

University of New Mexico

## UNM Digital Repository

---

Teacher Education, Educational Leadership &  
Policy ETDs

Education ETDs

---

7-7-1970

### An Analysis Of Administrator And Student Leader Views Of Student Discontent And Solutions On One University Campus.

Harold Peter Menninger

Follow this and additional works at: [https://digitalrepository.unm.edu/educ\\_teelp\\_etds](https://digitalrepository.unm.edu/educ_teelp_etds)



Part of the [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#),  
and the [Teacher Education and Professional Development Commons](#)

---

#### Recommended Citation

Menninger, Harold Peter. "An Analysis Of Administrator And Student Leader Views Of Student Discontent And Solutions On One University Campus.." (1970). [https://digitalrepository.unm.edu/educ\\_teelp\\_etds/326](https://digitalrepository.unm.edu/educ_teelp_etds/326)

This Dissertation is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Teacher Education, Educational Leadership & Policy ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact [disc@unm.edu](mailto:disc@unm.edu).



THE UNIVERSITY OF NEW MEXICO  
ALBUQUERQUE, NEW MEXICO 87106

POLICY ON USE OF THESES AND DISSERTATIONS

Unpublished theses and dissertations accepted for master's and doctor's degrees and deposited in the University of New Mexico Library are open to the public for inspection and reference work. *They are to be used only with due regard to the rights of the authors.* The work of other authors should always be given full credit. Avoid quoting in amounts, over and beyond scholarly needs, such as might impair or destroy the property rights and financial benefits of another author.

To afford reasonable safeguards to authors, and consistent with the above principles, anyone quoting from theses and dissertations must observe the following conditions:

1. Direct quotations during the first two years after completion may be made only with the written permission of the author.
2. After a lapse of two years, theses and dissertations may be quoted without specific prior permission in works of original scholarship provided appropriate credit is given in the case of each quotation.
3. Quotations that are complete units in themselves (e.g., complete chapters or sections) in whatever form they may be reproduced and quotations of whatever length presented as primary material for their own sake (as in anthologies or books of readings) ALWAYS require consent of the authors.
4. The quoting author is responsible for determining "fair use" of material he uses.

This thesis/dissertation by Harold Peter Menninger has been used by the following persons whose signatures attest their acceptance of the above conditions. (A library which borrows this thesis/dissertation for use by its patrons is expected to secure the signature of each user.)

NAME AND ADDRESS

DATE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



This dissertation, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of The University of New Mexico in partial fulfillment of the requirements for the degree of

Doctor of Education

Title

AN ANALYSIS OF ADMINISTRATOR  
AND STUDENT LEADER VIEWS OF  
STUDENT DISCONTENT AND  
SOLUTIONS ON ONE UNIVERSITY  
CAMPUS

Candidate

HAROLD PETER MENNINGER

EDUCATION ADMINISTRATION

Department

David T. B. Smith

Dean

July 17, 1970

Date

Committee

Herbert H. Hughes

Chairman

J. D. Hughey

Richard M. Gorman

Harold E. Kenney



COPYRIGHT

by

HAROLD PETER MENNINGER

1970



AN ANALYSIS OF ADMINISTRATOR AND STUDENT  
LEADER VIEWS OF STUDENT DISCONTENT AND  
SOLUTIONS ON ONE UNIVERSITY CAMPUS

BY  
HAROLD PETER MENNINGER  
B.S., University of Maryland, 1963  
M.S., C. W. Post College, 1967

DISSERTATION

Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Doctor of Education  
in the Graduate School of  
The University of New Mexico  
Albuquerque, New Mexico  
August, 1970



181  
564M527  
p.2

## ACKNOWLEDGMENTS

There were many who contributed freely of their time and support, and without them, this project could not have been completed.

The author is particularly grateful to the members of his committee: Drs. Herbert H. Hughes, chairman; Jim Duff Hughey; Harold E. Kenney; and Richard M. Gorman. Special appreciation will always be felt for Dr. Hughes, whose constant guidance and encouragement, combined with an unselfish contribution of time and effort, provided inspiration to the author.

Special gratitude is given to the author's wife, Joan, and son, Christopher, for their constant encouragement and love throughout this study.



AN ANALYSIS OF ADMINISTRATOR AND STUDENT  
LEADER VIEWS OF STUDENT DISCONTENT AND  
SOLUTIONS ON ONE UNIVERSITY CAMPUS

BY  
Harold Peter Menninger

ABSTRACT OF DISSERTATION

Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Doctor of Education  
in the Graduate School of  
The University of New Mexico  
Albuquerque, New Mexico  
August, 1970

AN ANALYSIS OF ADMINISTRATOR AND STUDENT  
LEADER VIEWS OF STUDENT DISCONTENT AND  
SOLUTIONS ON ONE UNIVERSITY CAMPUS

Harold Peter Menninger, Ed.D.  
Department of Education Administration  
The University of New Mexico, 1970

The purpose of this investigation was to analyze problems of and solutions to student discontent as viewed by university administrators and student leaders. In addition, the responsibilities, future, and roles of these two groups were investigated, along with questions about the involvement of faculty and students in protest issues and their value positions. Talcott Parsons' theoretical framework, which includes the concept of functional imperatives, was used to achieve deeper interpretation of the results. Several hypotheses derived from Parsons' theory were set forth and tested.

Data were collected on the respondents' personal backgrounds, on reactions to student discontent and its solutions, on the respondents' values, and on current issues. The instruments used to collect the data were an interview schedule containing seven open-ended questions,

a closed-ended questionnaire adapted from Roscoe's Polyphasic Value Inventory, and Peterson's Survey of Protest Issues.

The respondent population consisted of ninety-three administrators and one hundred student leaders at The University of New Mexico.

Interview responses were analyzed with the binomial test and the value and issue responses were analyzed with the chi-square statistical test. Additional open-ended interview data were categorized under Talcott Parsons' four functional imperatives for deeper interpretation.

The results confirmed that student discontent is a multi-dimensional phenomenon, factors of which might be fruitfully categorized under Parsons' four functional imperatives. Some of the factors identified were failures of the educational process, new student awareness, domestic social problems, and communications. As viewed by the two populations, responsibility for student discontent remained somewhat unclear. Contrary to predictions set forth, there were no statistically significant differences found between the value positions of administrators and student leaders on nine of ten items of the Polyphasic



## Value Inventory.

Administrators and student leaders envisioned a different role responsibility toward student discontent. In line with recent research, it was also found that the role of protest issues does not appear to relate to values which are verbally expressed. Significant differences were found between students and administrators on eighteen items of the Survey of Protest Issues, an instrument which deals with estimates of student and faculty involvement in protest issues.

Thirty per cent of the student leaders and twelve per cent of the administrators described student discontent as having virtually no solution. Some of the suggested solutions were increased cooperation of all segments of the university, eliminating domestic social problems, better communications, and an all-university governing body.

It appears from the present study that student discontent may become more complex and difficult to predict in the future. One reason is that the respondent population tended to offer a large number of rather general or unrealistic solutions to student discontent. Second,

a great deal of the research on student discontent continues to focus on single factor explanations. Finally, the current study provides some additional support for the view that there is an intimate relationship between society's problems and factors underlying student discontent.

## TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS . . . . .	iii
LIST OF TABLES . . . . .	xiv
CHAPTER	
I. THE PROBLEM . . . . .	1
Overview of the Study . . . . .	1
Background of the Problem . . . . .	2
The Conceptual Framework . . . . .	6
Questions Presented . . . . .	10
Hypotheses Outlined . . . . .	16
Significance of the Study . . . . .	19
Limitations of the Study . . . . .	21
Organization of the Study . . . . .	22
II. REVIEW OF THE LITERATURE . . . . .	23
Overview . . . . .	23
Research Related to the Functional	
Imperatives . . . . .	23
Contributions of Bales . . . . .	24
Contributions of Palola . . . . .	26



CHAPTER	PAGE
Contributions of Kenniston . . . . .	27
Functional Imperatives and Student	
Discontent: Related Research . . . . .	30
Goal-attainment . . . . .	31
Adaption . . . . .	35
Integration . . . . .	39
Pattern and tension maintenance . . . . .	44
Summary . . . . .	50
III. DESIGN OF THE STUDY . . . . .	51
Overview . . . . .	51
Selection of Respondents . . . . .	51
Interviews . . . . .	54
Interview Questions . . . . .	55
Questionnaire . . . . .	56
Instruments of the Questionnaire . . . . .	56
Polyphasic Value Inventory . . . . .	57
Survey of Protest Issues . . . . .	59
Statistical Design . . . . .	60
IV. DATA PRESENTATION AND RESULTS . . . . .	62
Introduction . . . . .	62
Personal Data of the Respondents . . . . .	63



CHAPTER	PAGE
Interview Data . . . . .	65
Data Related to Hypothesis 1A . . . . .	66
Additional Data Related to Hypothesis 1A .	71
Goal-attainment . . . . .	71
Tension and pattern maintenance . . . .	73
Adaption . . . . .	75
Integration . . . . .	77
Summary . . . . .	79
Data Related to Hypothesis 1B . . . . .	80
Data Related to Hypothesis 2A . . . . .	82
Data Related to Hypothesis 3A . . . . .	84
Polyphasic Value Inventory Instrument	
And Hypothesis 3B Data . . . . .	88
Item A . . . . .	90
Item B . . . . .	92
Item C . . . . .	94
Item D . . . . .	96
Item E . . . . .	98
Item F . . . . .	101
Item G . . . . .	103
Item H . . . . .	103



CHAPTER	PAGE
Item I . . . . .	106
Item J . . . . .	108
Summary of Additional Normative Data . . .	110
Data Related to Hypothesis 5A . . . . .	110
Data Related to Hypothesis 4A . . . . .	114
Student Protest Issue Survey Instrument	
And Hypothesis 3B Data . . . . .	116
Data Related to Hypothesis 2B . . . . .	126
Additional Data Related to Hypothesis 2B .	128
Goal-attainment . . . . .	128
Tension and pattern maintenance . . . .	128
Adaption . . . . .	131
Integration . . . . .	133
Summary . . . . .	133
V. SUMMARY, CONCLUSIONS, AND THE FUTURE . . . . .	136
Summary . . . . .	136
Conclusions . . . . .	139
Underlying Factors . . . . .	140
Solutions . . . . .	151
Conclusions . . . . .	155
Future Studies . . . . .	156



CHAPTER	PAGE
Concern for the Future . . . . .	157
APPENDICES . . . . .	163
APPENDIX A 1-4: Letters of Introduction . . . . .	164
APPENDIX B: Interview Schedule . . . . .	169
APPENDIX C: Polyphasic Value Inventory . . . . .	178
APPENDIX D: Survey of Protest Issues . . . . .	183
BIBILOGRAPHY . . . . .	185
CURRICULUM VITAE . . . . .	191



## LIST OF TABLES

TABLE		PAGE
1A <sub>1</sub> .	Categorization of Student Discontent in One, or More Than One, Functional Imperative . .	68
1A <sub>2</sub> .	Categorization of Student Discontent in One, or More Than One, Functional Imperative . .	69
1A <sub>3</sub> .	Categorization of Student Discontent in One, or More Than One, Functional Imperative . .	70
6A.	Responses Concerning Specific Factors Within Functional Imperatives Underlying Student Discontent - Goal-Attainment . . . . .	72
6B.	Responses Concerning Specific Factors Within Functional Imperatives Underlying Student Discontent - Tension and Pattern Maintenance . . . . .	74
6C.	Responses Concerning Specific Factors Within Functional Imperatives Underlying Student Discontent - Adaption . . . . .	76
6D.	Responses Concerning Specific Factors Within Functional Imperatives Underlying Student Discontent - Integration . . . . .	78



TABLE	PAGE
1B. Responsibility for Student Discontent . . . .	81
2A. Future of Student Discontent . . . . .	83
3A. Role of Values in Student Discontent . . . .	85
8. Identified Role of Values in Student Discontent . . . . .	87
9A. Polyphasic Value Inventory - Item A Military Action . . . . .	91
9B. Polyphasic Value Inventory - Item B International Relations . . . . .	93
9C. Polyphasic Value Inventory - Item C Government and Private Enterprise . . . . .	95
9D. Polyphasic Value Inventory - Item D Academic Freedom . . . . .	97
9E. Polyphasic Value Inventory - Item E Nature of God . . . . .	99
9F. Polyphasic Value Inventory - Item F Race Relations . . . . .	102
9G. Polyphasic Value Inventory - Item G Cheating on Tests . . . . .	104
9H. Polyphasic Value Inventory - Item H Sexual Intercourse . . . . .	105



TABLE	PAGE
9I. Polyphasic Value Inventory - Item I	
Alcoholic Beverages . . . . .	107
9J. Polyphasic Value Inventory - Item J	
Responsibility of Man . . . . .	109
10. Distributions of the Responses to the	
Polyphasic Value Inventory Compared	
to the Normative Distributions . . . . .	111
5A. Role Responsibility in Student Discontent . .	112
4A. Role of Issues in Student Discontent . . . .	115
11A. Survey of Organized Student Protest	
(Group Totals 1 and 2) . . . . .	117
11B. Survey of Organized Student Protest	
(Group Totals 4-7) . . . . .	119
12. Chi-Square Test Results on Survey Issues . .	122
2B. Solutions to Student Discontent . . . . .	127
7A. Identified Solutions to the Problem of	
Student Discontent - Goal-Attainment . . . .	129
7B. Identified Solutions to the Problem of	
Student Discontent - Tension and	
Pattern Maintenance . . . . .	130



TABLE	PAGE
7C. Identified Solutions to the Problem of Student Discontent - Adaption . . . . .	132
7D. Identified Solutions to the Problem of Student Discontent - Integration . . . . .	134



## CHAPTER I

### THE PROBLEM

#### OVERVIEW OF THE STUDY

The purpose of the present study was to analyze problems of and solutions to student discontent as viewed by university administrators and student leaders.

Talcott Parsons' theoretical framework was used as an analytic tool to aid in the comprehension and understanding of the widespread phenomenon. In addition to the factors underlying discontent and the solutions proposed by respondents, other aspects considered were the responsibilities, the future, and the roles of the various university segments, along with value commitments and issue involvement.

An interview and questionnaire was administered to University of New Mexico administrators and student group leaders with voluntary responses collected during the 1969-1970 school year. The areas of concern were analyzed via Parsons' framework using a binomial and chi-square



test for significant differences. Value commitments and issue involvement of administrators were analyzed using a chi-square test of significance.

## BACKGROUND OF THE PROBLEM

The early 1960's mark the apparent years of overt student discontent on American campuses. The national prominence given to such events as the Free Speech and Civil Rights movements have only helped to emphasize the discontent.<sup>1</sup> Problems of discontent encountered at universities have been outlined in a number of reports, two of which are the Cox Commission<sup>2</sup> and the Kerner Report.<sup>3</sup>

Practically every aspect of both college and society life has been attacked by students. In particular, lack

---

<sup>1</sup>These movements signify demonstrations of a new period of student social action.

<sup>2</sup>Archibald Cox (chmn.), Crisis at Columbia, Report of the fact-finding Commission appointed to investigate disturbances at Columbia University in April and May, 1968 (New York: Random House, 1968).

<sup>3</sup>Otto Kerner (chmn.), Report of the National Advisory Commission on Civil Disorders (New York: Dutton, 1968).



of student development and societal involvement at the university have come under heavy fire. Since a large number of students and institutions have been affected by student discontent, administrators have been forced to place high priority on coping with the problem.

Lundsford has taken an early step in identifying what may be a strong challenge to administrator authority.<sup>4</sup> But the underlying factors of student discontent are most probably varied, and the solutions, if indeed there are possible solutions, control the future of American colleges and universities.

Recognizing the problems that student discontent has created is not a difficult task, but the major question is still not answered. What fundamental factors cause student discontent? Some of the more popular literature has cited as causes the loss of American virtues and values, the breakdown of family discipline, the conflict of generations, the poor quality of education,

---

<sup>4</sup>Terry F. Lundsford, The "Free Speech" Crisis at Berkeley, 1964-5: Some Issues for Social and Legal Research. Center for Research and Development in Higher Education and Center of Law and Society, Berkeley, California, 1956.



and the impersonality of the college education.<sup>5</sup>

The University of New Mexico, where the present study was conducted, has felt the impact of student discontent and shared the same cycles of the movement which have occurred in the rest of the nation.<sup>6</sup> One of the first influences of student discontent on The University of New Mexico campus was the peace-love-hippie movement. Then there was the influence which resulted from the demonstrations against the NROTC and led to the suspension of students. From this point, the movement at the university took on a different atmosphere. Highly active participation by the students began to occur in student demonstrations against Dow Chemical Company's recruiting practices on campus, an incident involving the use of a "love lust" poem as instructional material, and the dismissal of faculty members. In February, at a basketball game the opposing team was demonstrated

---

<sup>5</sup>Kenneth Kenniston, Young Radicals, "Appendix B, The Sources of Student Discontent" (New York: Harcourt, Brace and World, 1968), p. 299.

<sup>6</sup>Accounts of the following sequence of events are documented in campus and local newspapers.



against for alleged racial discrimination practices. The next incident, in March, involved the heckling of a United States senator invited to speak before the student body. A new and most explosive incident involving a confrontation between the students and the National Guard strongly suggests that demonstrations on The University of New Mexico campus are going to continue.

Considerable attention has been given in the literature to the factors underlying student discontent in universities. Much of the available literature, however, is anecdotal in nature and neither based on empirical tests generated from theoretical statements nor systematic analysis of the problem. Framing studies on student discontent within a logical scheme and then testing hypotheses from this system should contribute a great deal to better understanding of the underlying causes of and solutions to student discontent. The comprehensive approach to understanding "process" in social systems developed by Talcott Parsons appears to provide such a framework.<sup>7</sup> Parsons deals at great length with problems,

---

<sup>7</sup>Talcott Parsons and Edward A. Shils (eds.),



functions, and conflict in fundamental social systems and devotes considerable attention to tension maintenance and other problems involving disruption of a social system. It was from Parsons' conceptual framework that the hypotheses on student discontent were derived and tested in the study reported herein.

### THE CONCEPTUAL FRAMEWORK

This section summarizes the generalizations of Talcott Parsons used as a basis for rationale of the study. A more complete discussion of the research leading to the rationale is presented in Chapter II. The purpose of this section is to suggest the basis for the questions in the following section.

The framework of this study was developed from the following statement by Talcott Parsons:

Process in any social system is subject to four independent functional imperatives or problems which must be met adequately if equilibrium and/or continuing existence is to be maintained in the system.<sup>8</sup>

---

Toward a General Theory of Action (New York: Harper and Row Publishers, 1962), p. 23.

<sup>8</sup>Talcott Parsons, Economy and Society (Glencoe, Illinois: Free Press, 1957), p. 16.



Parsons' statement rests on the assumption that problems are present in all systems, and, to continue to function, a system must meet its problems. Interaction between individuals is the "process in a system" according to Parsons, and relationships between individuals determine the structure of the social system.<sup>9</sup> An organization is a social system and is considered to be a network of different structures in his theory.

The functional imperatives to which Parsons refers are:

1. Goal-Attainment - the implementation of the rules, standards, goals, and specifications for task accomplishment.
2. Adaption - directed toward bringing the external world under control by making changes.
3. Integration - the contribution from society to obtain support and legitimization.
4. Tension and Pattern Maintenance - insuring the formalization of activities and commitments.

Adaption and goal-attainment deal with the internal conditions in the structure of society; integration and

---

<sup>9</sup>Chandler Morse, "The Functional Imperatives," The Social Theories of Talcott Parsons, ed. M. Black (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 105.



tension and pattern maintenance deal with external conditions to structures in society. Functional imperatives or problems occur at all levels: in society as a whole, in organizations within society, and in the individual system.<sup>10</sup> Parsons insists that an organization's functional imperatives can be used to describe the relationship between the organization and society.

The third segment of Parsons' statement relates the functioning of the social system to the functional imperatives. To have equilibrium within any social system, a proper balance between the four imperatives must be maintained. When there is a proper balance, there is a potential source of conflict within the social system.

Parsons assumes that:

one should be able to identify in society, especially organizations, those elements that reflect the influence of the system's functional imperatives or problems.<sup>11</sup>

---

<sup>10</sup>Henry A. Landsberger, "Parsons' Theory of Organization," The Social Theories of Talcott Parsons, ed. M. Black (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 220.

<sup>11</sup>Morse, op. cit., p. 120.



Issues might be an example of "those elements." Issues reflect organizational problems and frequently arise as a result of the interaction between individuals in organizations.

