . .	17	3.1

* Items are arranged in order of decreasing frequency with which they were checked.

** Figures in parentheses indicate the basic problem type as based on the list of problem types in Appendix III.

TABLE XL

NUMBER AND PERCENT OF SAMPLE CHECKING EACH ITEM IN THE AREA OF RIGHT

Item no.	Item*	Number	Percent
67. (6)**	I am confused by the many conflicting standards of morality today.	65	12.5
93. (5)	Present-day moral standards are too indefinite.	64	12.3
19. (9)	My own moral standards conflict with my parents' standards.	63	12.1
41. (13)	College life is weakening my moral standards.	55	10.5
69. (10)	My own moral standards conflict with the standards of the <u>group</u>	48	9.2
20. (15)	I feel the need to develop a more adequate code of ethics.	47	9.0
95. (8)	I need to know more about ethics and morals.	46	8.8
17. (1)	My code of ethics is confused.	42	8.0
44. (11)	I have difficulty deciding between my own and the group's morals.	40	7.7
92. (18)	I am wondering whether to smoke or drink just because the crowd does. . .	40	7.7
16. (19)	I don't know what attitude to take towards cheating on examinations. . . .	39	7.5
66. (17)	My own standard of right and wrong is changing too frequently.	35	6.7
45. (14)	College is not giving me enough help with my moral problems.	32	6.0
18. (20)	I don't know what attitude to take towards dishonesty.	29	5.6
43. (16)	I need to have help in dealing with moral problems.	26	5.0
42. (3)	I have difficulty distinguishing between right and wrong.	21	4.9
68. (4)	I can no longer hold to a traditional standard of morality.	21	4.9
91. (7)	I don't know enough about the meaning of right.	20	3.8
94. (2)	My own code of ethics is inadequate.	15	2.9
70. (12)	Some college courses are confusing my moral standards.	13	2.5

* Items are arranged in order of decreasing frequency with which they were checked.

** Figures in parentheses indicate the basic problem type as based on the list of problem types in Appendix III.

TABLE XLI

NUMBER AND PERCENT OF SAMPLE CHECKING EACH ITEM IN THE AREA OF TRUTH

Item no.	Item*	Number	Percent
1. (17)**	I want to think more logically and clearly.	218	41.8
53. (20)	My thinking is often inconsistent.	161	32.0
30. (8)	I need to know more about logic and the scientific method.	122	23.4
2. (6)	I am confused by the many conflicting standards of truth today.	97	18.6
4. (10)	My own standard of truth conflicts with my friends' standards.	89	17.0
27. (18)	I have difficulty facing reality.	70	13.4
5. (12)	Some college courses are confusing my standard of truth.	56	10.7
51. (19)	I am concerned about knowing what is ultimately real.	51	9.8
28. (5)	Present-day standards of truth are too indefinite.	47	9.0
3. (4)	I am no longer able to hold to a traditional standard of truth.	19	3.6
80. (14)	College is not helping me to develop a sound basis for judging truth. . . .	15	2.9
55. (15)	I feel the need to develop a more adequate standard of truth.	15	2.9
77. (3)	I have difficulty distinguishing between truth and falsehood.	14	2.7
29. (2)	My own standard of truth is inadequate.	11	2.1
26. (7)	I don't understand the meaning of truth.	11	2.1
54. (9)	My own standard of truth conflicts with my parents' standards.	11	2.1
79. (11)	I have difficulty deciding between my own standard of truth and the group's	8	1.5
52. (1)	My standard of truth is confused.	7	1.3
76. (13)	College life is weakening my standard of truth.	7	1.3
78. (16)	I need help in developing a more adequate standard of truth.	7	1.3

* Items are arranged in order of decreasing frequency with which they were checked.

