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STUDENT VOLUNTEERS AND THE RELATIONSHIP

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AND TO NON-VOLUNTEER STUDENTS

By

Maxie C. Jackson, Jr.

A THESIS

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ABSTRACT

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The purpose of this study was to compare the characteristic profiles of MSU Student Volunteers to the characteristic profiles of MSU Non-Volunteer Students and student activists. More specifically, this study tested the overall hypotheses that a comparative descriptive study of the background and individual characteristics of MSU Student Volunteers and MSU Non-Volunteer Students would illustrate a closer profile relationship, i.e. background and individual characteristics, between MSU Student Volunteers and student activists than between MSU Student Volunteers and MSU Non-Volunteer Students.

Procedures

A comprehensive review of the research pertaining to student activists yielded a consistent profile of these students. Compared to non-activist students, they tended to be from families that were better educated and socioeconomically more privileged. They also tended to

be from households that reflected a more democratic and
anti-authoritarian atmosphere, and where intellectual and
aesthetic activities were pursued and preferred.

The population from which the sample groups were
selected included all of the Fall Quarter 1971 first-term
freshmen entering Michigan State University that partici-
pated in a questionnaire survey developed and administered
by the MSU Office of Evaluation Services. The inventories
obtained personal history and opinion data from each of
the students. The sample of MSU Student Volunteers included
108 students from the population group that made application
to and volunteered via the MSU Volunteer Bureau within
three weeks of the beginning of the term. A second sample
of 171 MSU Non-Volunteer Students was randomly selected
from the population group minus those in the first sample.

Inventory items that were identified as relevant
to testing the hypotheses were selected for analysis.
An .05 level of significance was needed to accept each of
the ten hypotheses, eight of which were tested by a Chi-
Square analysis and two by a t-test.

Conclusions

An analysis of the data resulted in the following
conclusions:

1. MSU Student Volunteers were not from higher
   socio-economic status backgrounds than MSU
   Non-Volunteer Students, i.e. family income,

professional occupations and educational achievement.

2. MSU Student Volunteers did not perceive their parents as being devoted to intellectual and esthetic pursuits more than did MSU Non-Volunteer Students.

3. MSU Student Volunteers did perceive their households as being more democratic and anti-authoritarian than did MSU Non-Volunteer Students.

4. MSU Student Volunteers did not perceive their parents as participants in selected civic activities more than did MSU Non-Volunteer Students.

5. MSU Student Volunteers did not hold more leadership positions in high school than did MSU Non-Volunteer Students.

6. MSU Student Volunteers had not enjoyed selected "out-of-class" experiences and accomplishments more than had MSU Non-Volunteer Students.

7. MSU Student Volunteers did participate in and/or appreciate more, intellectual and aesthetic activities and events than did MSU Non-Volunteer Students.

8. MSU Student Volunteers were not better informed about poltiical events than were MSU Non-Volunteer Students.

9. MSU Student Volunteers were not more self-confident than were MSU Non-Volunteer Students.

10. MSU Student Volunteers were more interested in helping other people than were MSU Non-Volunteer Students.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

Student activism has been characteristic of higher education throughout the world and a part of higher education in the United States since its beginning. Unlike students in other parts of the world, students in the United States have never had traditional targets (monarchies and century old practices) toward which they could focus their efforts. As such, student activism has been reflective of the major issues of the period. Prior to the Industrial Revolution when communications between other parts of the world was very limited, and rural-agrarian concerns were prevalent, student activism was directed toward local concerns and problems, e.g., food services, living conditions and student-society concerns. Frederick Rudolph, discussing domitory life in the 1830's stated:

> The dormitory concentrated into groups eager,
> active, healthy, young men who were capable of
> being whipped into an explosive rebellion as
> into a religious revival. Not every college under-
> went a rebellion, and the rebellions were inspired
> by a variety of conditions. Generally, however,

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they took the form of a concerted strike of a majority of the undergraduates, protesting against some real or imagined wrong.[1]

The turn of the 20th century brought with it improved communication systems and a shift from a rural-agrarian oriented society to an urban-industrial oriented society. The effect of this shift in orientation and improved communications was a greater involvement by the United States in international affairs. The protest efforts of student activists then focused on international problems, e.g., Nazism, Facism and Communism as menaces to world peace. Seymour Lipset, discussing American student activism, indicates the politics of this period "were dominated by the international struggle against totalitarian expansionism, first by Axis powers and then by Stalinist Communism."[2] He further indicated that although many intellectuals and activists were critical of domestic institutions and practices, the threats on democracy were real and their attentions and efforts were directed against the totalitarian crisis.

Since the late 1960's, the efforts of student activists have been directed toward problems and ills of our society that effect us here at home. As Lipset

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[1]Frederick Rudolph, The American College and University: A History (New York: Vintage Books, 1962), p. 97.

[2]Seymour Lipset, American Student Activism (Santa Monica: Rand Corporation, 1969), p. 2.

indicates "the new generation of liberals who know not
Hitler and Stalin, the Checz coup and the Hungarian
revolution, from first-hand experience found little reason
to restrain applying their moral beliefs to domestic
politics. This change in ideological climate, as well as
an escalation of protest from words to action was
facilitated by the struggle for Negro rights after 1954."[3]
Richard Flacks, referring to the impact of the civil rights
movement on student activism stated, "the non-violent
civil rights movement, especially the Negro student sit-ins
beginning in 1960, had a triggering impact because it
offered to white humanist students a way of directly acting
on their values--a way previously unavailable--with a
moral purity and personal commitment present nowhere else
in society."[4] The protest efforts that followed reflected
social discontent resulting from a failure of democratic
principles to coincide with social realities and a denial
to deprived or disadvantaged groups the fruits of a
plentiful society. Reactions to societal ills have taken
the form of protest marches, sit-ins, freedom-rides, voter
registration drives, and involvement in Peace Corps and
VISTA type volunteer activities.

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[3]Ibid., p. 3.

[4]Richard Flacks, "Who Protests: Social Bases of
the Student Movement", Protest! Student Activism, ed.
Julian Foster and Durward Long (New York: William Morrow
and Company, Inc., 1970), p. 152.

Regarding the future role of student activism, Lipset has stated "historically, then, one would expect a sharp increase in student activism whenever events call accepted political and social values into question, in times particularly where policy failures seem to question the adequacy of social, economic and political arrangements and institutions. Although it may be argued that student activism is the result, rather than the cause of social discontent, it is important to recognize that once activated, student groups have played a major role in mobilizing public opinion behind the causes and ideologies fostered by them. Social unrest causes student unrest, but once they start expressing their disquiet, students and intellectuals have been in many ways the vanguard of political change."[5] In view of the many domestic and international problems we face today, it appears we can expect continued student activism in the years to come.

Need for the Study

Although student activism has been characteristic of higher education in the United States since its beginning, the impact of, and attention devoted to student activism in recent years is unprecedented. It appears further that

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[5]Lipset, Loc. cit., p. 12.

student activism will remain a significant sociopolitical force in the years to come. Accepting this, it is essential that we devote our efforts to investigating the various facets of student activism in order to understand more fully the full implications of this movement. More specifically, there is a need to become more knowledgeable and understand more fully:

    a. the background and individual characteristics
        of student activists,

    b. their motivations for involvement in this effort,

    c. why a student becomes involved in one type of
        activism rather than another (confrontation
        tactics rather than participating tactics),

    d. the effect of involvement in these efforts
        on the students educational, political and
        professional objectives.

With a better understanding of the student activist and the factors motivating his involvement in these efforts, hopefully we can develop educational experiences that will maximize their energies and efforts for the betterment of our society.

Purpose of the Study

The purpose of this study is to compare MSU Student Volunteers with MSU Non-Volunteer Students and student activists (as per related research). This comparative descriptive study will illustrate the greater degree of similarity between the background and individual characteristics of MSU Student Volunteers and student activists than between MSU Student Volunteers and MSU Non-Volunteer Students.

Hypothesis

That student volunteers represent a form or type
of student activist and therefore are similar in charac-
teristics to other student activists (those engaged in
protest marches and sit-ins) is the major hypothesis of
this study. An analysis of selected background and
individual characteristics of Michigan State University
Student Volunteers, Non-Volunteer Students and student
activists (as per related research) will yield results
that indicate Michigan State University Student Volunteers
are profiled more similarly to student activists than to
Michigan State University Non-Volunteer Students.

Theory

One result of the tremendous impact of, and the
attention devoted to student activism in recent years has
been the growing number of studies undertaken regarding
the student activist. Alexander Astin, acknowledging
this trend writes, "typically, activists and non-activists
are compared in terms of various biographical character-
istics and psychological test scores. Although these
studies differ widely in terms of methodology, type of
student body, type of institution, and other factors,
certain highly consistent findings have emerged. For
example, compared to the non-activists the activist

student tends to be more intelligent, politically liberal,
individualistic and independent. The also show more
interest in artistic and esthetic pursuits. Compared to
the parents of a typical college student, the parents of
activists tend to be more highly educated, wealthy, more
politically liberal, less religious (in terms of regular
church attendance), and more inclined to be permissive
in rearing their children."[6]

Richard Flacks, analyzing the social bases of the
student movement via a review of available studies,[7]
found that the student activists:

a.　average family income is higher than that
characteristic of their non-activist class-
mates. But the source of this high income
is special, it derives from occupations that
are intellectual or professional in nature.

b.　in terms of religious affiliation, are
disproportionately over-representative of
Jewish backgrounds and under-representative
of Catholic backgrounds.

c.　parents (according to student responses)
are more liberal than parents of non-activists.

d.　parents interest are described as primarily
intellectual and esthetic in content. They
read extensively, attend concerts and art
shows, and travel to culturally enriching
places.

e.　tend to come from homes with a rather
democratic, egalitarian and antiauthoritarian
atmosphere.

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[6]Alexander Astin, "Personal and Environmental
Determinants of Student Activism," Educational Research:
Readings in Focus, ed. Irvin Lehmann and William Mehrens
(New York: Holt, Rineholt and Winston, Inc., 1971), p. 218.

[7]Flacks, Loc. cit., Chapter 2.

Kenneth Keniston writes of a new tendency to try to separate the "good guys" (non-violent, constructive and idealistic student activists) from the "bad guys" (nihilistic, violent, destructive and anarchistic student activists).[8] Although he does not feel there is such a clear cut difference, others are investigating this further. Robert Liebert, a New York Psychoanalyst, after intensive interviewing of a group of white and black participants and non-participants in the Columbia University "Liberation" of 1968,[9] found that students in the occupied buildings fell along a continuum of "idealistic and constructive" to "nihilistic and destructive". Liebert's study will be discussed in detail in Chapter II.