Parsons also assumes that motives, goals, capacities, and values of individuals will automatically move them toward adequate role performance for the functioning of a particular social system.<sup>12</sup> Equilibrium is vested in the variability of human nature,<sup>13</sup> and to maintain the system in the face of conflict requires special attention to the role behavior of the individual within the process of the organization.

Along with the roles, according to Parsons, the key to analysis of the structure of social systems is the value pattern.<sup>14</sup> A value is viewed as the basic

---

<sup>12</sup>Edward C. Devereux, "Parsons' Sociological Theory," The Social Theories of Talcott Parsons, ed. M. Black (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 35.

<sup>13</sup>Ibid.

<sup>14</sup>Talcott Parsons, "A Sociological Approach to the Theory of Organizations," Administrative Science Quarterly I, June, 1956, p. 67.



orientation that guides the activities of the participant individual in the organization. Parsons' notion is that roles are formulated where value patterns intersect.<sup>15</sup> Parsons apparently believes that sets of similar values in the organization would constitute the proper functioning and stability in the system.

Parsons focuses, therefore, upon the processes of the social system through three variables: the functional imperatives, the roles of the individuals, and the maintenance of equilibrium in the system. These processes embody several suggested questions concerning student discontent which will be presented in the following section under "Questions Presented."

#### QUESTIONS PRESENTED

The present study is focused on the problem of student discontent in one social system or organization, The University of New Mexico. Like many other

---

<sup>15</sup> Edward C. Tolman, "A Psychological Model," Toward a General Theory of Action, eds. T. Parsons and E. Shils (New York: Harper and Row, Publisher, 1962), p. 350.



universities around the country, The University of New Mexico is faced with solving the complex set of conflicts growing out of student discontent in order to achieve system stability. Student discontent may be viewed within Parsons' framework as a case of imbalance among a university system's functional imperatives. In the present study, Parsons' conceptualizations were used to generate and test several research questions about student discontent and imbalance among imperatives.

1. The first question centers around the potential stability of a social system. Instability arising from conflicts caused by student discontent may be related to a factor or a number of factors. Identified factors may be categorized within Talcott Parsons' four functional imperatives.<sup>16</sup> Parsons feels it should not be possible for an organization or social system to fail in coping with one functional imperative without weakening its ability to cope with the others. The same rationale

---

<sup>16</sup>Each category will be derived from a classificatory principle (e.g., one functional imperative) as explained in Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1966), p. 606.



might be applied to a factor or factors placed within the functional imperatives. In addition, instability caused by specific conflicts such as student discontent should, in Parsons' framework, be reflected across a number of these factors rather than one. Therefore:

- A. What major factor or factors underlie student discontent today?

Parsons also contends that all levels of a social system from the personality to the societal level must face the functional imperatives. It would follow that the underlying conflict which may be reflected in student discontent at the university level cannot be isolated to one level of the social system, but permeates every level. It was therefore questioned:

- B. Can responsibility for student discontent be placed upon administrators, faculty, or students or does it go beyond the university and include other segments outside the university?

2. The second research question centers around solutions to the instability of the social system. The motivation to work at solutions is not attained, however, according to Parsons, unless survival itself is at stake. The condition of survival would be reflected in an appraisal of the future of student discontent at The



University of New Mexico, and it, therefore, was asked in the present study:

A. What is the future of student discontent?

The approaches to the solution of the factors categorized within the functional imperatives are inter-related and, like stability, cannot be solved in isolation. Maximizing efforts to resolve one factor, as Parsons sees it, intensifies one of the other factors. The question was posed:

B. What, if any, is the solution or solutions to student discontent?

3. The third research question is concerned with the interaction between the various segments of the organization. Without favorable relationships between segments, conflict may arise in an organization. In addition, the university as an organization must interact with other systems since a function of the university is to serve the overall society. This required interaction between many different segments makes conflict in the form of value positions of each different segment almost inevitable. If the role of value positions is found to be divergent between segments of the university, then the



university should have difficulty maintaining relationships and cohesion within the organization when conflicts do arise. It was therefore questioned:

- A. What, if any, role do values play in student discontent?

Scores on a value instrument such as a Polyphasic Value Inventory<sup>17</sup> should reveal differences between groups who have been involved in the occasional disruptions. Student groups have experienced conflict with the administration at The University of New Mexico. These observations led to the following question:

- B. Will there be a difference between administrators' and student group leaders' value position on each of the items of the Polyphasic Value Inventory?

4. The fourth research question concerns the individual and his adjustment to any social system. Individuals will analyze situations in the university system according to their goals, values, and roles. These situations may be related directly to social, political, and academic issues. If these issues are seen as personal rights that are denied, obstacles to be

---

<sup>17</sup>See Chapter III for a discussion of the measuring instruments.



overcome, or conditions to be accepted by the individual while at the university, conflict should result within the individual. When the role of these issues is viewed differently by major segments of the university community, then coordination of activities should become more difficult. Where coordination of primary functions fail because of issues, social organizations also fail. It was therefore questioned:

- A. What, if any, role do issues play in student discontent?

Certain individuals are officially selected to administer a university and have decision-making power. Their orientation toward situations or issues should, therefore, differ from those who do not have the official decision-making powers. Furthermore, in the case of student discontent, students involved in protest issues at the university would be expected to evaluate differently than administrators who are directly involved. A Survey of Protest Issues should reveal any differences between administrators' and students' estimates of involvement in occasional conflicts.<sup>18</sup> Moreover, persons in

---

<sup>18</sup>Ibid.



official positions of responsibility for an organization should be expected to underestimate the amount of student discontent. It was therefore asked:

- B. Will administrators report a lower estimate than student leaders on the proportion of involvement by students and faculty in student discontent on all items of the Survey of Protest Issues?

5. The fifth and last question concerns the role of different individuals of the organization in certain conflicts. Parsons has observed that each individual plays a different role, depending upon the system of which he is a part. Leaders of different segments, such as administrators in the administrative segment and student group leaders in the student segment, should view different functional imperatives as their own personal role in student discontent. It was therefore questioned:

- A. What role in student discontent do administrators or student leaders play at the university?

#### HYPOTHESES OUTLINED

The purpose of the present study was to analyze student discontent through its presupposed factors and suggested solutions. Using Talcott Parsons' theoretical framework, coupled with additional evidence from the



literature, several predictions were made. More specifically, the following hypotheses were set forth:<sup>19</sup>

- 1A. A statistically significant number of administrators and student leaders will identify more than one functional imperative underlying student discontent.
- 2B. A statistically significant number of both administrators and student leaders will identify a wide variety of solutions to student discontent rather than no solution.

No specific predictions were offered in conjunction with the additional data received in response to the first two research hypotheses. The investigator cataloged these responses given by the administrators and student leaders in one of Talcott Parsons' functional imperatives.

Other hypotheses concerning responsibility, future, and role responsibility of student discontent were:

- 1B. Responsibility for student discontent at the university level will be identified by a statistically significant number of both administrators and student leaders as being shared by different groups both within and outside the university.

---

<sup>19</sup>The hypotheses, unless otherwise indicated, were evaluated by a one-tailed, one-sample binomial test. The formula employed for the binomial test ( $z$ ) was found in Sidney Siegel, Non-Parametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Co., 1956), pp. 36-37.



2A. A statistically significant number of both administrators and student leaders would indicate their feeling that student discontent will remain the same.

5A. Administrator responses to their role responsibility in student discontent will differ significantly from student responses to their role responsibility in student discontent.

In conjunction with the research questions on the role of value and issues, it was hypothesized that:<sup>20</sup>

3A. An individual's value position will be identified by both a statistically significant number of administrators and student leaders as playing a major role in student discontent.

4A. A statistically significant number of both administrators and student leaders will identify protest issues as demonstrating situations of value differences.

In conjunction with the above hypotheses on the role of values and issues (utilizing the instruments formulated by Roscoe and Peterson), it was further hypothesized:

3B. There will be a significant difference between administrators and student leaders on each item of the Polyphasic Value Inventory.

---

<sup>20</sup> Analysis of hypotheses 5A, 4B, 3B, and 3A utilized the chi-square statistic. The formula for which was found Sidney Siegel, Non-Parametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Co., 1956), pp. 104-111.



- 4B. Administrators will report a significantly lower estimate than student leaders on the proportion of involvement by students and faculty in student discontent on all items of the Survey of Protest Issues.

### SIGNIFICANCE OF THE STUDY

This study was designed to investigate the problem of student discontent which, because of recent local and national events, has been a critical concern for both educators and researchers. Further, more knowledge about the nature of student discontent must be gathered before undue criticism is pointed in the wrong direction. Analysis of the problem of student discontent on a campus which has experienced most of the discontent symptoms should provide vital information beyond existing studies.

To a large extent, the importance of the present study lies within the scope of the problem. Since limited empirical research on the process of student discontent as a whole has been collected in other studies, the present study will contribute knowledge to the educational process for all institutions. In addition, this study was not only designed to collect empirical data but to collect it from the point of view of an existing theoretical frame-



work, in order to permit more defensible generalizations and a more solid base for future work. No major studies of student discontent appear to use Parsons' adaption, integration, goal-attainment, and pattern and tension maintenance concepts directly, though his concepts fit such a research area very well.<sup>21</sup>

The results of the study should aid further understanding of the discontent process and the future development of our nation's educational system. What appears to have happened, and is happening, at The University of New Mexico is now occurring at many other institutions around the country.

One of the basic purposes of the present study is to contribute to the solutions of student discontent by investigating the values and solutions set forth by the administrators and student leaders at The University of New Mexico. If it is found, after examination of the results, that student views are divergent of those from administrators, then inferences may be made for improved methods of solution.

---

<sup>21</sup>This statement is based upon a review of dissertation abstracts since the development of Parsons' concepts.



## LIMITATIONS OF THE STUDY

For the purpose of this study, the investigator chose to include those items which appear to have the greatest relevancy to student discontent. Deeper investigation was made into five items which seem to have the greatest impact on student discontent. Only certain aspects of the present social phenomenon of student discontent were investigated, while an attempt was made to discover other items possibly overlooked in earlier investigations.

The current study was delimited in the time dimension. Different views expressed at a different data collection date could possibly have made a considerable difference in the results. Active student discontent may have been more overt at one point in time than at another. Implications based on the collected data were made, but generalizations beyond the college environment were made with caution.

To fit data to a general theory is risky, especially when the theory may not be specifically designed for the college setting. This is the case with Parsons' theory used as the framework for the present investigation. In addition, the cataloging of responses in Parsons' four functional imperatives would be limited in that the



interpretation of those responses are in the view of the present investigator.

## ORGANIZATION OF THE STUDY

CHAPTER ONE is concerned with the discussion of the problem that was investigated. The research questions and the hypotheses that came out of these questions are introduced in this chapter.

CHAPTER TWO of the study reviews the research related to the foundation of Talcott Parsons' theoretical framework and student discontent.

CHAPTER THREE deals with the design of the study. Discussion of the selection of respondents, interview questions, questionnaire, and statistical design are also made in this chapter.

CHAPTER FOUR presents the data and results of the design of the study. Three sets of data related to the nine hypotheses are inspected.

CHAPTER FIVE is concerned with the summary and conclusions of the present study. Suggestions for future studies are discussed and indications for the future are expressed in the end of this chapter.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### OVERVIEW

This chapter is concerned with an examination of the research and literature relevant to the current problem. The major purpose of this review is twofold: (1) to inform the reader of the major research which comprises the rationale for the present study, and (2) to cite limitations of previous studies on the problem.

These studies are not, necessarily, representative of the type that have been conducted in previous research on student discontent. Rather, the studies presented here illustrate frameworks used by investigators for various purposes; and a study on student discontent that uses a framework will be emphasized.

#### RESEARCH RELATED TO THE FUNCTIONAL IMPERATIVES

General articles on student discontent are numerous, but very few are based on empirical studies.



The Center for Research and Development in Higher Education specifically states:

In view of the fact that the United States has a multi-million dollar investment in higher education, it seems astonishing that there has been so little systematic study. . . .<sup>1</sup>

The Journal of the National Association of School Personnel Administrators points out that empirical studies of student discontent are few indeed and limited to single-dimensional explorations of one or few traits or attitudes.<sup>2</sup> The studies cited in this chapter constitute those which established the background for Talcott Parsons' functional imperatives as well as those in the area of student discontent which are relevant to the concepts underlying the functional imperatives.

Contributions of Bales. More than any other investigation, it is the work of Bales that provides the

---

<sup>1</sup>Leland L. Medsker (dir.), Progress Report 1965-69, The Center for Research and Development in Higher Education, University of California, Berkeley, August 1, 1969, p. 34.

<sup>2</sup>William Yardley (chmn.), Special: Statement on Student Power, NASPA ad hoc Committee on student power, 51st Annual Conf., New Orleans, Louisiana, April 13-16, 1969.



foundation for the functional imperatives formulated by Talcott Parsons and, indirectly, the rationale for the present study.

Talcott Parsons is considered the pioneer in the formation of the functional imperatives. He expanded the ideas of Bales, whose work with the interaction process of small groups had a significant impact. Bales placed the principal functional imperatives or problems faced by groups in two categories which included the task and social-emotional areas in group processes that move through problem solving and solutions.<sup>3</sup> The major difference between Parsons and Bales was that Bales used study groups which were not regular components of some larger sociological system. The research of Bales, as seen by Devereux, then set forth an integral assessment of the interaction process in groups. The core of the new synthesis used by Parsons is a reformation of the functional problems faced by a larger group, whether

---

<sup>3</sup>Robert F. Bales and Fred L. Strodbeck, "Phases in Group Problem Solving," The Journal of Abnormal and Social Psychology, XLVI, 1951, pp. 485-495.



institutionalized or contrived.<sup>4</sup>

Contributions of Palola. Carrying forward the work of an early investigator,<sup>5</sup> Palola examined a four state long-range planning of higher education within a common theoretical framework which analyzes how authority is distributed for coping with critical decisions in four areas. They are:

1. determining statewide goals for higher education
2. developing patterns of cooperation among institutions
3. allocating resources consistent with long range plans
4. promoting innovation and change throughout the system.

Palola's framework made possible generalizations that go beyond individual case studies.<sup>6</sup> Aside from providing

---

<sup>4</sup>Devereux, op. cit., p. 56.

<sup>5</sup>James G. Paltridge, Conflict and Coordination in Higher Education: The Wisconsin Experience, Center for Research and Development in Higher Education, University of California, Berkeley, 1968.

<sup>6</sup>Ernest G. Palola, Changing Centers of Power in Higher Education: A Challenge to Institutional Leadership, Center for Research and Development in Higher Education, University of California, Berkeley, 1966.



recent data on conflicts among state educational systems, Palola utilized a set theoretical framework to analyze a current educational problem. Palola's work may have been somewhat atypical of research on the functioning of systems, but it did set the stage for further exploration of both the functional imperatives and student discontent.

Contributions of Kenniston. One of the most complete summaries of research involving a theoretical framework and student discontent was completed by Kenniston. In 1967, Kenniston conducted a study summarizing the factors of interaction and student discontent.<sup>7</sup> Kenniston, in agreement with Wald,<sup>8</sup> attempted to formulate a series of general hypotheses concerning the sources of student discontent. It was clear from Kenniston's study that no single factor will suffice to explain the increase of politically motivated activities and protests on campuses. According to Kenniston, four kinds of factors

---

<sup>7</sup>Kenniston, loc. cit.

<sup>8</sup>George A. Wald, "A Generation in Search of a Future." Address presented at a conference at Massachusetts Institute of Technology, Boston, 1969.



seem to be in evidence:

1. individuals predisposed by their own personal backgrounds, values, and motivations
2. protest prone educational and social settings
3. cultural climate: values and views about protest
4. historical situations conducive to protest.

Kenniston cites that each factor exerts a potential influence on the others and serves as the basis for several specific questions about the future of student activism.

Question One Are we most likely to produce more protest prone personalities?

Kenniston states that older patterns of social control have given way to newer patterns of socialization in American families and will produce more protest prone personalities.

Question Two Are we most likely to produce more institutional settings for protests?

He says institutional factors bring together critical masses of students to interact, develop leadership, and become aware of issues.

Question Three Are we most likely to produce a cultural climate that sanctions and encourages activism?



A continuing criteria of the American society, according to Kenniston, is based on the grounds of humanistic, aesthetic, and expressive fulfillment.

Question Four Are we most likely to produce a historical situation that facilitates activism?

Kenniston observes pressures from the world situation involving international unrest and frustrated aspirations related to the American way of life.

It appears to this investigator that Kenniston's general hypotheses suggest and include the four functional imperatives of Parsons, namely integration, adaption, goal-attainment, and pattern and tension maintenance, though he does not refer to them by name. Although Kenniston's efforts at using a general theory result in questions rather than definite answers, he has contributed several useful insights to research on student discontent. Without the empirical data necessary to answer the questions, however, Kenniston's work falls short of the hypothesis testing stage.

In summation, the work of Bales provided the foundation for Parsons to establish a number of generalizations concerning functional problems. Parsons contributed



no empirical research but he did provide a number of important theoretical concepts, including the functional imperatives or problems. Palola, like Parsons, extended the work of another investigator and used an explicit conceptual framework to analyze a current educational problem and set the stage for other studies. Kenniston, using a conceptual framework for analyzing an educational problem, namely student discontent, simply reported situations as viewed by other researchers. He did provide, within a theoretical framework, a specific description of the nature and future of student discontent on American campuses.

#### FUNCTIONAL IMPERATIVES AND STUDENT DISCONTENT:

##### RELATED RESEARCH

The following section will catalog some of the major studies dealing with the functional imperatives or problems which formed the basis for this study. The section should demonstrate some of the pitfalls in using stereotyped, single factor research in explaining student discontent. The studies cited herein only are representative of the total contributions in the area: the



review attempts to cover the more relevant and significant pieces of research.

Universities find themselves in a new era of political unrest which Touraine feels may even be labeled "the dominant mood of society." Universities and colleges are in turmoil; it is possible that they are not recognizing some common factors concerning discontent.<sup>9</sup> Talcott Parsons has provided comprehensive theoretical formulations which permit analysis of student discontent at the university. However, the present investigator feels that most of the available many studies are topical in content and deal with only one facet of the total discontent picture. Presented now is the current research cataloged under each of Parsons' four functional imperatives.

Goal-attainment. Parsons has stated that goal-attainment is the implementation of rules, standards, goals, and specifications for task accomplishments. In relation to the university, all processes facilitating a

---

<sup>9</sup>Alain Touraine, "The New Industrial State on Trial," Saturday Review, August 17, 1968, pp. 42-44, p. 56.



diversified education for all students would be included. Gumperz, Martin, and Axelrod, investigating student discontent, cited the paucity of creative planning by educators as the root of the problem.<sup>10</sup> As a single explanation, this portrait of student discontent, which may be defined for the present study as those situations where a significant number of people are not satisfied with economic, political, social, and other policies and make some overt demonstration of their feelings,<sup>11</sup> may be grossly oversimplified.

Some people still argue that education itself must first be redefined. Shaffer, in fact, has pointed out that the definition of needs and goals face many segments of the university; but faculty, students, and administrators are not working together in this enterprise.<sup>12</sup>

---

<sup>10</sup>Medsker, op. cit., p. 61.

<sup>11</sup>The definition used in the present study is a product of those used in previous studies.

<sup>12</sup>Robert H. Shaffer, "Issues and Problems in the Organization, Administration and Development of College Student Personnel Progress in the Years Ahead," College Student Personnel Work in the Years Ahead, ed. G. Klopff (Washington, D.C: APGA, 1966), pp. 1-9.



Parsons points to instability in the system as being reflected across all of the functional imperatives, and, in addition, Kenniston outlines what some of these major problems are. This provides the suspicion that the goals of the organization do not solely constitute the total discontent picture.

In various analyses of college programs, Crane,<sup>13</sup> Jacob,<sup>14</sup> and the Cox Commission<sup>15</sup> report that the needs of the student were placed secondary to other educational goals. In the review of the literature, the writer found few studies (except in the fact-finding committees for university disruptions) where university community segments were used as the primary source of response data.

Carr suggests the need for greater involvement of students in rule and regulation determination because in the past these involvements have been limited to only

---

<sup>13</sup>Robert M. Crane, "Unrest on Campus—Revolution or Evolution," College and University, 42, 1967, pp. 207-217.

<sup>14</sup>Paul E. Jacob, Changing Values in College: An Exploratory Study of the Impact of College Teaching (New York: Harper, 1957).

