



Comparison of family backgrounds and motivational characteristics of student activists with non-activists at the University of Arizona, spring 1968-69

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COMPARISON OF FAMILY BACKGROUNDS AND
MOTIVATIONAL CHARACTERISTICS OF STUDENT ACTIVISTS WITH
NON-ACTIVISTS AT THE UNIVERSITY OF ARIZONA, SPRING 1968-69

by

Pamela Margo Wadsworth

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ABSTRACT

This exploratory study investigates a few of the numerous family background and motivational characteristics thought to be associated with student activists and compares them with a group of non-activist students. Eight hypotheses were investigated by means of a questionnaire administered in February 1969 to a sample of sixty-one students enrolled at The University of Arizona. It was found that of the personal background factors and motivations tested the student activists and non-activists at The University of Arizona are not significantly different. For that reason this study does not substantiate several prior studies on other campuses.

CHAPTER I

PROBLEM AND HYPOTHESES TO BE TESTED

Introduction

There is a form of revolution going on at colleges and universities throughout the nation. Student dissatisfaction exists extensively and is sometimes summed up "I am a human being; do not fold, bend or mutilate."

Demonstrations for and against various issues, and in varying degrees of severity have been going on for centuries at educational institutions (mostly higher education) in the world. So far, 1967-68 has been the biggest year for student demonstrations since 1848--a year of student-led revolution in Europe ("Why those students...", 1968).

A group of Fellows at the Center for Advanced Study in the Behavioral Sciences at Stanford suggests that while the immediate stimulus for student demonstrations may be local, the more pervasive roots are embedded in the discontinuity between what students perceive today's college education to be and what they want it to be in relation to society at large. However, wherein universities do share in, and may even at some times and in some respects propagate, certain ills of our society; this writer for purposes of the present thesis prefers to suggest the recent

waves of student activism in the United States have been directed in part as a demand for more freedom and power in decision making on the campus. Two larger emotional issues have acted as catalyst: civil rights and Viet Nam. "Other behaviors of our youth such as profound alienation are by-products or symbols of a process of social decay that may well be irreversible. They are efforts to live with a calamity that already exists" (Halleck, 1968, p. 38).

Two basic modes of expressive feelings are characterized somewhat by today's student population, especially in the United States. These are: (1) Alienation or withdrawal into an innerworld typified by the Hippy, and (2) activism or directly attacking the problem at hand typified by Mario Savio type student leaders. For the purposes of this study it is the activist, rather than the alienated, student that will be the center of attention.

College students' adolescent exuberance and idealism are interacting with the conditions existing in our culture today.

The bitter truth is that the young have begun to awaken to the fact of the hypocrisy of an adult establishment which not only writes the rules of order and procedure but conveniently interprets those rules in terms of administrative self-interest and political expedience. The gap between the platitudes of the lecture hall and reality is nothing compared to the realization of the double standard routinely applied to great questions of public morality (Winn, 1968, p. 528).

Ability levels, interests and values of student bodies have undoubtedly changed since the early days of

higher education. However, vitality, morality and idealism of students and their individual needs brought with them to college and their need to develop as a result of their college experiences have not changed. If those needs are not satisfied by the regimen of the college, the students will attempt to satisfy them by effecting a change in the curriculum or extra-curriculum. A possible product is demonstrations, protests, or some other way of expressing differences of opinion. This type of behavior among students is collectively called "student unrest." Although they are a small select group (at most nine per cent [Peterson, 1966]), student activists produce problems for administrators as well as other members of the campus and local community. Before activist repercussions can be dealt with meaningfully, the activist students must be studied.

Ronald St. John in a comment for panel discussion states that "Students need to establish identities, especially those in liberal arts programs. These students seem to be the most unrestful ones. Students occupationally oriented in their studies have a more established identity, at least to themselves, and are not the unrestful ones" (St. John, 1967, p. 1). During the uproar at Columbia, and elsewhere, the rioters were rarely students of engineering, law, journalism and the physical sciences. The students who barricaded offices, sacked the president's office and burned

the professor's manuscripts were, typically, undergraduates in the liberal arts (Fischer, 1968).

John Fischer believes that what is happening on our campuses today is not just a passing commotion which can be put down by firmer discipline, nor is it a revolution. He believes it is the beginning of a counter-revolution--by liberal arts undergraduate students in particular against a quiet revolution which has changed the whole structure of American higher education within the last two decades. He feels the beneficiaries of that revolution were the faculty, the victims--liberal arts undergraduates. And only recently have these students begun to understand how they are victimized--and their protest likely to grow until some of the results of the revolution are reversed (Fischer, 1968).

At any rate one of today's popular songwriters, Bob Dylan, has summed it up nicely in a recent album, "There's something going on here but you don't know what it is, do you Mr. Jones?" (Dylan, 1962).

Justification for the Study

Wilbur Layton in a presentation before a Resident Instruction Program at National Association of State Universities and Land Grant Colleges Convention (1967) states that leaders in our kind of world must be able to deal with change; they must be able to take initiative, handle new ideas, solve new problems, evaluate new evidence, think rationally, and act purposefully. Our society is fluid and

our future leaders are certain to lead lives full of controversy. "The goal of education must be to develop individuals who are open to change, who are flexible and adaptive..." (Rogers, 1967, p. 42). Student activists are well motivated to get involved with the issues of our present society. Layton (1967) feels we should exploit that motivation to the benefit of the students' development as responsible citizens in as personal a way as possible.

To suggest that the college should provide the environment for optimum personality development for its students is to suggest that it change the course of student's orientation or value systems according to Dressel (1965). The judgment here is that it is the proper function of the college to activate intellectual and social commitment in its students, making them consciously aware and critical of their values and beliefs in important areas of concern to themselves and society (Dressel, 1965). With this in mind, in order to provide conditions conducive to optimum student development in the counseling realm, studies such as the one proposed herein appear to be necessary. Counseling practices have been established on the results of research on, and experience with human characteristics. If counselors are to deal with activists we must research their particular characteristics. Although there are differences in nationality, mood and cause, student activist leaders around the world have been found to have common traits. Lazerfeld,

Berelson & Gaudit (1948, p. 73) say, "...results should be rechecked under both identical and varying conditions. The complexity of social life requires the same problems to be studied many times before basic uniformities can be differentiated from transitory social occurrences."

The Association of American Colleges has urged its 900 member institutions to be responsive to the needs of society and the students by helping to identify the underlying problems and to help prepare students for the job of seeking solutions. It is hoped that this study will substantiate and possibly clarify similar studies carried out on other campuses throughout the nation.

Statement of the Problem

"A Belgian Economist once said, 'There are only two ways to handle students: Put them in jail or send them to the gallows'" ("Discontent and ...," 1968, p. 37).

According to a recent article in College and University Business, three reactions to student discontent are likely. It can be ignored, suppressed or reconciled. Looking toward Washington suppression may become the most popular method as a result of the legislative process. The House has already voted to cut off grants and loans to students and teachers of higher education involved in campus disorders ("Discontent and...", 1968).

Recently there has been more discussion that increased size of student bodies precludes any possible

retention of the traditional focus upon the individual student as central in the educational process. Statistics from the U. S. Office of Education show a student-staff ratio of less than nine to one when faculty, researchers, teaching assistants, student personnel workers, and top administrators are counted. Projections indicate that this same ratio will probably remain steady throughout the 1970s. With adequate understanding of the students and a commitment to individual attention, it is hard to understand why an individual orientation is not within reach of all institutions--including the "multiversity." It is clear from the increasing number of demonstrations on campuses in the United States and abroad that we do not understand how best to deal with these crises when they occur and we certainly do not have the knowledge to prevent them.

To date a good part of the material that has been published has been of a speculative and journalistic nature such as anecdotal accounts of confrontations on specific campuses and the many speculative analyses of the protest movement. Although these writings have provided us with many hypotheses concerning activism, there has really been very little empirical data concerning the personal and social determinants of student activism. In those empirical studies that do exist, the research has been conducted at single institutions. Activists are usually compared in terms of various biographical

characteristics and psychological test scores. Although there are great differences in methodology, student bodies, institutions, and so forth; certain findings that are highly consistent have emerged (Astin, 1968). Compared to the non-activist the activist student tends to be more intelligent, politically liberal, individualistic and independent.

Activists are more likely to major in social sciences and humanities and show more interest in artistic and aesthetic pursuits. Their parents tend to be more highly educated, wealthier, more politically liberal and more permissive in rearing their children.

The counselor has the responsibility to learn about the forces which impinge upon his students and to encourage the educational system to deal with them in the most constructive manner. Therefore he must become knowledgeable as well as the administrators. This knowledge becomes even more important to have when one considers that every counselor has several handicaps in his attempts to relate to students, younger ones in particular. Being an adult, communication often stems from entirely different worlds (and words!). The fact that he is an employee of a school system makes him suspect. His commitment to education makes him seem biased.

There has been much consideration given to the sources of dissent, characteristics of activists and their families and the multitude of changing attitudes that

prevail. Many studies in this area have been done in the United States, but no studies have been found to have been done in the State of Arizona. Therefore, this study will look at some of the students attending The University of Arizona in an attempt to ascertain whether there is any difference in the family background and motivational characteristics of the student activists and non-activists at The University of Arizona. It is hoped that this study will substantiate and possibly clarify similar studies carried out on other campuses throughout the nation. Perhaps a closer look will ultimately help administrators and counselors cope with the problems directly and indirectly.

Definition of Terms

The following terms are defined for the purpose of this investigation.

Activist. A student who rejects many aspects of contemporary society and who takes a more instrumental role in expressing dissent through direct confrontation (Watts, Lynch & Whittaker, 1969).

Anti-authoritarianism. A strong dislike of what appears to be arbitrary decision making leading "New Leftists" to "want to do it themselves" coupled with an apprehension of leadership of any kind, connoting bureaucracy and impersonality ("Student activist and . . .," 1968).

New Left. A melange of young people and organizations bound together by a common spirit, style and sense of

outrage at American society, with little agreement on what to do about it--except make radical changes in the basic institutions ("Student activist and . . .," 1968).

Aesthetic. Placing the highest value on form and harmony; judging and enjoying each unique experience from the stand point of its grace, symmetry, or fitness (Anastasi, 1968).

Hypotheses to be Tested

The following hypotheses, giving order and providing direction to the study, will be tested.

Hypothesis 1. There is no significant difference between parent educational level of student activists and non-activists.

Hypothesis 2. There is no significant difference between family income of student activists and non-activists.

Hypothesis 3. There is no significant difference between fathers' occupational level of student activists and non-activists.

Hypothesis 4. There is no significant difference between the family social class of student activists and non-activists.

Hypothesis 5. There is no significant difference between grade point averages of student activists and non-activists.

Hypothesis 6. There is no significant difference between the degree of permissiveness in child rearing

practices of the parents of student activists and non-activists.

Hypothesis 8. There is no significant difference between attitudes towards authority among student activists and non-activists (authoritarianism vs. egalitarianism).