Although student activists may be identified at various points along the continuum "good or bad" or "idealistic constructive to nihilistic destructive", it is my contention that they are yet basically similar in terms of individual and background characteristics. Most of the data yielding background and individual character-istics of student activists was collected in reference to student activists involved in efforts that could be classified as radical behavior (taking over buildings, SDS members and activists involved in the 1968 Democratic

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[8]Kenneth Keniston, Youth and Dissent (New York: Harcourt Brace Jovanovich, Inc., 1971), p. 271.

[9]Robert Liebert, Radical and Militant Youth (New York: Praeger Publisher, 1971).

Convention). Considering this group to be the "bad guys",
students engaged in volunteer activities (big-brother-
sister programs and tutoring efforts) could be considered
"good guys". Using the consistently found results of
student activists as representative characteristics, a
comparison of selected background and individual character-
istics of Michigan State University Student Volunteers and
Non-Volunteer Students will reveal that Michigan State
University Student Volunteers are characteristically more
similar to student activists than to Michigan State
University Non-Volunteer Students.

Limitations of the Study

This study has three limitations that should be
identified. First, the motivations of Michigan State
University Student Volunteers are unknown and the general-
ized "good guys" classification may not be applicable
to all members of that sample. Second, the student samples
are from a single university and therefore, the ability
to generalize the findings to students of other institutions
and regions is limited. Third, there are the routine
limitations that are associated with all studies of this
type, e.g. reliability of the instruments as well as
the responses of the students sampled.

Overview

A review of pertinent literature and related studies and the projected contributions of this study will be presented in Chapter II. In Chapter III, information regarding the study design will be presented and in Chapter IV, the results of the data analysis and results will be presented.

CHAPTER II

REVIEW OF THE LITERATURE

Since the mid-1960's, much has been written about
student activism and student activists, both pro and con.
Although some of the literature represents anecdotal and
journalistic endeavors, many systematic and significant
studies have been conducted and the results published.
This chapter will include two general reviews of research
to date; two in-depth reviews of studies more directly
related to the focus of this study; and a summary state-
ment regarding these findings and the implications for
this study.

General Reviews of the Literature

Most of the research to date has focused on
students that have been involved in specific protest
activities. In many instances, the methodology might
have been different, however, the findings of these
studies have been largely consistent. The research
team of Jeanne Block, Normal Haan, and M. Brewster Smith

has summarized studies of four different groups of student activists.[1] Their summary includes:

    a.   three studies of the Free Speech Movement participants at Berkeley conducted by William Watts and D. Whittaker,[2] Paul Heist,[3] and the research team's own study.

    b.   the Richard Flacks and Bernice Neugarten study of activist students at the University of Chicago.[4]

    c.   the D. Westby and R. Braungart study of "left" and "right" students at Pennsylvania State University.[5]

    d.   the Frederic Soloman and Jacob Fishman study of protestors at the 1962 Peace March in Washington, D.C.[6]

The research team reported their inclusive summary of these studies via the following categories: family background, academic achievement; personality characteristics; value systems; parental child-rearing practices; and stability of commitment.

Family Background

    Student activists, per the studies reviewed, tend to come from families that are representative of the advantaged strata of American society, i.e. educational attainment, socio-economic status and prestigious occupations

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[1] J. Block, N. Haan, and M. Smith, "Activism and Apathy in Contemporary Adolescents", Understanding Adolescence, ed. James Adams (Boston: Allyn and Bacon, Inc., 1968), Chapter 9.

[2] Ibid., p. 213.   [3] Ibid., p. 213.

[4] Ibid., p. 214.   [5] Ibid., p. 214.

[6] Ibid., p. 214.

(requiring at least four years of college). Parents of student activists tend to be politically liberal. This finding refutes the point of view that student activists are rebelling against their parents. Rather, the findings indicate a similarity of points of view between activists and their parents with the activists "acting-out" what the parents feel and think. Jewish students were found to be disproportionately over-represented in the ranks of student activists. Catholic students were found to be disproportionately under-represented in the ranks of student activists.

Academic Achievement

Student activists and their parents tend to be intellectually oriented and have good academic records. Parents of student activists tend to have achieved higher educational levels than parents of non-activist students.

Personality Characteristics

Investigations of personality characteristics have been secondary to studies of sociological and demographic characteristics of student activists. However, the studies to date indicate student activists tend to be idealistic and expressive individuals. They are less concerned with conventional mores and reflect independent and non-authoritarian attitudes. They are both intellectually and esthetically oriented.

Value Systems

Student activists tend to be more community and people oriented than self-oriented. They are also empathic, altruistic, tolerant, responsive, and display a dedication to work for the betterment of our society and world. The contrasting value system identified by non-student activists is more Protestant Ethic oriented, e.g. self-denying, ambitious, orderly and self-controlled.

Parential Child-Rearing Practices

The child-rearing philosophy of Dr. Benjamin Spock has been influential in the growth and development of most student activists. Parents of these students, discarding the traditional concern over discipline and blind obedience, have raised these students in an atmosphere that fostered independent thinking and autonomous decision-making. The atmosphere of these households reflected milder discipline and closer affective relation-ships than those of non-student activists.

Stability of Commitment

The studies included in the research team's summary indicate a continuous involvement by student activists in political-social activities. Of the 1962 Peach Marchers studied, 72% were previously involved in political or social actions. Of the Free Speech Movement participants, 94% were involved in social and political oriented activities at the time of an 18 month follow-up study.

Richard Flacks, as did the research team, found a tremendous convergence in the findings of student activists studies that he reviewed.[7] He does specify that those findings are in reference to white student activists and that "Black student protest is sufficiently different to warrant a separate study . . ."[8] Flacks lists nine generalizations based on the findings of these studies.

> a. "Movement participants tend to be recruited from the most selective universities and colleges; the highest incidence of off-campus and on-campus protest activity has occurred at major state and private universities and prestigious liberal arts colleges."[9]

The findings of Flacks' review indicate a greater degree of student activism at institutions that have a higher percentage of Ph.D.'s and are more selective in student admissions. These institutions tend to promote student participation in socio-political events as well as student independence.

> b. "Student protestors are rarely recruited from among those with below average grades; there is some tendency for those with high grades to be disproportionately represented in protest activity."[10]

Studies comparing grades of student and non-student activists to determine which group makes higher grades have

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[7]Flacks, Loc. cit., Chapter 3.

[8]Ibid., p. 135.   [9]Ibid., p. 135.

[10]Ibid., p. 136.

not been clearly definitive. Important, however, are the indications of an under-representation of below-average students and a clear cut necessity to differentiate between intellectual ability and academic performance. As Flacks has indicated, student activists tend to demonstrate greater intellectual ability.

     c.   "In terms of aptitutes and interests, activists tend to be more academic than non-activists."[11]

Regarding their educational experiences, student activists enjoy exposure to the best thinkers, prefer independent reading and research, and place a premium on intellectual work.

     d.   "Activists are disproportionately recruited from a particular social background: they are the sons and daughters of high income families, in which both parents have at least four years of college and tend to be employed in occupations for which advanced educational attainment is a primary requisite."[12]

Student activists tend to be the offspring of urban-suburban families from the east and west coasts. These are high income families whose financial, as well as social status, is related to occupations that are professional in nature.

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[11]Ibid., p. 136.

[12]Ibid., p. 137.

> e.   "The typical activists family is quite
>   secular; however, a minority of activists
>   come from families with a strong religious
>   orientation."[13]

In addition to an over-representation of students
from Jewish backgrounds, and an under-representation of
students from Catholic backgrounds, there appears to be
a disproportionate number of student activists from families
of humanitarian sects e.g. Quakers and Unitarians.

> f.   "The typical activist's parents are
>   politically liberal; the proportion
>   of activists who have 'converted' from
>   a background of conservatism is quite
>   small, as is the proportion who have
>   parents who are themselves left-wing or
>   liberal activists."[14]

Studies indicate student activists tend to report
their parents as democrats and liberal more so than non-
student activists. Other studies that have been directed
at the parents of student activists have reinforced
these findings.

> g.   "The religious secularism and political
>   liberalism characteristic of activists
>   families are expressions of an underlying
>   cluster of values articulated by parents
>   and shared by their artivists offspring."[15]

Parents of student activists prefer intellectual,
culturally enriching and esthetic pursuits and their
offspring tend to be so inclined also. These parents

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[13]Ibid., p. 138.

[14]Ibid., p. 138.

[15]Ibid., p. 140.

tend to stress autonomy and self-expression as being more important than conventional morality and self-control. Further, they promote social responsibility, e.g. making a contribution for society's betterment, as a goal in life.

> h. "Activists tend to come from homes in which a relatively democratic and egalitarian child-rearing ideology was emphasized; there is little evidence, however, for the popular view that student protest is related to parental overpermissiveness or indulgence."[16]

Although parents of student activists foster autonomy and self-expression and a skepticism about conventional moral standards, this should not be interpreted or characterized as indulgence or a failure to assert standards. They do promote standards of intellectual and creative activity as well as activity that is socially beneficial. Having been encouraged in self-expression and decision making by their parents, student activists act against adult authority that appears to be restrictive and arbitrary.

> i. "Although the prototype background of student activists is the 'educated humanist' family, factors other than family background are also important in determining recruitment to the movement, and forms of participation of it."[17]

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[16] Ibid., p. 142.

[17] Ibid., p. 144.

The characteristics discussed thus far do not account for all student activist and those with different sociological and background characteristics represent a significant minority in student activism, and in many cases, leaders have emerged from this group. Also, the degree and level of involvement is unrelated to the identified characteristics relative to the student activists background. Rather, the degree and level of commitment is related to the length of time and prior relationship to the movement in question.

The composite characteristics of student activists as reviewed by the research team and Flacks is embodied in Alexander Astin's statement:

> . . . certain highly consistent findings have emerged. For example, compared to the non-activist, the activist student tends to be more intelligent, politically liberal, individualistic and independent. Activists are more likely to be taking pre-professional programs. They also show more interest in artistic and esthetic pursuits. Compared to the parents of a typical college student, the parents of activists tend to be more highly educated, wealthier, more politically liberal, less religious (in the formal sense of church attendance) and more inclined to be permissive in rearing their children.[18]

In-Depth Reviews of Related Studies

The following are in-depth reviews of two studies conducted by Leonared Baird[19] and Robert Liebert.[20] Baird's

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[18]Astin, Loc. cit., p. 218.