** Figures in parentheses indicate the basic problem type as based on the list of problem types in Appendix III.

APPENDIX V

CODING SYSTEM USED FOR
ANALYSIS OF DATA

CODING SYSTEM USED FOR ANALYSIS OF DATA

Student Data Section

<u>No.</u>	<u>Question or Factor</u>	<u>Col.</u>	<u>Row</u>
1.	Case Number Field	1	0-9
		2	0-9
		3	0-9
2.	Age of student	4	1 17 and below
			2 18
			3 19
			4 20
			5 21 and above
			0 N.A.
3.	Sex of student	5	1 Male
			2 Female
			0 No Answer
4.	Marital Status	6	1 Single
			2 Married
			3 Other
			0 NA
5.	Class in College	7	1 Freshman
			2 Sophomore
			3 Junior
			4 Senior
			5 Special
			6 Other
			0 NA
6.	Term in College	8	1 1st
			2 2nd
			3 3rd
			4 4th
			5 5th
			6 6th
			7 7th and above
			0 NA
7.	Grade point average	9	1 0.00 to 1.99 (D and below)
			2 2.00 to 2.99 (C)
			3 3.00 to 4.00 (B and above)
			0 NA

<u>No.</u>	<u>Question or Factor</u>	<u>Col.</u>	<u>Row</u>
8.	A.C.E. total score	10	1 Low ability (lower 29%) 2 Avg. ability (middle 42%) 3 High ability (upper 29%) 0 NA
9.	School preference for major	11	1 Agriculture 2 Bus. and Public Serv. 3 Engineering 4 Home Economics 5 Science and Arts 6 Veterinary Med. 7 No Preference 8 Unclassified 0 NA
10.	General academic area of major field	12	1 Sci., Engr. & Technology 2 Soc. Sci., Soc. Serv., Teach. 3 Humanities and Arts 4 No Preference 0 NA
11.	Attendance at religious services of your church	13	1 Once a week or oftener 2 1-3 times a month 3 Occasionally 4 Never 0 NA
12.	Religious denomination	14	1 Catholic 2 Jewish 3 Protestant (unspecified) 4 Baptist 5 Christian Scientist 6 Congregationalist 7 Episcopalian 8 Luthern 9 Methodist Q Presbyterian X Others Y None and NA
13.	Occupation of father	15	1 Professional or semi-prof. 2 Farmers and farm managers 3 Proprietors, mgrs. officials 4 Clerical, sales, etc. 5 Craftsmen, foremen 6 Operatives 7 Service workers 8 Farm laborers and foremen 9 Laborers (except mine & farm) 0 NA or deceased

<u>No.</u>	<u>Question or Factor</u>	<u>Col.</u>	<u>Row</u>
14.	Size of home community	16	1 Farm 2 Rural non-farm 3 Village under 2500 4 Town 2500 to 25,000 5 City 25,000 to 100,000 6 City 100,000 and over 0 NA
	Area in which student has checked most of his problems	19	1 Truth 2 Good 3 Beauty 4 Right 5 Religion
	Two areas tied for the most problems checked by the student	20	1 Truth-Good 2 Truth-Beauty 3 Truth-Right 4 Truth-Religion 5 Good-Beauty 6 Good-Right 7 Good-Religion 8 Beauty-Right 9 Beauty-Religion 0 Right-Religion X Undetermined

Code and Key for Value Problems Check List

<u>Factor</u>	<u>Col.</u>	<u>Row</u>	<u>Item No.</u>	<u>Problem</u>
Truth	21	1	1	T-17
		2	2	T-6
		3	3	T-4
		4	4	T-10
		5	5	T-12
Good		6	6	G-7
		7	7	G-18
		8	8	G-5
		9	9	G-2
		0	10	G-8
Beauty	22	1	11	B-13
		2	12	B-3
		3	13	B-16