Assumptions

The following assumptions have been made: (1) A questionnaire is the best way to collect the data to be analyzed; (2) students will answer the questionnaire seriously and honestly; (3) the administration will give its full cooperation in the sampling procedure to be used; (4) counselors and administrators will use the study as a point of reference in counseling student activists.

Limitations of Study

The study will be limited to students (regular, part-time, graduate, and continuing education) registered at The University of Arizona, Spring Semester 1968-69. For that reason there will be a limitation upon the conclusions which may be drawn when generalizing to student populations at other universities.

CHAPTER II

SURVEY OF RELATED LITERATURE

Literature on the Historic Background of Student Activism

Throughout history the first targets of student activists have been the university and the government. Students seem to feel that their education is not sufficiently existential, that it is not relevant to today's (no matter the date) life. In Europe and Latin America particularly, student radicals view the university as a microcosm of society, with its lack of class mobility, numerous bureaucracies, material goals ("Why those students . . .," 1968).

According to Halleck (1968) periods of unrest seem to run in cycles. He feels that at times in our history that students were more restless than they are now; we just happen to be in an active phase. Wechsler (1935) agrees that students throughout history repeat similar actions with youthful enthusiasm, Americans following in the footsteps of what has been done in other countries in earlier times.

On the other hand, some feel that today's American activists have no historical precedent (Flacks, 1967; Keniston, 1967; Feuer, 1961). Feuer feels that it would be a mistake to regard student activity in the '60's as a continuation of radicalism of the '30's. He feels the

present unrest is not born of depression but is rather the child of prosperity. The youth of the '60's are drawn by such causes as the abolition of capital punishment, compulsory military training in colleges, the House Un-American Activities Committee, racial discrimination, the testing of nuclear bombs. Aside from the issues being different Feurer also feels that unlike today the movements in the '30's never included more than the slightest fraction of the American college population. Keniston (1967) notes that in historical contrast the students of today are rarely concerned with improving their own conditions and are highly motivated by identification with the oppressions of others. In the pages that follow the writer leaves the decision up to the reader.

A Historical Sketch of International Activism

There have been major changes effected by students throughout history. In England there were revolutionary changes in school systems. In England in 1922 a YMCA Executive Secretary stated in a speech that students are convinced that acceptance of the principles of broadminded internationalism by leaders in world affairs will mark the beginning of solving our major world problems (High, 1923).

One of the most significant of the postwar (World War I) student developments in the universities of Germany was the formation of the Studentenschaft. Its purpose being not only to transform German student ideals, but to work a

revolution in the actual government of German universities. To accomplish the purpose for which it was organized the group undertook four tasks: (1) securing economic assistance for the students, (2) creating a greater social and spiritual cooperation among the students themselves, (3) cooperation of students with university authorities in school government and in the arrangement of curricula, and (4) cultivation of international student relationships. Student committees were appointed to work with the faculty on arranging the curricula. Joint committees of student and faculty members were appointed to determine the nature and conduct of university examinations. Students sat on the boards which determined the distribution of student scholarships and were called upon to represent student opinion in regard to many questions of university administration (High, 1923).

In describing the students in Czechoslovakia, they declared themselves,

We will prove that our student is able when necessary, to take upon his shoulders even the most responsible tasks. We hope that in connection with the students of the whole world it will be possible to build a new world--a world of creation and not of destruction, a world which will give every individual full liberty and all conditions necessary for the development of all activities leading to physical, mental and moral development of men. We believe in working for the better future of all students (High, 1923, p. 106).

In Latin America we can thank the students for the relations between Chile and the United States around the

war (World War I) years. Also in China it was the students that were responsible for one language and alphabet. In Japan at the same time they were known for orations of political idealism and international brotherhood (High, 1922).

Perhaps one reason the students took such a hand in the post war years was that much of the reconstruction was left in their hands. Then as now whatever petty political differences persisted among them, the youth stood in universal accord in their opposition to war as a means for settlement of international disputes.

A Historical Sketch of North American Student Activism

A description of behavior of American Collegians in the 18th and early 19th centuries included the following. There were frequent food riots, the rolling of hot cannon balls down dormitory halls, ringing chapel bells in the middle of the night, false fire alarms. Students were most often treated as irresponsible, therefore students behaved the way they were expected to--resulting in student-faculty conflict (Layton, 1967).

In the middle 19th century recreation, debating societies, fraternities and inter-collegiate athletics became a partial substitute for riots. In 1833 Oberlin College admitted the first women students and coeducation spread. Perhaps for a while men behaved more like gentlemen--until the panty raids of the 1950's!

After World War I the students' behavior reflected the general euphoria which gave the Roaring 20's that name. In the 1930's along with the depression, students were concerned with pacifism. At the University of Minnesota, for example, student agitation resulted in dropping compulsory R.O.T.C. With the influx of veterans to our campuses in the late 1940s, the Cold War and the Korean War added to the tensions. However, until the mid-1950s emphasis of students was still on rushing through college to get started in a vocation. The "Silent Generation" was the reflection of the Eisenhower-McCarthy era--student apathy. The issues were relatively trivial compared to the concerns of today's students and they didn't seem to be politically motivated or to involve civil rights issues.

According to Richards (1965) when viewed before and after the industrialization of America, campus culture is an example of proliferation of social structure. He feels that such significant shifts in social structure as occurred in America and on campus imply corresponding shifts in personality and character motifs. People have changed from folk to urban, from gemeinschaft to gesellschaft.

Let us recall some of the events since 1954 that have had a major impact on students and student unrest (Layton, 1967):

1954. Joe McCarthy censured by the U. S. Senate. The Supreme Court ruled for desegregation of schools and

Viet Nam was divided into North and South Viet Nams. Tension shifted from Korea to Viet Nam.

1957. Sputnik I, Russians put the first man in space; school integration in Little Rock.

1959. Premier Castro defeated Juan Batista in Cuba.

1960. The Student Non-Violent Coordinating Committee (SNCC) was formed (recently changed to Student Coordinating Committee). Students demonstrated in San Francisco against the House Un-American Activities Committee. The beginnings of sit-ins protesting racial desegregation.

1962. The first Negro enrolled at the University of Mississippi. The Peace Corps was established. The first national convention of Students for Democratic Society, and the "Port Huron Statement."

1963. The assassination of President Kennedy. The Civil Rights march on Washington, along with northern students helping with Negro voter registration in the South. SNCC began organizing in Selma, Alabama.

1964. The Free Speech Movement at the University of California, Berkeley, broke out with demonstrations and revolt. The Bay of Tonkin incident with the resultant Congressional resolution on Viet Nam.

1965. Escalation in Viet Nam, teach-ins, protests of Viet Nam policy. The Civil Rights march on Selma, Alabama, riots in Watts area of Los Angeles, continued unrest at Berkeley.

1966. The student strike at Berkeley, Negro riots in Chicago with Stokeley Carmichael emphasizing "black power." SDS called for show of "student power."

1967. More riots, Newark and elsewhere. Negroes dominated national convention of New Left and "black power" rejects the white New Left. National Student Association emphasizes student power and rejects U. S. Viet Nam policy. Anti-war protests, demonstrations and sit-ins at a number of colleges and universities and a larger march on Washington in protest of Viet Nam policy. University of Minnesota Conference on Student Power organized by N.S.A. (National Student Association).

1968. The disasters at Columbia and San Francisco State. Protests against Dow Chemical Company recruiters, and so forth.

Peterson (1966) in a study showed that student protests were more likely to occur in large institutions, and that highly selective, independent and permissive institutions were much more likely to experience student protests than the less selective colleges.

Literature on the Family Background and Motivational Characteristics of Student Activists

Relationships between certain dimensions of value systems and background characteristics (demographic and biographical characteristics particularly) have been the object of a great deal of interest, time and money

recently. And although there is general agreement that values and attitudes have their origin in the home and family, there is a lack of agreement as to how or why certain attitudes are adopted while others are modified or altered. It is clear that differences exist among average, low, and high social status homes not only in terms of child rearing practices but also in attitudes and values which have their roots in the home. Therefore one should expect to find differences in the children coming from these homes (Lehmann, 1965). Although some of the studies suggest that different backgrounds might result in the accepting of different attitudes and values, we cannot discount the possibility of heredity and personality traits.

For Richard Flacks (1967) of the University of Chicago, and a founding member of Students for Democratic Society, the family emerges as a key factor in producing the activist prone student. Highly privileged students have organized around such themes as egalitarianism, populism and refusal of conventional adult roles. He suggests the emergence of the movements shows serious value conflicts as a result of socialization, so that youth perceives acts of authority as hypocritical. Findings in his studies show that activists' parents are affluent, highly educated, extremely liberal in their politics and are permissive. They tend to transmit to their children intellectualism and aesthetic and humanitarian concerns.

When a sample of students participating in an anti-Selective Service sit-in at the University of Chicago Administration Building were studied and compared with a sample of non-protesters and students hostile to the protest, the protesters disproportionately reported their social class to be "upper middle," their family incomes to be disproportionately high. The protesters' fathers' occupations were found to be primarily upper professional (doctors, college faculty, lawyers) rather than business, white collar, or working class (Flacks, 1967). These findings parallel those of other investigators (Braungart, 1966; Keniston, 1967; Halleck, 1968).

A report prepared by National Opinion Research Center (McKinlay, Rossi & Davis, 1962) University of Chicago shows in their Table 1 entitled "Proportion of Students in Each Subculture Belonging to Upper, Middle or Lower Social Class" (as measured by father's occupation) the middle class to have the largest percent in the nonconformist category.

Keniston (1967) reports that, as a group, activists seem to possess an unusual empathy and sympathy with the underdog, the oppressed and the needy ("capacity for nutrient identification"). He feels that it is most likely that this capacity has its origins in upper-middle class professional families and identification with an active mother whose own work embodies nutrient concern for others. Flacks's (1967) finding that the mothers of activists are

likely to be employed, often in professional or service roles like teaching and social work, is consistent with Keniston's hypothesis.

In Heist's paper, "The Dynamics of Student Discontent and Protest," (1966) he compared samples from the freshman and senior classes at large and from seniors sympathetic with the Free Speech Movement to the majority of students who were involved enough to have been arrested at Sproul Hall (Berkeley) on December 2, 1964. He found that those who were arrested fell into the highest intellectual categories which ranged on an eight category scale from "broad, diverse intellectual interests with strong literary and aesthetic perspective," to "largely anti-intellectual, chiefly oriented toward the pragmatic and the concrete." They also scored significantly higher on attitude scales that measured their faculties for logic, analysis and criticism, aesthetic interests, and tolerance of ambiguity ("Student activist and . . .," 1968). Similar findings have been published by Somers (1965).

Along these same lines Flacks (1967) and Keniston (1967, p. 117) feel that protesters are generally outstanding students--"the higher the student's grade average, the more outstanding his academic achievements, the more likely it is that he will become involved in any given political demonstration." Louis J. Fontaine, Director of Admissions and Financial Aid for De Pauw University.