[19]Leonard Baird, "Who Protests: A Study of Student Activist", Protest! Student Activism, ed. Julian Foster and Durward Long (New York: William Morrow and Company, Inc., 1970), Chapter 2.

[20]Liebert, Loc. cit.

study illustrates the individual and background character-
istics of student activists. Liebert's study provides the
theoretical base supporting the classification of student
activists along an 'idealistic-nihilistic' continuum.

Baird, utilizing data collected from 12,432
freshmen at 31 institutions via the American College Survey
in 1964, compared the responses of students that were
"activists-to-be" with non-activist students in the same
population group. The instruments used secured information
regarding students' interests, achievements, goals,
competencies, self-concept and personalities. The sample
group consisted of 5,129 students at 29 institutions that
were administered both an initial freshman survey in 1964
and a follow-up survey after their sophomore year. The
differences reported were significant at the .001 level.
Of the analysis and findings made by Baird in his study,
the following represents those findings that are directly
related to this study.

Three checklists regarding estimated family income,
experiences and places visited (museums and art gallerys),
and household items (books and artistic tools) provided
information relative to the family background, i.e. socio-
economic status and intellectual and esthetic pursuits.
Baird's analysis did not indicate (as did the other studies
reviewed) that student activists were from families with
higher incomes, but he did find that intellectually and

esthetically stimulating experiences were fostered by their parents.

Checklists regarding high school out-of-class activity requested information relative to leadership positions held and intellectual and esthetic involvement by students. Baird found that student activists held more leadership positions than non-activist students; and that they experienced more non-academic achievement. This is supported via an analysis of responses to other self-rating scales whereby student activists describe themselves as esthetically talented and experienced leaders. Compared to non-activist students, activists place a higher value on being well read.

In reference to political events and activities, self-rating scales regarding goals and aspirations indicate student activists are more concerned about being informed and knowledgeable than non-activist students.

An analysis of self-rating scales relative to self-concept reveals that, compared to non-activist students, activists describe themselves as more self-confident regarding a range of traits, e.g. speaking ability, sociability, writing ability and expressiveness.

Self-rating scales relative to goals and aspirations and self-concept illustrate the importance to student activists, of helping others. In addition

to this being a goal of student activists, as per their rating, they also describe themselves as being more understanding and sensitive to the needs of others.

The student activists studied by Baird are distinguished by their talent, intellectuality and leadership. These findings support the overall hypotheses of this study.

Robert Liebert, a New York Psychiatrist and part-time consultant and teacher at Columbia University, conducted a study of students participating in the "Liberation" movement at that University in 1968. Students involved in this confrontation took over several campus buildings to protest various university educational and socio-political policies and practices. The objective of Liebert's "Firehouse Research"[21] was to test his hypotheses that ". . . the political behavior of each student was the outcome of a constellation of interacting forces-character structure, value systems, responses to the unconscious and conscious meaning of the particular radical action undertaken, and the external reality of the immediate sociopolitical situation."[22]

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[21]Ibid., p. 7. Liebert defines "Firehouse Research" as what takes place when a social crisis erupts unexpectedly and the researcher races out and studies it as best he can, with no prior plan for the project.

[22]Ibid., p. 7.

Liebert's sample groups were drawn from the student population and consisted of three categories of students: active radicals or militants, active antiradicals or antimilitants, and nonactivists. Information about these students was obtained via direct interviews by Liebert, clinical descriptions provided by other therapists, Term Papers written by students in the sample groups, and data from the university records. The following breakdown provides the number of students in each category.

	Interviews	Papers	Clinical Descriptions
Active Radicals	34	5	42
Active Antiradicals	2	7	1
Nonactivists	14	23	21

The direct interviews and clinical descriptions reflect information obtained via the traditional psychoanalytically oriented interview, focusing on the students' behavior during the crisis; the relationship of the student's actions to his past, family, social relationships, present and future; and ways the student felt he changed as a result of the experience. The term papers reflected students descriptive behavior during the crisis and political rhetoric.

Before discussing Liebert's findings that are
relevant to this study, certain limitations of his research
effort must be identified. First, no systematic method
of identifying students for inclusion in the sample, and
collecting and maintaining data was used. As such, any
randomness of the sample is questionable, and the data,
from which conclusions have been developed, is unavailable
for objective evaluation by other researchers. Secondly,
the passage of time (April 30, 1968 to July 31, 1968)
from incident to final interviews, as it effected the
perceptions and interpretations of both the researcher and
the students, is unknown.

Background Data

Liebert identified differential background
characteristics between white and black students involved
in the confrontation. White students (79%) tended to
be from educationally and socioeconomically privileged
backgrounds whereas black students (72%) tended to be
from educationally and socioeconomically less privileged
families. The majority of participants in the confronta-
tion were sophomores and juniors yet the future vocational
choice of white students was unclear, although they
expressed academic interests in the Humanities and Social
Sciences. On the other hand, a majority of the black
students were not interested in the humanities and social
sciences but rather in the sciences and mathematics.

University administrators and faculty members expressed the feeling that those students involved in the confrontation were academically superior to the non-activist students and that the leadership in the former group was far superior in number and quality to that in the latter group. There was apparently no racial distinctions in this regard.

Students and Family

Liebert's analysis of student and family relationships was concerned primarily with their interactions as related to this crisis rather than the historical or child-rearing relationship. In regard to the latter however, he indicated an agreement with the findings of other studies related to child-rearing practices.

As a result of his analysis of the student and family interactions regarding this situation, Liebert observed that the calibre of this interaction reflected the sociopolitical ethic of the student; and that these students could be classified as either "idealistic" or "nihilistic" in terms of their sociopolitical philosophy. From the perspective of a continuum, students at the 'idealistic' pole would:

    a.   emphasize programs with "realistic" and negotiable goals

b. not pursue violence and disruptive tactics
    as sources of psychological gratification

c. have the capacity to empathize with the
    oppressed and powerless

d. have sources of pleasure and relatedness apart
    from political activity

e. maintain a humanistic credo and follow it in
    his daily life

In contrast, students at the 'nihilistic' pole would:

a. offer no programs for constructive change

b. focus his planning on violence and disruption
    as ends in themselves, and as sources of
    pleasure if achieved

c. relate to and use people as pawns in a
    political struggle

d. be obsessed with issues of politics and race
    to the exclusion of other relationships,
    interests, and pleasures

e. totally mask dreams of what might be with
    rage at what is and deny anything positive in
    order to maintain an essentially paranoid view.[23]

It should be noted that rarely, if ever, will anyone be
found at the polar extremes in their sociopolitical behavior.

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[23]Ibid., p. 169.

Idealistic student activists tended to be from
families where the parents expressed their feelings and
concerns regarding the student's involvement but the
student had the right to make the final decision. Nihilistic
student activists tended to be from families where the
parents opposed to the end the student's participation in
the confrontation.

In all instances, the parents expressed concern
about the students academic future and safety. However,
the more successful and educated parents were primarily
concerned about the substantive issues and legitimacy of
the tactics involved in the confrontation and the less
successful and educated parents were concerned about the
personal consequences that might have resulted from
involvement in the confrontation.

Although this analysis was based on student and
parents interaction regarding the "liberation" incident,
the intra-family relations as attributed must be
significantly related to the child-rearing atmosphere
of the two types of homes. In other words, we can assume
that the family interaction attributed to the idealistic
student activists home, e.g. a sharing of opinions and
concerns by parents and student with the student being
responsible for making the decision, has to be character-
istic of the kind of child-rearing atmosphere within which
the student was raised.

Individual Factors in
Radical Activism

As a result of his study, Liebert expresses the belief that the political actions of student activists are directly related to individual and socio-political-historical factors. Included in the individual factors are:

    a.   individual character-an outgrowth of parent-child interaction atmosphere

    b.   value orientation-derived from the individual's family and social origins

    c.   responses to the nature of the radical action-in this instance, the "Liberation" crisis.

Included in the socio-political-historical factors are:

    a.   the external sociopolitical situation-the capacity of the object of protest to change in order to meet the needs of the protesting group

    b.   the psychohistorical context-the experiences shared by the protesting group that shape their political philosophy, life style and psychological integration.

The composite influences of these factors thus shape the sociopolitical behavior of the student activists that determine their position within the idealistic to nihilistic continuum.

Summary

As indicated at the outset of this chapter, the results of studies concerning student activists have yielded consistent findings regarding their background and individual characteristics. The two general reviews of several studies and the review of Baird's study emphasizes these characteristics. Student activists tend to be the offspring of more educated and socioeconomically privileged parents than do nonactivist students. These parents tend to raise their children in atmospheres that reflect more democratic and egalitarian relationships than do parents of nonactivist students. Furthermore, these parents, as well as the offspring, tend to be more intellectual, esthetic and theoretical in perspective than do nonactivist students and their parents.

The review of Liebert's study provides the theoretical perspective from which activists can be identified based on their sociopolitical philosophy. A student's sociopolitical behavior is dependent upon the composite influences of individual factors and socio-political-historical factors, and the manifestation of this behavior provides for the classification of student activists along an 'idealistic to nihilistic' continuum.

Studies of student activists indicate the beneficiaries of changes resulting from their protest efforts are, more often than not, nonparticipants in the activities. Liebert has suggested that activists at the "idealistic" pole of the continuum emphasize constructive and realistic programs, are essentially non-violent, are empathetic toward the oppressed and powerless and are humanistic in their life styles. The programs of student volunteers and their interest in helping others are reflective of the above mentioned characteristics. As such, I feel student volunteers can be characterized as "constructive-idealistic" student activists. It is from this theoretical base that the major hypotheses of this study is made, that MSU Student Volunteers are more closely related to student activists than to MSU Non-Volunteer Students in terms of individual and background characteristics.

The results of this study will be the identification of a profile of individual and background characteristics of Michigan State University Student Volunteers and the relationship of this profile to Michigan State University Non-Volunteer Students and student activists. In addition to the study findings, other questions for further study will surface. For example, what are the characteristics of students that volunteer for specific programs? How does the volunteer experience effect the educational, professional and personal growth of students?

CHAPTER III

METHOD

Sample

The population from which the two samples were
drawn consisted of all the first-term freshmen entering
Michigan State University, Fall Quarter, 1972. The MSU
Student Volunteer sample included 108 students from the
population group that made application to and joined the
MSU Volunteer Bureau within three weeks after the quarter
began. The MSU Non-Volunteer Student sample included
171 students randomly selected from the remaining students
in the population group. The following chart provides
demographic data relative to the sampled students.