<u>Factor</u>	<u>Col.</u>	<u>Row</u>	<u>Item No.</u>	<u>Problem</u>
Beauty (Cont'd)		4	14	B-11
		5	15	B-14
Right		6	16	M-19
		7	17	M-1
		8	18	M-20
		9	19	M-9
		0	20	M-15
Religion	23	1	21	R-17
		2	22	R-6
		3	23	R-4
		4	24	R-10
		5	25	R-12
Truth		6	26	T-7
		7	27	T-18
		8	28	T-5
		9	29	T-2
		0	30	T-8
Good	24	1	31	G-19
		2	32	G-1
		3	33	G-20
		4	34	G-9
		5	35	G-15
Beauty		6	36	B-17
		7	37	B-6
		8	38	B-4
		9	39	B-10
		0	40	B-12
Right	25	1	41	M-13
		2	42	M-3
		3	43	M-16
		4	44	M-11
		5	45	M-14
Religion		6	46	R-7
		7	47	R-18
		8	48	R-5
		9	49	R-2
		0	50	R-8
Truth	26	1	51	T-19
		2	52	T-1
		3	53	T-20
		4	54	T-9
		5	55	T-15

<u>Factor</u>	<u>Col.</u>	<u>Row</u>	<u>Item No.</u>	<u>Problem</u>
Good		6	56	G-13
		7	57	G-3
		8	58	G-16
		9	59	G-11
		0	60	G-14
Beauty	27	1	61	B-7
		2	62	B-18
		3	63	B-5
		4	64	B-2
		5	65	B-8
Right		6	66	M-17
		7	67	M-6
		8	68	M-4
		9	69	M-10
		0	70	M-12
Religion	28	1	71	R-19
		2	72	R-1
		3	73	R-20
		4	74	R-9
		5	75	R-15
Truth		6	76	T-13
		7	77	T-3
		8	78	T-16
		9	79	T-11
		0	80	T-14
Good	29	1	81	G-17
		2	82	G-6
		3	83	G-4
		4	84	G-10
		5	85	G-12
Beauty		6	86	B-19
		7	87	B-1
		8	88	B-20
		9	89	B-9
		0	90	B-15
Right	30	1	91	M-7
		2	92	M-18
		3	93	M-5
		4	94	M-2
		5	95	M-8
Religion		6	96	R-13
		7	97	R-3
		8	98	R-16
		9	99	R-11
		0	100	R-14

Code for Check List Totals

<u>Factor</u>	<u>Col.</u>	<u>Row</u>	<u>Variable</u>
Number of problems checked in the area of <u>Truth</u>	31	0	No problems checked
		1	1 problem checked
		2	2
		3	3
		4	4
		5	5
		6	6
		7	7
		8	8
		9	9
		X	10
		Y	11 or more
Number of problems checked in the area of <u>Good</u>	32	0	No problems checked
		1	1
		2	2
		3	3
		4	4
		5	5
		6	6
		7	7
		8	8
		9	9
		X	10
		Y	11 or more
Number of problems checked in the area of <u>Beauty</u>	33	0	None
		1	1
		2	2
		3	3
		4	4
		5	5
		6	6
		7	7
		8	8
		9	9
		X	10
		Y	11 or more
Number of problems checked in the area of <u>Right</u>	34	0	None
		1	1
		2	2
		3	3
		4	4

<u>Factor</u>	<u>Col.</u>	<u>Row</u>	<u>Variable</u>
Number of problems checked in the area of Right (Cont'd)		5	5
		6	6
		7	7
		8	8
		9	9
		X	10
		Y	11 or more
Number of problems checked in the area of <u>Religion</u>	35	0	None
		1	1
		2	2
		3	3
		4	4
		5	5
		6	6
		7	7
		8	8
		9	9
		X	10
		Y	11 or more
Total number of problems checked by the individual in the whole check list	36	0	None
		1	1 to 5
		2	6 to 10
		3	11 to 15
		4	16 to 20
		5	21 to 25
		6	26 to 30
		7	31 or more