<sup>15</sup>Kerner, loc. cit.



extracurricular activities.<sup>16</sup> Wilson and Gaff emphasize that students should have the responsibility for rules and regulations which govern their activities. Despite this, faculties have been critical about lending support to students for a voice in governance and have been especially reluctant to permit the power of the vote to students.<sup>17</sup> The findings of research indicate that investigators are not in agreement on the primary factors of student discontent. It would be expected from the literature that both the factors underlying and the solutions to student discontent could be placed within a number of different university functions.

The goal-attainment function might have been the largest category containing the factors underlying student discontent, but the contradictory pattern of the literature has limited the review and discussion.

---

<sup>16</sup> Alden Carr, "Student Participation in College Policy Determination and Administration," American Association of College for Teacher Education, Washington, D.C., 1959, p. 14.

<sup>17</sup> Robert C. Wilson and Jerry G. Gaff, "Student Voice-Faculty Response," The Research Reporter, CRDHE, University of California, Berkeley, Vol. 4, 1969, pp. 1-4.



Adaption. According to Parsons, adaption includes the acquisition of resources from the external environment coupled with rational manipulation of the object world. With this in mind, it appears that the alleged opinion of many students and some faculty is that institutions have played servants to social-industrial establishments. If a social system, such as the university, is to serve the larger social system, then its survival is indeed necessary. Possible adaptive solutions to survival issues have become the major educational problem of the late 1960's and 1970's. In fact, Touraine feels that the destruction of universities as they now exist is the central objective of the student movement.<sup>18</sup>

Information revealed in research studies fails to indicate whether protest issues are generated at will or not. But, Peterson, using his protest survey of 859 Deans, demonstrated significant differences between protest issues and institutional type. Generally, issues involving administrative control over student lives have stirred the largest number of students. Issues in the

---

<sup>18</sup>Touraine, op. cit., pp. 1-60.



present study are those items, events, and situations identified in the Peterson survey. Proportions of student bodies protesting in relation to off-campus issues were quite small.<sup>19</sup> It would be expected that protest activities of students and faculty during the present study would have changed with different issue emphasis. Peterson's findings and instrument, though very valuable, were limited in that they evaluated only the perceptions of Deans of Students.

Like the Peterson study, Katz and Sanford have suggested that faculty and administrators were not prepared to handle problems of discontent because of their different attitudes toward international, domestic, and family policies.<sup>20</sup> On the other hand, it may not be the faculty or administrators at all, as pointed out by other studies, because the size and facilities of particular universities in question have not been mentioned. This

---

<sup>19</sup>Richard E. Peterson, "The Scope of Organized Student Protest in 1967-8," Educational Testing Service, 1968, pp. 1-60.

<sup>20</sup>Joseph Katz and Nevitt Sanford, "Causes of the Student Revolution," Saturday Review, 48, 1965, pp. 64-66, pp. 76-80.



neglect makes the results questionable when comparisons are to be made. In the present study, an administrator may be a member of the Board of Regents, faculty chairman, or other university official directly associated with students. The student group leaders are those people who are elected representatives of an organization on campus but do not necessarily speak for the whole group.

Clark and Trow recently interpreted the significance of the issues as the major symptom in the problem of student discontent.<sup>21</sup> Their investigation notes that protesters are trying to identify certain oppressed people, together with the practices and purposes of the society. In many studies, students appear to be particularly upset that universities, while often failing to provide educational programs and climates that are relevant and personal, seem to be collaborating with those forces in society which create and perpetuate ills.<sup>22</sup> It would be informative to investigate what

---

<sup>21</sup>Burton R. Clark and Martin Trow, "Determinants of College Student Subcultures," Center for the Study of Higher Education, University of California, Berkeley, 1960, p. 3.

<sup>22</sup>Edward O. Hascall, "Campus Unrest: Worldwide



administrators and student leaders see as the role of issues in student discontent.

A number of investigators have studied the university climate.<sup>23</sup> Martin, in particular, has emphasized that the present climate is for innovation and change, but the current rate of change just does not allow for easy acceptance.<sup>24</sup> Up until now, major protests have been directed by teaching assistants who have lectured and been in contact with the majority of students who advocate rapid change or who like to be active in change because such a role enables one to influence others to change.<sup>25</sup> Reactions for change are mainly internal but have not originated from the faculty. In defense of the faculty, Shoben feels it is still possible to believe that the man

---

Challenge for Student Affairs," Personnel and Guidance Journal, Vol. 38, No. 8, April, 1970, p. 619.

<sup>23</sup>Masu Sasajimam, Junius A. Davis, and Richard E. Peterson, "Organized Student Protest and Institutional Climate," American Educational Research Journal, May, 1968, pp. 291-304.

<sup>24</sup>Warren B. Martin, "The Development of Innovation Making Reality Change," NASPA Journal, January, 1969, pp. 116-127.

<sup>25</sup>Kenniston, op. cit., p. 312.



who mastered yesterday's experiences is best prepared to cope with tomorrow's problems.<sup>26</sup> The dissident students, of course, feel differently.

After a review of the topic of adaption, it would seem that a number of studies also indicate additional factors that may underlie student discontent. Despite the lack of a plurality of studies on any one of these factors, there is evidence to indicate that issues play some sort of role in student discontent. According to Parsons, survival of the system is dependent upon the ability of a system to change adequately and expeditiously in order to meet the demands of the future. Social systems must change and it appears that numerous issues are agents of change that threaten order at the universities across the country.

Integration. Parsons states that integration consists of those contributions from society necessary for social support and legitimization. Recently, the university has been threatened to the point where it may

---

<sup>26</sup> Edward J. Shoben, "The New Student: Implications for Personnel Work," CAPS Capsule, Vol. 2 (1), 1968, pp. 1-7.



cease functioning. Parsons' concept of integration must be viewed as relevant to the possible solutions.

It is significant that student discontent has been directed outside the campus boundaries into the community. Evans reported that it is not a movement of the university against students, university against the community, students against the administrators, but rather an inner-directed generation (the new student) against a hostile society.<sup>27</sup> Evans pointed to student discontent as fostering a new code of human conduct to counteract a failure to communicate. With the new methods of communication in the classroom, as pointed out by Evans, it may not be the poor quality of teaching, but rather the injustice or denial of the right to contribute constructively to their education and provide solutions to pressing domestic social problems that may be at the root of student discontent.<sup>28</sup> Lipset and Altbach with a slightly different viewpoint show that students are not dissatisfied with the

---

<sup>27</sup> Medford S. Evans, Revolt on the Campus (Chicago: Henery Regnery Company, 1961), pp. 55-56.

<sup>28</sup> Touraine, op. cit., pp. 29-31.



total educational process. Many students are still willing to attend the best universities and colleges, especially the political ones.<sup>29</sup>

The Center for Research and Development in Higher Education reports there has been an increasing influence on the university from public agencies on the local, state, and regional levels. At this time, states hold the upper hand with regard to university influence—even to the point of withholding monies and setting up committees for inspection of university operations.<sup>30</sup> In addition, the states are attempting to define the role of various university segments along with the external community's role in university functions. This indicates a lack of integration within social systems including a lack of communication between different levels of the social system. It appears that role definitions of university segments are not really known, which causes a

---

<sup>29</sup> Seymore M. Lipset and Philip G. Altbach, "Student Politics and Higher Education in the United States," Comparative Educational Review, Vol. 10, 1966, pp. 320-349.

<sup>30</sup> Medsker, op. cit., p. 47.



potential solution of student discontent to be unattainable. It is expected that role definitions are not known by an increasingly large number of university members.

Heist, Floyd, and Mock report the need for better understanding of these new forms and sources of influence. Any widespread changes or dramatic shifts in any direction in individual institutions may induce significant and far reaching alterations in patterns of higher education.<sup>31</sup> As pointed out in Palola's work, investigators in the field assume that states hold positions of great influence; and unless they understand and coordinate activities with the university, serious problems may result. Needless to say at this point, placement of responsibility for student discontent is not necessary, but pressure for reform would be influenced if the sources of the problem were known. It would be expected from the literature cited that many different segments will be identified as contributing to student discontent.

---

<sup>31</sup>Paul A. Heist, Joanne Floyd, and Kathleen R. Mock, "Intellect and Commitment: The Faces of Discontent," Order and Freedom on the Campus, eds. O. A. Knorr and W. J. Minter (Boulder, Colorado: WICHE, 1965).



Traditionally, civic, alumni, and other groups have criticized the shift in patterns of education from when they entered the "halls of ivy." Just as fraternity parties, panty raids, and car rallies were not in the image of their elders, the new generation has been raised in an entirely new atmosphere. Students have replaced technology and materialism with a new meaning of life, love, and philosophy and have been criticized, lionized, and photographed "doing their own thing."<sup>32</sup> Even faculty members have been in support of student ideals and are equally held in ill repute.

Criteria for viewing student discontent by these groups have come only from past experiences. The importance of relating the organization to the total system has often been omitted, and during the present educational crisis many people may have looked beyond the educational organization for a solution. It has been shown by Gamson, for example, that in any given situation, where a significant number of people are not being satisfied, there is a relationship between the amount of

---

<sup>32</sup>Lipset and Altbach, op. cit., pp. 320-349.



resources being controlled and the amount of discontent.<sup>33</sup> In addition, Gamson has concluded that discontent is not a problem of social control, but a danger sign. Organizations which have few control problems are those which have greater selectivity. Therefore, state universities should have greater control problems than private universities which exercise higher selectivity.<sup>34</sup> With these facts in mind, the future of student discontent may not be a speculative game. Just as the statement of Gamson about control problems has not proven true nationally, so Kenniston's rather pessimistic attitude about the future of discontent may not prove to be true either. It would be expected that the opinion of university segments might be useful in providing substance to a prediction concerning the future and relative quickness of any solutions.

Pattern and tension maintenance. The last of Parsons' functional imperatives includes pattern and tension maintenance. Sometimes referred to as latency,

---

<sup>33</sup>William A. Gamson, Power and Discontent (Homewood, Illinois: The Dorsey Press, 1968), pp. 110-120.

<sup>34</sup>Ibid.



this function, as seen by Parsons, includes ensuing tension stability and predictability among the patterns of an organization. Many circumstances may prevent a system from keeping pattern and tension management.

One such circumstance that keeps a system continuing is the flow of students from secondary schools to colleges. For most undergraduates, their families provide the major perspective through which they approach their college experience. Protesters, according to Flacks, are incorrectly imagined in that dissenters are fused with psychologically sick students. On the contrary, there are few sociological variables that will set the protester off to one side, and there is evidence that activists are educated and not disadvantaged as many would have one believe.<sup>35</sup>

A problem involving tension management is the discrepancy between student expectations of college life and what they actually encounter on the campus.<sup>36</sup>

---

<sup>35</sup> Richard E. Flacks, "The Liberated Generation: An Exploration of the Roots of Student Discontent," Journal of Social Issues, Vol. 23, 1967, pp. 92-107.

<sup>36</sup> Donald R. Brown, "Student Stress and the Insti-



Inconsistencies or inadequacies in the traditional image of the university give the student a different view of the outside world not seen by the political and social minded public. Kenniston has pointed to academic pressures as being the added tension helping to force students to make unexpected choices early in their career.<sup>37</sup> These academic pressures include a student's work habits, but in view of the fact that there has been few protests during exam time, these explanations are weakened.

Research concerning values has received considerable attention by investigators, with special emphasis on the "generation gap." A few investigators, but certainly not all, believe that the recent educational dilemma emerges from a basic variation in value position among segments of society. Value position for the present study consists of those personal, political, and social ideals, attitudes, and/or standards used to

---

tutional Environment," Journal of Social Issues, Vol. 23, 1976, pp. 52-75.

<sup>37</sup>Kenniston, op. cit., p. 313.



regulate the actions of individuals and measured by the Peterson Survey of Protest Issues.

One segment influential in communicating values is the family constellation to which most college students are exposed. LaPiere has identified individuals who encounter adverse experiences (e.g., expectations of college not being fulfilled) as doubting traditional advice, rejecting the status quo, and adopting a new form or pattern of rationalization in which they expect to find satisfaction.<sup>38</sup> These patterns begin by the student collecting and celebrating liberal values and end by his discrediting those values for the whole society.<sup>39</sup>

A logical extension of the study by LaPiere was Jansen's and Windorn's investigation of the significant differences in the perception of the campus environment.<sup>40</sup>

---

<sup>38</sup> Richard T. LaPiere, A Theory of Social Control (New York: McGraw-Hill Book Company, 1954), pp. 300-400.

<sup>39</sup> Lewis S. Feuer, The Conflict of Generations: The Character and Significance of Student Movements (New York: Basic Books, 1969).

<sup>40</sup> David G. Jansen and Bob B. Winborn, "Perceptions of a University Environment by Social-Political Action Leaders," Personnel and Guidance Journal, Vol. 47, No. 3, November, 1968, pp. 218-222.



Those perceptions are frequent topics of debate and based mainly on intuition or limited observation at best.

Other studies suggest that activists' values are closer to their parental values than non-activists and believe that demonstrators are acting out the values of their parents who did not have the courage to do so.<sup>41</sup>

Activists on the whole do not rebel against explicit parental values and ideologies, but Gorbovsky sees that whenever the older generation clings to ideals and values, the younger generation flatly rejects them.<sup>42</sup> Because of conflicting results, it was difficult to discern a clear pattern from the literature.

Another segment influential in communicating values are educational leaders. Martin's finding that values of American faculty members across different types of institutions are not very much alike might increase the tension in seeking models for effective role-playing in higher

---

<sup>41</sup>Kenniston, op. cit., pp. 308-309.

<sup>42</sup>Aleksandr Gorbovsky, "Towards a New Kind of Involvement," UNESCO Courier, April, 1969, pp. 28-29.



education.<sup>43</sup> Roscoe has developed a research tool, the Polyphasic Value Inventory, which has been used to gather descriptive data from university segments on a wide range of value positions. Results indicate that students lack a well-defined system of values as defined by the individuals' selection of items in the inventory.<sup>44</sup> It would appear from the remaining literature examined that values play a role in student discontent, but caution must be used again in expressing what kind of role and how they actually contribute to the problem of student discontent. Generalizations drawn from other areas may not apply to the university.

With Roscoe's results in mind, the atmosphere for tension and pattern stability would certainly be increased with differences in value positions.<sup>45</sup> It would be

---

<sup>43</sup> Warren B. Martin, "The Revision of Institutional Character," The Research Reporter, CDRHE, University of California, Berkeley, Vol. 3, April, 1968.

<sup>44</sup> John T. Roscoe et al., "American College Student Values-Preliminary Report of a Nationwide Survey," Journal of Educational Research, September, 1968, pp. 3-26.

<sup>45</sup> John T. Roscoe, "Report of the First Research with the Polyphasic Value Inventory," Journal of Research Services, Colorado State College, Greeley, December, 1965, pp. 3-12.



expected that, at a university with different value positions among its segments (namely, administrators and student group leaders), stimulus for student discontent would be present.

Summary. It appears that many studies containing pieces of the puzzle concerning student discontent can be at least partially explained. Few studies, however, have tried to incorporate the pieces of the complicated picture into a broad, significant understanding of the problem and its solution. Parsons provides a reasonable framework; and the present investigator uses such a framework to extend the research on student discontent.

The next chapter explains the methods and procedures included in the testing of the hypotheses suggested by the research problem and review of the literature.



## CHAPTER III

### DESIGN OF THE STUDY

#### OVERVIEW

Chapter three of the study will discuss the schedule used to collect and test the hypotheses suggested by the research questions. Included in this section is the selection of respondents, the interview questions, the instruments of the questionnaire, and the statistical design. An explanation of the procedures of the study, along with the pilot study, also appear in this section.

#### SELECTION OF RESPONDENTS

Two populations were selected for study. The first was administrators which included the President of the University, regent members, deans of colleges and schools, faculty chairmen, and auxiliary administrators who have direct contact with students and student discontent. The second included those individuals in the presidential or



vice presidential position of all the student organizations on campus. The administrator population was divided into two segments: those administrators who have no teaching responsibilities and those who do. The student group leaders were broken down into four segments adapted from Bookover's classification.<sup>1</sup> They are: social/collegiate, academic/honorary, religious/service, and political/government. Each segment was classified on the basis of activities held during the school year and their constitution.

The two populations were selected because student leaders and administrators have had the most interaction and confrontation with each other during times of discontent. Faculty chairmen were combined with the administrator group in subgroup two of population one due to general decision-making power of the chairmen for their respective departments. The overall faculty was excluded because many faculty members have allied themselves with either student demands or departmental dicta. The overall

---

<sup>1</sup>Wilbur B. Bookover, The College Student (New York: The Center of Applied Research in Education, Inc., 1965), pp. 87-89.



student body was excluded for two reasons: (1) student leaders have been the most visible and vocal in present demonstrations, and (2) solutions to student discontent, if there are any, would have to be enacted with the help of student leaders.

A pilot study was conducted during the fall semester of 1969 with a twenty-five member student and administrator group. It was during this phase that the techniques and instruments were refined.

The researcher informed the President of The University of New Mexico, Ferrel Heady, that a study involving student discontent was being proposed for the fall semester. It was the intention of the researcher to create awareness of the study and to provide ample opportunity for questions to be aired before the investigation commenced. A response to that interview session with the President is found in Appendix A-1.

An introductory letter was sent to each prospective respondent on November 27, 1969. The actual introductions are found in Appendix A 2-4. The researcher briefly explained the intent of the study and the expectations of each respondent who would consent to participate in the



research project. The respondents were assured that their responses would be held in strict confidence and their names would not appear in the study. On December 1, 1969 through February 28, 1970, the researcher made a follow-up telephone contact with each prospective respondent. At that point, commitments were received from administrators and student leaders to cooperate in the research.

### INTERVIEWS

The majority of interviews were conducted on The University of New Mexico campus by the investigator.<sup>2</sup> Each interview required approximately 30-45 minutes, depending on whether the questionnaire was immediately completed or left with the respondent and picked up at a later date. For each interview, complete records were kept.

The process of collecting interview data was difficult. The students were the most independent of the university group respondents and, therefore, required the

---

<sup>2</sup>The investigator is indebted to Mr. John Martone for his services in collection of the interviews.



most time to complete the interview. The interview, although standardized,<sup>3</sup> was given in various situations.

For both populations, the two-part schedule included a seven-question verbal interview and a three-part written questionnaire. The actual schedule appears in Appendix B.

Seven open-ended research questions posed within the problem area of the study, employing an available theoretical framework, were used to provide the data necessary to answer the hypotheses. Responses were requested on a voluntary basis and, where unclear responses were given, clarity was invited. The specific interview questions were as follows:

#### Interview Questions

- 1A. What major factor or factors do you feel underlie student discontent today?
- 1B. Can responsibility for student discontent be placed on administrators, faculty, or students or does it go beyond the university and include other segments?
- 2A. In your opinion, what is the future of student discontent?

---

<sup>3</sup>Kerlinger, op. cit., p. 469.



- 2B. What, if any, is the solution or solutions to student discontent?
- 3A. What, if any, role do values play in student discontent?
- 4A. What, if any, role do issues play in student discontent?
- 5A. As an administrator or student leader, what role at the university do you play in student discontent?

### Questionnaire

The second phase of the interview was a close-ended questionnaire used for respondent group classification and deeper investigation of two questions and hypotheses. The first page of the questionnaire contained a personal data sheet that recorded answers to age, sex, educational background, political, religious, and philosophic preference questions. The sheet appears in Appendix B. The personal data acquired was cross-checked for validity by obtaining actual facts from administrative records. The checking suggested no inaccuracies in personal data reported by the respondents.

### Instruments of the Questionnaire

Additional questions about value commitments and



protest involvement were taken from instruments originally formulated by J. E. Roscoe (Polyphasic Value Inventory)<sup>4</sup> and P. E. Peterson (Survey of Protest Issues).<sup>5</sup> The original instruments appear in Appendix C and D. The adapted version of these instruments used in the present study appear in Appendix B.

Polyphasic Value Inventory. The measure used to assess value commitments was the Polyphasic Value Inventory which was adapted by reducing the number of items. This instrument originally consisted of 20 multiple-choice items with responses organized on a conservative to liberal continuum. Ten items were used for the present study. This instrument was shortened according to suggestion of Roscoe to include a smaller number of relevant questions when the instrument was used in the future. The items cover selected philosophical, political, economic, educational, social, personal-moral, and religious areas of value differences. The approach

---

<sup>4</sup>Roscoe, op. cit., pp. 3-26.