With the exception of sex, there is a tremendous
similarity between MSU Student Volunteers and Non-Volunteer
Students, relative to demographic characteristics. Female
student volunteers constitute 80% of that group as compared
to 51% of the Non-Volunteer Students.

Measures

The MSU Office of Evaluation Services developed
and administered questionnaire surveys to all entering

TABLE 3.1.--Demographic characteristics of the student
samples.

	MSU Student Volunteers	MSU Non-Volunteer Students
Age:	Only 1 student over 19 years of age	Only 1 student over 19 years of age
Sex:	Male 24 Female 84	Male 83 Female 88
Race:	White 97 Black 9 Oriental 1 Chicano 0	White 155 Black 14 Oriental 1 Chicano 0
Residence:	Michigan 92 U.S. (non-Mich.) 16 Foreign 0	Michigan 148 U.S. (non-Mich.) 22 Foreign 1
Marital Status:	Single 107 Married 1	Single 171 Married 0

first-term Freshman Fall quarter 1971. These inventories
were designed to obtain information from each student
regarding their background and personal history, opinions
and views, and expectations. The objective of this effort
was to obtain specific data on MSU students for the pur-
pose of understanding them better and improving educational
programs.

Although reliability figures are not available
for the inventories used, it should be noted that they
were developed by experts in the MSU Office of Evaluation
Services. Instruments developed in this office have also
been used by others.

Information obtained from these surveys was used in this study to test the hypotheses. Of the 365 questions asked in the questionnaire surveys, 152 were relevant to this study. Some of the questions were combined to form scales which measured variables of interest. Other questions were analyzed separately.

Design

The students in both sample groups were all Fall Quarter 1971 first-term freshmen and information was available from their responses to the questionnaire surveys administered by the MSU Office of Evaluation Services. Selected items in the survey were identified and the responses analyzed to provide information relative to the hypotheses of the study. The responses in each sample were compared to determine any profile differences between the two groups relative to the profile character- istics of student activists.

The profile characteristics of the student activists, as determined by an extensive review of the literature, indicated they:

    a.   are from families with high incomes and professional occupations

    b.   are the offspring of intellectual and aesthetic oriented parents

    c.   are raised in democratic and egalitarian house- hold atmospheres

d. held leadership positions in high school and had experienced intellectual and aesthetic accomplishments "out-of-class".

e. are well informed about political affairs

f. are interested in helping others.

Testable Hypothesis

The major hypotheses tested in this study concerns the similarity between MSU Student Volunteers and student activists (as per related research) being significantly greater than the similarity between MSU Student Volunteers and MSU Non-Volunteer Students. It was hypothesized that MSU Student Volunteers have profile characteristics that are more similar to student activists than to MSU Non-Volunteer Students. More specifically, MSU Student Volunteers moreso than MSU Non-Volunteer Students: are from high socio-economic status backgrounds; perceive their parents as being more devoted to intellectual and esthetic pursuits; perceive their households as being more democratic and anti-authoritarian; perceive their parents as participants in selected civic activities; held more leadership positions in high school; enjoyed selected 'out-of-school' experiences and accomplishments; participated in, and/or appreciated more intellectual and esthetic activities and events; are better informed about political events; are more self-confident; and are more interested in helping other people.

Analysis

The hypotheses were tested by comparing the responses of MSU Student Volunteers to the responses of MSU Non-Volunteer Students as related to the profile characteristics of student activists. An analysis of the selected responses was made by either a t-test or a Chi-Square test of independence. In both cases, an .05 level of significance was needed to reject the null hypotheses.

Summary

Of the Fall Quarter 1971 first-term freshmen entering Michigan State University, 108 students that joined the MSU Volunteer Bureau within three weeks after the quarter began were compared to 171 MSU Non-Volunteer Students randomly selected from the population group.

Using the responses to selected items on instruments developed and administered by the MSU Office of Evaluation Services, profile characteristics were compared to determine the degree of similarity between MSU Student Volunteers and student activists as compared to the degree of similarity between MSU Student Volunteers and MSU Non-Volunteer Students. Either a Chi-Square or t-test at the .05 level of significance was used to determine the acceptance or rejection of the hypotheses.

CHAPTER IV

ANALYSIS OF THE DATA AND RESULTS

In this chapter, the data obtained from the items selected for study will be presented and analyzed. Each hypotheses is stated and there is elaboration on the data relative to the hypotheses. Additional findings of interest will be presented also. A summary of findings at the end of this chapter indicates whether the hypotheses was accepted or not accepted.

Hypothesis 1

That MSU student volunteers are from higher socio-economic status backgrounds than non-volunteer students, i.e. family income, professional occupations and educational achievement.

Three inventory items were selected to test for significant differences in educational achievement and family income. Student responses regarding their fathers and mothers educational achievement are presented in Tables 4.1 and 4.2 respectively.

A higher percentage of the fathers of MSU Student Volunteers had post-graduate degrees (25%) than did the

TABLE 4.1--Analysis of responses to the question, "What is the highest level of formal education obtained by your father?".

	Student Volunteers	Non-Volunteer Students
Post-Graduate Degree	27 (25%)	28 (16%)
College Degree	22 (20%)	47 (28%)
Some College	21 (20%)	29 (17%)
H.S. Graduate	21 (20%)	39 (23%)
Some H.S.	11 (10%)	18 (11%)
Grammar School or less	5 (5%)	8 (5%)
	107 (100%)	169 (100%)

Chi-Square 4.434; 5 degrees of freedom; not significant

TABLE 4.2.--Analysis of responses to the question, "What is the highest level of formal education obtained by your mother?".

	Student Volunteers	Non-Volunteer Students
Post-Graduate Degree	8 (7%)	11 (6%)
College Degree	23 (22%)	37 (22%)
Some College	28 (26%)	37 (22%)
H.S. Graduate	39 (36%)	73 (43%)
Some H.S.	5 (5%)	11 (6%)
Grammar School or less	4 (4%)	1 (1%)
	107 (100%)	170 (100%)

Chi-Square 5.304; 5 degrees of freedom; not significant

fa+⁻.ers of MSU Non-Volunteer Students (16%). However, for both fathers and mothers, the percentage difference between the two sample groups, with reference to college degrees and above, was only 1% in the hypothesized direction. The difference between the two groups was not statistically significant.

Student responses regarding estimated parental income for the previous year yielded the income distribution presented in Table 4.3. A higher percentage of student volunteers (13%) were from families with incomes over \$30,000 as compared to (9%) of the Non-Volunteer Students. It should be noted, however, that 50% of the students in both samples were from homes with incomes of \$12,000 or more. The difference was not statistically significant.

Data regarding parents occupations was available from the survey. Of 46 occupations identified, (see Appendix A) 23 were selected in terms of their professional status and a frequency distribution of responses yielded the data presented in Table 4.4. A higher percentage of Sample A parents were professionals (29%) than were Sample B parents (21%). The difference, however, was not significant.

TABLE 4.3.--Analysis of responses to the question, "What is your best estimate of the total income last year of your parental family, before taxes?".

	Student Volunteers	Non-Volunteer Students
Over 30,000	12 (13%)	12 (9%)
25,000 to 29,999	5 (5%)	9 (6%)
20,000 to 24,999	17 (17%)	23 (16%)
15,000 to 19,999	14 (15%)	26 (18%)
12,500 to 14,999	12 (13%)	19 (14%)
10,000 to 12,499	15 (16%)	25 (18%)
8,000 to 9,999	11 (11%)	15 (11%)
6,000 to 7,999	6 (6%)	3 (2%)
4,000 to 5,999	4 (4%)	6 (4%)
less than 4,000	0 (0%)	3 (2%)
	96 (100%)	141 (100%)

Chi-square 4.434; 5 degrees of freedom; not significant

TABLE 4.4.--Analysis of responses regarding parental occupations.

	Professional	Non-Professional
Student Volunteers	31 (29%)	77 (71%)
Non-Volunteer Students	36 (21%)	134 (79%)

Chi-Square 2.046; 1 degree of freedom; not significant

Although parents of MSU Student Volunteers did
tend to have achieved higher levels of education; to
have higher incomes; and to have more professional
occupations than did parents of MSU Non-Volunteer Students,
the differences were not statistically significant, and
Hypothesis 1 was not accepted.

Hypothesis 2

That MSU Student Volunteers perceive their
parents as being more devoted to intellectual
and esthetic pursuits than do MSU Non-Volunteer
Students.

Inventory items that requested information regard-
ing the number and type of literature and/or publications
available in the students homes were analyzed to determine
student perceptions of parental intellectual orientation.
Table 4.5 provides data regarding the number of books
available in the home. One or more bookcases full of
books were available in the homes of 77% of the MSU Student
Volunteers and 75% of the MSU Non-Volunteer Students.
None of the response categories had a percentage difference
greater than 2%, therefore, the difference was not
statistically significant.

TABLE 4.5.—Analysis of responses to the question "How many books, not including textbooks, do you and your family have at home?".

	Student Volunteers	Non-Volunteer Students
3 or more bookcases	55 (51%)	83 (49%)
2 bookcases	23 (21%)	38 (22%)
1 bookcase full	27 (25%)	42 (24%)
a few books	2 (2%)	7 (4%)
none or very few	1 (1%)	1 (1%)
	108 (100%)	171 (100%)

Chi-Square 1.246; 4 degrees of freedom; not significant

Table 4.6 includes information regarding the types of publications that were found in the homes of respondents. There was no difference in the availability of weekly news magazines (Time and Newsweek). MSU Non-Volunteer Students, however, had a higher percentage of literary (Saturday Review) and lighter reading (Life and Look) publications available in their homes (54% and 94% respectively) than did MSU Student Volunteers (49% and 92% respectively). These differences were not statistically significant.

Three inventory items that requested information regarding selected aesthetic activities were analyzed.

TABLE 4.6.—Analysis of resonses to the questions regarding
the availability of types of periodicals in
the home.

		Student Volunteers	Non-Volunteer Students
Weekly News Magazine (TIME)	Yes	74 (69%)	118 (69%)
	No	34 (31%)	53 (31%)
		108 (100%)	171 (100%)

Chi-Square .007;   1 degree of freedom; not significant

Literary Type Magazine	Yes	53 (49%)	93 (54%)
(SATURDAY REVIEW)	No	55 (51%)	78 (46%)
		108 (100%)	171 (100%)

Chi-Square 2.209; 2 degrees of freedom; not significant

Lighter Reading (LOOK,LIFE)	Yes	99 (92%)	161 (94%)
	No	9 (8%)	10 (6%)
		108 (100%)	171 (100%)

Chi-Square .644; 1 degree of freedom; not significant

Table 4.7 includes information regarding the availability
of instruments for the study of classical music in the
home. A higher percentage of MSU Student Volunteers' homes
(70%) as compared to (60%) of MSU Non-Volunteer Students'
homes had such musical instruments available. However,
this difference was not statistically significant.