Degree of Concern With the Problem Areas

Degree of concern with problem of <u>Truth</u>	37	1	Great deal
		2	To some extent
		3	Not at all
		4	NA
Degree of concern with problem of <u>Good</u>		5	A great deal
		6	To some extent
		7	Not at all
		8	NA
Degree of concern with problem of <u>Right</u>		9	A great deal
		0	To some extent
		X	Not at all
		Y	NA

<u>Factor</u>	<u>Col.</u>	<u>Row</u>	<u>Variable</u>
Degree of concern with problem of <u>Beauty</u>	38	1	A great deal
		2	To some extent
		3	Not at all
		4	NA
Degree of concern with problem of <u>Religion</u>		5	A great deal
		6	To some extent
		7	Not at all
		8	NA
General importance of value problems compared with other kinds of student problems	39	1	Most important of all
		2	Among most important
		3	Not of major importance
		4	Of little or no significance
		0	NA
Problem Area I: "A" Sources that should be helpful to students with problems in the area of <u>truth</u>	41	1	Dean of students
		2	Your minister
		3	Student Counseling Center
		4	Books and Magazine articles
		5	Your parents
		6	Faculty members
		7	Other adults
		8	Other students
		9	Psychological Clinic
		0	Bull sessions
		X	Resident advisors
		Y	Dean of men or women
	42	1	None
		2	Student Health Center
		3	Resident assistants
		4	Student religious groups
		5	Student organizations
		6	College courses
		7	Written and Spoken English
		8	Biological Science
		9	Social Science
		0	Effective Living
		X	History of Civilization
		Y	Literature & Fine Arts
	43	1	Psychology courses
		2	Philosophy courses
		3	Religion courses
		4	Art courses (besides LFA)
		5	Economics courses
		6	Literature courses

<u>Factor</u>	<u>Col.</u>	<u>Row</u>	<u>Variable</u>
		7	Science courses (besides BS)
		8	History
		9	Music
		0	NA
		X	Sociology
		Y	Others
Problem Area I:	44		Organization of rows in these
"B" Sources student	45		three columns is same as the above
has found helpful	46		three columns which is the pattern
in dealing with			for the following columns.
problems in <u>truth</u>			
Area II:	"A" Rows 47, 48, 49.		
(<u>Good</u>)	"B" Rows 50, 51, 52.		
Area III:	"A" Rows 53, 54, 55.		
(<u>Right</u>)	"B" Rows 56, 57, 58.		
Area IV:	"A" Rows 59, 60, 61.		
(<u>Beauty</u>)	"B" Rows 62, 63, 64.		
Area V:	"A" Rows 65, 66, 67.		
(<u>Religion</u>)	"B" Rows 68, 69, 70.		

[illegible]

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APPENDIX VII

THE BASIS ON WHICH THE STUDENTS IN THE SAMPLE WERE CLASSIFIED
ACCORDING TO HIGH, AVERAGE AND LOW PERFORMANCE
ON THE A.C.E. TOTAL SCORE

The classifications of high, average and low were determined on the basis of the record of student entrance examinations prepared by the Board of Examiners at Michigan State College. Previous to the Fall Term of 1951 the A.C.E. results were expressed as deciles, but beginning with that term the system was revised to form a ten-point proportional scheme of derived scores. Since this study dealt with students under both arrangements it was necessary to work out a method of combining the two into a single scale such that each one would place about the same proportion of students into the three categories. Table XLII demonstrates how the two scoring schemes were combined for this study.