Greencastle, Indiana claims that the young men and women who fit the "troublemaker" label score in the 650's and above in the college entrance tests (Phoenix Gazette, 1969). On the other hand, a group of Fellows at the Center for Advanced Study in the Behavioral Sciences (Stanford) feels that, while the leaders of student movements are usually bright and articulate, the general population of student activists is not significantly different, intellectually, from the rest of the student population (The Chronicle of Higher Education, 1968c).

The "permissive hypothesis" is one of the common explanations of student unrest--that is, the result of too much permissiveness in childrearing practices (Halleck, 1968; Flacks, 1967). David Riesman is quoted "They are the babies who were picked up," ("Why those students . . .," 1968, p. 24). It stands to reason if we acknowledge that the child is a product of his environment, the relationship existing between the child and his immediate family has an effect upon the types of attitudes and values he will develop. Some investigators have found that authoritarianism was positively related to parental punitiveness and regardless of parental discipline those children who had favorable parental attitudes approved of this discipline, while the converse was true for those children who had negative parental attitudes. The child takes his family as a model and comes to admire those who are most like his parents

(Lehmann, 1965). Bay (1967) also believes that before any conclusions are drawn work must be done and examined on the authoritarian personality.

David Gottlieb (1965) reports that geographic location, not only the regional location but its setting, will influence student enrollment and student behavior. Research on rural-urban differences show that rural students should have a tendency to be more vocational in value orientation rather than academic. Conversely, students from urban centers should be more academic, nonconformist. However, the National Opinion Research Center project referred to on page 20 of this thesis points up just the opposite--in their table showing "Proportion of Students in Each Subculture having a Farm, Village or Small Town or Large Town or Metropolitan Origin," those in a farm village had the largest percent in the nonconformist category (McKinlay, et al., 1962). In either event Keniston (1967) and Flacks (1967) along with others feel that the basic value commitments of the student activists tend to be more academic and non-vocational. Engineers, future teachers and students of business administration are rarely found to be activists (Trent and Craise, 1967).

Donald Brown (1967) of the University of Michigan traces some of the causes of student stress and unrest to the incongruity between the students' desires and expectations, which change in varying degrees of rapidity in

relation to society--especially during the college years. Edelstein (1962) reports research showing considerable change to take place in the political views of students during their college years, most notably in the first two years.

Jennings & Naimi (1968) show evidence on parent-child congruence on political attitudes as highly contradictory. Correlations have been reported as high as .85 and as low as to be almost negligible (Jennings & Naimi, 1968). Traditional support for liberal political programs has been found throughout the lower socio-economic strata, whereas a more conservative attitude has been shown in the middle and upper reaches of our society (Campbul, 1960). He feels education and occupation are two prime indicators of this phenomenon.

Evidence has also been presented of value differences among children from different economic or income levels (Coster, 1958). In line with that Lehmann, Ikenberry & Dressel (1959) report a significant relationship between level of parental education and stereotypic beliefs, dogmatism, and traditional-value orientation. In the same research that was underway at Michigan State in 1965, the freshman class entering in the fall of 1958 was tested at the end of their senior year. Random samples of the original population were retested at the end of the sophomore and junior years in addition to interviewing freshman and

sophomore year "changers." The findings of this study indicate that there were significant attitude and value changes from the freshman to the senior year. In nearly all cases there was a significant improvement in critical thinking ability, a lessening of stereotypic beliefs, a movement away from the traditional-value orientation from outer-to inner-directed), and an increased receptivity to new ideas.

In summary, research on activist students seems to point up some major factors involved: (1) Students must be predisposed by their family backgrounds, values and motivations (Keniston, 1967; Flacks, 1967; McKinlay, et al., 1962; Halleck, 1968; Lehmann, 1965); (2) likelihood of protest is greater in certain kinds of social and educational settings (Keniston, 1967; Gottlieb, 1965); (3) a special cultural climate with distinctive values and views is necessary (Keniston, 1967; Edelstein, 1962; Brown, 1967; Campbell, 1960; Jennings & Naimi, 1968); and (4) some historical situations are especially conducive to student protests.

CHAPTER III

RESEARCH PROCEDURES

Design

The population for this study was composed of sixty-one students enrolled at The University of Arizona during spring semester, 1968-69. Of that number twenty-six have been considered activists and thirty-five have been considered non-activists. All questionnaires accidentally completed by persons not enrolled during that time were thrown out.

The sample of student activists was obtained through the efforts of a committee of four. The committee was made up of two students, one member of the teaching faculty and an administrator. Each was chosen by the investigator because of sufficient involvement in campus activities so that after being provided with the writer's definition of student activist the committee was able to draw up a list of the most active students on the University of Arizona campus.

A few additional completed questionnaires were received from the local chapter of Students for Democratic Society in answer to the writer's request that they be completed at a meeting.

The non-activist sample was drawn from a random sample of the general university registration. The number sampled was two hundred. Of that sample only thirty-five questionnaires were returned to the investigator. The non-activist sample was obtained by pulling every seventy-eighth card from the "permanent address cards" maintained by Data Processing. The cards were then fed into a machine that printed address labels. In those cases where it was not feasible for the questionnaire to be delivered in person, the questionnaires were mailed (in both samples). A precaution against sampling the same person twice was built into the instructions accompanying the instrument, and the activists were sampled first.

Method

The instrument of the investigation was the questionnaire. It was believed this offered the most efficient device for gathering the type of data sought in the quantity needed. The general goal guiding initial construction of the questionnaire was to reduce inquiry about each variable to one item if possible. A second goal was to make item responses of a closed-ended nature whenever possible. The instructions described the purpose of the study and requested the questionnaire to be completed anonymously unless the student wished to be interviewed as a check on internal consistency. (Only two students were interviewed.) In order to differentiate the samples after

the questionnaires were returned, the colors of the mailing labels were checked. Different color ditto stencils were used in return addressing the questionnaires.

A pilot study was run during the fall semester, 1968-69 to test the questionnaire (Appendix A). It was administered to Student Senate as the activist pilot sample, and to a Techniques of Educational Research class as the non-activist pilot sample. Criticism was invited, considered, and the questionnaire altered appropriately. A copy of the final questionnaire is included as Appendix B. The reader is encouraged to refer to it as a supplement to the following discussion. While it is essential that mention be made concerning each item included, the number of items precludes a lengthy discussion of any given one. Therefore, the reader is encouraged to make reference to the sources if he wishes further evidence supporting the author's choice of questionnaire items.

Development of Questionnaire

Question 1 was designed for the purpose of identifying those questionnaires to be included in the study. As noted previously, students not registered during spring semester, 1968-69 were not included.

Questions numbered 2, 3, 4, 5, 6 and 11a are general interest questions. It was hoped that these questions might better describe the populations for the study.

Hypothesis 1 (difference in parent education level) was tested by question 8. The eight categories describing educational level are those used by Hollingshead (1958). Information was requested about both mother and father.

Hypothesis 2 (family income) was tested by question 9. The categories chosen were the author's design with influence by sociologists A. B. Hollingshead and W. L. Warner.

Hypothesis 3 (fathers' occupational level) was tested by question 11. Other than the first two items relating to whether either parent works the seven categories describing various occupations were again taken from Hollingshead (1958).

Hypothesis 4 (social class) was tested by questions numbered 7, 8 and 11b. In the research conducted by Hollingshead, later published in Social Class and Mental Illness, he defines class as being the product of: (1) the family's address. (The original research was done in New Haven where the city was divided into zones that were rated by the investigator, see Hollingshead, 1958, pp. 387-397.) Because of the nature of the research at hand the author chose to substitute the students estimation of his family's social class (question 7); (2) occupation of head of the household (question 11b); (3) years of school he has completed (question 8); and (4) the social class position judged by a rater, the author in this case. License has been taken with Hollingshead's equation, however. For the

purposes of this study the writer felt that his definition of social class most closely fit the needs of the study.

Hypothesis 5 (grade point averages) was tested by questions 4 and 10. Question number 10 is based on the idea that grades, to be a meaningful measure, should be analyzed in the same time periods. The question was designed by the researcher.

Hypothesis 6 (permissiveness in child rearing practices) was tested by question 12. Other than changing the tense throughout, all the questions were borrowed directly from Elder (1962, p. 244). Each set of questions relates to one of the following seven different types of parent-adolescent interdependence in the child rearing relationship ranging from complete parental domination to complete self-direction by the adolescent (Elder, 1962):

Autocratic - No allowance for the youth to express his views or assert initiative in self-government

Authoritarian - Although the youth contributes to the solution of problems, parents always make the decision

Democratic - Adolescent contributes freely, final decision is either formulated by parents or meets their approval

Equalitarian - Minimal role differential in decision making

Permissive - Adolescent assumes more influential position in decisions concerning him than do his parents

Laissez-faire - Youth has option of subscribing or disregarding parents in making his decisions

Ignoring - Actual parental divorcement from
directing adolescent's behavior, p. 242.

For the purposes of this study the writer numbered each type of relationship mentioned from one through seven in the order listed. Number four, therefore, is equalitarian and because it appeared to be "middle ground" it was discounted. Answers that appeared in categories one through three were called "more autocratic." Answers that appeared in categories five through seven were called "more permissive" (Fig. 1). The questions relating to each were scrambled.

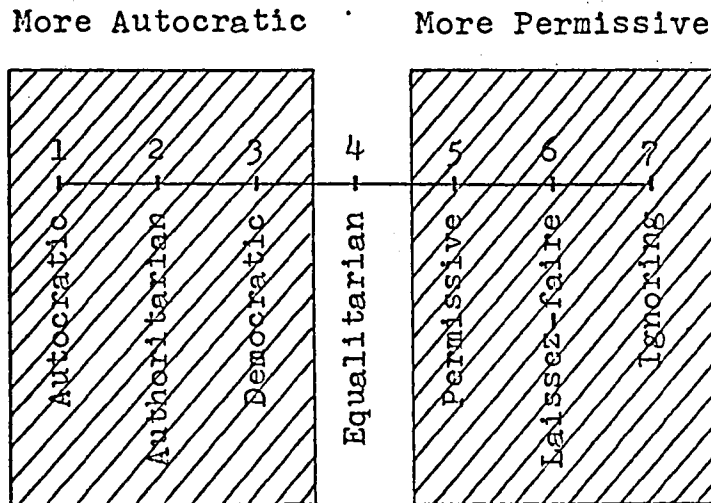


Fig. 1. Autocratic-Permissive Scale

Hypothesis 7 (aesthetic interests) and hypothesis 8 (attitudes toward authority) were tested in question 13. Eight of the sixteen questions related to aesthetic interests, and were all taken from the Allport, Vernon and Lindzey (1960,

p. 3) test Study of Values. The writer went directly to that test and extracted the first eight questions that showed by their weighting that they referred to aesthetic interests. The original questions were rewritten to conform to the rating scale used for the questions relating to hypothesis 8, a discussion of which follows directly.