TABLE 4.7.--Analysis of responses to a question regarding
the availability of musical instruments for
the serious study of classical music.

	Student Volunteers	Non-Volunteer Students
Yes	76 (70%)	102 (60%)
No	32 (30%)	69 (40%)
	108 (100%)	171 (100%)

Chi-Square 5.281; 2 degrees of freedom; not significant

Table 4.8 includes data relative to parental atten-
dance or participation in music and/or dramatic performances.
A higher percentage of the parents of MSU Student Volunteers
(72%) frequently and occasionally participate in or attend
these performances as compared to (60%) of the parents of
MSU Non-Volunteer Students. This difference was not
statistically significant.

TABLE 4.8.--Analysis of responses to a question regarding
parental attendance or participation in music
and/or dramatic performances.

	Student Volunteers	Non-Volunteer Students
Frequently	43 (40%)	50 (30%)
Occasionally	35 (32%)	51 (30%)
Rarely	18 (17%)	39 (23%)
Not at all	10 (9%)	25 (15%)
Not available	2 (2%)	4 (2%)
	108 (100%)	169 (100%)

Chi-Square 5.152; 4 degrees of freedom; not significant

Family visits to museums or Art Galleries is illustrated in Table 4.9. Although a higher percentage of the families of MSU Student Volunteers (13%) as compared to 9% of the families of MSU Non-Volunteer Students visit these institutions frequently, this difference was not statistically significant.

TABLE 4.9.—Analysis of resonses to a question regarding parental visits to museums or art galleries.

	Student Volunteers	Non-Volunteer Students
Frequently	15 (13%)	16 (9%)
Occasionally	27 (25%)	53 (32%)
Rarely	32 (30%)	52 (31%)
Not at all	32 (30%)	44 (26%)
Not available	2 (2%)	3 (2%)
	108 (100%)	168 (100%)

Chi-Square 2.2409; 4 degrees of freedom; not significant

The data presented in Tables 4.5 through 4.9 indicated MSU Student Volunteers tended to perceive their parents as being more intellectually and esthetically oriented than did MSU Non-Volunteer Students. However, the differences in perceptions were not statistically significant and Hypothesis 2 was not accepted.

Hypothesis 3

That MSU Student Volunteers perceive their households as being more democratic and anti-authoritarian than do MSU Non-Volunteer Students.

Three inventory items were analyzed to determine students perceptions of the atmosphere in their homes as related to the concerns articulated in this hypothesis. The first item concerned parents policy on raising children and their practice in absolute control with little impact by the children to a practice of great permissiveness. The second item concerned the degree of frequency that students consulted with their parents regarding important personal decisions. The third item concerned students perceptions of the degree of unity in their families.

The responses to these three items were combined to form a scale measuring democratic and anti-authoritarian household atmosphere. The mean difference for the two groups on this variable was tested by a t-test analysis. The difference was found to be significant (Table 4.10) and the hypotheses was accepted.

TABLE 4.10.--Analysis of combined responses to selected questions to determine student perceptions of their home relative to an anti-authoritarian or democratic household atmosphere.

	Frequency	Mean	SD	T	Significance Level
Student Volunteers	103	8.825	1.574	2.085	.036
Non-Volunteer Students	167	8.419	1.542		

Hypothesis 4

That MSU Student Volunteers perceive their
parents as participants in selected civic
activities moreso than do MSU Non-Volunteer
Students.

Five inventory items were analyzed to test this

hypotheses. Table 4.11 includes data from each of the

five items with reference to students perceptions of

parental participation in selected civic activities.

With regard to PTA meetings and community or

volunteer services, MSU Student Volunteers' parents parti-

cipated in these activities at a more frequent rate

(62% and 56% respectively), than did MSU Non-Volunteer

Students' parents (52%) and 41% respectively). Regarding

School Board Meetings and political rallies, the tendency

is reversed. The frequency of participation in City

Council Meetings is about equal. The degree of difference

between students perceptions in MSU Student Volunteers and

Non-Volunteer Students with respect to parental participa-

tion in selected civic activities was insignificant and

the hypotheses was not accepted.

Hypothesis 5

That MSU Student Volunteers held more leader-
ship positions in high school than MSU Non-
Volunteer Students.

TABLE 4.11.--Analysis of responses to questions regarding parental participation in selected civic activities.

	Frequently	Ocasionally	Rarely	Not at all	Not. Avail.
PTA Meetings					
Student Volunteers	33 (31%)	32 (31%)	22 (21%)	16 (15%)	2 (2%)
Non-Volunteer Students	45 (27%)	42 (25%)	40 (24%)	31 (19%)	9 (5%)

Chi-Square 3.726; 4 degrees of freedom; not significant

Sch. Bd. Meet.					
Student Volunteers	9 (8%)	21 (19%)	24 (22%)	47 (34%)	7 (7%)
Non-Volunteer Students	25 (15%)	29 (17%)	29 (23%)	68 (40%)	8 (5%)

Chi-Square 2.994; 4 degrees of freedom; not significant

City Council					
Student Volunteers	5 (5%)	14 (13%)	27 (25%)	56 (52%)	6 (5%)
Non-Volunteer Students	12 (7%)	19 (11%)	42 (25%)	85 (50%)	11 (7%)

Chi-Square .949; 4 degrees of freedom; not significant

48

TABLE 4.11.--Continued.

	Frequently	Occasionally	Rarely	Not at all	Not. Avail.
Political Rallies					
Student Volunteers	3 (3%)	8 (7%)	16 (15%)	72 (68%)	7 (7%)
Non-Volunteer Students	5 (3%)	13 (8%)	34 (20%)	107 (64%)	8 (5%)

Chi-Square 1.527; 4 degrees of freedom; not significant

Community or Vol. Serv.					
Student Volunteers	17 (16%)	43 (40%)	29 (27%)	17 (16%)	1 (1%)
Non-Volunteer Students	22 (13%)	47 (28%)	50 (30%)	45 (27%)	3 (2%)

Chi-Square 7.255; 4 degrees of freedom; not significant

This hypotheses was tested by analyzing the responses to six inventory items concerning leadership positions held by students while in high school (Table 4.12). The data indicated MSU Student Volunteers were feature writers, editors or assistant editors and elected to student offices in high school more than were MSU Non-Volunteer Students. The reverse was true regarding the organizing of student or community service groups. Only with regard to the election to student offices were 50% or more of the students in either group involved. The differences between the two groups were not statistically significant and the hypotheses was not accepted.

Hypothesis 6

That MSU Student Volunteers have enjoyed selected "out-of-class" experiences and accomplishments more than MSU Non-Volunteer Students.

Five inventory items were analyzed to determine the involvement of respondents in selected activities (Table 4.13). A higher percentage of MSU Student Volunteers finished works of art (59%) and wrote creative stories (53%) than did MSU Non-Volunteer Students (53% and 43% respectively). A higher percentage of MSU Non-Volunteer Students, however, won art competition (14%) and literary awards (11%); and participated in speech or debate contests (21%) than did MSU Student Volunteers (11%, 10% and 17% respectively). There was no statistically significant difference between the two groups and the hypotheses was not accepted.

TABLE 4.12.--Analysis of resonses to questions regarding leadership positions held by them in high school.

	Had experience 2 times or more or more than a year	Had experience once or less than 1 year	Not had experience
Feature Writer Yearbook, newspaper annual, etc.			
Student Volunteers	21 (19%)	14 (13%)	73 (68%)
Non-Volunteer Students	28 (17%)	12 (7%)	128 (76%)

Chi-Square 3.873; 3 degrees of freedom; not significant

Editor or Asst. Ed. School Newspaper			
Student Volunteers	10 (9%)	11 (10%)	87 (81%)
Non-Volunteer Students	16 (10%)	12 (7%)	139 (83%)

Chi-Square 1.416; 3 degrees of freedom; not significant

Organized a student or community service group			
Student Volunteers	12 (11%)	20 (19%)	74 (70%)
Non-Volunteer Students	22 (13%)	28 (17%)	116 (70%)

Chi-Square .340; 2 degrees of freedom; not significant

TABLE 4.12.--Continued.

	Had experience 2 times or more or more than a year	Had experience once or less than 1 year	Not had experience
Elected to one or more student offices			
Student Volunteers	34 (32%)	23 (22%)	48 (46%)
Non-Volunteer Students	50 (30%)	38 (23%)	79 (47%)

Chi-Square 4.074; 4 degrees of freedom; not significant

	Had experience 2 times or more or more than a year	Had experience once or less than 1 year	Not had experience
Served on Student Faculty Committee			
Student Volunteers	12 (11%)	23 (22%)	70 (67%)
Non-Volunteer Students	19 (11%)	51 (31%)	96 (58%)

Chi-Square 2.704; 4 degrees of freedom; not significant

	Had experience 2 times or more or more than a year	Had experience once or less than 1 year	Not had experience
Elected President of Special Interest Group			
Student Volunteers	11 (11%)	18 (17%)	76 (72%)
Non-Volunteer Students	12 (7%)	26 (16%)	129 (77%)

Chi-Square 2.806; 3 degrees of freedom; not significant

TABLE 4.13.--Analysis of responses to questions regarding their involvement in selected out-of-class experiences while in high school.

	Had experience 2 times or more than 1 year	Had experience 1 time or 1 year or less	No experience
Finished Work of Art			
Student Volunteers	45 (42%)	18 (17%)	45 (41%)
Non-Volunteer Students	52 (31%)	36 (22%)	79 (47%)

Chi-Square 3.483; 3 degrees of freedom; not significant

Wrote Creative Writing Original Story			
Student Volunteers	29 (27%)	28 (26%)	51 (47%)
Non-Volunteer Students	37 (22%)	35 (21%)	96 (57%)

Chi-Square 3.111; 3 degrees of freedom; not significant

Won prize or award in art competition			
Student Volunteers	3 (3%)	8 (8%)	95 (89%)
Non-Volunteer Students	10 (6%)	13 (8%)	144 (86%)

Chi-Square 3.642; 4 degrees of freedom; not significant

TABLE 4.13.--Continued.