As can be seen in the table the average proportions for each classification should have been 29% high, 42% average and 29% low. The actual outcome of the sample was approximately 18% high, 44 average and 33 low. (Scores for about 5% were not available.) This discrepancy can be accounted for mainly on the basis of the fact that many of the "high" students and some of the "average" ones had "comped out" of the course by the spring term. Students with sufficiently high grades are permitted to accelerate in basic courses by taking the tests of the remaining terms of the course. Since this study was made at the time the main body of Effective Living Students had reached the third term

TABLE XLII

THE METHOD OF COMBINING THE A.C.E. SCORING SCHEMES IN
ESTABLISHING THE THREE CATEGORIES OF HIGH,
AVERAGE AND LOW SCHOLASTIC ABILITY

Level of Performance on A.C.E.	Decile System			Derived Score			Average Total Percent	Percents for Sample
	A ¹	B ²	C ³	A ¹	B ²	C ³		
		%	%		%	%		
High	10	10		10	1		29	18
	9	10	30	9	3	28		
	8	10		8	8			
Average	7	10		7	16		42	44
	6	10		6	22			
	5	10	40	5	22	44		
	4	10		4	16			
Low	3	10		3	8	28	29	33
	2	10	30	2	3			
	1	10		1	1			

¹ Column "A" consists of the scores for the given system.

² Column "B" shows the approximate percent of students receiving each score under each system.

³ Column "C" shows the total percent included in each performance level under each system.

of the course a large proportion of the students of higher ability were no longer with the course. Of those who remained in the course, most of them had elected to do so; while a few probably had not quite made the necessary grades.

(2)

AN EXAMINATION OF PROBLEMS RELATING TO STANDARDS OF VALUE JUDGMENT
AS EXPRESSED BY A SELECTED GROUP OF BASIC COLLEGE STUDENTS

By

James Preston Orwig

AN ABSTRACT

Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

Department of Guidance and Counselor Training

Year

1953

Approved

Walter F. Johnson

THESIS ABSTRACT

The purpose of the study. The objective of this study was (1) to gain information concerning the types and frequency of problems students have relating to their value standards of truth, good, beauty, right and religion, and (2) to examine the sources in the college community where students feel they should receive help and where they feel they have received help relative to these problems.

Methodology of the study. Data for the study were gathered by means of a questionnaire consisting of a check list of possible value problems and a check list of possible guidance sources. A Value Problems Check List consisting of 100 items was constructed allotting 20 items to each of the five value areas under study. Items within these areas were formulated on the basis of a common series of problems to permit comparison of student reactions to the areas. The presence of the five value categories was concealed from the student through randomization of items. The check list of guidance sources was so constructed as to elicit an appraisal of the guidance sources as they were associated with each value area in terms of potential and actual sources of guidance.

The study was based on a sample consisting of 522 freshmen and sophomore students of Basic College at Michigan State College. Data was summarized as means and percentages and numerous cross comparisons were made between the areas and items and six factors in the student population. These factors were sex, class, scholastic ability, general academic area, frequency of church attendance and father's occupation.

Major findings of the study. The major findings of this research were as follows:

1. The mean number of problems checked by the sample was ten. However, the distribution of the number of items checked per student showed that the tendency was for students to check very few problems, the median being seven.
2. In comparing the five value areas relative to check list responses it was found that somewhat more students checked items in the area of truth than in any other. It was also found that the mean number of items checked per student tended to be highest in the area of religion.
3. Individual items checked by 10 percent or more of the sample suggested important general problem patterns for each of the value areas. These were a concern for the problems of clear thinking, a concern for the adequacy of goals and objectives in college and life, a concern for the adequacy of aesthetic judgment, and a concern for more knowledge and understanding with respect to religion.
4. Certain sub-groupings within the six student factors tended to check proportionately more problems on the check list than others. These were men, freshmen, students of average scholastic ability, humanities students, those regularly attending church, students of lower level occupational backgrounds and students on farm background.
5. The study of the sources of guidance associated with value problems revealed that informal sources (parents, ministers, books, friends, etc.) were checked with considerably greater frequency than formal sources (counselors, deans, advisors, etc.) both as agencies that should

and do provide guidance. Parents as a source was consistently the most frequently checked of all sources by a wide margin.

6. In a scale judging the relative importance of value problems as compared with other kinds of problems, one-half of the sample asserted that such problems were among their most important concerns while one-third said they were not of major importance.