The remaining eight questions asked in question number 13 on the questionnaire were taken directly from a study done by Sanford and Older (1950, p. 4) titled A Short Authoritarian-Equalitarian Scale. The eight-item scale was adapted from the California F Scale. Each degree of answer for both the questions on aesthetic interests and on authoritarianism were given a weight and a score for each person on each of the two variables was the mean score for the eight items relating to that variable.

Treatment of Data

The information gathered from questionnaire questions numbered 2, 3, 4, 5, 6 and 11a (Appendix B) was used to describe some general characteristics of both groups (activists and non-activists). The remaining data relate to the hypotheses stated in Chapter I.

Because of the nature of the data collected, the major statistical treatment used was the chi-square contingency test, with three exceptions using t tests.

Tables 1 through 10 describe the population of the study. Tables 11 through 24 relate to hypotheses 1 through 6

(questions numbered 8 through 12) and were analyzed and collapsed if necessary for use in calculating chi-square values.

Two computer programs were used. One program set up the data in tabular form and the other processed the contingency tables and the chi-square values for those tables. The first step was to code each item on the questionnaire for entry on "data cards" to be keypunched. The specific number of columns to be used for entering groups of data known as a "data field". Data fields were then set up for all the coded items (Appendix C) and the information collected by means of the questionnaire was then transferred in code to FORTRAN coding forms. Data cards were punched from the coding forms.

A computer program was written to describe the data in the form of tables. Judgment was then made whether to collapse any of the items (those items which had an expected frequency of less than 5). Program CHICHI (Veldman, 1967) was used to compute chi-square analysis of frequency tables. Yates correction for continuity was automatically applied when the test was based on one degree of freedom. Subprograms required by CHICHI were SUMF (computes $\sum X$ or $\sum X^2$), PRBF (computes the exact probability of random occurrence of an F ratio), and PRIS (to print answers) (Veldman, 1967).

Three hypotheses were treated by using the t test rather than chi-square. The means of data collected by questionnaire questions 4 (accumulative grade average), 13 (aesthetic interests) and 8 (attitudes toward authority) were compared by using a t test. The t tests were all done manually with the aid of a Monroe EPIC 3000 calculator. The steps and formulas shown below outline the order in which the t tests were performed in each case.

First, sample means for activists and non-activists were obtained where A = set of activists, NA = set of non-activists, n_A = number of activists and n_{NA} = number of non-activists:

$$\bar{X}_{\text{Activists}} = \frac{\sum_A X}{n_A} ,$$

$$\bar{X}_{\text{Non-Activists}} = \frac{\sum_{NA} X}{n_{NA}} .$$

Second, sample standard deviations for activists and non-activists were obtained:

$$\sigma_{X \text{ Activists}} = \sqrt{\frac{n_A \sum_A (X)^2 - (\sum_A X)^2}{n_A}} ,$$

$$\sigma_{X \text{ Non-Activists}} = \sqrt{\frac{n_{NA} \sum_{NA} (X)^2 - (\sum_{NA} X)^2}{n_{NA}}} .$$

Third, standard deviations for the distributions of sample means were obtained:

$$\sigma_{\bar{X}} = \frac{\sigma_X}{\sqrt{n - 1}} ,$$

$$\sigma_{\bar{X} \text{ Activists}} = \frac{\sigma_{X \text{ Activists}}}{\sqrt{26 - 1}} ,$$

$$\sigma_{\bar{X} \text{ Non-Activists}} = \frac{\sigma_{X \text{ Non-Activists}}}{\sqrt{35 - 1}} .$$

Fourth, the t score was obtained:

$$t = \frac{\bar{X}_{\text{Activists}} - \bar{X}_{\text{Non-Activists}}}{\sqrt{\sigma_{\bar{X} \text{ Activists}}^2 + \sigma_{\bar{X} \text{ Non-Activists}}^2}} .$$

Last, the t score computed above was compared with a t value for the appropriate degrees of freedom from a t table at the .05 level. Since the numbers in each sample were different, ideally the degrees of freedom would fall somewhere between the numbers of individuals sampled. In order to be conservative the degrees of freedom used in each case was the smaller sample number minus one. If the t computed was greater than the value shown on a t table, the null hypothesis was rejected; if not the null hypothesis was upheld.

In answering question number 13 on the questionnaire, agreement with items 2, 4, 7, 9, 11 and 13 was scored as authoritarian. Disagreement with items 5 and 16 was scored

as authoritarian. The following system was used to assign scores for each item:

Agree very much	= 6
Agree pretty much	= 5
Agree a little	= 4
Disagree a little	= 3
Disagree pretty much	= 2
Disagree very much	= 1

For items 5 and 16, the scoring was reversed. A total authoritarian score was determined for both activists and non-activists.

The data for aesthetic interests (also question 13) were scored in the same manner. Agreement with items 8 and 15 scored as high aesthetic interest. Disagreement with items 1, 3, 6, 10, 12 and 14 was scored as high aesthetic interest. The scoring system used was the same as for the authoritarian scale (above). A total aesthetic score was determined for both activists and non-activists and the means were calculated. In the same manner an authoritarian score was determined and the means calculated. In each case those means were analyzed by using a t test.

Analysis and discussion of the data collected and tested in the manners discussed in this chapter appear in the following Chapter IV.

CHAPTER IV

ANALYSIS OF DATA AND DISCUSSION

The following analysis and discussion has been divided into two sections; description of population and major findings. Tables 1 through 10 do not relate directly to any of the hypotheses tested as stated in Chapter I. The data described in Tables 1 through 10 serve only to describe the population of the study at hand. The remaining Tables 11 through 24 (major findings) relate to data collected and analyzed for the hypotheses one through eight as stated in Chapter I. Appendix D contains tables of data as originally collected. The tables contained in Chapter IV in some cases represent condensations of tables of data in Appendix D.

At the outset it should also be noted that the statistical level chosen against which all the probabilities resulting from the following chi-square contingency tables and t tests were measured was .05. In each contingency table that follows, those numbers appearing in parentheses were expected frequencies.

Description of Population

As indicated in Table 1, there is no statistically significant difference between the sex of activists and

non-activists at the .05 level. However it is so close, it might be considered important in describing the population of the study. Statistics kept by the Registrar on the registration figures for Spring 1968-69 indicate that the ratio of males to females at The University of Arizona was almost fifty-fifty. In Table 1 the "Non-Activists" category tends to bear that out. However, there tends to be a difference in the sex mix among the activists. On the basis of Table 1 one might expect an activist population to have more males than females.

Table 1. Comparison by Chi-Square of
Sex of Activist and Non-Activist Students,
University of Arizona, 1969

Sex	Activists	Non-Activists	Total
Male	20 (16.1967)	18 (21.8033)	38
Female	6 (9.8033)	17 (13.1967)	23
Total	26	35	61
$\chi^2 = 3.114$	d.f. = 1	$P = 0.0741$	

Tables 2 and 3 show data describing the population in terms of age. You will notice that for the purposes of the contingency table (Table 3) the last five categories were collapsed into one. It was decided not to collapse any

further and to ignore those remaining two expected frequencies of less than five. In this particular sample the activists and non-activists seem to include a wide range of ages, but they were not significantly different.

Table 2. Data as Collected on
Age of Activist and Non-Activist Students,
University of Arizona, 1969

Age in Years	Activists	Non-Activists	Total
18	0	5	5
19	4	6	10
20	7	9	16
21	8	7	15
22	4	3	7
23	0	0	0
24	1	0	1
25 - 30	2	2	4
Above 30	0	3	3
Total	26	35	61

Table 3. Comparison by Chi-Square of
Age of Activist and Non-Activist Students,
University of Arizona, 1969

Age in Years	Activists	Non-Activists	Total
18	0 (2.1311)	5 (2.8689)	5
19	4 (4.2623)	6 (5.7377)	10
20	7 (6.8197)	9 (9.1803)	16
21	8 (6.3934)	7 (8.6066)	15
22 or Above	7 (6.3934)	8 (8.6066)	15
Total	26	35	61
$\chi^2 = 4.555$			
d.f. = 4			
P = 0.3365			

In Table 4, data collected on states of residence, one activist left a blank on his questionnaire. It is interesting to note the number of activists from Arizona and the Northeast. However Table 5, which was collapsed into geographic regions, shows no significant difference in the regions of residence for activists as compared with non-activists.

Table 4. Data as Collected on States of Residence of Activist and Non-Activist Students, University of Arizona, 1969

State	Activists	Non-Activists	Total
Arizona	15	20	35
California	1	1	2
Oregon	0	1	1
Colorado	0	1	1
Hawaii	1	0	1
Missouri	0	1	1
Oklahoma	0	1	1
Ohio	0	1	1
Illinois	0	4	4
Wisconsin	0	1	1
Indiana	0	1	1
Minnesota	1	1	2
Iowa	2	0	2
New York	1	1	2
New Jersey	1	0	1
Pennsylvania	2	0	2
Massachusetts	1	0	1
Rhode Island	0	1	1
Total	25	35	60

Table 5. Comparison by Chi-Square of Geographic Regions of Residence of Activist and Non-Activist Students, University of Arizona, 1969

Region	Activists	Non-Activists	Total
West	17 (16.6667)	23 (23.3333)	40
Mid-West	3 (5.4167)	10 (7.5833)	13
Northeast	5 (2.9167)	2 (4.0833)	7
Total	25	35	60
$\chi^2 = 4.411$	d.f. = 2		P = 0.1085

It is interesting to note in Table 6 that there appear to be no freshman activists, and also that of the twenty-six activists only two were graduate students. The former could have many causes including some of the following. Freshmen may take a year to adjust to university life before being influenced by upperclassmen activists. Freshmen may have to apply themselves to education more to stay in school. Once they have "made the grade" as upperclassmen they may tend to have more free time. On the other hand, the graduate student who is perhaps putting himself through, may take his education more seriously. He may be more mature, not as apt to be ruled by emotion. The chi-square of 11.698 shown in Table 6 with four degrees of

freedom is significant at the .05 level. This shows that there is a significant difference in class standing of the activists and non-activists.

Table 6. Comparison by Chi-Square of Class Standings of Activist and Non-Activist Students, University of Arizona, 1969

Class Standing	Activists	Non-Activists	Total
Freshman	0 (3.4098)	8 (4.5902)	8
Sophomore	6 (5.9672)	8 (8.0328)	14
Junior	9 (8.5246)	11 (11.4752)	20
Senior	9 (5.1148)	3 (6.8852)	12
Other	2* (2.9836)	5** (4.0164)	7
Total	26	35	61
$X^2 = 11.698$			
d.f. = 4			
P = 0.0200			

*Graduate students (see Table 25)

**Four graduate students, one special student (see Table 25)

Table 7 is a summary of information needed to compare the means of the accumulative grade averages by means of a t test (page 34). Table 7 shows a t of 1.714 with twenty-five degrees of freedom. Measured against the .05

Table 7. Summary on Accumulative Grade
Averages of Activist and Non-Activist Students,
University of Arizona, 1969, Using t Test

	(n)	\bar{X}	σ_X	$\sigma_{\bar{X}}$	t
Activists	26	2.199	0.389	0.078	1.714
Non-Activists	35	2.445	0.707	0.121	
d.f. = 25		.05 level of significance = 2.06			

level of significance, that is not a significant difference. However, by looking at the mean accumulative grade averages of the activists and non-activists, as the literature reviewed suggests, the activist mean is somewhat higher than the non-activist mean.