	Had experience 2 times or more than 1 year	Had experience 1 time or 1 year or less	No experience
In Speech, Debate Contest			
Student Volunteers	7 (7%)	11 (10%)	87 (83%)
Non-Volunteer Students	12 (7%)	13 (14%)	133 (79%)

Chi-Square 2.217; 3 degrees of freedom; not significant

	Had experience 2 times or more than 1 year	Had experience 1 time or 1 year or less	No experience
Won Literary Prize or Award			
Student Volunteers	2 (2%)	8 (8%)	95 (90%)
Non-Volunteer Students	4 (2%)	15 (9%)	149 (89%)

Chi-Square 1.803; 3 degrees of freedom; not significant

Hypothesis 7

That MSU Student Volunteers participate in, and/or appreciate more, intellectual and esthetic activities and events than do MSU Non-Volunteer Students.

Two inventory items were analyzed to determine students participation in, or appreciation of, intellectual activities and events. The first item concerned the frequency of use of the public library at home and the second item referred to frequency of attendance at serious lectures. The responses to these two items were combined to form a scale measuring "Participation In and Appreciation of Intellectual Activities". The mean differences for the two groups on t:...s variable was tested by a t-test analysis and found to be significant (Table 4.14).

Four inventory items were analyzed to determine student participation in, or appreciation of, esthetic activities and events. The first item concerned students knowledge of the history of painting. The second and third items referred to students enjoyment of reading poetry and pleasure derived from a live performance of classical music. The fourth item concerned humanities articles read in Scholarly Journals.

The responses to these items were combined to form a scale measuring "Participation and Appreciation of Esthetic Activities" (Table 4.15). The mean difference for the two groups on this variable was tested by a t-test analysis and found to be not significant.

TABLE 4.14.--Analysis of combined responses to selected questions to determine participation in, and appreciation of intellectual activities.

	Frequency	Mean	SD	T	Significance Level
Student Volunteers	106	4.830	1.222	3.154	.002
Non-Volunteer Students	167	4.305	1.408		

TABLE 4.15.--Analysis of combined responses to selected questions to determine student participation in, and appreciation of aesthetic activities.

	Frequency	Mean	SD	T	Significant Level
Student Volunteers	107	7.523	1.808	1.843	.063
Non-Volunteer Students	171	7.081	2.021		

The acceptance or rejection of this hypothesis
was complicated by the significance of the findings regard-
ing intellectual activities and the non-significance of
findings regarding aesthetic activities. An individual
Chi-Square analysis of each of the items regarding aesthetic
activities indicated that two were significant (poetry and
humanities articles items) and two were not significant
(history of painting and classical music items). With
50% of the items analyzed yielding a statistically
significant difference between the two student groups the
hypothesis was accepted.

Hypothesis 8

That MSU Student Volunteers are better
informed about political events than MSU
Non-Volunteer Students.

Six items were analyzed to determine the validity
of this hypothesis. Table 4.16 provides information
regarding students interest in political affairs and
issues. Only 6% and 10% of MSU Student Volunteers and
MSU Non-Volunteer Students respectively were not interested.
The remaining percentage of respondents in both samples
are equally represented as to their degree of interest.
The differences here were not statistically significant.

TABLE 4.16.—Analysis of responses to the question, "How interested are you in political issues and political affairs?".

	Student Volunteers	Non-Volunteer Students
Very interested, active	17 (16%)	29 (17%)
Quite interested, but not active	38 (36%)	66 (39%)
Occasionally interested	45 (42%)	58 (34%)
Not interested	7 (6%)	18 (10%)
	108 (100%)	169 (100%)

Chi-Square 2.551; 3 degrees of freedom; not significant

Table 4.17 yields information regarding how informed students are about political affairs and issues. A higher percentage of MSU Non-Volunteer Students were fairly well or very well informed (61%) as compared to 48% of MSU Student Volunteers. This represents a tendency in the opposite direction of the hypothesis and this difference was not statistically significant.

An analysis was made of four items reflecting student efforts to become better informed about political affairs and issues (Table 4.18). In neither of the activities identified was there more than a 6% difference between both groups as to their having or not having had the particular experience.

TABLE 4.17.--Analysis of responses to the question, "How informed do you presently consider yourself in regard to political affairs?".

	Student Volunteers	Non-Volunteer Students
Very well informed	7 (6%)	16 (9%)
Fairly well informed	45 (42%)	87 (52%)
Not very well informed	49 (46%)	56 (33%)
Very uninformed	7 (6%)	10 (6%)
	108 (100%)	169 (100%)

Chi-Square 4.675; 3 degrees of freedom; not significant

The difference between the two groups relative to the analysis of data in Tables 4.16, 4.17 and 4.18 indicates no statistically significant difference and this hypothesis was not accepted.

Hypothesis 9

That MSU Student Volunteers are more self-confident than MSU Non-Volunteer Students.

Six items were analyzed to determine the validity of this self-concept hypothesis. Five items were analyzed that concerned students self-comparison with peers (Table 4.19). MSU Student Volunteers rated themselves higher (above average and Top 10%) regarding academic ability, leadership ability and social self-confidence.

TABLE 4.18.--Analysis of responses to questions regarding student efforts to become informed about political affairs and issues.

	Had experience 2 times or more or over a year	Had experience 1 time or 1 year or less	Not had experience
Interviewed people of different backgrounds regarding political issues			
Student Volunteers	12 (11%)	24 (23%)	70 (66%)
Non-Volunteer Students	16 (10%)	40 (24%)	109 (66%)

Chi-Square .876; 3 degrees of freedom; not significant

Contact local official about community problem			
Student Volunteers	6 (6%)	34 (32%)	65 (62%)
Non-Volunteer Students	20 (12%)	49 (29%)	99 (59%)

Chi-Square 4.464; 3 degrees of freedom; not significant

Read 1 or more books about politics			
Student Volunteers	22 (21%)	37 (35%)	46 (44%)
Non-Volunteer Students	34 (20%)	60 (36%)	74 (44%)

Chi-Square .758; 4 degrees of freedom; not significant

TABLE 4.18.--Continued.

	Had experience 2 times or more or over a year	Had experience 1 time or 1 year or less	Not had experience
Talked with elected officials about politics			
Student Volunteers	7 (7%)	26 (25%)	72 (68%)
Non-Volunteer Students	15 (9%)	28 (17%)	128 (74%)

Chi-Square 4.051; 3 degrees of freedom; not significant

TABLE 4.19.--Analysis of responses to questions regarding student self-comparisons with peers.

	Top 10%	Above Average	Average	Below Average	Lowest 10%
Academic Ability					
Student Volunteers	21 (19%)	67 (62%)	19 (19%)	1 (1%)	
Non-Volunteer Stu.	27 (16%)	100 (60%)	39 (23%)	1 (1%)	
Chi-Square 1.582; 3 degrees of freedom; not significant					
Leadership Ability					
Student Volunteers	11 (10%)	43 (40%)	44 (41%)	10 (9%)	
Non-Volunteer Stu.	23 (14%)	53 (32%)	70 (42%)	21 (12%)	
Chi-Square 2.570; 3 degrees of freedom; not significant					
Public Speaking Ability					
Student Volunteers	7 (6%)	22 (21%)	43 (40%)	10 (9%)	6 (6%)
Non-Volunteer Stu.	11 (6%)	41 (25%)	66 (40%)	21 (12%)	1 (1%)
Chi-Square 6.840; 4 degrees of freedom; not significant					

TABLE 4.19.--Continued.

	Top 10%	Above Average	Average	Below Average	Lowest 10%
Self-Confidence Intellectual					
Student Volunteers	10 (9%)	44 (41%)	46 (43%)	7 (7%)	
Non-Volunteer Stu.	17 (10%)	68 (41%)	74 (44%)	7 (4%)	1 (1%)

Chi-Square 1.420; 4 degrees of freedom; not significant

	Top 10%	Above Average	Average	Below Average	Lowest 10%
Self-Confidence Social					
Student Volunteers	7 (7%)	28 (26%)	45 (42%)	24 (23%)	2 (2%)
Non-Volunteer Stu.	10 (6%)	36 (22%)	89 (54%)	29 (17%)	2 (1%)

Chi-Square 3.378; 4 degrees of freedom; not significant

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MSU Non-Volunteer Students rated themselves higher regarding Public Speaking ability and intellectual self-confidence. The differences between the two groups on any of the items was not statistically significant.

A single item regarding self-assessment without a peer reference was analyzed (Table 4.20). Although a higher percentage of MSU Student Volunteers (36%) as compared to MSU Non-Volunteer Students (32%) indicated a certainty of graduation probability, the difference was not statistically significant. This hypothesis was not accepted.

TABLE 4.20.--Analysis of responses to the question, "How likely is it that you will graduate from MSU?".

	Student Volunteers	Non-Volunteer Students
Certain	39 (35%)	55 (32%)
Very likely	32 (29%)	52 (31%)
Probably	18 (17%)	39 (23%)
Not certain	14 (13%)	18 (11%)
Not likely	5 (5%)	6 (3%)

Chi-Square 2.090; 4 degrees of freedom; not significant

Hypothesis 10

That MSU Student Volunteers are more interested
in helping other people than MSU Non-Volunteer
Students.

Five inventory items were analyzed to determine
students interest in helping others. The first three
items requested students opinions about the need to do
more regarding disadvantaged groups and urban problems
(Table 4.21). A higher percentage of MSU Student Volunteers
felt there was a definite or urgent need to do more
regarding disadvantaged groups and urban problems than did
MSU Non-Volunteer Students. However, the difference
between the two groups was not statistically significant.

An analysis of two items regarding student
experiences in helping others (Table 4.22) indicated MSU
Student Volunteers had more experience helping others
than did MSU Non-Volunteer Students. This difference was
statistically significant.

Again, accepting or not accepting this hypothesis
was complicated by the significance of one aspect of the
data as opposed to the non-significance of another aspect
of the data. More specifically, responses indicate MSU
Student Volunteers have a tendency to be more interested
in helping others than do MSU Non-Volunteer Students but
the difference is not statistically significant. Yet, MSU
Student Volunteers have indicated past experience in helping
others, more than MSU Non-Volunteer Students, and the

TABLE 4.21.--Analysis of responses to questions regarding student interest in helping others.