<sup>5</sup>Peterson, op. cit., pp. 1-60.



is straightforward; there is no attempt to tap unconscious values. The responses are intended to gather information on the existence of values rather than their validity. While the multiple-choice format lends itself to objective analysis of the responses, it does, however, restrict the respondent to the selection of one of the available responses. It was realized that this instrument is a better group predictor than individual predictor; nonetheless, the instrument has proven very useful in describing the ways in which different groups of people differ in their selections when confronted with a given set of value alternatives.<sup>6</sup>

Each of the questions is treated as a separate piece of information and no total score is awarded the respondent. Each item is treated as a separate test and no measure of internal consistency is needed. Using a pretest-posttest technique, an .69 index of reliability for the precision of the instrument was determined.<sup>7</sup> The

---

<sup>6</sup>Steve Teglovic, "American College Student Values: A Normative Study" (unpublished Doctor's dissertation, Colorado State College, Greeley, 1968).

<sup>7</sup>John T. Roscoe, "Test-Retest Reliability Study of



instrument is intended primarily for use with college students, and the average student can complete his responses in less than thirty minutes.

Survey of Protest Issues. The measure to assess student and faculty involvement in protest issues was the Survey of Protest Issues. Administrators and student leaders were asked to estimate the proportion of the student body and faculty actually participating overtly in selected protest issues. The original instrument consisted of 27 items or statements organized in five categories. The present study utilized 18 of those statements organized into four categories entitled faculty-instruction, freedom of expression, student-administration, and off-campus issues. In each category space was provided to estimate the suspected percentage of student body involvement at (1) none, (2) 5-20 per cent, and (3) 25 per cent or more, and for suspected faculty involvement at (1) none, (2) some, and (3) considerable.

---

the Polyphasic Value Inventory" (Colorado State College: Bureau of Research, 1967) (Mimeographed).



Peterson reports that the factor structure illustrated different categories. Instead of the original five categories there were seven categories identified; but it appears that the extra factors are a finer breakdown of the original categories. At this point in the analysis, it is open to opinion as to whether these factors could have been broken down further or combined; therefore, the factor analysis did not suggest a violation of the instrument's original premises.<sup>8</sup>

#### STATISTICAL DESIGN

The responses obtained from the seven open-ended interview questions comprise the first set of data. The hypotheses in the study to which the responses were related were analyzed by a one-tailed binomial test ( $z$ ). It was chosen because the data are in discrete categories, the design is of the one-sample type, and we have predicted in advance which of the categories will contain the smaller number of cases. Certain of the hypotheses

---

<sup>8</sup>Peterson, op. cit., pp. 47-49.



were analyzed with a chi-square test of significance.<sup>9</sup> Additional responses involving the two questions on "factors underlying" and "solutions to student discontent" were categorized within Talcott Parsons' four functional imperatives and analyzed descriptively.

The second set of data concerning the personal data were tabulated and presented in terms of percentages and means.

The third and fourth sets of data were collected by the survey instruments in the questionnaire. Roscoe's Polyphasic Value Inventory and Peterson's Survey of Protest Issues were analyzed statistically using a chi-square test of significance. Comparisons were made on the basis of the population distribution differences and in some cases group differences. To effectively accomplish this, some response categories were collapsed for analysis.

---

<sup>9</sup>Significance in cases of the binomial test was tested at the .05 point and chi-square at the .05 level.



## CHAPTER IV

### DATA PRESENTATION AND RESULTS

#### INTRODUCTION

In section one of this chapter is a brief description of the two populations under consideration. The data were collected in the first page of the questionnaire and the results were analyzed statistically.

Section two contains the data compiled from the seven open-ended interview questions. In addition to the responses that were analyzed statistically and placed in tabular form, the data relevant to the factors underlying student discontent and the solutions were placed in the perspective of Talcott Parsons' functional imperatives. The responses in this segment lend themselves to extensive descriptive analysis and provide an extension of the hypotheses. The reader is referred to those tables describing the results of testing the hypotheses. Each question is considered separately and conclusions are synthesized in Chapter V.



Section three contains the value and issue data collected from the instruments formulated by Roscoe and Peterson. The data have been placed in tabular form for ease of presentation. The chi-square test of significance was utilized to investigate distribution differences.

#### PERSONAL DATA OF THE RESPONDENTS

The present study was composed of a 93-member administrator population and a 100-member student leader population who committed themselves to cooperate in the research. The administrator population was predominantly male (89 male and 4 female respondents), as was the student leader population (74 male and 26 female respondents).

A more specific look at the number of individuals in each group cooperating in the study is presented below:

Administrators — 37 out of 37

Administrator/faculty — 56 out of 63

Social/collegiate — 39 out of 42 — 1 defunct

Academic/honorary — 21 out of 26 — 3 defunct

Religious/service — 16 out of 20 — 1 defunct

Political/government — 24 out of 25 — 1 defunct



Seventy per cent of the overall administrator population volunteered for the study; seventy-nine per cent of the student leader population volunteered. The mean age for the administrators was 46.1 years; the mean age for the student leaders was 22.2 years.

Three questions in the personal data segment not analyzed were political, religious, and philosophic preferences due to the small number of responses. The low number of responses might have been caused by the questions appearing non-relevant to the topic of student discontent. This rationale used by the voluntary respondents appears to be contrary to the literature which usually includes questions of this nature in the survey.

The educational segment of the questionnaire revealed that the administrator population had been prepared in a wide variety of educational disciplines. Likewise, the student leaders are preparing themselves in a similar variety of academic disciplines. Analysis of the data reveals no distinct trends in differences of educational backgrounds between administrators and student leaders.



## INTERVIEW DATA

The responses from the seven open-ended questions of the interview are presented in the following tables. The table for each of the seven questions, from which the seven hypotheses were derived, is located below:

- |          |  |
|----------|--|
| Table 1A | What major factor or factors do you feel underlie student discontent today?  |
| Table 1B | Can responsibility for student discontent be placed on administrators, faculty, or students, or does it go beyond the university and include other segments? |
| Table 2A | In your opinion, what is the future of student discontent?   |
| Table 2B | What, if any, is the solution or solutions to student discontent?  |
| Table 3A | What, if any, role do values play in student discontent?   |
| Table 4A | What, if any, role do issues play in student discontent?   |
| Table 5A | As an administrator or student leader, what role at the university do you play in student discontent?  |

Tables 3B and 4B concern the results of the questionnaire and the questions of the two instruments. It should be noted that in all tables of this study the following designations were used to represent the groups



in the charts following:

A-Administrators, A/F-Administrators/Faculty,  
S/C-Social/Collegiate, A/H-Academic/Honorary,  
R/S-Religious/Service, and P/G-Political/Government.

Data Related to Hypothesis 1A

Table 1A reports the data bearing on hypothesis 1A which states:

A statistically significant number of administrators and student leaders will identify more than one functional imperative underlying student discontent.

Note that in Table 1A<sub>1</sub> there is a significant difference ( $X^2=8.56$ ) between the responses of administrators and the administrator/faculty group. Indicated in Table 1A<sub>2</sub> is a non-significant difference ( $X^2=.204$ ) between student groups. Also reported in those tables are the results of the binomial test (z) which indicates a significant difference for both administrators (3.40) and student leaders (4.90) occurring in the identification of student discontent in more than one functional imperative. It appears that both populations perceive student discontent as a composite of factors which might be categorized under more than one of Talcott Parsons'



functional imperatives. A chi-square statistic indicates that the administrator group views student discontent differently than other groups. The identification of only one of the functional imperatives may demonstrate that administrators are not linked closely enough with certain key communication channels to fully evaluate this problem. Parsons emphasizes the use of more than one imperative to explain social organizational problems and administrators, like the public, without access to these channels may not have the facts on which to base sound decisions.

Additional chi-squares indicate a difference between administrator group and the student population ( $\chi^2=5.38$ ), no difference between administrator/faculty group and the student population ( $\chi^2=.008$ ), and no difference between the total administrative population and the student population.

Confirmed is the fact that the administrator group responses are different than the rest of the administrator/faculty group and student population responses.



TABLE 1A<sub>1</sub>

CATEGORIZATION OF STUDENT DISCONTENT IN ONE,  
OR MORE THAN ONE, FUNCTIONAL IMPERATIVE

Groups	N	Identified One Functional Imperative	Identified More Than One Functional Imperative
Administrator	37	17	20
Administrator/ Faculty	56	13	43
TOTAL	93	30	63

$$\chi^2=8.56^*$$

$$z=3.40^*$$

\* significant



TABLE 1A<sub>2</sub>

CATEGORIZATION OF STUDENT DISCONTENT IN ONE,  
OR MORE THAN ONE, FUNCTIONAL IMPERATIVE

Groups	N	Identified One Functional Imperative	Identified More Than One Functional Imperative
Social/ collegiate	39	10	29
Academic/ honorary	21	5	16
Religious/ service	16	4	12
Political/ government	24	5	19
		$\chi^2 = .209$	
TOTAL	100	24	76
		$z = 4.90^*$	

\* significant



TABLE 1A<sub>3</sub>

CATEGORIZATION OF STUDENT DISCONTENT IN ONE,  
OR MORE THAN ONE, FUNCTIONAL IMPERATIVE

Groups	N	Identified One Functional Imperative	Identified More Than One Functional Imperative
Administrators	37	17	20
			$\chi^2=5.38^*$
Administrator/ Faculty	56	13	43
			$\chi^2=.008$
TOTAL	93	30	63
			$\chi^2=1.617$
TOTAL			
Student Groups	100	24	76

\* significant



### Additional Data Related to Hypothesis 1A

The following data were collected in conjunction with question 1A of the interview and categorized under one of Parsons' four functional imperatives. Analysis of the data is by inspection. The specific factors underlying student discontent will be viewed first.

The placing of any factor in a category was performed on the basis of two assumptions: (1) the meaning of the factor cited would correspond to Parsons' interpretation of the category, and (2) the researcher would use logical interpretation in placing the factors in categories. This could be a limiting factor in the discussion of this section of data; however, repeated categorization of responses showed that there was an error of judgment greater than three per cent. In most instances the "error" was due to a response being able to be placed logically in more than one category. Each category will be discussed separately with a summary at the end.

Goal-attainment. It should be noted in Table 6A the most frequent response as the sole factor of student



TABLE 6A

RESPONSES CONCERNING SPECIFIC FACTORS WITHIN FUNCTIONAL  
IMPERATIVES UNDERLYING STUDENT DISCONTENT

Goal-Attainment	Total A,A/F	Total S/C,A/H,R/S,P/G	Only This Factor
Educational System			
Goals, establishment			
Failures, tradition	18	25	3
Obsolete, conditions			
Responsibility, <u>in</u> <u>loco parentis</u>			
Irrelevancy of college material	5	10	6
Substance, freedom of choice			
Impersonality of the environment			
Alienation, no voice	7	20	11
Numbers, involvement			
Concern, apathy, size			
Rules and regulations			
Administration/faculty problems			
Authority, flexible	11	14	5
Relations, leadership			
Policy-making, teaching			
Unresponsive			
Goals of Students			
Students have none,			
Responsibility,			
Orientations,	7	5	1
Commitments,			
Demands on students,			
No primary goals			
Direction of national leadership	9	7	0
TOTALS	57	81	



discontent was the impersonality of the educational environment. However, the specific factor identified most often by both administrators and student leaders was the failures of the educational system or process.

The factor identified most frequently among the administrator population was the failures of the educational system and administrative and faculty problems respectively. The student leaders agree with the administrators on selecting the failures of the educational process as the major factor, but impersonality of the educational environment was their second choice. There were more total responses for the student leaders' second choice than there were for the administrators' first choice. In addition, the total responses in the goal-attainment function or category were 138, 57 for administrators and 81 for student leaders. This seems to indicate that student leaders perceive goal-attainment factors as more relevant to student discontent than administrators.

Tension and pattern maintenance. It should be noted in Table 6B that the most frequent response for the



TABLE 6B

RESPONSES CONCERNING SPECIFIC FACTORS WITHIN FUNCTIONAL  
IMPERATIVES UNDERLYING STUDENT DISCONTENT

Tension/Pattern Maintenance	Total A,A/F	Total S/C,A/H,R/S,P/G	Only This Factor
Pressures			
Dissatisfaction, internal tensions, family, bad advice unattractive world, fears	11	3	2
Expectations			
Family, faculty, future years, jobs idealistic quality of life, impatient	11	1	5
Value Differences			
Family, faculty, administrative attitudes, mores customs	6	9	2
Hypocrisy in society double-standard	8	11	14
Student awareness			
Moreover than before, independent searching, knowledgeable, mature sensitive	15	10	2
Outside pressure groups			
SDS, SOC, BSU, community, legislature	2	13	0
Drugs, dope, LSD	3	2	0
Lack of God peace-maker	0	1	0
TOTALS	56	50	



sole factor of student discontent was the hypocrisy in society (the double standard in every phase of life between what ought to be and what is). However, the specific factors identified by both administrators and student leaders were the new student awareness, knowledgeability, creativity, and sensitivity.

The factors identified most frequently by the administrator population were mainly three. In decreasing importance they were: student awareness, expectations of future years, and the pressures and tensions associated with maturity. The student leaders, on the other hand, considered four factors very different from the administrators. They were in descending order: pressure groups within and outside the university, hypocrisy in society, student awareness, and value differences among family, faculty, and administrators. The total responses in this function or category were 106.

Adaption. By inspecting Table 6C, it should be noted that the most frequent response given as the sole factor for student discontent was the many social problems in the United States today. In addition, administrators



TABLE 6C

RESPONSES CONCERNING SPECIFIC FACTORS WITHIN FUNCTIONAL  
IMPERATIVES UNDERLYING STUDENT DISCONTENT

Adaption	Total A,A/F	Total S/C,A/H,R/S,P/G	Only This Factor
World problems			
The atomic bomb, nuclear war, foreign policies, reflection of times, evaluation	5	2	0
National problems			
Social problems, Vietnam war, draft, racism, pollution, environment, poverty, population, law and order	25	30	7
Affluent society			
Prosperity, mobility second jobs, working women, 2 cars, need college education, more leisure time, behavior patterns, materialism	7	3	2
Modern technology			
machine dehumanization	6	2	0
TOTALS	43	37	



and student leaders agreed that social problems were the important factor in student discontent. In the category of adaption, it appears that social problems rather than any other factor is of the most concern to both populations. The total responses in this function or category were 80.

Integration. It should be noted in Table 6D that the most frequent response given as the sole factor for student discontent was the breakdown in the whole social structure. This includes the whole atmosphere of unrest, revolution, conflicts, sickness, crime, and other problems.

The factors identified by the administrator population were primarily two. The two in equal proportions were the breakdown in the whole social structure and the communication problem. Communication involves those ideas expressed and those not expressed. The student leaders, on the other hand, see communications as the major factor in student discontent, followed by the integration of minority and ethnic groups. In fact, it was the communication factor that both populations responded



TABLE 6D

RESPONSES CONCERNING SPECIFIC FACTORS WITHIN FUNCTIONAL  
IMPERATIVES UNDERLYING STUDENT DISCONTENT

Integration	Total A,A/F	Total S/C,A/H,R/S,P/G	Only This Factor
Breakdown whole society structure, atmosphere, unrest, sickness, revolution	12	5	9
Communications New attitudes on media, especially television, settling disputes, closer to the news and moon	12	12	1
Generation gap Parents, all school authority and educational process	7	4	0
Child-rearing practices, Permissiveness, freedom, respect, break-up of the home, lack of discipline	9	4	1
Ethnic groups and minorities in society	2	8	0
TOTALS	42	33	



to most frequently. The total responses in this category or function were 75.

Summary. It appears that the majority of responses were classified in the function of goal-attainment in Parsons' functional imperatives which includes those regulations which have to do with the coordination of activities. Other than individuals who contributed one response, it appears that both populations selected many factors as the basis of student discontent. These factors were the educational process, student awareness, social problems, and better communications. Agreement on these factors was quite evident, but each population also identified secondary factors.

As the previous chapter on related research indicates, many segmented factors contribute to student discontent. Of course, one possible cause not amenable to investigation in this study is that a group of individuals (students, faculty, or non-students) simply have personal motives for taking advantage of national or local issues either to further their own cause or to act out against institutions toward which they have great



hostility. If the present study were to point to one major factor underlying student discontent, it would have to be social problems such as the war, draft, pollution, poverty, environment, and population explosions. It is interesting to note in this connection that one segment of the social problems seems to be demonstrated against at one time on the university campus.

The political/government group of student leaders which might be expected to demonstrate and possess a different perception of student discontent was found to agree with other student leader groups and administrators except in a few instances.

#### Data Related to Hypothesis 1B

Table 1B reports the data bearing on hypothesis 1B which states:

Responsibility for student discontent at the university level will be identified by a statistically significant number of both administrator and student leaders as being shared by different groups both within and outside the university.

Table 1B shows that the binomial test ( $z$ ) for both administrators (3.37) and student leaders (2.86) was significant in comparing responsibility within and outside



TABLE 1B

## RESPONSIBILITY FOR STUDENT DISCONTENT

	Total A,A/F	Total S/C,A/H,R/S,P/G
WITHIN THE UNIVERSITY		
Students, faculty, administrators,	29	33
Faculty & adm.		
Student groups		
OUTSIDE THE UNIVERSITY		
Community, business, government, family, agitators	0	4
WITHIN AND OUTSIDE	59	58
	$z=3.37^*$	$z=2.86^*$
No response	5	5
Totals	93	100

\* significant



the university. It appeared that no one particular group was at the root of student discontent; responsibility centered on different groups both within and outside the university. It should be noted that in the identification of the factors underlying student discontent categorized under Parsons' tension and pattern maintenance (Table 6B), outside pressure groups were identified as part of the problem. No respondent thought these outside pressure groups were the only factors underlying student discontent. In addition, it appears that student leaders more than administrators considered placing responsibility for student discontent on groups other than students within the university.

#### Data Related to Hypothesis 2A

Table 2A reports the data bearing on hypothesis 2A which states:

A statistically significant number of both administrators and student leaders would indicate their feeling that student discontent will remain the same.

The results of the testing indicate in Table 2A that student leaders gave a greater number of responses supporting the idea that student discontent will remain



TABLE 2A  
FUTURE OF STUDENT DISCONTENT

	Total A,A/F	Total S/C,A/H,R/S,P/G
INCREASE OR DECREASE		
With or without violence	50	37
REMAIN THE SAME		
With or without violence	35	45
TOTALS	85	82

$z=2.66^*$

No response

---

\* significant



at the same level ( $z=2.66$ ), significant at the .05 point. In contrast, administrators as analyzed by inspection do not feel the future of student discontent will remain the same. A closer inspection indicates the student leader population was more pessimistic in their evaluation of a decrease in the amount of student discontent on university campuses. In addition, there were no significant differences between the two groups of the administrator population as determined by a chi-square statistic ( $\chi^2=.500$ ). Also apparent are the larger number of responses from the student leaders as to the future of student discontent, which might have been due to the reluctance of students to even venture an estimate. Administrators appeared somewhat reluctant not to predict an estimate.

#### Data Related to Hypothesis 3A

Table 3A reports the data bearing on hypothesis 3A which states:

An individual's value position will be identified by a statistically significant number of both administrators and student leaders as playing a major role in student discontent.

On inspecting Table 3A, it should be noted that



TABLE 3A

## ROLE OF VALUES IN STUDENT DISCONTENT

Groups	N	Major Role	Minor to No Role	No Response to Question	No Response
A	37	10	7	19	1
A/F	56	10	11	34	1
$\chi^2 = .933$					
TOTALS	93	20	18	53	2
S/C	39	16	5	15	3
A/H	21	7	3	10	1
R/S	16	6	2	6	2
P/G	24	6	3	10	5
$\chi^2 = .679$					
TOTALS	100	35	13	41	11
$\chi^2 = 7.461^*$					

\* significant.



the chi-square test for separate analysis of administrators ( $X^2=.933$ ) and student leaders ( $X^2=.679$ ) was non-significant in attaching a major role to values in student discontent. There was a significant difference between the overall administrator population and the student leader population ( $X^2=7.461$ ). Importance is attributed to evidence in Table 6B when values were seen as a factor underlying student discontent only fifteen times and identified as the only factor in student discontent.

The high number of no responses to the question certainly contributed to the lack of ability to make definite conclusions. Conclusions can only be reserved for the respondents to the question. It can only be speculated at this time that the causes for the no responses were a genuine uncertainty of an answer to the original question.