Table 8 indicates that for the population used for this study more mothers of activists work and more mothers of non-activists do not work. The "Does Not Work" category includes retired and deceased. Of the ten non-working mothers of activists, one is deceased. Of the twenty non-working mothers of non-activists, one is retired and one is deceased. Table 9 shows no statistically significant difference in the number of working mothers in the two groups.

Table 8. Data as Collected on Working Parents of Activist and Non-Activist Students, University of Arizona, 1969

Working Parent	Activists		Non-Activists	
	Mother	Father	Mother	Father
Works	16	23	15	28
Does Not Work	10	3	20	6
Total	26	26	35	34

Again referring to Table 8, of the three non-working fathers of activists, one is deceased and two are retired. Actually three are retired: one has retired from the Air Force and has been re-employed as a professional. For that reason he is included with working fathers. Of the six non-working fathers of non-activists, three are deceased and three are retired. This may indicate that the fathers of non-activists tend to be a little older.

Table 9. Comparison by Chi-Square of Working Mothers of Activist and Non-Activist Students, University of Arizona, 1969

Working Mother	Activists	Non-Activists	Total
Works	16 (13.2131)	15 (17.7869)	31
Does Not Work	10 (12.7869)	20 (17.2131)	30
Total	26	35	61
$\chi^2 = 1.403$	d.f. = 1		P = 0.2346

Table 10 shows there is no significant difference in the number of working fathers of the two groups. There is one blank reflected in the total for fathers of non-activists. One father was reported as divorced so he was omitted.

Yates Correction for Continuity was automatically applied to Tables 9 and 10 to handle the one degree of freedom.

Combined, it might be said that there is no significant difference in the population of this study as to working parents.

Table 10. Comparison by Chi-Square of Working Fathers of Activist and Non-Activist Students, University of Arizona, 1969

Working Father	Activist	Non-Activist	Total
Works	23 (22.1000)	28 (28.9000)	51
Does Not Work	3 (3.9000)	6 (5.1000)	9
Total	26	34	60
$\chi^2 = 0.085$	d.f. = 1		P = 0.7679

In generally describing the sample for the study at hand it might be said that as far as age, states of residence, and working parents, the two groups are not significantly different. However, there are significant differences in class standings of the two groups. One might expect to find few freshmen and more upperclassmen in a group of activists.

Major Findings

The data collected relative to hypothesis 1 (there is no significant difference between parent educational level among student activists and non-activists) are shown in Tables 11 and 12. For the purposes of chi-square "parents were divided into "mothers" and "fathers." (The data together, as collected appears in Appendix D, p. 89.)

Table 11. Comparison by Chi-Square of Education Level of Mothers of Activist and Non-Activist Students, University of Arizona, 1969

Mother's Education	Activists	Non-Activists	Total
Partial H. S. or Less	3 (2.9836)	4 (4.0164)	7
H. S. Graduate	9 (7.6721)	9 (10.3279)	18
Partial College	9 (8.5246)	11 (11.4754)	20
College Degree	0 (4.2623)	10 (5.7377)	10
Graduate Work	5 (2.5574)	1 (3.4426)	6
Total	26	35	61
$\chi^2 = 11.942$			
d.f. = 4			
P = 0.0181			

By looking at Table 11 it can be seen there is a statistically significant difference between the levels of education for mothers in the two groups. Although more mothers of activists have done graduate work, there are more mothers of non-activists with a partial college education and with college degrees.

Table 12. Comparison by Chi-Square of Education Level of Fathers of Activist and Non-Activist Students, University of Arizona, 1969

Father's Education	Activists	Non-Activists	Total
Partial H. S. or Less	5 (4.2623)	5 (5.7377)	10
H. S. Graduate	8 (5.9672)	6 (8.0329)	14
Partial College	6 (5.5410)	7 (7.4590)	11
College Degree	2 (6.8179)	14 (9.1803)	16
Graduate Work	5 (3.4098)	3 (4.5902)	8
Total	26	35	61
$\chi^2 = 8.725$	d.f. = 4		P = 0.0682

Table 12, with results similar to Table 11, has a chi-square value of 8.725 for the education level of the fathers with four degrees of freedom and a probability of 0.0682. Although close, there is no statistically significant difference in the education level among fathers of activists and non-activists. Therefore, on the basis of the significance of Tables 11 and 12, the writer rejects the null hypothesis 1, as pertaining to mothers, but not fathers.

Table 13 relates to hypothesis 2 (there is no significant difference between family income of student activists and non-activists) and shows no significant difference. Table 13 shows one activist and one non-activist missing. In each case that item on the questionnaire was left blank. The data was originally collected and placed in one of five categories (Appendix D, p. 90). For the purposes of the contingency table the first two or the last two items had to be collapsed. The decision was to collapse the last two items ("200,000 - 50,000," and "Above 50,000") into "Above 20,000" (dollars). Had both items been collapsed, the table would have been too small. The reason for choosing the last two items but not the first two was that it was felt the manner in which a family making \$45,000 a years lives is probably not too different from that of one making \$55,000 a year. On the other hand, the manner in which a family lives that makes less than \$5,000 a year

will probably be quite different from that of a family making \$10,000 a year.

Table 13 shows a chi-square value of 2.559 with three degrees of freedom and a probability of 0.5323. Therefore the null hypothesis is upheld.

Table 13. Comparison by Chi-Square of Approximate Family Income of Activist and Non-Activist Students, University of Arizona, 1969

Family Income in Dollars	Activists	Non-Activists	Total
Below 5,000	2 (1.2712)	1 (1.7288)	3
5,000 - 10,000	7 (5.0585)	6 (7.4915)	13
10,000 - 20,000	8 (10.5932)	17 (14.4068)	25
Above 20,000	8 (7.6271)	10 (10.3729)	18
Total	25	34	59
$\chi^2 = 2.559$	d.f. = 3		P = 0.5323

The data collected and analyzed for hypothesis 3 (there is no significant difference between fathers' occupational level of student activists and non-activists) are described in Tables 14 and 15. Table 15 shows no significant difference between the fathers' occupational

level of the two groups. Since the data collected also included mothers, those data have been included for general interest in Table 14. A comparison by chi-square was done on the mothers of the two groups; however, since eight of the ten cells had an expected frequency of less than five it was not considered in this discussion (see Appendix D, p. 91).

Table 14. Data as Collected on Type of Parental Employment of Activist and Non-Activist Students, University of Arizona, 1969

Type of Employment	Activists		Non-Activists	
	Mother	Father	Mother	Father
Executives, etc.	2	11	1	9
Managers, etc.	0	3	3	12
Administrative, etc.	4	5	4	5
Owner Small Business	7	3	5	2
Skilled Workers	2	0	2	3
Semi-Skilled	1	2	0	0
Unskilled	2	2	2	1
Total	18	26	17	32

Because of limited space the types of employment had to be abbreviated. "Executives, etc." also includes

proprietors of large concerns and major professionals.

"Managers, etc." includes proprietors of medium sized business, and lesser professionals. "Administrative, etc." includes administrative personnel of large concerns, owners of small independent business and semi-professionals. "Owner Small Business" also includes clerical, sales workers and technicians (Hollingshead, 1958).

For the purposes of Table 15 the last three items on Table 14, relating to the degree of skill of workers, were combined.

Table 15. Comparison by Chi-Square of Employment of Fathers of Activist and Non-Activist Students, University of Arizona, 1969

Type of Employment	Activists	Non-Activists	Total
Executives, etc.	11 (8.9655)	9 (11.0345)	20
Managers, etc.	3 (6.7241)	12 (8.2759)	15
Administrative, etc.	5 (4.4828)	5 (5.5172)	10
Owner Small Business	3 (2.2414)	2 (2.7586)	5
Skilled, Semi or Unskilled	4 (3.5862)	4 (4.4138)	8
Total	26	32	58
$\chi^2 = 5.235$	d.f. = 4	P = 0.2637	

The chi-square value for Table 15 is 5.235 with four degrees of freedom and a probability of 0.2637. On that basis the judgment is to uphold null hypothesis 3.

Table 16 containing data relating to family social class as estimated by the individual shows no significant difference. For the purposes of the contingency table, the first two categories of the data as it was collected (Appendix D, p. 92) were combined. The decision was made not to combine the last two categories even though two of the expected frequencies are less than five. This decision was made in the light of some of the literature reviewed earlier in this paper.

Table 16. Comparison by Chi-Square of Family Social Class Estimated by Activist and Non-Activist Students, University of Arizona, 1969

Social Class	Activists	Non-Activists	Total
Lower or Lower Middle	5 (4.1667)	5 (5.8333)	10
Middle	9 (9.1667)	13 (12.8333)	22
Upper-Middle	10 (10.4167)	15 (14.5833)	35
Upper	1 (1.2500)	2 (1.7500)	3
Total	25	35	61
$\chi^2 = 0.405$	d.f. = 3		P = 0.9384

Table 16 shows a chi-square value of 0.405 with three degrees of freedom and a probability of 0.9384. Therefore any difference in family social class of activists and non-activists, on the basis of their personal estimation, is not statistically significant.

Rather than using the data on social class as estimated by the individual alone to test hypothesis 4 (there is no significant difference between the family social class of student activists and non-activists) the writer considered data from Tables 11 through 17. Those tables include information on fathers' educational level, family income, and fathers' employment.

Table 17 shows the activists and non-activists placed according to their social class as determined by the method described hereafter. As the chi-square value is .8055 with three degrees of freedom and a probability of .8600, there is no significant difference in the social class of the two groups.

Using the basic formula implemented by Hollingshead (1958) for his study in New Haven, Connecticut, a "Family Index of Social Position Score" was calculated. To obtain a family's score on the "Index of Social Position" Hollingshead used three things: address, job of father and years of school the father has completed. For the purposes of this study family income was substituted for address. It was assumed that income bears the same weight in the scale as

address. The scale scores were determined by ranking each item from high to low, one for the highest. Once the scale scores were calculated, each was multiplied by the appropriate weight as described by Hollingshead. For example, the score for an activist whose family income falls between \$20,000 - \$50,000, father's occupation is as a professional and his father has a partial college education is as follows:

Factor	Scale Value	X	Factor Weight	=	Partial Score
Income	2		6		12
Occupation	1		9		9
Education	4		5		20
Index of Social Position Score					<u>41</u>

The Index of Social Position Score is then placed in a class according to the following range of scores (Hollingshead, 1958, p. 395):

Class	Range of Scores
Lower	20 - 31
Lower-Middle	32 - 55
Middle	56 - 86
Upper-Middle	87 - 115
Upper	116 - 134

Table 17. Comparison by Chi-Square of Social Class
After Weighting of Activist and Non-Activist Students,
University of Arizona, 1969

Social Class	Activists	Non-Activists	Total
Lower or Lower Middle	5 (4.4640)	5 (5.5350)	10
Middle	8 (8.0352)	10 (9.9630)	18
Upper-Middle	11 (11.1600)	14 (13.8375)	25
Upper	1 (1.3392)	2 (1.6605)	3
Total	25	31	56
$\chi^2 = 0.8055$	d.f. = 3	P = .8600	

It is interesting to note how similar the results are to Table 16 (social class estimated by the individual). The difference in the number of non-activists in the two tables may be accounted for by the fact that some of the non-activists did not report data for some of the factors needed for the equation making up the index of social position score. Therefore, they were omitted, making the number of non-activists thirty-one in Table 17 rather than thirty-five (Table 16).