	Urgent Need	Definite Need	Some Need	No Need	Reduce Effort
More should be done to help disadvantaged in chronic poverty					
Student Volunteers	35 (33%)	55 (52%)	12 (12%)	2 (2%)	1 (1%)
Non-Volunteer Students	44 (27%)	81 (49%)	31 (19%)	8 (5%)	

Chi-Square 6.357; 4 degrees of freedom; not significant

	Urgent Need	Definite Need	Some Need	No Need	Reduce Effort
More support for urban health, welfare programs					
Student Volunteers	22 (21%)	53 (50%)	17 (16%)	8 (8%)	5 (5%)
Non-Volunteer Students	29 (19%)	69 (42%)	47 (28%)	16 (10%)	3 (2%)

Chi-Square 7.719; 4 degrees of freedom; not significant

	Urgent Need	Definite Need	Some Need	No Need	Reduce Effort
More money spent for education and self-help programs for disadvantaged					
Student Volunteers	35 (33%)	49 (46%)	19 (19%)	3 (3%)	
Non-Volunteer Students	34 (20%)	83 (50%)	43 (26%)	5 (3%)	

Chi-Square 6.651; 4 degrees of freedom; not significant

TABLE 4.22.--Analysis of responses to questions regarding student experience in helping others.

	Had experience 2 times or more than 1 year	Had experience 1 time or for less than a year	Not had experience
Worked as volunteer aide in hospital			
Student Volunteers	20 (19%)	19 (19%)	66 (63%)
Non-Volunteer Students	13 (8%)	28 (17%)	127 (75%)

Chi-Square 10.722; 4 degrees of freedom; significant

Worked as volunteer on school or civic improvement project			
Student Volunteers	26 (25%)	44 (42%)	35 (33%)
Non-Volunteer Students	20 (12%)	59 (35%)	88 (53%)

Chi-Square 14.820; 4 degrees of freedom; significant

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difference is statistically significant. Considering this evidence, the hypothesis was accepted.

Additional Findings

Religious Background

The literature indicated that in most studies, students of Jewish backgrounds were over represented and students of Catholic backgrounds were under-represented in terms of involvement in student activist effcrts. The data in this study supports these findings as illustrated in Table 4.23. Whereas students of Jewish backgrounds constitute 5% of MSU Non-Volunteer Students they constitute 11% of MSU Student Volunteers. Students of Catholic backgrounds constitute 34% of MSU Non-Volunteer Students and 27% of MSU Student Volunteers.

TABLE 4.23.--Analysis of responses to a question regarding religious backgrounds.

	Student Volunteers	Non-Volunteer Students
Protestants	54 (51%)	89 (54%)
Catholic	29 (27%)	55 (34%)
Jewish	12 (11%)	8 (5%)
Other	10 (9%)	8 (5%)
None	4 (2%)	3 (2%)
	107 (100%)	163 (100%)

Racial Backgrounds

The literature has suggested that involvement of Blacks in the student activist movement has been limited to specific issues (discimination primarily) as opposed to comprehensive involvement (racism, the war, academic freedom, student participation in academic governance, etc.). One might conclude from the above that Blacks would be under-represented in general student activist studies and this study as well.

The data from this study indicates, however, that the percentage of Blacks is the same in both sample groups (Table 4.24).

TABLE 4.24.--Analysis of responses to a question regarding racial background.

	Student Volunteers	Non-Volunteer Students
White	96 (90%)	155 (91%)
Black	9 (8%)	14 (8%)
Span.-Amer.	1 (1%)	0 (0%)
Amer.-Ind.	0 (0%)	0 (0%)
Oriental	1 (1%)	1 (1%)
	107 (100%)	170 (100%)

Theoretical-Practical
Orientation

The literature on student activists indicate they
are more theoretical than non-activist students. In
addition, student activists prefer academic programs that
provide for flexibility in instructional methods and
procedures (independent study, etc.). Two inventory items
were analyzed that provided information in this regard.
Table 4.25 indicates that 69% of MSU Non-Volunteer Students
as compared to 64% of MSU Student Volunteers, agreed with
the statement "I tend to be more practical than
theoretical." The responses indicate a tendency in the
direction of previous study findings, however, the differ-
ences in this study were not statistically significant.

TABLE 4.25.--Analysis of responses to the statement "I tend
to be more practical than theoretical."

	Student Volunteers	Non-Volunteer Students
Definitely Agree	18 (17%)	42 (25%)
Agree More than Disagree	51 (47%)	73 (44%)
Disagree more than agree	27 (25%)	27 (22%)
Definitely disagree	12 (11%)	14 (9%)
	108 (100%)	166 (100%)

Chi-Square 3.080; 3 degrees of freedom; not significant

Responding to the statement "I prefer the type of class in which the instructor specifies in detail what must be done," 81% of MSU Non-Volunteer Students agreed as compared to 65% of MSU Student Volunteers (Table 4.26). The difference between the two groups, in this instance, was statistically significant.

TABLE 4.26.--Analysis of responses to the statement, "I prefer the type of class in which the instructor specifies in detail what must be done."

	Student Volunteers	Non-Volunteer Students
Definitely Agree	26 (24%)	47 (28%)
Agree More than Disagree	44 (41%)	89 (53%)
Disagree More than Agree	33 (31%)	26 (15%)
Definitely Disagree	5 (4%)	7 (4%)
	108 (100%)	169 (100%)

Chi-Square 11.016; 4 degrees of freedom; significant

Summary

The data obtained to test the hypotheses under consideration has been presented in this chapter. Each hypothesis was restated and the results of an analysis of the responses to the inventory items selected to determine the validity of the hypotheses was elaborated on. The findings were analyzed by either a Chi-Square or t-test analysis at the .05 level of significance.

Ten hypotheses were presented and all but three were not accepted. Additional findings were presented that supported findings in other studies but were not the object of this effort. Table 4.27 provides a summary of the findings as related to the specific hypotheses being accepted or not accepted.

Table 4.28 provides a summary of additional findings of relevance to this study.

TABLE 4.27.--Summary of findings.

Hypotheses	Chi-Square Test	t-test analysis
1. That MSU Student Volunteers are from higher socio-economic status backgrounds than Non-Volunteer Students i.e. family income, professional occupations and educational achievement.	Not Accepted	
2. That MSU Student Volunteers perceive their parents as being more devoted to intellectual and aesthetic pursuits than do MSU Non-Volunteer Students.	Not Accepted	
3. That MSU Student Volunteers perceive their households as being more democratic and anti-authoritarian than do MSU Non-Volunteer Students.		Accepted
4. That MSU Student Volunteers perceive their parents as participants in selected civic activities moreso than do MSU Non-Volunteer Students.	Not Accepted	
5. That MSU Student Volunteers held more leadership positions in high school than MSU Non-Volunteer Students.	Not Accepted	
6. That MSU Student Volunteers have enjoyed selected "out-of-class" experiences and accomplishments more than MSU Non-Volunteer Students.	Not Accepted	

TABLE 4.27.--Continued.

Hypotheses	Chi-Square Test	t-test analysis
7. That MSU Student Volunteers participate in, and/or appreciate more, intellectual and aesthetic activities and events than MSU Non-Volunteer Students. a. Intellectual aspect of hypothesis (accepted) b. Aesthetic aspect of hypothesis (not accepted)		Accepted
8. That MSU Student Volunteers are better informed about political events than MSU Non-Volunteer Students.	Not Accepted	
9. That MSU Student Volunteers are more self-confident than MSU Non-Volunteer Students.	Not Accepted	
10. That MSU Student Volunteers are more interested in helping other people than MSU Non-Volunteer Students. a. based on opinions expressed (not accepted) b. based on experience (accepted)	Accepted	

TABLE 4.28.--Summary of additional findings.

1. Students from Jewish backgrounds are over-represented in MSU Student Volunteers in terms of their representation in the random sample of the population group.

2. Students from Catholic backgrounds are under-represented in MSU Student Volunteers in terms of their representation in the random sample of the population group.

3. Black students are represented in MSU Student Volunteers proportionately to their representation in the random sample of the population group; and at a percentage of the sample greater than their percentage of the University Student Population.

4. MSU Student Volunteers are more theoretical in perspective than students in the random sample of the population group.

5. MSU Student Volunteers are more agreeable to less rigid instruction methods and techniques than students in the random sample of the population group.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to compare MSU
Student Volunteers with MSU Non-Volunteer Students and
student activists (as per related research). This
comparative descriptive study had the specific objective
of illustrating the degree of similarity between the
background and individual characteristics of MSU Student
Volunteers and student activists as compared to the
degree of similarity between MSU Student Volunteers and
MSU Non-Volunteer Students.

A comprehensive review of the literature has yielded
consistent findings regarding the background and individual
characteristics of student activists. Student activists
tend to be the offspring of more educated and socio-
economically priviledged parents than do non-activist
students. These parents tend to raise their children in
atmospheres that reflect more democratic and egalitarian
relationships than do parents of non-activist students.
These parents, as well as their offspring, tend to be
more intellectual, aesthetic and theoretical in perspective
than do non-activists students and their parents.

The literature further provides the theoretical perspectives from which activists can be identified based on their socio-political philosophy. A student's socio-political behavior is dependent upon the composite influences of individual factors and socio-political-historical factors, and the manifestation of this behavior provides for the classification of student activists along an "idealistic to nihilistic" continuum. It is from this theoretical base that the major hypotheses of this study is made, that MSU Student Volunteers are more closely related to student activists than to MSU Non-Volunteer Students in terms of background and individual characteristics.

The instruments from which the data for this study was obtained, were developed by the MSU Office of Evaluation Services. They were administered to all Fall Quarter 1971 entering first-term freshmen. This freshmen group represented the population from which the sample groups were taken: MSU Student Volunteers consisted of 108 students that made application to and joined the MSU Volunteer Bureau within three weeks after the quarter began; and MSU Non-Volunteer Students consisted of 171 students randomly selected from the remaining students in the population group.

From the 365 items responded to by the students
in the population group, 152 were identified as relevant
to this study. The responses of MSU Student Volunteers
and MSU Non-Volunteer Students were compared and where
appropriate, a Chi-Square or t-test at the .05 level of
significance was used to determine the acceptance or
non-acceptance of the hypotheses. A t-test was used to
test hypotheses 3 and 7, and the remaining hypotheses
were tested via a Chi-Square analysis.

Findings

Hypothesis 1

Responses to the questions relative to this hypothesis
indicated that more MSU Student Volunteers did come from
homes where the parents had reached higher levels of
formal education, earned higher incomes and were employed
in professional occupations (characteristics associated
with student activists) than did MSU Non-Volunteer Students.
However, the difference between MSU Student Volunteers
and MSU Non-Volunteer Students was not statistically
significant and therefore the hypothesis was not accepted.

Hypothesis 2

This hypothesis was tested by focusing on items
related to intellectual pursuits and aesthetic pursuits
separately. An analysis of the number and type of books
and publications available in the home yielded differences
no greater than 2% between the two samples. An analysis

of the items relative to aesthetic pursuits indicated a greater percentage of the parents of MSU Student Volunteers pursued aesthetic concerns than did the parents of MSU Non-Volunteer Students. The difference between MSU Student Volunteers and MSU Non-Volunteer Students, as related to these characteristics of student activists, was not statistically significant and the hypothesis was not accepted.