A more detailed inspection into the actual responses of the roles of values appears in Table 8 (Identified Roles of Values in Student Discontent). The investigator divided the responses into four major categories based on similar content. The first category groups values as a conflict, gap, or divergency among



TABLE 8

## IDENTIFIED ROLE OF VALUES IN STUDENT DISCONTENT

RESPONSES	Total A,A/F	Total S/C,A/H,R/S,P/G
1. Generation gap reject values of elders no common threads, no conformity, ambivalences, conflicts, paradox, clash, perceived diff.	28	26
2. Emotional mainspring of behavior, guidance, acts, motivation, feelings, expression, value judgments, philosophy	25	31
3. Reflection of awareness pressures, basis, major cause, the role, central issues	13	17
4. Students valueless, lack standards, mores, ethics, looser values, shifting values, lack everything, no gaps just excuses, confused with issues, none at the university, bandwagoning	25	15



different societal segments, while the second category identifies values as the emotional mainspring of behavior. Category three speaks of values as the major cause of student discontent, and the last category sees values as excuses for action and potentially lacking in today's world.

Of the 99 per cent administrators responding, approximately 27 per cent reported the role of values in category one, two, and four each, with the remaining 13 per cent in category three. Of the 89 per cent student leaders responding, 29 per cent reported category one, 31 per cent category two, and approximately 17 per cent each for the last two categories. Following initial inspection, no distinct trends can be ascertained, but it seems apparent that both populations feel that the generation gap and emotional mainspring of behavior play the major role with regard to values in student discontent.

Polyphasic Value Inventory Instrument  
and Hypothesis 3B Data

Ten value position questions were selected for both populations from an earlier nationwide survey of



Roscoe's Polyphasic Value Inventory. For each question there are five closed-ended responses presenting a liberal to conservative continuum. Each item in the inventory was treated as an individual measurement and the data were reported independently in Tables 9 A-J. A statistical comparison of groups was performed with the data arranged in bivariate frequency tables and an analysis made utilizing the chi-square test of independence. The test was used to determine whether the samples, namely administrator and student leader responses, were similarly distributed. The inventory data were collected on a voluntary basis and ordinarily the figures in each row totals 100 per cent. The few exceptions are due to questions being unanswered. Using Roscoe's value inventory, Teglovic's (1968) study of 4005 university students was used as the normative distribution with which to compare the student leader population on the ten value positions.<sup>2</sup> Goodness-of-fit procedures, such as the Kolmogorov test, have proven especially fruitful in this and other studies, with one of the normative distributions

---

<sup>2</sup>Teglovic, loc. cit.



being used as the hypothetical model to inspect different distributions of samples. Significance was tested at the .05 level.<sup>3</sup>

Tables 9 A-J reflect the responses to hypothesis 3B which states:

There will be a significant difference between administrators and student leaders on each item of the Polyphasic Value Inventory.

Item A.

The question in Table 9A concerns the circumstances under which military action should be taken against another country; a non-significant difference ( $X^2=1.603$ ) was found between the administrators and student leaders. On inspection, it is evident that the major number of responses for both populations centered around response three. For analysis, the responses from categories four and five were collapsed into category four due to the small number of responses in the last category. Although the results are not statistically significant, more

---

<sup>3</sup>The formula employed for the Kolmogorov test was found in John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences (New York: Holt, Rinehart and Winston, Inc., 1969), pp. 209-218.



TABLE 9A

## POLYPHASIC VALUE INVENTORY -- ITEM A

Under What Circumstances Should Our Country Take  
Military Action Against Another Country?

DISTRIBUTION OF RESPONSES TO PVI ITEM						
<u>Sample</u>	<u>Sample Size</u>	<u>Number Giving Each Response</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A	35	5	13	13	4	0
A/F	52	7	7	25	11	2
Total	87	12	20	38	15	2
S/C	36	5	10	16	5	0
A/H	20	2	3	9	5	1
R/S	16	2	6	4	4	0
P/G	23	2	6	9	5	1
Total	95	11	25	38	19	2
		$\chi^2=1.603$			df=3	

\* significant.



students feel that military action is warranted only when we are attacked ourselves and not in defense of all free nations. According to Teglovic's study, American college students, with few exceptions, seem to accept our country's involvement in war when any free nation requests our assistance to fight.

In order to compare The University of New Mexico distribution to Teglovic's normative data, the Kolmogorov test of goodness-of-fit was utilized. Since the value of  $D$  (.17) exceeds the table value, the finding is significant at the .05 level, and, therefore, The University of New Mexico distribution must be considered different from the normative distribution. The difference in response appears to involve a shift to a more liberal attitude. The difference could also be explained by the fact that the normative data were collected in 1968 before the recent major national anti-war expressions.

#### Item B.

The second question (Table 9B) concerns government policy in international relations; the difference found between administrators and student leaders is non-



TABLE 9B

POLYPHASIC VALUE INVENTORY -- ITEM B  
 What Policy Should The Government Pursue  
 In International Relations?

		DISTRIBUTION OF RESPONSES TO PVI ITEM				
		<u>Number Giving Each Response</u>				
<u>Sample</u>	<u>Sample Size</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A	35	0	8	17	7	3
A/F	53	2	13	14	20	4
Total	88	2	21	31	27	7
S/C	37	0	11	14	11	1
A/H	20	0	5	3	10	2
R/S	16	0	7	3	6	1
P/G	24	0	7	10	6	1
Total	97	0	30	30	33	4
		$\chi^2=5.981$		df=3		

\* significant



significant ( $X^2=5.981$ ). Inspection reveals an almost equal distribution of responses among categories two, three, and four. For analysis purposes, categories one and two were collapsed.

It would appear from the distribution of responses that no plurality was obtained from the student leaders concerning their attitudes toward policies of government in international relations. These attitudes ranged from self-preservation to national interest. The normative study of Teglovic reported students having a moderate view toward foreign policy and a tendency to take the position that national interest should be subservient to the good of mankind.

Kolmogorov's test of goodness-of-fit indicates the value of D was .11, non-significant at the .05 level. It appears The University of New Mexico student leaders' attitude toward foreign policy is similar to the normative data.

#### Item C.

Question three, located in Table 9C, deals with the relationship between government and business enter-



TABLE 9C

## POLYPHASIC VALUE INVENTORY --ITEM C

Which Of The Following Policies Would Provide  
The Most Desirable Relationship Between  
Government and Business Enterprise?

DISTRIBUTION OF RESPONSES TO PVI ITEM						
<u>Sample</u>	<u>Sample Size</u>	<u>Number Giving Each Response</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A	36	1	16	19	0	0
A/F	52	1	14	35	2	0
Total	88	2	30	54	2	0
S/C	37	2	13	21	1	0
A/H	20	1	7	11	1	0
R/S	16	3	4	9	0	0
P/G	23	2	7	10	3	1
Total	96	8	31	51	5	1
		$\chi^2=4.970$			df=3	

\* significant



prise and yielded a non-significant difference ( $\chi^2=4.970$ ) between administrators and student leaders. The major number of responses for both populations was located in category three with categories four and five collapsed.

The present study indicates a tendency toward a middle-of-the road attitude regarding government and business enterprise. The result of Teglovic's normative study strongly suggests that college students favor and encourage private enterprise. Kolmogorov's test of goodness-of-fit indicates the value of D was .10, non-significant at the .05 level of significance. It appears that the student leaders and the normative college population are similar on this value position.

#### Item D.

In question four (Table 9D), which investigated the amount of freedom that professors should have in expressing private convictions, a non-significant difference ( $\chi^2=4.332$ ) between the two populations was calculated; thus, the hypothesis was rejected.

It appears in the present study that students favor restraint on the part of the professors in express-



TABLE 9D

## POLYPHASIC VALUE INVENTORY -- ITEM D

How Much Freedom Should Be Extended To College  
Professors To Express Their Private  
Convictions On Controversial Issues?

DISTRIBUTION OF RESPONSES TO PVI ITEM						
<u>Sample</u>	<u>Sample Size</u>	<u>Number Giving Each Response</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A	35	0	1	24	5	5
A/F	52	0	0	26	12	13
Total	87	0	1	50	17	18
S/C	36	0	4	19	7	6
A/H	19	1	0	13	3	2
R/S	16	0	1	9	3	3
P/G	23	0	0	11	3	9
Total	94	1	5	52	16	20
$\chi^2=4.332$						
df=3						

\* significant



ing their personal beliefs and opinions which is in agreement with the normative study. Since the value of D (.07) is less than the table value, it is non-significant at the .05 level. Thus, The University of New Mexico distribution is similar to the normative data.

#### Item E.

Question five concerns the true nature of God. Due to the personal nature of this question, a large percentage of no responses was expected, but this was not the case in this study. Statistical analysis shows that the distribution differences between administrators and student leaders are significant at the .05 level, with a chi-square of 11.034. Table 9E reveals that the distribution of responses was polarized between categories two and four for administrators, while student leaders felt a strong identification with category two. Further statistical analysis revealed no significant difference between the two groups within the administrative population. Therefore, the administrator population was used in comparison to the student leader groups. Significant differences were found between the administrator population



TABLE 9E

## POLYPHASIC VALUE INVENTORY -- ITEM E

What Do You Believe Is The True Nature of God?

DISTRIBUTION OF RESPONSES TO PVI ITEM						
<u>Sample</u>	<u>Sample Size</u>	<u>Number Giving Each Response</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A	36	6	15	4	11	0
A/F	51	3	15	6	20	7
Total	87	9	30	10	31	7
S/C	36	4	22	4	5	1
$\chi^2=9.68^*$						
A/H	19	1	9	0	4	5
R/S	15	7	6	2	0	0
$\chi^2=10.322^*$						
P/G	23	0	11	6	5	1
$\chi^2=14.45^*$						
Total	93	12	48	12	14	7
$\chi^2=11.034^* \quad df=4$						

\* significant



and the social/collegiate ( $X^2=9.68$ ), political/government ( $X^2=14.45$ ), and religious/service group ( $X^2=10.322$ ).

It appears that a basic discrepancy was captured here between administrators and student leaders in that students feel that the nature of God is known. It is evident that groups within the two populations differ quite significantly, but the issue of religion seldom appears in student protest movements and may have other ramifications. Are faculties and administrators a select group of people who, because of their interests and life patterns, appear more skeptical about religion while students are more representative of our entire population? If these students were selected for administrator and faculty posts, would they respond in the same categories? It appears that most University of New Mexico student leaders feel that there is a God who is common to all religious faiths.

Teglovic's study reported the major number of responses in category two, and the value of  $D=.16$  was significant.



Item F.

Table 9F reports the question regarding the most desirable relationship between human races, and analysis of the distribution reveals a non-significant difference ( $\chi^2=2.897$ ) between the administrator and student leader population. On inspection, both populations feel rather strongly (approximately 65 per cent) toward a maximum of contact to overcome racial relations. The distributions were skewed in the direction of the liberal attitude for both populations and were considered similar.

The students at The University of New Mexico expressed the belief that a maximum of personal contact is necessary to overcome racial problems, but some are divided on whether intermarriage is a desirable solution. The normative data are distributed in a similar fashion, but the Kolmogorov test for goodness-of-fit indicates a value of D as .18 significant at the .05 level. This significance is due to the excessive liberal responses on the part of student leaders at The University of New Mexico.



TABLE 9F

POLYPHASIC VALUE INVENTORY -- ITEM F  
 Which Of The Following Could Be Expected  
 To Bring About The Most Desirable  
 Relationship Between Human Races?

DISTRIBUTION OF RESPONSES TO PVI ITEM						
<u>Sample</u>	<u>Sample Size</u>	<u>Number Giving Each Response</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A	34	0	4	2	6	22
A/F	50	0	2	2	11	35
Total	84	0	6	4	17	57
S/C	34	0	2	3	5	24
A/H	19	0	0	1	3	15
R/S	15	0	0	0	7	8
P/G	23	0	0	0	8	15
Total	91	0	2	4	23	62
		$\chi^2=2.897$				
		df=3				

\* significant



#### Item G.

The next question (Table 9G) analyzed students' feelings about cheaters on tests and a non-significant difference ( $X^2=4.521$ ) between administrators and student leaders was found. After categories four and five were collapsed, there was relatively little difference between the populations. Students participating in the normative study have strong feelings toward a moral obligation to refrain from cheating, as do the New Mexico student leaders. However, there is some disagreement as to one's responsibility to others cheating. The distribution reveals a value of D equal to .05, non-significant at the .05 level.

#### Item H.

Table 9H concerns the value position question on the restrictions that should be placed upon sexual intercourse; since the difference between populations was non-significant ( $X^2=6.142$ ), the hypothesis was rejected.

Findings from the normative study reveal that students differ considerably in their beliefs, with no particular attitude toward what they consider appropriate



TABLE 9G

## POLYPHASIC VALUE INVENTORY -- ITEM G

How Do You Feel About Students Cheating On Tests?

		DISTRIBUTION OF RESPONSES TO PVI ITEM				
		<u>Number Giving Each Response</u>				
<u>Sample</u>	<u>Sample Size</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A	35	19	14	1	1	0
A/F	52	30	18	2	1	1
Total	87	49	32	3	2	1
S/C	35	15	13	1	5	1
A/H	20	11	9	0	0	0
R/S	16	8	5	1	2	0
P/G	24	10	10	2	2	0
Total	95	44	37	4	9	1
		$\chi^2=4.521$			df=3	

\*significant



TABLE 9H

## POLYPHASIC VALUE INVENTORY -- ITEM H

In Order To Achieve The Most Satisfactory Relationship  
Between The Sexes, What Restrictions Do You Feel  
Should Be Placed On Sexual Intercourse?

DISTRIBUTION OF RESPONSES TO PVI ITEM						
<u>Sample</u>	<u>Sample Size</u>	<u>Number Giving Each Response</u>				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A	34	2	8	5	19	0
A/F	51	5	10	8	25	3
Total	85	7	18	13	44	3
S/C	36	3	7	7	14	5
A/H	20	0	1	5	12	2
R/S	16	6	3	2	4	1
P/G	23	1	3	4	10	5
Total	95	10	14	18	40	13
		$\chi^2=4.343$			df=3	

\* significant



sexual behavior identified. The University of New Mexico student leader population appears to be distributed differently from the normative study in that they showed a particular attitude toward a more liberal sexual behavior. The difference in distribution of responses at The University of New Mexico compared to the normative data is significant ( $D=.16$ ) at the .05 level.

#### Item I.

A chi-square of 4.384 was found to be non-significant between administrators and student leaders on the question of use of alcoholic beverages (Table 9I). After collapsing categories one and two, there is little difference between the two populations.

Students participating in the normative study have strong feelings toward moderate use of alcoholic beverages, while The University of New Mexico student leaders are undecided as to the degree of excessiveness that is desirable. The test for goodness-of-fit reveals a value of  $D=.12$  as non-significant at the .05 level. Although the distributions are similar, it appears The University of New Mexico student leaders show greater liberal tendencies toward the use of alcoholic beverages.



TABLE 9I

## POLYPHASIC VALUE INVENTORY -- ITEM I

What's Your Attitude Toward The Use  
Of Alcoholic Beverages?

		DISTRIBUTION OF RESPONSES TO PVI ITEM				
		<u>Number Giving Each Response</u>				
<u>Sample</u>	<u>Sample Size</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A	35	0	1	17	12	5
A/F	50	0	2	21	20	7
Total	85	0	3	38	32	12
S/C	36	0	1	17	8	10
A/H	19	0	0	6	9	4
R/S	16	1	2	6	2	5
P/G	24	0	0	3	15	6
Total	95	1	3	32	34	25
		$\chi^2=4.384$				
		df=3				

\* significant



Item J.

Table 9J reveals the responses to the value question concerning the extent to which man is responsible for his deeds, and a chi-square of 4.343 finds a non-significant difference between administrators and student leaders. After collapsing response categories four and five, it appears that the two populations are distributed similarly. The political/government group is significantly different than the administrators, as demonstrated by the chi-square of 7.948, significant at the .05 level.

Students in the Teglovic study did not arrive at any common belief as to what extent man is responsible for his deeds. Although question J received the most unanswered responses, it does appear that The University of New Mexico populations have a tendency to prefer responses in categories three and four. However, a value of D equal to .11, non-significant at the .05 level, indicates The University of New Mexico responses were basically similar to the normative study concerning the responsibility of man.



TABLE 9J

## POLYPHASIC VALUE INVENTORY -- ITEM J

To What Extent Is Man Responsible For His Deeds?

DISTRIBUTION OF RESPONSES TO PVI ITEM						
		<u>Number Giving Each Response</u>				
<u>Sample</u>	<u>Sample Size</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A	32	1	5	15	4	0
A/F	42	6	5	21	12	1
Total	74	7	10	36	21	1
S/C	35	6	9	11	9	0
A/H	19	1	2	10	5	1
R/S	16	6	4	4	1	1
P/G	23	2	1	6	13	1
$\chi^2=7.948^*$						
Total	93	15	16	31	28	3
$\chi^2=4.343$						

\* significant



### Summary of Additional Normative Data

A summary of the distributions of responses at The University of New Mexico is presented in Table 10. The normative data have revealed some patterns of relationship on the items of the Polyphasic Value Inventory and were grouped into institutions of similar size and geographic location. Certain of these institutions were used as representatives of these groups and to them The University of New Mexico data were compared. No significant figures were established, but certain tendencies were demonstrated. The University of New Mexico student group leaders, like students (not leaders) of other large schools, chose more liberal responses than the overall norming group of students. Since there were no patterns of relationship revealed in the Teglovic study on public universities and colleges, no data could be compared in this regard.

### Data Related to Hypothesis 5A

Table 5A reports the data bearing on the hypothesis 5A which states:



TABLE 10

DISTRIBUTIONS OF THE RESPONSES TO THE POLYPHASIC VALUE  
INVENTORY COMPARED TO THE NORMATIVE DISTRIBUTIONS

PVI ITEM	RESPONSE	1	2	3	4	5	D
9A. War	UNM	11	25	38	19	2	.17
	Norm	13.7	42.9	31.1	9.2	2.8	
9B. Foreign Policy	UNM	0	30	30	33	4	.11
	Norm	1.8	26.3	41.8	25.9	4	
9C. Private Enterprise	UNM	8	31	51	5	1	.10
	Norm	10	41.1	46.2	1.6	.9	
9D. Academic Freedom	UNM	1	5	52	16	20	.07
	Norm	.4	4.2	51.4	23.4	20.3	
9E. Belief in God	UNM	12	48	12	14	7	.16
	Norm	28.8	45.4	8.4	13	4.6	
9F. Race Relations	UNM	0	2	4	23	62	.18
	Norm	1.2	9.7	11.6	33.1	44.2	
9G. Cheating on Tests	UNM	44	37	4	9	1	.05
	Norm	46.6	42.6	3.3	5.9	1.4	
9H. Sexual Relations	UNM	10	16	18	40	13	.16
	Norm	26.1	20.6	19.1	29.8	4.1	
9I. Alcoholic Beverages	UNM	1	3	32	34	25	.12
	Norm	1.2	13.4	42.5	29.6	13	
9J. Responsibility of Man	UNM	15	16	31	28	3	.11
	Norm	36.6	20	23.7	17.3	2.1	



TABLE 5A

## ROLE RESPONSIBILITY IN STUDENT DISCONTENT

RESPONSES	Total A,A/F	Total S/C,A/H,R/S,P/G
Forced to make written laws, Eliminate outside pressure groups	1	0
Glad we have it, constructive force, good trend, beneficial, welcome, increases attendance at faculty meetings	2	0
Support, cooperate, teacher, involvement, commitments, mediator, informer, evangelism, representative, political candidate	9	30
Communicate, letters, speak, exhaust channels, all media, active participation, open- door, this interview, discussion, be sensitive	13	12
Made more aware, respect, flexible, self-realization	9	8
Seek innovations, change role, adapt, accommodate, justified change, incorporate new material, change approaches, less theoretical, live by decisions	14	7
Re-examine, evaluate, question closer, critical judgment, truth- seeking, check validity	12	6
Apathetic, too busy, no changes, impatient, ignore, sympathy, resist, opportunistic, hostility, polarization, don't overact, less involvement, no illegal activities, prejudice	32	30
$\chi^2 = 13.21$		



Administrator responses to their role responsibility in student discontent will differ significantly from student leader responses to their role responsibility in student discontent.

Table 5A demonstrates a significant difference ( $\chi^2=13.21$  between responses of administrators and student leaders on the question of role responsibility in student discontent. The first two categories were collapsed in order to perform a meaningful statistical test. The conclusions drawn from results were expressed with caution due to the extenuating implications of the responses.

It appears that the only category receiving major attention involved the category labeled no change, apathetic, resistant, prejudice, etc. One explanation might be that both populations feel that discontent has made its points, expressed its thoughts, and resulted in enough damage; now is the time for constructive solutions. The research does not imply that administrators or student leaders would not cooperate or support any plans for solution of student discontent, but rather both used different rhetoric to express their roles at the university during times of discontent.



#### Data Related to Hypothesis 4A

Table 4A reports the data bearing on hypothesis 4A which states:

A significantly greater number of both administrators and student leaders will identify protest issues as demonstrating situations of value position differences.