Data pertaining to hypothesis 5 (there is no significant difference between grade point averages of student

activists and non-activists) are contained in Table 18. Since the totals get increasingly smaller and all but one person reported for high school graduation and end of college freshman year, perhaps only those two tables should really be considered. Curiosity caused the inclusion of the grades at the end of the sophomore and junior years.

At the end of high school the comparison shows a chi-square value of 0.8925 with two degrees of freedom and a probability of 0.6500. Therefore any difference in grades at high school graduation is not significant.

The chi-square value of 3.8844 was computed for the end of the college freshman year, with two degrees of freedom and a probability of 0.1600. Although more significant than at the end of high school, it can not be called a statistically significant difference.

At the end of the college sophomore year the comparison shows a chi-square value of 1.862 with two degrees of freedom and a probability of 0.6032. Again, this does not show any significant difference.

The chi-square value obtained for the end of the college junior year does show significance, but should not be considered as four of the six cells have expected frequencies of less than five. Therefore, on the basis of data reported in Table 18 the null hypothesis 5 is not rejected.

Table 18. Comparison by Chi-Square of Grade Averages of Activist and Non-Activist Students, University of Arizona, 1969

Grades End Of:	Activists	Non-Activists	Total
H. S. Graduation			
A	9 (7.3658)	8 (9.6322)	17
B	13 (14.3000)	20 (18.7000)	33
C or D	4 (4.3316)	6 (5.6644)	10
Total	26	34	60
$\chi^2 = 0.8925$ d.f. = 2 P = 0.6500			
Col. Freshman Yr.			
A	7 (4.3333)	3 (5.6666)	10
B	11 (11.2658)	15 (14.7316)	26
C or D	8 (10.3992)	16 (13.5984)	24
Total	26	34	60
$\chi^2 = 3.884$ d.f. = 2 P = 0.1600			
Col. Sophomore Yr.			
A	7 (5.5000)	4 (5.5000)	11
B	12 (11.5000)	11 (11.5000)	23
C or D	6 (8.0000)	10 (8.0000)	16
Total	25	25	50
$\chi^2 = 1.862$ d.f. = 2 P = 0.6032			
Col. Junior Yr.			
A	4 (3.3750)	2 (2.6250)	6
B	12 (9.5625)	5 (7.4375)	17
C or D	2 (5.0625)	7 (3.9375)	9
Total	18	14	32
$\chi^2 = 5.919$ d.f. = 2 P = 0.0507			

The data in Tables 19, 20 and 21 refer to and support hypothesis 6 (there is no significant difference between the degree of permissiveness in child rearing practices of the parents of student activists and non-activists). By using the following formula, the responses on the questionnaire were placed in Table 19 which shows the collected data.

$$\text{More Autocratic} \quad \sum_{A} a_i > \sum_{P} a_i$$

$$\text{Equalitarian} \quad \sum_{A} a_i = \sum_{P} a_i$$

$$\text{More Permissive} \quad \sum_{A} a_i < \sum_{P} a_i$$

$$A = \begin{cases} a_1 = 0 \text{ or } 1 \text{ (1 if parent is autocratic)} \\ a_2 = 0 \text{ or } 1 \text{ (1 if parent is authoritarian)} \\ a_3 = 0 \text{ or } 1 \text{ (1 if parent is democratic)} \end{cases}$$

$$E = \begin{cases} a_4 = 0 \text{ or } 1 \text{ (this was omitted)} \end{cases}$$

$$P = \begin{cases} a_5 = 0 \text{ or } 1 \text{ (1 if parent is permissive)} \\ a_6 = 0 \text{ or } 1 \text{ (1 if parent is laissez-faire)} \\ a_7 = 0 \text{ or } 1 \text{ (1 if parent is ignoring)} \end{cases}$$

Table 20 shows the mothers have a chi-square value of 1.053 with two degrees of freedom and a probability of 0.5967. Table 21 shows the fathers have a chi-square value of 2.811 with two degrees of freedom and a probability of 0.2444. Although the level of significance is closer to .05 for the father's and more significant than the mothers,

neither chi-square value is statistically significant.

Therefore null hypothesis 6 is not rejected.

Table 19. Data as Collected on Parent Child Rearing Practices of Activist and Non-Activist Students, University of Arizona, 1969

Practice	Activists		Non-Activists	
	Mother	Father	Mother	Father
More Autocratic	11	13	12	14
Equalitarian	5	1	5	6
More Permissive	8	10	15	11
Total	24	24	32	31

Table 20. Comparison by Chi-Square Rearing Practices of Mothers of Activist and Non-Activist Students, University of Arizona, 1969

Mothers Practice	Activists	Non-Activists	Total
More Autocratic	11 (9.8571)	12 (13.1429)	23
Equalitarian	5 (4.2857)	5 (5.7143)	10
More Permissive	8 (9.8571)	15 (13.1429)	23
Total	24	32	56
$\chi^2 = 1.053$ d.f. = 2 P = 0.5967			

Table 21. Comparison by Chi-Square Rearing Practices of Fathers of Activist and Non-Activist Students, University of Arizona, 1969

Fathers Practice	Activists	Non-Activists	Total
More Autocratic	13 (11.7818)	14 (15.2182)	27
Equalitarian	1 (3.0545)	6 (3.9455)	7
More Permissive	10 (9.1636)	11 (11.8364)	21
Total	24	31	56
$\chi^2 = 2.811$	d.f. = 2	$P = 0.2444$	

The data collected made it possible to look at child rearing practices another way. Table 22 shows combined child rearing practices reflecting consistency of one parent with the other in the home. It is interesting to note that in the activists' homes more parents seem to be divided (not consistent) on child rearing practices. However, Table 22 shows there is no significant difference in the total picture for both groups.

Table 22. Comparison by Chi-Square of Combined Parental Rearing Practices of Activist and Non-Activist Students, University of Arizona, 1969

Parents Together	Activists	Non-Activists	Total
Autocratic	8 (7.8947)	10 (10.1053)	18
Equalitarian	1 (1.7544)	3 (2.2456)	4
Permissive	6 (7.0175)	10 (8.9825)	16
Mixed	10 (8.3333)	9 (10.6667)	19
Total	25	32	57
$\chi^2 = 1.437$	d.f. = 3		P = 0.7013

Table 23 summarizes the data needed to perform a t test on the means to establish whether there is a significant difference in the aesthetic interests of activists and non-activists (hypothesis 7).

By the method described on page 34, t was calculated to have a value of 0.7285 with twenty-three degrees of freedom. At the .05 level this is not significant. Therefore, there is no difference in the aesthetic interests of the two groups.

Table 24 shows a summary of the data used to calculate t for data collected on hypothesis 8 (there is no

significant difference between attitudes towards authority among student activists and non-activists). By using the method described on page 34, $t = 7.5137$ with twenty-four degrees of freedom. This shows significance at the .05 level. There is a significant difference between the activists and non-activists in their attitudes towards authority. The higher score for the non-activists would suggest that they are more willing to accept authority--as tested by Sanford and Older's (1950) scale --than the activists.

In summary, no significant difference in the two groups were found upon investigating the following: age, grade average, number of working mothers and fathers, income, father's occupational level, social class, child rearing practices and aesthetic interests.

Still not statistically significant, but close enough to be considered important were the data on sex (there seem to be more male activists) and father's education. The fathers of the non-activists may be more highly educated than the fathers of the activists.

There were statistically significant differences in the class standing of the two groups, mother's education and attitudes toward authority. Just exactly what the differences are need more investigation. However, the statistics suggest that a disproportionate number of activists may be upperclassmen; that mothers of non-activists may be more highly educated;

Table 23. Summary on Aesthetic
Interests of Activist and Non-Activist Students,
University of Arizona, 1969, Using t Test

	(n)	\bar{X}	σ_X	$\sigma_{\bar{X}}$	t
Activists	24	3.3831	0.5268	0.1098	0.7285
Non-Activists	35	3.5028	0.7143	0.1225	
d.f. = 23		.05 level of significance = 2.07			

Table 24. Summary of Attitudes Towards
 Authority of Activist and Non-Activist Students,
 University of Arizona, 1969, Using t Test

	(n)	\bar{X}	σ_X	$\sigma_{\bar{X}}$	t
Activists	25	2.6850	0.5602	0.1143	7.5137
Non-Activists	35	3.6107	0.2783	0.0477	
d.f. = 24		.05 level of significance = 2.06			

and that the activists do not agree as readily as do the non-activists with statements showing authority.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Student demonstrations for and against various issues have been going on for centuries. The recent "unrest" in the United States has been catalyzed primarily by two things: civil rights and Viet Nam. It was the student activists, who characterize themselves by use of direct confrontation, that were the center of attention in this study. Although the activists are propounded to be a small, select group, they often create problems for administrators as well as other members of the campus and community.

What should educators' reactions be to student activism? What should counselors keep in mind as they interact with them? First, one must consider the factors that promote protest-prone personalities. The coming generation will be likely to have even more students who come from the upper middle class, highly educated, politically liberal, and professional families--the type of background many authors suggest fosters activism. However, before such conclusions can be drawn and before solutions instituted, a great deal of research needs to be done.

Some of the activists may have common traits as suggested by the literature, as may the non-activists.

Several studies indicate that there are significant differences between activists and non-activists. This study has sought to find if there are significant differences in income, family background and some motivational characteristics among student activists and non-activists at the University of Arizona. Eight hypothesis were formulated to investigate if differences (among student activists and non-activists) occur in the following: parent education level, family income, fathers' occupational level, family social class, grade point averages, degree of permissiveness in child rearing practices, aesthetic interests and some attitudes towards authority. The study was limited to students registered at The University of Arizona, Spring 1968-69.

The survey of literature related to the study includes a brief outline of the historic background of student activism including historical sketches of both international activism and student activism in North America. Also included is a survey of literature on the family background and motivational characteristics of student activists, some of which will be referred to in the "Conclusions" section of this chapter. Some interesting comparisons can be made to the results of this research.