Hypothesis 3

An analysis of items with reference to parental policy on raising children, i.e. emphasis on control; students consulting with parents on important issues; and family unity indicated a greater percentage of MSU Student Volunteers perceived their parents as being more permissive and consulted with their parents regarding important decisions than did MSU Non-Volunteer Students. The difference between MSU Student Volunteers and MSU Non-Volunteer Students, as related to these characteristics of student activists, was statistically significant and the hypothesis was accepted.

Hypothesis 4

An analysis of the data regarding this hypothesis revealed a greater percentage of parents of MSU Volunteers were involved in some of the activities, and in others the situation was reversed. The overall trend of responses

was not in the hypothesized direction and the difference between MSU Student Volunteers and MSU Non-Volunteer Students, as related to this characteristic of student activists, was not statistically significant. As such, the hypothesis was not accepted.

Hypothesis 5

An analysis of the data relative to leadership positions held by students in high school indicated a trend in the hypothesized direction: MSU Volunteers were elected as student officers and held more leadership positions than did MSU Non-Volunteer Students. The difference, however, between MSU Student Volunteers and MSU Non-Volunteer Students, as related to this characteristic of student activists, was not statistically significant and the hypothesis was not accepted.

Hypothesis 6

A greater percentage of MSU Student Volunteers completed creative works than did MSU Non-Volunteer Students. However, a greater percentage of MSU Non-Volunteer Students won prizes and awards than did MSU Student Volunteers. The overall trend of responses was not in the hypothesized direction and the difference between MSU Student Volunteers and MSU Non-Volunteer Students, as related to this characteristic of student activists, was not statistically significant. As such, the hypothesis was not accepted.

Hypothesis 7

To test this hypothesis, two foci were analyzed by way of selected items related to students intellectual activities and students aesthetic activities. A greater percentage of MSU Student Volunteers used the public library and attended serious lectures at a rate statistically significant. MSU Student Volunteers were also found to participate in aesthetic activities more than MSU Non-Volunteer Students. The difference between MSU Student Volunteers and MSU Non-Volunteer Students, as related to these characteristics of student activists, was statistically significant and the hypothesis was accepted.

Hypothesis 8

An analysis of the data indicated a small percentage difference between the two groups with the MSU Non-Volunteer Students represented as being more interested in and better informed about political affairs. This was counter to the hypothesized direction and the difference between MSU Student Volunteers and MSU Non-Volunteer Students, as related to this characteristic of student activists, was not statistically significant. As such, the hypothesis was not accepted.

Hypothesis 9

An analysis of responses that required students to compare themselves to their peers indicated that a

greater percentage of MSU Student Volunteers rated them-
selves higher than MSU Non-Volunteer Students with regard
to specific abilities (academic, leadership and social
self-confidence). Similar results were obtained from an
analysis of a self-assessment item. Although the trend
of responses were in the hypothesized direction, the
difference, however, between MSU Student Volunteers and
MSU Non-Volunteer Students, as related to this character-
istic of student activists, was not statistically signifi-
cant and the hypothesis was not accepted.

Hypothesis 10

Several items were analyzed to test this hypothesis
and on some items, differences between the two groups
were significant, and on other items the differences
between the two groups were not significant. A significantly
greater percentage of MSU Student Volunteers had demon-
strated, via personal experience, an interest in helping
others. The trend of responses indicated a greater
percentage of MSU Student Volunteers were interested in
helping others than were MSU Non-Volunteer Students.
The difference between MSU Student Volunteers and MSU
Non-Volunteer Students, as related to this characteristic
of student activists, was statistically significant and
the hypothesis was accepted.

Additional Findings

The following represents additional findings of interest and relevant to the study.

First, as indicated in the literature, activists were disproportionately over-represented by students from Jewish backgrounds and under-represented by students from Catholic backgrounds. An analysis of the data in this study revealed the same pattern with respect to MSU Student Volunteers.

Second, whereas blacks are under-represented in overall activists efforts (anti-war, academic freedom, student participation in academic goverance) as opposed to those efforts directed against racist practices, the data from this stud; reveals they are represented in the MSU Student Volunteer group and the MSU Non-Volunteer Student group at the same percentage rate.

Third, as indicated in the literature, student activists tend to be more theoretical and less practical than non-activist students. An analysis of the data in this study reveals a similar finding in that MSU Student Volunteers are less practical and more theoretical than MSU Non-Volunteer Students. MSU Student Volunteers also prefer more flexible instructional methods and programs than do MSU Non-Volunteer Students. This too was indicated in the literature as characteristic of student activists.

Conclusions

The literature regarding studies of activists provided a characteristic profile that clearly differentiated this group from their non-activist student classmates. Authorities on student activists have advanced theories that provide for a classification of student activists along a constructive-destructive continuum.

The theoretical base from which this study was conceived posited that student volunteers reflected the activist at the constructive pole of the continuum. As such, the results of a comparative descriptive study of volunteer students and non-volunteer students would yield a characteristic profile of MSU Volunteer Students more closely resembling the profile of student activists than the profile of MSU Non-Volunteer Students.

As indicated by the analysis of the data in this study, the differences between the profiles of the two groups of students, as related to activist students, were not statistically significant except for three hypotheses. More specifically, the characteristic profile of MSU Student Volunteers indicated:

1. a greater similarity to MSU Non-Volunteer Students than to student activists in terms of family socio-economic status;

2. a greater similarity to MSU Non-Volunteer Students than to student activists in terms of perceived parental devotion to intellectual and aesthetic pursuits.

3. a greater similarity to student activists than to MSU Non-Volunteer Students as related to perceptions of their households being more democratic and egalitarian in atmosphere;

4. a greater similarity to MSU Non-Volunteer Students than to student activists in terms of perceived parental participation in selected civic activities;

5. a greater similarity to MSU Non-Volunteer Students than to student activists in terms of leadership positions held in high school;

6. a greater similarity to MSU Non-Volunteer Students than to student activists as related to "out-of-class" experiences during high school;

7. a greater similarity to study activists than to MSU Non-Volunteer Students as related to their interest in, and appreciation of intellectual and aesthetic activities;

8. a greater similarity to MSU Non-Volunteer Students than to student activists in terms of being informed about political events;

9. a greater similarity to MSU Non-Volunteer Students than to student activists as related to self-confidence;

10. a greater similarity to student activists than do to MSU Non-Volunteer Students as related to interest in helping others.

Contrary to the above indicated implications, however, a closer analysis suggests that both the MSU Student Volunteer and MSU Non-Volunteer Student have similar profiles, and that these profiles are in fact similar to the profile of student activists. More specifically, not only did a sizable percentage of MSU Student Volunteers come from socio-economically privileged families, a nearly

equal percentage of MSU Non-Volunteer Students came from similar families. The percentage differences relative to formal education achievement and parental income over $15,000 between the two groups did not exceed 5%. Regarding parental devotion to intellectual and aesthetic pursuits, the percentage difference was 7% or below for all but one item analyzed. In terms of parental participation in selected civic activities, the percentage difference was 7% or below for all but one item analyzed. In terms of leadership positions held and out-of-class experiences during high school, the percentage differences were 9% and 11% respectively.

These findings raise the question of over generalization with regard to characteristics of student activists. It can be documented that most of the studies identifying characteristics of student activists as compared to non-activist students, have focused on students involved in more aggressive efforts (the 1968 Democratic Convention, the Liberation of Columbia University, etc.) that often resulted in arrest and violence. These studies have not been representative of the less aggressive activists that would quite possibly have brought the characteristic profile of student activists more in line with non-activist students.

Additionally, the generalization regarding an under representation of Catholics in student activists ranks might be subject to the same exclusionary circumstances as discussed above. It is quite possible that Catholic students are involved in less aggressive activities via the Catholic churches in the community and as such are not publicized as the more aggressive activities of other student activists.

Although three of the hypotheses were accepted with reference to statistical significance the overall conclusion that cannot be ignored is that MSU Student Volunteers are profiled similarly to MSU Non-Volunteer Students and they are both profiled similarly to student activists.

Recommendations

Even though the findings and conclusions regarding the hypotheses of this study were not supportive (except for three hypotheses) this should not be interpreted to mean studies of volunteer profiles are not significant. In fact, this demands the opposite interpretation, namely:

1. The need to identify the motivational profile of students regarding what makes them volunteer whereas other students do not.

2. The need to identify the motivational characteristics that prompts a student to volunteer for specific types of activities, i.e. Big Brother-Sister programs rather than recreational or community organization type programs.

3. The need to identify academic, professional and personal benefits that are gained as a result of the volunteer experience.

4. The need to determine the affect of these experiences on the academic and professional goals and objectives of volunteers.

5. The need to determine the impact of certain volunteer experiences on the socio-political growth and development of student volunteers.

6. The need to determine appropriate methods of evaluating volunteer experiences for the purpose of awarding academic credit as related to degree programs and/or Life Long Education.

These represent but a few of the areas that need further study as related to volunteers and volunteer programs. Hopefully, the findings of this study will provide a "jumping off" point for further research in this regard.

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APPENDIX A

OCCUPATIONS LISTED FOR PARENTS

Accountant or Actuary*
Actor or Entertainer*
Architect*
Artist*
Business (clerical
Business Executive (management)
Business Owner or Proprietor
Business Salesman or Buyer
Clergyman
Clinical Psychologist*
College Teacher*
Computer Programmer
Conservationist or Forester
Dentist*
Dietitian*
Engineer*
Farmer or Rancher
Foreign Service Worker (diplomat)*
Housewife
Interior Decorator (designer)
Interpreter
Lab Technician or Hygienist
Law Enforcement Officer

Lawyer (attorney)*
Military Service (career)
Musician (performer-
  composer)*
Nurse
Optometrist*
Pharmacist*
Physician*
School Counselor*
School Principal or
  Superintendant*
Scientific Researcher*
Social Worker*
Statistician
Therapist (physical,
  occupational, speech)
Teacher (elementary)*
Teacher (secondary)*
Veterinarian*
Writer or Journalist*
Skilled Trades
Laborer (unskilled)
Semi-Skilled Worker
Other occupation
Unemployed

*These occupations were identified as professional for
 purposes of developing parental occupation table. These
 occupations (except Actor, Artist and Musician) require
 at least a BA or BS degree; and in some occupations,
 graduate study.