Note in Table 4A that the binomial test (z) of distributions for both the administrators (6.50) and student leaders (7.78) was significant. It is evident that both populations felt that issues are not the vehicle for the expression of values, but rather are the realities of life and the basic discrepancies in student discontent. To a smaller degree, administrators reported that issues were not true factors of student discontent and actually in some cases were manufactured or fabricated. Equal attention was given to issues as playing the role of dramatizer, attention getter, or springboard for action which was subsequently forgotten. A more detailed picture of issue involvement was demonstrated by the Peterson Survey of Protest Issues in the next section.



TABLE 4A

## ROLE OF ISSUES IN STUDENT DISCONTENT

RESPONSES	Total A,A/F	Total S/C,A/H,R/S,P/G
A. Values the vehicle for expression, manifest value differences, reflect values	13	7
B. Other Responses		
1. Substance, validity of life, focus of concern, hypocritic, rallying point, catalyst, basic discrep- ancies, agitate, underlying cause, precipitate, release outward manifestation, different perceptions, crux	32	40
2. Symptoms of a larger problem, reflection of awareness, conditions in society (war), frustrations, in society not at the university	17	22
3. Manufactured, extraneous, not cause	13	6
4. Attention getter, ampli- fier, trigger, springboard, tools, crystallization force, spark, dramatize, scapegoats, selected for impact, attacking instance	13	14
	$z=6.50^*$	$z=7.78^*$



Student Protest Issue Survey Instrument  
and Hypothesis 3B Data

The issue segment of the questionnaire was prepared from Peterson's Organized Student Protest Issue Survey. This nationwide survey has contributed to the identification of the views held by university segments concerning participation in discontent issues. Through the use of this instrument in the present study, percentages of student body and faculty involvement in 18 protest issues as perceived by both populations were sought. Each question was scored separately and the totals for the groups are presented in Tables 11 A-B. Again, the exceptions in totals in the tables are due to unanswered responses. No normative data is available for comparison in this study because an adapted version of the instrument was used, but as an alternative, trends at other colleges and universities were discussed.

Tables 11 A-B contain the data necessary to test the following stated hypothesis:

Administrators will report a significantly lower estimate than student leaders on the proportion of involvement by students and faculty in student discontent on all items of the Peterson Survey of Protest Issues.



TABLE 11A

## SURVEY OF ORGANIZED STUDENT PROTEST (GROUP TOTALS 1 &amp; 2)

Issues	Per Cent Student Body Involved in Protest			Faculty Involved		
	N	None to 5-20	25-more	N	None to Some	Much
FACULTY AND INSTRUCTION						
Undergraduate classes typically too large, instruction too impersonal	78	61	17	80	69	11
Poor quality of instruc- tion in general	76	65	11	76	74	1
The prevailing system, e.g., testing	74	61	11	74	69	5
Curriculum inflexibility	76	63	13	76	71	3
FREEDOM OF EXPRESSION						
Academic freedom for the faculty	78	68	10	79	42	35
Controversy surrounding a faculty member	75	60	12	79	50	27
Censorship of publications	77	63	14	80	52	26
Actual appearance of leftist persuasion	73	67	6	72	62	5



TABLE 11A (continued)

Issues	Per Cent Student Body Involved in Protest			Faculty Involved		
	N	None to 5-20	25-more	N	None to Some	Much
STUDENT-ADMINISTRATION						
Dormitory and other group regulations	71	60	11	71	71	0
Policies concerning drug use	72	65	6	72	71	1
Disciplinary action against a student	75	64	11	76	69	6
Alleged racial discrimination	76	66	10	76	65	5
Student-administration communication	72	60	12	72	65	7
Insufficient student participation in policy	75	68	8	74	69	5
OFF-CAMPUS ISSUES						
Civil rights	73	68	6	71	68	3
The draft	78	43	35	79	63	14
On-campus recruiting	79	72	5	78	78	0
U.S. policies regarding Vietnam	77	40	39	77	48	31



TABLE 11B

## SURVEY OF ORGANIZED STUDENT PROTEST (GROUP TOTALS 4-7)

Issues	Per Cent Student Body Involved in Protest			Faculty Involved		
	N	None to 5-20	25-more	N	None to Some	Much
FACULTY AND INSTRUCTION						
Undergraduate classes typically too large, instruction too impersonal	92	46	45	91	63	29
Poor quality of instruc- tion in general	93	72	20	90	80	9
The prevailing system, e.g., testing	92	63	28	91	75	14
Curriculum inflexibility	89	51	37	90	72	17
FREEDOM OF EXPRESSION						
Academic freedom for the faculty	95	58	37	95	35	60
Controversy surrounding a faculty member	95	62	33	92	45	47
Censorship of publications	94	66	28	94	64	30
Actual appearance of leftist persuasion	91	81	10	91	83	8



TABLE 11B (continued)

Issues	Per Cent Student Body Involved in Protest			Faculty Involved		
	N	None to 5-20	25-more	N	None to Some	Much
STUDENT-ADMINISTRATION						
Dormitory and other group regulations	94	70	22	93	89	4
Policies concerning drug use	94	64	30	94	82	12
Disciplinary action against a student	96	85	11	93	87	6
Alleged racial discrimination	94	73	21	94	81	15
Student-administration communication	95	70	27	93	83	11
Insufficient student participation in policy	93	67	26	93	83	10
OFF-CAMPUS ISSUES						
Civil rights	96	80	16	94	87	7
The draft	96	35	61	95	81	14
Off-campus recruiting	94	81	13	94	88	6
U.S. policies regarding Vietnam	95	31	65	94	51	43



Note in Tables 11A and 11B the issue involvement data collected for the two populations. Inspection revealed that more students than administrators responded to the questions of the issue instrument. This may have been due to three reasons: (1) lack of knowledge about the issue, (2) lack of knowledge about the numbers participating, or (3) lack of willingness to volunteer an estimate. At this time it might be speculated that the administrator population was hesitant to venture an estimation that would not be congruent to the students' estimate. Comparisons were made only on the basis of populations (student versus administrator) and not on the group level. It appeared group responses were similar. A statistical comparison of the two populations toward each issue was performed using the chi-square test of independence with the data arranged in 2 x 2 frequency tables for analysis. For statistical analysis purposes, one category in each section on percentage of involvement was collapsed. The test was used to determine whether the samples under consideration were unequally distributed, initial differences judged by observation. It should be noted in Table 12 that 18 of 36 items on the Peterson Survey of



TABLE 12

## CHI-SQUARE TEST RESULTS ON SURVEY ISSUES

ISSUES	Per Cent of Student Body Involvement	Per Cent of Faculty Body Involvement
<u>FACULTY AND INSTRUCTION</u>		
Undergraduate classes typically too large, instruction too impersonal	$\underline{X^2=14.333^*}$	$\underline{X^2=7.616^*}$
Poor quality of instruction	$\underline{X^2= 1.503}$	$\underline{X^2=5.581^*}$
The prevailing system, e.g., testing	$\underline{X^2= 6.321^*}$	$\underline{X^2=3.856^*}$
Curriculum inflexibility	$\underline{X^2=11.893^*}$	$\underline{X^2=8.474^*}$
<u>FREEDOM OF EXPRESSION</u>		
Academic freedom for the faculty	$\underline{X^2=14.475^*}$	$\underline{X^2=5.401^*}$
Controversy surrounding a faculty member	$\underline{X^2= 1.937}$	$\underline{X^2=4.358^*}$
Censorship of publications	$\underline{X^2= 3.134}$	$\underline{X^2= .063}$
Actual appearance of leftist persuasion	$\underline{X^2= .744}$	$\underline{X^2= .135}$



TABLE 12 (continued)

ISSUES	Per Cent of Student Body Involvement	Per Cent of Faculty Body Involvement
<u>STUDENT-ADMINISTRATION</u>		
Dormitory and other group regulations	$\underline{X^2 = 1.770}$	$\underline{X^2 = 3.921^*}$
Policies concerning drug use	$\underline{X^2 = 13.102^*}$	$\underline{X^2 = 7.459^*}$
Disciplinary action against a student	$\underline{X^2 = 1.126}$	$\underline{X^2 = .183}$
Alleged racial discrimination	$\underline{X^2 = .202}$	$\underline{X^2 = 2.760}$
Student-administration communication	$\underline{X^2 = 2.882}$	$\underline{X^2 = .151}$
Insufficient student participation in policy	$\underline{X^2 = 10.216^*}$	$\underline{X^2 = .752}$
<u>OFF-CAMPUS ISSUES</u>		
Civil rights	$\underline{X^2 = 2.769}$	$\underline{X^2 = .732}$
The draft	$\underline{X^2 = 6.095^*}$	$\underline{X^2 = .396}$
On-campus recruiting	$\underline{X^2 = 6.350^*}$	$\underline{X^2 = 5.105^*}$
U.S. policies regard- ing Vietnam	$\underline{X^2 = 6.083^*}$	$\underline{X^2 = .752}$

\* significant



Protest Issues yielded significant differences between the administrator and student leader populations on protest issues. Of the 36 chi-square tests made between the populations, within each issue, 18 showed significant differences at the .05 level either between the student body involvement or faculty involvement estimates. Six of 18 issues were significant on both the student body and faculty estimate. In addition, upon inspection, it can be seen from Tables 11 A-B that in every case the administrators never estimated a higher percentage of involvement in protest issues than students. In fact, in many cases the estimation was severely lower than the student leaders' estimate. It should be remembered the total N of the administrators ranged from 71 to 80 in some cases, while the student leader population N ranged from 89 to 96. These findings suggest, due to the large number of significant chi-squares, that there might have been many more differences in the overall picture of student discontent identified if both populations had answered all questions. It appears that when the distributions of responses were similar, those issues represented instances of current protest on The University of



New Mexico campus. These included civil rights discrepancies, dormitory regulations, and disciplinary action against a student.

Peterson reported that it was generally the issues involving administrative control over the personal lives of students that the Deans in the study judged had stirred numbers of students. In the present study, both administrators and student leaders felt that the draft and Vietnam war protest issues stirred the largest number of students. It was Federal administration rather than university administrators who had control over their lives in this instance. Peterson reported that proportions of student bodies protesting the draft and war-related activities were quite small in 1968, but the present study reports that proportions have increased considerably.

On the other hand, the only measurable increase in faculty involvement, as demonstrated by responses from both populations, was on issues of academic freedom for the faculty, controversy surrounding a faculty member, and the United States policies regarding Vietnam. It would appear that the other segments of the university



community feel that faculty are very self-centered in their involvement in protest issues. It would also appear, except for the Vietnam war issue, that faculty involvement in student-centered issues (e.g., dormitory regulations) was very small compared to other issues, while student involvement was identified as scattered throughout a number of issues.

#### Data Related to Hypothesis 2B

Table 2B reports the data bearing on hypothesis 2B which states:

A statistically significant number of both administrator and student leaders will identify a wide variety of solutions to student discontent rather than no solution.

The results presented in Table 2B indicate that to a significant extent, as shown by the binomial test ( $z$ ), both administrators and student leaders identify one or more than one solution to student discontent rather than no solution. Thus, the hypothesis was supported. No differences appeared in group responses of administrators or administrator/faculty, so no chi-square test was performed. It appears that both populations perceive student discontent as such a complex problem that no one



TABLE 2B

## SOLUTIONS TO STUDENT DISCONTENT

Groups	N	Named No Solutions	Named One or More Solutions
A	37	6	31
A/F	56	6	50
Total	93	12	81
		$z=7.09^*$	
S/C	39	7	32
A/H	21	9	12
R/S	16	5	11
P/G	24	9	15
Total	100	30	70
		$z=3.90^*$	

\* significant



solution will suffice. The identified solutions were categorized under Parsons' four functional imperatives for deeper interpretation and the data are presented in Tables 7 A-D.

#### Additional Data Related to Hypothesis 2B

The data presented in Tables 7 A-D include the specific responses to the question of what the solutions are to the problem of student discontent.

Goal-attainment. Data from Table 7A indicate that the major solution identified individually and collectively by populations from the category of goal-attainment was that universities should adopt different goals. None of the other 69 responses for this category were significantly identified.

Tension and pattern maintenance. Of the 29 responses in Table 7B, there were relatively few solutions suggested by both populations that received considerable attention by other respondents as ways of solving the problem of student discontent. The only responses of the administrators that received attention were the reducing



TABLE 7A

IDENTIFIED SOLUTIONS TO THE PROBLEM  
OF STUDENT DISCONTENT

GOAL-ATTAINMENT	Total A,A/F	Total S/C,A/H,R/S,P/G
Different university goals, responsibility, curriculum, more relevancy, less liberal, demand more faculty freedom, more police force	27	19
Recognize university goals, administrator responsi- bility to community	1	4
New form of national govern- ment, socialism, social- technical	1	4
Better student goal determination	2	0
Educate the parents for better home develop- ment	1	2
Review all policies regard- ing world situations	7	1
TOTAL	39	30



TABLE 7B

IDENTIFIED SOLUTIONS TO THE PROBLEM  
OF STUDENT DISCONTENT

TENSION/PATTERN MAINTENANCE	Total A,A/F	Total S/C,A/H,R/S,P/G
Reduce tensions frustrations on the future	6	2
Reduce racism minority group prejudice	2	3
Value congruence home, church, school, society	8	1
Less selfish and idealistic awareness	1	0
Justice and equality for all	0	0
Find Jesus Christ	0	4
Reduce outside pressures on the university	0	2
TOTAL	17	12



of tensions and frustrations and more value congruence among segments of society. There was no collectivity of responses for the student leaders that would indicate any tendencies.

Adaption. Of the data in Table 7C, it is evident that administrators and student leaders feel differently toward the solutions of student discontent that might be categorized under adaption. Administrators identified equally that the problem of student discontent is cyclic and would go away in time and that it is necessary to first solve all domestic problems. Secondary factors identified were that the university should deal more directly with the solution of social problems and develop programs for the changing of current values and attitudes.

The students, on the other hand, felt that an all-university governing body composed of administrators, faculty, and students was needed to solve the university's student discontent. Secondary factors identified by the students were the solving of social problems and obtaining a more flexible, responsive, and concerned administration and faculty. The total responses in this category



TABLE 7C

IDENTIFIED SOLUTIONS TO THE PROBLEM  
OF STUDENT DISCONTENT

ADAPTION	Total A,A/F	Total S/C,A/H,R/S,P/G
University should deal more with social issues and problems	5	1
Revolution for rapid change	0	2
Legalize drugs	1	1
Programs for changing values and attitudes	5	3
University governing body, constitution of faculty, administrators and students	2	10
Problem is cyclic, go away in time, run its course, slowly change	8	4
Solve all the domestic problems	8	7
Administration more flexible, responsive and concerning	3	5
TOTAL	32	33



were 65.

Integration. It should be noted in Table 7D that the major solution identified by both administrators and student leaders was that increased cooperation is needed between the university segments in order to dolve university discontent. This solution may be accomplished by dividing the decision-making powers and problem-solving groups between faculty, administration, and students, and by active participation by sutdents in more university activities. At one time these activities were considered inappropriate, but are now deemed essential. A secondary factor identified by both populations would be increased communications by open panels, students on committees, better public relations through advertising, and more dialogue incorporating the new methods of media utilization. This category had the highest number of responses with 93.

Summary. The reason for the low number of solutions in the segment related to hypothesis 2B is because nearly twenty-two per cent of the respondents in the study had no suggested solution to student discontent.



TABLE 7D

IDENTIFIED SOLUTIONS TO THE PROBLEM  
OF STUDENT DISCONTENT

INTEGRATION	Total A,A/F	Total S/C,A/H,R/S,P/G
Cooperation between segments of the university-faculty, administrators, students, more interaction, evalua- tion, problem-solving groups, spread out decision- making, reduce politics, active participation	25	23
Consistent decisions compromise attitudes	3	1
Coordinate levels of the social system and the university in participate democracy	5	4
Better communications, better public relations, advertizing, dialogue, open panels, more students on committees	18	14
TOTAL	51	42



The solutions that ranked first among administrators and student leaders were cooperation between segments of the university, changing university goals, and better communication philosophy and procedures.

A number of the specific factors mentioned in the single-concept research in the previous chapter have not received the attention in this study that they have in recent publications. These factors include reducing outside pressures, greater value congruence, legalizing drugs, and revolution for rapid change. Although the solutions identified in the study are of a general nature and include many items for consideration, they do present a focal point for the beginning of change in the area of student discontent.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND THE FUTURE

#### SUMMARY

The purpose of this investigation was to analyze problems of and solutions to student discontent as viewed by university administrators and student leaders. In addition, the responsibilities, future, and roles of these two groups were investigated, along with questions about the involvement of faculty and students in protest issues and their value positions. Talcott Parsons' theoretical framework, which includes the concept of functional imperatives, was used to achieve greater comprehension and understanding of student discontent. Several hypotheses derived from Parsons' theory were set forth and tested. The respondent population consisted of ninety-three administrators and one hundred student leaders at The University of New Mexico.

Data were collected on the respondents' backgrounds, on reactions to student discontent and its solutions, on



the respondents' values, and on current issues. The instruments used to collect the data were an interview schedule containing seven open-ended questions, a closed-ended questionnaire adapted from Roscoe's Polyphasic Value Inventory, and Peterson's Survey of Protest Issues.

Interview responses were analyzed with the binomial and chi-square statistical tests. Additional open-ended interview data were categorized under Talcott Parsons' four functional imperatives for deeper interpretation. The value and issue responses were analyzed with chi-square, and the respondent value distributions at The University of New Mexico were compared to normative value distributions from a national sample using the Kolmogorov statistical test.

The results confirmed that student discontent is a multi-dimensional phenomenon, factors of which might be fruitfully categorized under the theoretical framework of Parsons' four functional imperatives. Some of the important factors identified in student discontent were failures of the educational process, new student awareness, domestic social problems, and communications. As viewed by the administrators and student leaders in the



study, responsibility for student discontent resides with factions both within and outside the university. Responses also suggested strongly that students, to a greater degree than administrators, 'feel discontent movements will continue to be a major problem.

The role values play in student discontent remained somewhat unclear. Contrary to predictions set forth, there were no statistically significant differences found between the value positions of administrators and student leaders on nine of ten items of the Polyphasic Value Inventory. Comparisons of The University of New Mexico student leader population to a rational normative distribution indicated that student leader responses were somewhat more liberal than those in the normative group.

Administrators and student leaders envisioned a different role responsibility toward student discontent, especially in the administrators' expressed attitudes of despair or helplessness toward solutions and in the number of supportive solutions offered by both students and administrators. In line with some recent research, it was also found that the role of protest issues does not appear to relate to values which are verbally



expressed. Significant differences were found between students and administrators on eighteen items of the Survey of Protest Issues, an instrument which deals with estimates of student and faculty involvement in protest issues. Both groups agreed that the war and draft issues involved the most students, and that faculty tend to show primary involvement with faculty-centered rather than social issues.

Thirty per cent of the student leaders and twelve per cent of the administrators describe student discontent as having virtually no solution. Some of the suggested solutions were increased cooperation of all segments of the university, eliminating domestic social problems, better communications, and an all-university governing body.

## CONCLUSIONS

The findings have been placed in tabular form together with brief comments concerning their relationship to the hypotheses. In this section, the views of administrators and student leader populations are set forth. Generalizations apply to populations as a whole



and are not reflective of any one group, unless specified. In view of the fact that universities have had many single, segmental responses to student discontent as seen in Chapter II,<sup>1</sup> the present study confronted the challenge to help uncover the basic factors and relate them to suggested solutions.

### Underlying Factors

Responses of both administrator and student leader populations at The University of New Mexico supported the hypothesis that student discontent is a multi-dimensional phenomenon, factors of which could be categorized in more than one of a system's goal-attainment, integration, adaption, and pattern and tension maintenance functions. In the present study the concept of functional imperative appeared to be very useful in providing the theoretical framework for analyzing student discontent. The factors cut across more than one level of the social system and it appears that, as Parsons suggests, extensive attention put on one factor has caused stress with other factors.

---

<sup>1</sup>See Chapter II for discussion of segmental studies.



For example, constant pressure on students to cease protest activities of one nature appears to have the affect of driving the student to politicize members of the community in their process of unjust social pattern exposure.