The population for this study was made up of sixty-one University of Arizona students. The non-activist sample of thirty-five was drawn by means of a random sample of one of the set of cards required at each

university registration. The activist sample of twenty-six was chosen with the help of a student-faculty committee. During the spring of 1969 data were collected by means of a questionnaire. Questions were included to test the eight hypotheses and to describe the population of the study. Wherever possible questions were borrowed from existing research in an effort to strengthen the study. The statistical treatments applied to the data included comparisons by chi-square and t test. A computer was used to prepare the chi-square comparisons.

Statistically significant differences did appear in the data tested on the following: class standing (grade level in school), mothers education level and attitudes towards authority. These differences might indicate: (1) activists may tend to be upperclassmen, (2) mothers of non-activists may tend to be more highly educated and (3) non-activists may be more able to readily accept authoritative statements. The other hypotheses showed no significant differences.

Conclusions

Understanding so complex a phenomenon as student activism requires a knowledge that cuts across many specialties and disciplines. It takes the combined competencies of a developmental psychologist (studying the growth of the individual within his family), a social psychologist

(studying and analyzing the formation and change of attitudes), a sociologist (studying atmospheres, mechanisms of large organizations and the relations between individual and institution), a clinical psychologist (able to place the present in perspective), and a social-critic (to make predictions).

The fact that this study found significant differences between activists and non-activists in class (year in school), mothers education, and attitudes toward authority, refutes some of the literature cited. It is interesting to note some of the major differences in the results of this study.

Flacks (1967) reports that at the University of Chicago the parents of activists tend to be more highly educated. The study at hand shows that there is a significant difference between the education level of parents, especially mothers. However, it suggests it is the mothers of non-activists (not activists) that are more highly educated.

In the same study Flacks (1967) states the activists to be disproportionately among the upper-middle social class, and had families with higher incomes, and fathers who are primarily professional. These findings parallel those of Braungart (1966), Keniston (1967), and Halleck (1967) in their studies. This study cannot report any significant differences in any of the characteristics mentioned above.

Flacks (1967) also found the mothers of activists are more likely to be employed. Although there appear to be more working mothers of activists in the study at hand, there is no statistically significant difference in the number of working mothers in the two groups.

Somers (1965), Watts et al. (1969) and Heist (1966) found not only did activists fall into the highest intellectual categories, but they scored significantly higher on attitude scales that measured aesthetic interests. The population for this study shows no significant differences for either grade averages or aesthetic interests.

For the most part the information obtained in this study does not substantiate several prior studies. Differences in backgrounds should relate to attitudes and opinions, and result in variations among students at various types of schools. Gottlieb (1965) suggests geographic location of the institution will influence student enrollment and behavior. Perhaps this is true at The University of Arizona.

Tyranny is never beneficial; student power can be. Some students have already realized there is more to be gained by working actively for change within the system than by dropping out of it. More mutual respect is needed. If no immediate answer to a problem is found it shouldn't be dismissed lightly by either students or administrators.

Utopian schemes do not work effectively. Plans for the future should be based on evolution from existing structures. Reformation, whether it be oneself or a university takes time. Along with time there must be an interest in experimentation, the ability to exchange and change views calmly--very little can be accomplished through emotionality. Layton (1967, p. 14) summarizes it nicely by suggesting (1) that education become more individualized and personalized and (2) that people in the educational community get personally involved with students and help them get involved in their own educational development.

In any case, in our attempt to understand and effectively counsel student activists at The University of Arizona, we must realize they are not, for the most part, similar in family background and motivational characteristics to students on other campuses. On the basis of this thesis it is suggested that counselors (and others) exercise caution in generalizing the findings of other researchers regarding the characteristics of student activists at different locations.

Recommendations

In our attempt to learn about the forces that impinge upon the student and to identify the underlying problems so as to help prepare students for the job of seeking solutions, it is suggested that some areas touched upon here need further study. By virtue of the fact that significant

differences were found in the areas of parent education and attitudes towards authority, further research is suggested in an attempt to expose those differences. Perhaps the case study approach would reveal some new directions for research on activists. It would also be interesting to compare non-student activists with non-student non-activists, for just studying those groups enrolled in a university, one is choosing to study a select group in itself. For that reason some of the measures against which we are judging may not be in the proper perspective.

In addition, research into the religious and ethnic backgrounds of both groups might prove worthwhile. Referring to this study in particular, ethnic background could well have been a factor in the mothers of activists appearing to be less educated. Recently there have been increasing numbers of Mexican-Americans and Negroes taking activist roles, particularly at The University of Arizona.

Finally, caution should be exercised in the drawing of the non-activist sample. Measures should be taken to insure that one is not in fact sampling activists. Perhaps a better way to select a non-activist sample would be on an informant system, including only those students not sympathetic with the activists and their activities.

APPENDIX A

PILOT RESEARCH QUESTIONNAIRE

The questionnaire that follows was used to test the adequacy of what was to become the data gathering device for this study.

RESEARCH QUESTIONNAIRE

As to the purpose of this questionnaire:

The purpose in giving you this questionnaire is to gather data which is important to a study of family backgrounds and some personality characteristics of particular student groups at The University of Arizona. The information that you can furnish about yourself and family is a vital part of this research. The success of the study depends entirely on your honest, thoughtful answers.

Most of the questions are very personal in nature. So as not to violate your privacy, please do not put your name on the questionnaire--the information requested and gathered is to be strictly anonymous.

As to filling out the questionnaire:

Please answer each item by CHECKING THE RESPONSE you feel best describes your situation/feelings.

Please be sure not to skip or overlook a question. Fully answered questionnaires are essential to the success of this project.

If you have already completed and returned one of these questionnaires, please do not fill out another.

Please fold the completed questionnaire with the return address to the outside, and deposit it in a CAMPUS MAIL (not U. S. Mail) box in any campus office or department to be returned to the investigator.

THANK YOU VERY MUCH FOR YOUR HELP!

Q U E S T I O N N A I R E

1. Are you presently registered at The University of Arizona? ☐ Yes ☐ No
2. Age in years: _____ 3. Sex: ☐ Male ☐ Female
4. Grade point average at the end of last semester (2 pts. beyond decimal): _____
5. Legal resident of:
- Arizona ☐
Other ☐
If other, specify _____
6. Class standing:
- Freshman ☐
Sophomore ☐
Junior ☐
Senior ☐
Other ☐
If other, specify _____
7. Into which social class would you place your family:
- Lower ☐
Lower-middle ☐
Middle ☐
Upper-middle ☐
Upper ☐
8. Parents education:
- | | Mother | Father |
|-----------------------------|--------------------------|--------------------------|
| Less than 7 years of school | <input type="checkbox"/> | <input type="checkbox"/> |
| Junior high | <input type="checkbox"/> | <input type="checkbox"/> |
| H. S. Graduate | <input type="checkbox"/> | <input type="checkbox"/> |
| Partial college | <input type="checkbox"/> | <input type="checkbox"/> |
| College grad. | <input type="checkbox"/> | <input type="checkbox"/> |
| At. grad. sch. | <input type="checkbox"/> | <input type="checkbox"/> |
| Grad. degree | <input type="checkbox"/> | <input type="checkbox"/> |
9. Approximate family income:
- Below \$5,000 ☐
\$5,000-\$10,000 ☐
\$10,000-\$20,000 ☐
\$20,000-\$50,000 ☐
Above \$50,000 ☐
10. Your grade point average at each grade level was closest to the letter grade of:
- | | A | B | C | D |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| At high school graduation: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| End of college freshman year: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| End of college sophomore year: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| End of college junior year: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| End of college senior year: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Graduate school: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. Source of family income:

Does your mother work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Does your father work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
			Father	Mother
• Executives, proprietors of large concerns, major professionals:.....	<input type="checkbox"/>			<input type="checkbox"/>
• Managers, proprietors of med. size business, lesser professionals:.....	<input type="checkbox"/>			<input type="checkbox"/>
• Administrative personnel of large concerns, owner of small business and semi-professionals:.....	<input type="checkbox"/>			<input type="checkbox"/>
• Owner of little business, clerical, sales workers, technicians:.....	<input type="checkbox"/>			<input type="checkbox"/>
• Skilled workers:.....	<input type="checkbox"/>			<input type="checkbox"/>
• Semi-skilled workers:.....	<input type="checkbox"/>			<input type="checkbox"/>
• Unskilled workers:.....	<input type="checkbox"/>			<input type="checkbox"/>

12. Please answer the following by checking either yes or no. While growing up:

	Yes	No
My mother just told me what to do:	<input type="checkbox"/>	<input type="checkbox"/>
My father just told me what to do:	<input type="checkbox"/>	<input type="checkbox"/>
My mother listened to me but made the decision herself:	<input type="checkbox"/>	<input type="checkbox"/>
My father listened to me but made the decision himself:	<input type="checkbox"/>	<input type="checkbox"/>
My mother didn't care what I did:	<input type="checkbox"/>	<input type="checkbox"/>
My father didn't care what I did:	<input type="checkbox"/>	<input type="checkbox"/>
My opinions were as important as my mother's in deciding what I should do:	<input type="checkbox"/>	<input type="checkbox"/>
My opinions were as important as my father's in deciding what I should do:	<input type="checkbox"/>	<input type="checkbox"/>
I could make my own decisions but mother liked me to consider her opinion:	<input type="checkbox"/>	<input type="checkbox"/>
I could make my own decisions but father liked me to consider his opinion:	<input type="checkbox"/>	<input type="checkbox"/>
I had considerable opportunity to make my own decisions, but mother had the final word:	<input type="checkbox"/>	<input type="checkbox"/>
I had considerable opportunity to make my own decisions, but father had the final word:	<input type="checkbox"/>	<input type="checkbox"/>
I could do what I wanted regardless of what my mother thought:	<input type="checkbox"/>	<input type="checkbox"/>
I could do what I wanted regardless of what my father thought:	<input type="checkbox"/>	<input type="checkbox"/>

13. Please check the appropriate response for each question:

	Dis- agree			Agree		
	very much	pretty much	a little	very much	pretty much	a little
. In a paper, such as the New York Sunday Times, you are more likely to read the real estate sections and the account of the stock market rather than the section on picture galleries and exhibitions.						
. The most important thing a child should learn is obedience to his parents.						
. You would prefer to hear a series of popular lectures on the progress of the social service work in your part of the country rather than contemporary painters.						
. Human nature being what it is, there must always be war and conflict.						
. People can be trusted.						
. Our modern industrial and scientific developments are signs of a greater degree of civilization than those attained by any previous society, the Greeks, for example.						
. A few strong leaders could make this country better than all the laws and talk.						
. If you were a university professor and had the ability, you would prefer to teach poetry rather than chemistry/physics.						
. Women should stay out of politics.						
. If you had some time to spend in a waiting room and there were only two magazines to choose from, you would prefer <u>Scientific Age</u> rather than <u>Arts and Decorations</u> .						
. Most people who don't get ahead just don't have enough will power.						
. When visiting a cathedral you are more impressed by a pervading sense of reverence and worship than by the architectural features and stained glass.						
. Husbands should help their wives with the dishes and care for the children.						
. If you had an opportunity, you would prefer to found a debating society or forum rather than a classical orchestra.						
. When witnessing a gorgeous ceremony you are more impressed by the color and pageantry of the occasion than by the strength of the group.						
. People sometimes say that an insult to your honor should not be forgotten.						

APPENDIX B

RESEARCH QUESTIONNAIRE

RESEARCH QUESTIONNAIRE

As to the purpose of this questionnaire:

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Most of the questions are very personal in nature. So as not to violate your privacy, please do not put your name on the questionnaire - the information requested and gathered is to be strictly anonymous.

As to filling out the questionnaire:

Please answer each item by CHECKING THE RESPONSE you feel best describes your situation/feelings.

Please be sure not to skip or overlook a question. Fully answered questionnaires are essential to the success of this project.

If you have already completed and returned one of these questionnaires, please do not fill out another.

Please fold the completed questionnaire with the return address to the outside, and deposit it in a CAMPUS MAIL (not U.S. Mail) box in any campus office or department to be returned to the investigator.

THANK YOU VERY MUCH FOR YOUR HELP!

QUESTIONNAIRE

1. Are you presently registered at the University of Arizona? ☐ Yes ☐ No
2. Age in years: _____
3. Sex: ☐ Male ☐ Female
4. Accumulative grade point average at the end of last semester U of A system
(2 pts. beyond decimal): _____
5. Legal resident of: Arizona ☐
Other ☐
If other, specify _____
6. Class standing:
 - Freshman ☐
 - Sophomore ☐
 - Junior ☐
 - Senior ☐
 - Other ☐
 - If other, specify _____
7. Into which social class would you place your family*:
 - Lower ☐
 - Lower-Middle ☐
 - Middle ☐
 - Upper-Middle ☐
 - Upper ☐
8. Parents education:

	Mother	Father
Less than 7 years of school	<input type="checkbox"/>	<input type="checkbox"/>
Junior high school	<input type="checkbox"/>	<input type="checkbox"/>
Partial high school	<input type="checkbox"/>	<input type="checkbox"/>
High school graduate	<input type="checkbox"/>	<input type="checkbox"/>
Partial college	<input type="checkbox"/>	<input type="checkbox"/>
College graduate	<input type="checkbox"/>	<input type="checkbox"/>
Attended Grad. school	<input type="checkbox"/>	<input type="checkbox"/>
Graduate degree	<input type="checkbox"/>	<input type="checkbox"/>
9. Approximate family** income:
 - Below \$5,000 ☐
 - \$5,000 - \$10,000 ☐
 - \$10,000-\$20,000 ☐
 - \$20,000-\$50,000 ☐
 - Above \$50,000 ☐
10. Your grade point average at each grade level was closest to the letter grade of:

	A	B	C	D
At high school graduation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End of college freshman year:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End of college sophomore year:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End of college junior year:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End of college senior year:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate school:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* You and your parents as a family.

** You and your parents as a family before retirement.

11. Source of family* income:

- a. Does your mother work? ☐ Yes ☐ No ☐ Deceased ☐ Retired
 Does your father work? ☐ Yes ☐ No ☐ Deceased ☐ Retired

- | | Mother / | Father |
|--|--------------------------|--------------------------|
| b. Executives, proprietors of large concerns, major professionals: | <input type="checkbox"/> | <input type="checkbox"/> |
| Managers, proprietors of med. size business, lesser professionals: | <input type="checkbox"/> | <input type="checkbox"/> |
| Administrative personnel of large concerns, owner of small independent business, and semi-professionals: | <input type="checkbox"/> | <input type="checkbox"/> |
| Owner of little business, clerical, sales workers, technicians: | <input type="checkbox"/> | <input type="checkbox"/> |
| Skilled workers: | <input type="checkbox"/> | <input type="checkbox"/> |
| Semi-skilled workers: | <input type="checkbox"/> | <input type="checkbox"/> |
| Unskilled workers: | <input type="checkbox"/> | <input type="checkbox"/> |

12. Please answer the following by checking either yes or no. While growing up:

- | | Yes | No |
|---|--------------------------|--------------------------|
| My mother just told me what to do. | <input type="checkbox"/> | <input type="checkbox"/> |
| My father just told me what to do. | <input type="checkbox"/> | <input type="checkbox"/> |
| My mother listened to me but made the decision herself. | <input type="checkbox"/> | <input type="checkbox"/> |
| My father listened to me but made the decision himself. | <input type="checkbox"/> | <input type="checkbox"/> |
| My mother didn't care what I did. | <input type="checkbox"/> | <input type="checkbox"/> |
| My father didn't care what I did. | <input type="checkbox"/> | <input type="checkbox"/> |
| My opinions were as important as my mother's in deciding what I should do. | <input type="checkbox"/> | <input type="checkbox"/> |
| My opinions were as important as my father's in deciding what I should do. | <input type="checkbox"/> | <input type="checkbox"/> |
| I could make my own decisions but father liked me to consider his opinion. | <input type="checkbox"/> | <input type="checkbox"/> |
| I could make my own decisions but mother liked me to consider her opinion. | <input type="checkbox"/> | <input type="checkbox"/> |
| I had considerable opportunity to make my own decisions, but mother had the final word. | <input type="checkbox"/> | <input type="checkbox"/> |
| I had considerable opportunity to make my own decisions, but father had the final word. | <input type="checkbox"/> | <input type="checkbox"/> |
| I could do what I wanted regardless of what my mother thought. | <input type="checkbox"/> | <input type="checkbox"/> |
| I could do what I wanted regardless of what my father thought. | <input type="checkbox"/> | <input type="checkbox"/> |

* You and your parents as a family.

13. Please check the appropriate response for each question:

	DISAGREE			AGREE		
	very much	pretty much	a little	very much	pretty much	a little
In a paper, such as the New York Sunday Times, you are more likely to read the real estate sections and the account of the stock market rather than the section on picture galleries and exhibitions.						
The most important thing a child should learn is obedience to his parents.						
You would prefer to hear a series of popular lecturers on the progress of the social service work in your part of the country rather than contemporary painters.						
Human nature being what it is, there must always be war and conflict.						
People can be trusted.						
Our modern industrial and scientific developments are signs of a greater degree of civilization than those attained by any previous society, the Greeks, for example.						
A few strong leaders could make this country better than all the laws and talk.						
If you were a university professor and had the ability, you would prefer to teach poetry rather than chemistry/physics.						
Women should stay out of politics.						
If you had some time to spend in a waiting room and there were only two magazines to choose from, you would prefer <u>Scientific Age</u> rather than <u>Arts and Decorations</u> .						
Most people who don't get ahead just don't have enough will power.						
When visiting a cathedral you are more impressed by a pervading sense of reverence and worship than by the architectural features and stained glass.						
Husbands should help their wives with the dishes and care for the children.						
If you had an opportunity, you would prefer to found a debating society or forum rather than a classical orchestra.						
When witnessing a gorgeous ceremony you are more impressed by the color and pageantry of the occasion itself than by the strength of the group.						
People sometimes say that an insult to your honor should not be forgotten.						

APPENDIX C

INPUT FORMAT COLUMN IDENTIFICATION

Should anyone wish to refer to the computer programs used in this study, or perhaps replicate this study the following appendix may be helpful.

APPENDIX D

ADDITIONAL DATA

The pages of tables that follow in this section contain additional data that was collected for the purposes of this study, but was not crucial to the analysis and discussion of the data in Chapter IV.

Table 25. Data as Collected on Class
Standings of Activist and Non-Activist Students,
University of Arizona, 1969

Class Standing	Activists	Non-Activists	Total
Freshman	0	8	8
Sophomore	6	8	14
Junior	9	11	20
Senior	9	3	12
Graduate	2	4	6
Continuing Education	0	0	0
Special	0	1	1
Total	26	35	61

Table 26. Data as Collected on Parent
Education Level of Activist and Non-Activist Students,
University of Arizona, 1969

Parents Education	Activists		Non-Activists	
	Mother	Father	Mother	Father
Less than 7 Years	0	1	1	2
Junior High	1	1	2	3
Partial H. S.	2	3	1	0
H. S. Graduate	9	8	9	6
Partial College	9	6	11	7
College Graduate	0	2	10	14
Attended Grad. School	4	1	0	0
Graduate Degree	1	4	1	3
Total	26	26	35	35

Table 27. Data as Collected on Approximate
Family Income of Activist and Non-Activist Students,
University of Arizona, 1968

Family Income In Dollars	Activists	Non-Activists	Total
Below 5,000	2	1	3
5,000 - 10,000	7	6	13
10,000 - 20,000	8	17	25
20,000 - 50,000	7	8	15
Above 50,000	1	2	3
Total	25	34	59

Table 28. Comparison by Chi-Square of Employment of Mothers of Activist and Non-Activist Students, University of Arizona, 1969

Type of Employment	Activists	Non-Activists	Total
Executives, etc.	2 (1.5429)	1 (1.4571)	3
Managers, etc.	0 (1.5429)	3 (1.4571)	3
Administrative, etc.	4 (4.1143)	4 (3.8857)	8
Owner Small Business	7 (6.1714)	5 (5.8286)	12
Skilled, Semi or Unskilled	5 (4.6286)	4 (4.3714)	9
Total	18	17	35
$\chi^2 = 3.752$	d.f. = 4	$P = 0.5575$	

Table 29. Data as Collected on Family Social Class
As Estimated by Activist and Non-Activist Students,
University of Arizona, 1969

Social Class	Activists	Non-Activists	Total
Lower	1	1	2
Lower-Middle	4	4	8
Middle	9	13	22
Upper-Middle	10	15	25
Upper	1	2	3
Total	25	35	60

Table 30. Data as Collected on Social Class
After Weighting of Activist and Non-Activist Students,
University of Arizona, 1969

Social Class	Activists	Non-Activists	Total
Lower	2	1	3
Lower-Middle	3	4	7
Middle	8	10	18
Upper-Middle	11	14	25
Upper	1	2	3
Total	25	31	56

Table 31. Data as Collected on Grade
Averages of Activist and Non-Activist Students,
University of Arizona, 1969

Grades End Of:	Activists	Non-Activists
H. S. Graduation		
A	9	8
B	13	20
C	4	5
D	0	1
Total	26	34
College Freshman Year		
A	7	3
B	11	15
C	8	14
D	0	2
Total	26	34
College Sophomore Year		
A	7	4
B	12	11
C	6	10
D	0	0
Total	25	25
College Junior Year		
A	4	2
B	12	5
C	2	7
D	0	0
Total	18	14
College Senior Year		
A	2	2
B	4	1
C	1	3
D	0	0
Total	7	6
Graduate School		
A	1	2
B	1	1
C	0	0
D	0	0
Total	2	3

Table 32. Data as Collected on Combined Parental Rearing Practices of Activist and Non-Activist Students, University of Arizona, 1969

Parents Together	Activists	Non-Activists	Total
Autocratic	8	10	18
Equalitarian	1	6	3
Permissive	6	10	16
Mixed	10	9	19
Total	25	32	57

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