The difference between the present study and former studies is the attempt in the present study to draw together all the factors into a common perspective. As determined in the present study, major factors contributing to student discontent were failures of the educational process, new student awareness, domestic social problems, and communications. All of these factors are not new, several showing up in past studies. The major factor categorized within the goal-attainment function was the failures of the educational process to meet the current needs of the total university environment. This raises the questions of where does the university environment begin and end and should the university as the ultimate vehicle of education extend and apply its warehouse of knowledge to accomplish organizational societal tasks? This question is hard to answer when the role responsibility of segments of the university are not defined or



clearcut to the participants. The research results of Axelrod, Martin, and Gumperz still emphasize that more creative planning is needed to help ease the relentless pressure by students.<sup>2</sup> Perhaps the university that was once thought of as a static institution has had difficulty adjusting to characteristics of an ever-changing population. Has education changed in national terms enough to satisfy all the needs of society? For example, in the view of many student leader and administrator respondents in the present study, the following should be challenged: in loco-parentis, curriculum inflexibility, testing and grade procedures, and ineffective lecture methods.

The second most identified factor by student and administrator groups, the new student awareness, was categorized within the tension and pattern maintenance function. Some terms used to capture this dimension were independent, sensitive, aggressive, mature, and knowledgeable. It appears from the responses to the Polyphasic Value Inventory that student leaders and administrators have similar feelings toward a number of other important

---

<sup>2</sup>See Chapter II for discussion of these results.



terms. The emergence of the "new student" might be due to an early eagerness to put into practice those expressed ideals and beliefs that generations before have left undone. Kenniston gives mention of these predisposed individuals and the newer developing patterns of socialization in America which may be a result of the educational practices.<sup>3</sup>

Student awareness encompasses expressed beliefs and ideals whose basic orientation is the value position. The expressed views of administrators and student leaders supported the hypothesis that values play a major role in student discontent. This result should be viewed with caution because other data in the study suggested that administrators conceptualize a genuine gap between value position of the different university segments. Certainly, such responses do not seem surprising, considering that the administrators as a group are twenty-five years older than the student leader group. Significantly different from administrators were the responses of student leaders who thought values are the mainspring of behavior of

---

<sup>3</sup> See Chapter II for Kenniston's discussion.



individuals. Both responses may represent "gut reactions" extracted from groups during a period of relative tranquility, but, on the other hand, values have recently been given an enormous amount of attention in the literature. Only when asked specifically, "Do values play a role in discontent?", were values thought of as anything other than a minor factor by most of the respondents studied. Perhaps the most important finding from the ten items on the Polyphasic Value Inventory was the lack of significant differences found between the responses of the administrators and student leaders on nine of the ten items. This similarity in administrator and student leader value positions suggests that a re-evaluation of earlier conclusions by Martin, Gorbovsky, Feuer, and others who thought values are the basis of student discontent is needed.<sup>4</sup> In addition, Talcott Parsons' generalization that sets of similar values produce stability seems also to need further evaluation.<sup>5</sup> However, if Flacks is correct that students have more courage to act

---

<sup>4</sup>See Chapter II for the discussion of values.

<sup>5</sup>Parsons and Shils, op. cit., pp. 388-433.



out the value positions of the older generation though they both have the same value position, then Parsons' assumption appears correct.<sup>6</sup> The lone (statistically significant) disagreement between administrators and student leaders on the value item concerning the nature of God is subject to a number of interpretations. One reason might be traced to the notion of the breakup of the family constellation. Another might be that this is the critical place where true generation and/or student-administrator differences reveal themselves. Overall, it should be noted that in almost every case a greater number of student leaders chose more liberal responses than not only the administrators but also than other students in a nationwide normative student group. But regardless, on only one value item did the administrators respond significantly different than the student leaders. Further study of this area might be quite fruitful. For example, it might be worthwhile to pursue the question of why administrators rarely chose value alternatives at the extreme ends of the scale while in every case at least

---

<sup>6</sup>See Chapter II for discussion of Flacks' results.



some student leaders chose such alternatives. Also, it may be that some real potential for solving student discontent lies in the apparent similarity in administrator and student leader values found in the present study.

The third factor (categorized within the adaptive function) identified is the social problems facing domestic America today. Some of these mentioned were environment, population, poverty, racism, draft, and the war situation. Kenniston would refer to these as the historical situations conducive to protest. Contrary to the prediction that student leaders and administrators would respond significantly different on all items of the Peterson Survey of Protest Issues, significant differences occurred on only eighteen of the thirty-six. Evidently, students do not feel faculty are nearly as involved in many social issues as do the administrators. The two social issues which both administrators and students feel draw the most involvement (primarily by students) was the Vietnam war and the draft. Normative results of Peterson also support the war and draft as the most frequently cited issue in 1968. In the present study, students also appeared to be at odds with administrative regulations on



personal freedoms which Peterson suggests is concerned more with federal than university administrators.

Clark and Trow visualize issues as reflecting symptoms of problems.<sup>7</sup> Perhaps the university administrators, while underestimating involvement in protest issues on all items as compared to student leaders, are reflecting the forces in society which are the focal point of issues against which students are reacting. In some cases these issues were seen by student leaders as manufactured or dramatized to bring attention to the ills of the social-industrial establishment. It was found at a statistically significant level that both populations viewed the role of issues in discontent as other than a vehicle for expression of values. Apparently, an individual's issue orientation, as seen by university segments, was not controlled by value position. Parsons generalizes that when situations are seen differently by those within an organization, coordination of activities is difficult.<sup>8</sup> The coordination of activities on the

---

<sup>7</sup>See Chapter II for the discussion of issues.

<sup>8</sup>For discussion of Parsons' generalizations, see Chapter II.



campus would thus become increasingly difficult when faculties are seen by the students as involved in a limited way in activities important to students.

The fourth and last factor (categorized within the integrative function) identified in most responses of both populations was communications. In support of the hypothesis set forth in the study, a significant number of respondents stated that responsibility for student discontent was shared both within and outside the university. Responsibility being shared by different segments both within and outside the university again lends support to the view that at least a good portion of the factors underlying discontent come from sources other than the university. How communication is being defined, and, more importantly, how it is to be improved is not completely clear. Perhaps communication has previously been limited to "smoothing waters" rather than to true thrashing out of issues. Something more fundamental is certainly suggested by the concern over poor communication. Earlier studies have suggested that outside pressure groups might be at the base of some student discontent. But, though frequently suggested, outside



pressure groups were still not identified by the present respondents as the sole contributing factor to student discontent. In fact, in many instances, student leaders were willing to shift the responsibility to various groups within the university. Of course, it could be conjectured that outside pressure groups are at the root of student discontent, even though they are not identified by any university segments. Evidence is not available from the present study to support or refute this point. It does seem clear, however, that student concerns are going well beyond the university sphere of influence and, in the process, are forcing some re-evaluation of the university's goal-attainment function. As suggested earlier, this may continue to force new pressures on the university from society.

Responses of administrators and student leaders supported the hypothesis concerning their role responsibility in student discontent. It appears some students will support and cooperate in any movement to end student discontent, and approximately equal proportions of administrators will despair, tend to withdraw, be unenthusiastic about cooperating, and/or feel few changes in their



responsibility. Although the views of despair appear in equal frequency between administrators and student leaders, the percentage of despairing respondents may have been increased by the approximately six per cent not volunteering to respond in the study. In the present study, administrator and student populations took different views on the question of the future of student discontent. It could have been that respondents who do not see a future in discontent would be cooperative, while those seeing a continued existence would despair. It is a difficult task to ask components of a system what role they are assuming when the whole system is in a state of flux and lacks direction. At this point, the entire higher educational complex seems to be attempting to nail down exactly where it is today and where it should go tomorrow. Under these conditions, an evaluation of the system is especially hard to interpret.

Student leader responses rather than administrator responses supported the hypothesis that student discontent will remain the same. Student leaders, like Kenniston, appear to be very pessimistic when they predict the future



of student discontent.<sup>9</sup> Administrators are divided in expressing which way the pendulum will swing in regard to the quantity of student discontent. They seem to feel that either something should be done about the educational and social issues or that discontent is a cyclic phenomenon which will naturally subside. The frequent identification by student leaders of social problems as a factor underlying student discontent would seem to explain much of their feeling that student discontent is likely not to diminish in the future.

### Solutions

The hypothesis that student leader responses would be significantly different from administrator responses on solutions was supported. Twenty-two per cent of the total population described student discontent as having virtually no solution, but thirty per cent of the student leaders and twelve per cent of the administrators held this conclusion. Much like the question on the future of discontent, many respondents seemed somewhat bewildered

---

<sup>9</sup>Kenniston, op. cit., pp. 320-325.



in their attempt to produce a solution in the interview, and others expressed somewhat piecemeal, but often very general, solutions. For those who provided interpretable responses, the suggested solutions were categorized in Parsons' theoretical framework for deeper understanding. It was conjectured that for student discontent to fit the ideal situational problem the solutions should fall into the Parsonian categories with the same frequency as the responses to the suggested factors underlying student discontent. This was not the case. The integrative function attracted the most attention. The most selected solution considered the cooperation of all segments of the university in eliminating the problem of student discontent. This is certainly a limited solution, but why doesn't the university extend this notion and take a more active part in the academic and political alleviation of many of the social issues of the day? It might be that the university was warned that money through endorsements might be cut off if they were to become intimately involved in active participation of social issues. One university, Princeton, might be testing that dictatorial edict.



The second major solution categorized under the adaptive function was the solution of domestic social problems. Apparently, respondents believe that before any changes can be made, segments at all levels in society must cooperate to overcome the underlying domestic social problems.

The third solution to student discontent involved the suggestion that better and increased communications are needed. Although the university as an organization often has great concern about innovation and change, it appears that, as in any other organization, communication in the university can stand substantial improvement. Positive, perhaps even massive, steps to improve communication between the university members and the community certainly seems to be in order. Communications being delivered by many of the change-minded students are often loud, but apparently not clear. And many of the students and faculty in a large university may never fully communicate with either the other segments of the university or any but a small segment of the community. The all-university governing body suggested by many was likely seen by many respondents as one solution to real communication



within the university. Few such solutions were offered for improved university-community communication. Perhaps such solutions are too complex or impossible under present conditions. Or, on the other hand, such solutions may be seen as outside the responsibility of a university.

Except for one somewhat different solution set forth by the social/collegiate and the political/government groups of the student leader population, the remaining solutions which had been categorized into the tension and pattern maintenance and goal-attainment function were rather general in nature. Some of these were to reduce tension and frustrations, eliminate outside pressure groups, correct value incongruencies, and legalize drugs. The different solution suggested by the two groups, and echoed by some administrators, was an all-university governing body. As with other universities, this would represent a substantial change in philosophy and was not mentioned frequently by administrators.

The pulse of the student leaders and administrators in this study suggests that national and university leadership should use all their resources, utilities, and competence to accelerate constructive, meaningful changes



on our chief domestic and academic issues. A good deal of the problem of student discontent was linked to the environment outside the university by both administrators and student leaders, so it might be natural for at least some of the solutions to the problem to come from external sources. From all signs, it appears that student discontent is not diminishing, and judging from the views of many respondents in the present study, may continue until the university and society begin working together for its successful reduction.

### Conclusion

It appears from the present study that student discontent may become more complex and difficult to predict in the future. For one reason, the respondent population tended to offer a large number of rather general or unrealistic solutions to student discontent. Second, a great deal of the research on student discontent continues to focus on the single-factor explanations. Finally, the current study provides some additional support for the view that there is an intimate relationship between society's problems and the factors underlying student discontent.



## FUTURE STUDIES

In the present study, five of the nine hypotheses generated from the research questions were supported by the collected data. These supported hypotheses appeared to provide additional evidence for the complex nature of the student discontent phenomena.

Additional research in the area covered by the present study appears to be warranted. Such research should use a wider spectrum of administrators and student leaders in order to enable stronger generalizations.

The research reported herein certainly appeared to demonstrate the utility of the theoretical framework outlined by Talcott Parsons in analyzing student discontent. It is recommended, however, that if Parsons' scheme be established for classifying responses into the four functional imperative categories, some standardization should be utilized.

Another consideration for future studies of student discontent is to assure that responses are sampled from active, as well as non-active, periods of student discontent.



## CONCERN FOR THE FUTURE

The present study had demonstrated one important point which must be heeded by administrators and leaders at the university. At every stage of the statistical analysis it is abundantly clear that student discontent, as viewed by both administrators and student leaders, is a demonstration of social problems being acted out on the university campus. There are many common threads that seem to reinforce this point. The independent and sometimes immune university is changing along with its physical boundaries and sphere of influence. In the present study, as elsewhere, student leaders suggest strongly that the university take a more active part in political and social issues of the day. Certain faculty appear to be increasing their activity in issues outside the university.

This change in boundaries and influence may be a two-edged sword. The more involvement of the university in outside social problems, the more involvement of the outside community in university affairs is to be expected. And, ironically, the student leaders may themselves become more susceptible to overturn and ouster in their own



re-election efforts.

Many studies have shown the different threads or facets of the problem. The present study attempted to pull these together and find a common theme. This attempt was not entirely successful. The one unmistakable conclusion in the present study is that the problem of student discontent is complex and is tied to more than one emotional concern. The problem appears to go beyond the university community, and it might therefore be expected that it will take a united effort on a majority of fronts to tackle this social phenomena associated with student discontent. Educators and researchers are just finding out through recent incidents that reform is taking hold, though not as fast as many student segments would like to have seen it, and not nearly as fast as depersonalization of the university community appears to be taking place.

This study added to the evidence that some protesters are acting out their values which are similar to those of administrators. In some cases, however, such value commitments may result in legal complications. Once the student finds himself in legal trouble, he may



not want to receive university discipline through peer prosecution, but instead may prefer due-process-of-law by the outside community where concessions appear unlimited. Possibly not yet fully recognized by the student, this course of action may allow for threatened community backlash to be imposed severely on the student in the form of instituting typical community controls and restrictions on the university community. This possibility was not examined here, but might provide another fruitful area of investigation.

Values may or may not be the basis of the conflicts, but students do appear to be acting out their value position in a dramatic way. Issues are everywhere and certainly not hard to find. In issue demonstration, whether manufactured or not, we seem always to reflect back to other issues of another day. A number of issues have brought the outside community closer to the university via conflict, but the distinct separation of university and community seems to be coming to an end. This investigation may have pointed out, through the underestimation of involvement percentages found, that college and university authorities do not fully understand



the real extent to which this problem has penetrated the campus. The future may be forecast by Kenniston's prediction of continued unrest until activists feel that their demonstrations and actions are effective in molding public opinion. More important in effecting needed social change are the limitless possibilities for constructive change in post-industrial American society.<sup>10</sup> But, again if universities move to the point of openly supporting a political candidate who may advocate progressive measures they desire, then it should not be surprising to find a counterattack focused on removal of tax-exempt donations.

What does this mean for the future of college and university administrators on campuses nationwide? If one heeds the warning of Talcott Parsons' concept, that is, the only solution tenable is survival, then survival of the university is the essential element of student discontent.<sup>11</sup> This study has gone beyond other studies in asking respondents for suggested solutions, but few respondents outlined specific enough solutions, possibly

---

<sup>10</sup> Kenniston, op. cit., p. 325.

<sup>11</sup> See Chapter I for discussions of Parsons' concept.



because in the view of these same respondents the critical requirements for eliminating discontent is to achieve peace. A second critical requirement for a solution to student discontent, according to the respondents, would be the preservation of the educational options of man.

College and university administrators might profit from a careful analysis of the factors outlined by Kenniston, as well as the ideas for solution revealed in this study. Solutions certainly appear to require an emphasis on cooperation, communication, and domestic issue dissolvment or else there may be added impetus for civil disharmony with catastrophic ramifications. The data in the present study also indicate that it is abundantly clear to professors and their students that we are past the danger sign era described by LaPiere and now into the period of active commitment for the future.<sup>12</sup> In fact, there is a strong indication that student discontent may become even harder to predict in the future

---

<sup>12</sup> See Chapter II for a discussion of LaPiere's statement.



because of its complexity and interrelationship with so many variables both within and outside the university.



## APPENDICES



APPENDIX A 1-4

LETTERS OF INTRODUCTION



A-1

THE UNIVERSITY OF NEW MEXICO

DATE:

August 8, 1969

TO: Harold P. Menninger

FROM: Ferrel Heady *FH*

SUBJECT:

Thank you for informing me of your doctoral dissertation research plans.

I do not feel that formal permission from me is required for you to conduct the proposed interviews. I will be willing to take part, and you may approach the other respondents for assistance on a voluntary basis.

It might be helpful to have a statement from the chairman of your doctoral committee as to the objectives of the research.

FH:kms



November, 1969

Dear Student Group Leader,

I am a doctoral candidate conducting dissertation research in education administration on student, faculty, and administrator views concerning student unrest.

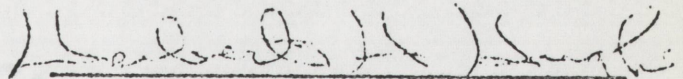
The research is designed to relate values of university student group leaders, faculty, and administrators to the issues, problems, and solutions in times of student unrest on university campuses. It is hoped that this study can go beyond other studies which have not focused on solutions by these three groups within the university setting.

We would appreciate your participation through a personal questionnaire and interview which should not exceed thirty minutes of your time. All respondents and their responses will remain confidential to the researcher. Your name has been selected on the basis that you are a student group leader, and therefore it is important to the success of the study that you participate in the interview.

I will be contacting you in the near future to arrange a convenient time for the interview. Perhaps before one of your regularly scheduled meetings would be appropriate. Thank you for your cooperation in this matter.

Sincerely yours,

Harold P. Menninger

  
Dr. Herbert H. Hughes, Chairman

Committee members:

Dr. J. Hughey  
Dr. H. Kenney



A-3

November, 1969

Dear Administrator,

I am a doctoral candidate conducting dissertation research in education administration on student, faculty, and administrator views concerning student unrest.

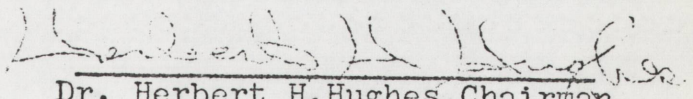
The research is designed to relate values of university student group leaders, faculty, and administrators to the issues, problems, and solutions in times of student unrest on university campuses. It is hoped that this study can go beyond other studies which have not focused on solutions desired by these three groups within the university setting.

We would appreciate your participation through a personal questionnaire and interview which should not exceed thirty minutes of your time. All respondents and their responses will remain confidential to the researcher. Your name has been selected on the basis that you are an administrator, and therefore it is important to the success of the study that you participate in the interview.

I will be contacting you in the near future to arrange a convenient time for the interview. Thank you for your consideration in this matter.

Sincerely yours,

Harold P. Menninger

  
Dr. Herbert H. Hughes, Chairman

Committee members:

Dr. J. Hughey

Dr. H. Kenney



November, 1969

Dear Faculty Chairman,

I am a doctoral candidate conducting dissertation research in education administration on student, faculty, and administrator views concerning student unrest.

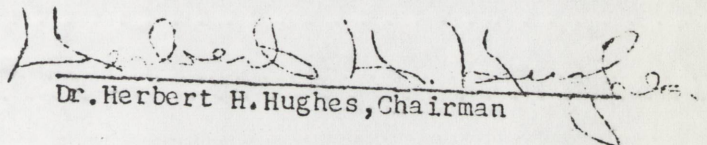
The research is designed to relate values of university student group leaders, faculty, and administrators to the issues, problems, and solutions in times of student unrest on university campuses. It is hoped that this study can go beyond other studies which have not focused on solutions desired by these three groups within the university setting.

We would appreciate your participation through a personal interview and questionnaire which should not exceed thirty minutes of your time. All respondents and their responses will be kept confidential to the researcher. Your name has been selected on the basis that you are a chairman, and therefore it is important to the success of the study that you participate.

I will be contacting you in the near future to arrange a convenient time for the interview. Thank you for your cooperation in this matter.

Sincerely yours,

Harold P. Menninger

  
Dr. Herbert H. Hughes, Chairman

Committee members:

Dr. J. Hughey

Dr. H. Kenney



APPENDIX B

INTERVIEW SCHEDULE



The following questionnaire is part of a survey of values held by differing segments of the university community. The second part is an interview which contains questions relating protest issues, problems, and subsequent solutions. If you do not understand any question, do not hesitate to ask assistance from the interviewer.

Your answers will be kept confidential and your name will not appear in the study. Only your main group title will be coded for research purposes. The data will be transferred to I.B.M. cards and the interview schedule destroyed.

If you desire the results, ask the interviewer for a copy of the abstract at the conclusion of the study. The success of the study depends upon your cooperation. Thank you.



## INTERVIEW QUESTIONS

- 1A..... What major factor or factors do you feel underlie student discontent?
- 1B..... Can responsibility for student discontent be placed on administrators, faculty or students or does it go beyond the university and include other segments?
- 2A..... In your opinion, what is the future of student discontent?
- 2B..... What, if any, is the solution or solutions to student discontent?
- 3A..... What, if any, role do values play in student discontent?
- 4A..... What, if any, role do issues play in student discontent?
- 5A..... As an administrator or student leader, what role at the university do you play in student discontent?



## QUESTIONNAIRE SECTION - PART I

### DATA SHEET

#### Directions

FILL IN THE NECESSARY PERSONAL DATA IN THE BLANKS PROVIDED.  
THEN CIRCLE THE APPROPRIATE RESPONSES TO THE OTHER ITEMS.

#### PERSONAL DATA

SEX:            Male            Female            AGE \_\_\_\_\_

STATUS: Student \_\_\_\_\_ Yr. \_\_\_\_\_ Faculty \_\_\_\_\_ Administration \_\_\_\_\_

RESPONDENTS HOUSING: On-Campus            Dormitory \_\_\_\_\_ Married Housing \_\_\_\_\_  
                         Off-Campus            Home \_\_\_\_\_ Apartment \_\_\_\_\_

UNDERGRADUATE AND GRADUATE MAJOR (Circle both) (Be Specific)

1. Arts and Science - Applied Arts, Agriculture, Forestry, English, Foreign languages, Journalism, Liberal Arts, Literature, Speech, Sciences, Math, Sociology, Social sciences, Psychology, History, Government
2. Business Administration - Business, Commerce, Economics, Accounting
3. Education - Secondary, Physical, Special, Higher, Home economics, Industrial arts
4. Fine Arts - Drama, Music
5. Medicine - Health profession, Medicine, Nursing, Pharmacy
6. Engineering
7. Law
8. Theology
9. Other \_\_\_\_\_

#### POLITICAL PREFERENCE

- (1) Democrat
- (2) Republican
- (3) Socialist
- (4) Other
- (5) None

#### RELIGIOUS PREFERENCE

- (1) Catholic
- (2) Protestant
- (3) Jewish
- (4) Other
- (5) None

#### PHILOSOPHIC PREFERENCE

- (1) Realist
- (2) Pragmatist
- (3) Idealist
- (4) Other
- (5) None of these



## DIRECTIONS:

READ EACH QUESTION CAREFULLY---ANSWER EVERY ONE. CIRCLE THE RESPONSE (1-5) WHICH MOST CLOSELY APPROXIMATES THE POSITION YOU NOW HOLD---THAT WHICH YOU BELIEVE TO BE TRUE OR BEST. IF YOU FIND A QUESTION PARTICULARLY DIFFICULT, CHOOSE THE ANSWER WHICH IS MOST ACCEPTABLE ACCORDING TO YOUR PRESENT KNOWLEDGE AND CONVICTIONS.

## THE POLYPHASIC VALUE INVENTORY

### 1. UNDER WHAT CIRCUMSTANCES SHOULD OUR COUNTRY TAKE MILITARY ACTION AGAINST ANOTHER COUNTRY?

1. There are circumstances which justify striking the first blow.
2. Our country should never start a war, but should stand ready to defend any free nation which requests our assistance to fight aggression.
3. Military action can only be justified in the event of attack on our nation or a nation committed to defend us from attack.
4. The only justification for military action would be an attack on our nation.
5. There is no justification for war---not even self-defense.

### 2. WHAT POLICY SHOULD THE GOVERNMENT PURSUE IN INTERNATIONAL RELATIONS?

1. A policy of independence should be pursued; no worthwhile purpose can be served by becoming entangled with other nations.
2. Self-preservation is the first duty of a nation; all foreign policy must be evaluated in terms of its benefits to our nation.
3. The national interest should be subservient to the good of mankind; our foreign policy must be evaluated in terms of its benefits to the democratic peoples of the world.
4. The national interest should be subservient to the good of all mankind without regard for nationality or form of government.
5. The uniting of the world's peoples under a single government is the only solution to the existing conflicts, and this should be the immediate goal of our foreign policy.



3. WHICH OF THE FOLLOWING POLICIES WOULD PROVIDE THE MOST DESIRABLE RELATIONSHIP BETWEEN GOVERNMENT AND BUSINESS ENTERPRISE?

1. The government should provide only that regulation of private enterprise which is needed to protect the public from fraud.
2. Some regulation of private enterprise is needed to insure a stable economy and individual opportunity, but supply and demand should be the regulatory force.
3. Private enterprise should be encouraged; however the government should take every step needed to insure a stable economy and to guarantee the economic welfare of every citizen.
4. The government should operate major industries but permit private ownership of real estate and some business.
5. The best arrangement is one in which the government owns and operates all productive and distributive enterprise as a public trust.

4. HOW MUCH FREEDOM SHOULD BE EXTENDED TO COLLEGE PROFESSORS TO EXPRESS THEIR PRIVATE CONVICTIONS ON CONTROVERSIAL ISSUES?

1. It would be best if there were no discussion of controversial issues in the classroom.
2. Discussion of controversial issues in the classroom must always be impartial; professors should not be permitted to express their personal prejudices.
3. Professors should be required to exercise restraint in expressing their opinions and to show respect for the opinions and beliefs of others.
4. Professors must be free to express their ideas no matter how controversial or unconventional these may be; however public institutions must not tolerate teaching which is disloyal to the government.
5. Professors must have the greatest freedom to express and advocate their ideas without concern for the opinions of others.

5. WHAT DO YOU BELIEVE IS THE TRUE NATURE OF GOD?

1. I believe in a personal God who has revealed Himself in the Bible.
2. There is a God, Father of all men, who is common to all religious faiths. It is not particularly important whether a man is a Christian, Jew, Moslem, Hindu, etc.
3. I believe in a Supreme Being or First Cause, but I cannot believe in a personal God.
4. The nature of God is not (or cannot be) known by man.
5. There is no God.



6. WHICH OF THE FOLLOWING COULD BE EXPECTED TO BRING ABOUT THE MOST DESIRABLE RELATIONSHIP BETWEEN HUMAN RACES?

1. The best arrangement is one in which each race lives in its own community and has only limited social contact with members of other races.
2. Public facilities such as schools and parks should be open to all persons, but there is no reason to encourage social contact between the races in privately owned facilities.
3. Members of different races should be permitted to attend the same schools and work in the same shops and offices, but it would be best for them to seek friends among their own people.
4. It is desirable to have a maximum of personal contact between the races to overcome racial problems, but intermarriage between the races is undesirable.
5. A maximum of personal contact including intermarriage is the best way to overcome racial problems.

7. HOW DO YOU FEEL ABOUT STUDENTS CHEATING ON TESTS?

1. Each student is morally obligated to refrain from cheating and to discourage other students from cheating too.
2. Each student is morally obligated to refrain from cheating, but he is not responsible for his fellow students.
3. Cheating is justified when a teacher makes unfair or unreasonable demands of students.
4. As long as his conduct is not harmful to anyone else, the student is entitled to promote his own welfare.
5. The student is entitled to take every opportunity to promote his own welfare.

8. IN ORDER TO ACHIEVE THE MOST SATISFACTORY RELATIONSHIP BETWEEN THE SEXES, WHAT RESTRICTIONS DO YOU FEEL SHOULD BE PLACED ON SEXUAL INTERCOURSE?

1. Sex relations should be limited to persons who are married to each other, for better or worse, till death does them part.
2. Sex relations should be limited to persons who are married to each other, but marriage is a contract which may be dissolved by rules established by the society.
3. Sex relations should be limited to persons who are in love with each other--whether they are married or not.
4. Much personal freedom is desirable, but the sex relationship is a personal one, and partners should be selected discreetly.
5. No restrictions are needed; the sex drive is biological and is not a moral issue.



9. WHAT'S YOUR ATTITUDE TOWARD THE USE OF ALCOHOLIC BEVERAGES?

1. Strict prohibition of the use of intoxicating beverages is the best policy.
2. I'm opposed to the use of alcoholic beverages, but I don't think prohibition is the answer.
3. Moderate use of alcoholic beverages is acceptable behavior, but people should never drink to excess.
4. People should drink temperately on occasions, but there is nothing wrong with getting a little drunk on special occasions.
5. The individual should be free to imbibe as he pleases without regard for the opinions of others.

10. TO WHAT EXTENT IS MAN RESPONSIBLE FOR HIS DEEDS?

1. All men must face Divine judgement which will determine whether they spend eternity in Heaven or Hell.
2. Men are responsible to God and will be held accountable for their conduct, but I cannot believe anyone will spend eternity in Hell.
3. There are natural laws which determine ethical conduct, and men must observe these laws or suffer the consequences.
4. Man is a member of society, and his only moral responsibility is to observe the standards established by society.
5. Man is a product of heredity and environment; he cannot be held responsible for his conduct.



# SURVEY OF STUDENT ORGANIZED PROTESTS

## DIRECTIONS:

FOR EACH ISSUE LISTED BELOW CIRCLE ONE NUMBER FOR PERCENTAGE OF SUSPECTED STUDENT BODY INVOLVED AND FACULTY INVOLVEMENT IN THIS ISSUE. THUS FOR EACH ISSUE THERE SHOULD BE TWO CIRCLED NUMBERS. BASE JUDGMENTS ON BOTH ON AND OFF-CAMPUS PROTEST ACTIVITIES DURING THE PERIOD SEPTEMBER, 1967 TO JUNE, 1969 INVOLVING UNDERGRADUATES, FACULTY AND GRADUATES AT YOUR INSTITUTION.

ISSUES	Suspected % Student Body Involved			Suspected Faculty Involved		
	None	5-20	25-more	None	Some	Consid- erable
FACULTY AND INSTRUCTION						
1. Undergraduate classes typically too large, instruction too impersonal	1	2	3	1	2	3
2. Poor quality of classroom instruction in general	1	2	3	1	2	3
3. The prevailing system, e. g. testing	1	2	3	1	2	3
4. Curriculum inflexibility - non-revelant	1	2	3	1	2	3
FREEDOM OF EXPRESSION						
1. Academic freedom for the faculty	1	2	3	1	2	3
2. Controversy surrounding a faculty member	1	2	3	1	2	3
3. Censorship of publications	1	2	3	1	2	3
4. Actual appearance of leftist persuasion	1	2	3	1	2	3
STUDENT-ADMINISTRATION						
1. Dormitory and other regulations	1	2	3	1	2	3
2. Policies concerning drug use	1	2	3	1	2	3
3. Disciplinary action against a student	1	2	3	1	2	3
4. Alleged racial discrimination	1	2	3	1	2	3
5. Student-Administration communication	1	2	3	1	2	3
6. Insufficient student participation in university policies	1	2	3	1	2	3
OFF-CAMPUS ISSUES						
1. Civil rights discrepancies on campus	1	2	3	1	2	3
2. The draft (pro or con)	1	2	3	1	2	3
3. On-campus recruiting for big enterprise	1	2	3	1	2	3
4. U. S. policies regarding Vietnam	1	2	3	1	2	3



APPENDIX C

POLYPHASIC VALUE INVENTORY



# THE POLYPHASIC VALUES INVENTORY

COPYRIGHT 1966, JOHN T. ROSCOE

BUREAU OF RESEARCH, COLORADO STATE COLLEGE

1. What do you regard as the fundamental purpose of science?
  - (1) The purpose of science is to discover basic scientific truths which do not change with the passage of time.
  - (2) The purpose of science is to provide an objective, factual account of nature. Scientific research should lead to increasingly accurate descriptions of reality.
  - (3) The purpose of science is to provide a functional account of nature. All findings are taken as tentative and subject to later revision.
  - (4) Scientific truth is relative to the time, place, and observer. The purpose of science is to generate new and useful ways of looking at nature.
  - (5) Nature appears to be unstructured and disorganized; one should not expect science to provide a significant, objective, factual account of nature.
2. In order to insure the most competent government, to whom should the right to vote be given?
  - (1) Few people are sufficiently well-informed to vote intelligently. The most competent government is not likely to be produced by a vote of the people.
  - (2) Only those persons who have demonstrated that they are responsible and productive citizens should be given the right to vote.
  - (3) The right to vote should be given to all adult citizens who can pass an examination indicating that they know and understand the rights and duties of citizenship.
  - (4) The right to vote should be given to all adult citizens who meet basic literacy requirements.
  - (5) The right to vote should be given to all adult citizens.
3. What is your attitude toward communists in our country?
  - (1) Communists are traitors and criminals; they should be imprisoned or deported.
  - (2) Communists should be registered by the government; they should not hold any government positions nor other positions critical to the defense of the nation.
  - (3) Communists should be registered by the government and should not be permitted to hold positions critical to the defense of the nation.
  - (4) Registration of communists is a violation of their rights; however, they should not be placed in positions critical to the defense of the nation.
  - (5) Communists are members of a political party; they are entitled to the same rights and privileges as members of other parties.
4. Under what circumstances should our country take military action against another country?
  - (1) There are circumstances which justify striking the first blow.
  - (2) Our country should never start a war, but should stand ready to defend any free nation which requests our assistance to fight aggression.
  - (3) Military action can only be justified in the event of attack on our nation or a nation committed to defend us from attack.
  - (4) The only justification for military action would be an attack on our nation.
  - (5) There is no justification for war—not even self-defense.
5. What policy should the government pursue in international relations?
  - (1) A policy of independence should be pursued; no worthwhile purpose can be served by becoming entangled with other nations.
  - (2) Self-preservation is the first duty of a nation; all foreign policy should be evaluated in terms of its benefit to our nation.
  - (3) The national interest should be subservient to the good of mankind; our foreign policy must be evaluated in terms of its benefits to the democratic peoples of the world.
  - (4) The national interest should be subservient to the good of all mankind without regard for nationality or form of government.
  - (5) The uniting of the world's peoples under a single government is the only solution to the existing conflicts, and this should be the immediate goal of our foreign policy.



- 180
6. Which of the following policies would provide the most desirable relationship between government and business enterprise?
- (1) The government should provide only that regulation of private enterprise which is needed to protect the public from fraud.
  - (2) Some regulation of private enterprise is needed to insure a stable economy and individual opportunity, but supply and demand should be the major regulatory force.
  - (3) Private enterprise should be encouraged; however, the government should take every step needed to guarantee a stable economy and to insure the economic welfare of every citizen.
  - (4) The government should operate major industries but permit private ownership of real estate and some business.
  - (5) The best arrangement is one in which the government owns and operates all productive and distributive enterprise as a public trust.
7. What is your attitude toward labor unions?
- (1) I'm opposed to labor unions; we would be better off without them.
  - (2) I favor right-to-work laws which permit every employee of every employer to decide whether or not he wishes to belong to a union.
  - (3) The union-shop arrangement is best; if a man takes a job with union contract and benefits, he is obligated to join the union.
  - (4) A closed-shop arrangement is necessary to protect the rights of organized labor; only those persons who have first been accepted for union membership are entitled to jobs covered by union contracts.
  - (5) It is not enough to require union membership of workers; organized labor must be given a substantial role in the management of industry.
8. Which of these approaches to the education of children would you expect to make the greatest contribution to the development of good citizenship?
- (1) Ready obedience to constituted authority is the essential ingredient in the preparation of the young for citizenship.
  - (2) The teacher has a responsibility to plan and direct classroom activities in such a fashion as to build good citizenship.
  - (3) The teacher should try to guide the experiences of the child in such a fashion as to encourage good citizenship.
  - (4) Good citizenship can only be learned in an atmosphere of great freedom; the teacher must stir the interest of the child, but direction must come from within the child.
  - (5) The child should be permitted to grow up in his own way without being subjected to the impositions of others.
9. Which of the following could be expected to bring about the greatest improvement in the nation's schools?
- (1) A return to the teaching of fundamentals is the most wholesome thing that could happen; mastery of the three R's will solve most educational problems.
  - (2) Our schools need a greater emphasis on the subject matter disciplines—language, math and science; social studies should emphasize our heritage of freedom and opportunity.
  - (3) The subject matter content is generally adequate; there is a need for greater emphasis on practical applications of the principles learned.
  - (4) The greatest need is for emphasis on the personal and social adjustment of each child.
  - (5) Greater emphasis should be given to studies organized around pressing social problems; the school should initiate and direct social change.
10. How much freedom should be extended to college professors to express their private convictions on controversial issues?
- (1) It would be best if there were no discussion of controversial issues in the classroom.
  - (2) Discussion of controversial issues in the classroom must always be impartial; professors should not be permitted to express their personal prejudices.
  - (3) Professors should be required to exercise restraint in expressing their opinions and to show respect for the opinions and beliefs of others.
  - (4) Professors must be free to express their ideas no matter how unconventional these may be; however, public institutions must not tolerate teaching which is disloyal to the government.
  - (5) Professors must have the greatest possible freedom to express and advocate their ideas without concern for the opinions of others.



11. What do you believe about the equality of men?

- (1) The notion is a fallacy; men vary greatly in ability and character; treating all men as equals is not only foolish but unjust.
- (2) Democratic government must treat all citizens as equal under the law, but that is as far as the equality of men goes.
- (3) All men are entitled to equal opportunity to develop their capacities; however, men vary greatly in their capacities.
- (4) Men are born equal; the differences in ability and character which exist are largely the result of differing opportunities.
- (5) No measure exists which can demonstrate that one man is superior to another; one must conclude that all men are equal and entitled to an equal share of the good things of life.

12. Which of the following could be expected to bring about the most desirable relationship between human races?

- (1) The best arrangement is one in which each race lives in its own community and has only limited social contact with members of other races.
- (2) Public facilities such as schools and parks should be open to all persons, but there is no reason to encourage social contact between the races in privately owned facilities.
- (3) Members of different races should be permitted to attend the same schools and work in the same shops and offices, but it would be best for them to seek friends among their own people.
- (4) It is desirable to have a maximum of personal contact between the races to overcome racial problems, but intermarriage between the races is undesirable.
- (5) A maximum of personal contact including intermarriage is the best way to overcome racial problems.

13. What actions should be taken to protect society from criminals?

- (1) The criminal must be punished for his deeds; the most effective devices are imprisonment and the death penalty.
- (2) A dual program of reform and punishment is needed; the death penalty should be retained.
- (3) A dual program of reform and punishment is needed; the death penalty should be discarded.
- (4) Punishment and reform are irreconcilable; all criminals could become useful citizens if appropriate reforms were instituted.
- (5) The criminal cannot be held responsible for his deeds; his actions result from the interaction of heredity and environment.

14. Which of these would you regard as the final authority in determining whether a particular type of conduct is ethically right or wrong?

- (1) Standards of ethical conduct are established by God and revealed in the Bible.
- (2) Standards of ethical conduct are established by universal laws; the basic virtues such as honesty and charity do not change from one generation to the next or from one place to another.
- (3) Standards of ethical conduct are determined by each society; rules of conduct must fit the time and place.
- (4) Each individual must be free to determine for himself the rightness or wrongness of his deeds.
- (5) The question is irrelevant; all actions are the result of interaction between the organism and its environment.

15. How do you feel about students cheating on tests?

- (1) Each student is morally obligated to refrain from cheating and to discourage other students from cheating, too.
- (2) Each student is morally obligated to refrain from cheating, but he is not responsible for his fellow students.
- (3) Cheating is justified when a teacher makes unfair or unreasonable demands of students.
- (4) As long as his conduct is not harmful to anyone else, the student is entitled to promote his own welfare.
- (5) The student is entitled to take every opportunity to promote his own welfare.

16. In order to achieve the most satisfactory relationship between the sexes, what restrictions do you feel should be placed on sexual intercourse?

- (1) Sex relations should be limited to persons who are married to each other, for better or worse, till death does them part.
- (2) Sex relations should be limited to persons who are married to each other, but marriage is a contract which may be dissolved by rules established by the society.
- (3) Sex relations should be limited to persons who are in love with each other—whether they are married or not.
- (4) Much personal freedom is desirable, but the sex relationship is a personal one, and partners should be selected discreetly.
- (5) No restrictions are needed; the sex drive is biological and is not a moral issue.



17. What's your attitude toward the use of alcoholic beverages?

- (1) Strict prohibition of the use of intoxicating beverages is the best policy.
- (2) I'm opposed to the use of alcoholic beverages, but I don't think prohibition is the answer.
- (3) Moderate use of alcoholic beverages is acceptable behavior, but people should never drink to excess.
- (4) People should drink temperately on most occasions, but there is nothing wrong with getting a little drunk on special occasions.
- (5) The individual should be free to imbibe as he pleases without regard for the opinions of others.

18. What do you believe is the true nature of God?

- (1) I believe in a personal God who has revealed Himself in the Bible.
- (2) There is a God, Father of all men, who is common to all religious faiths. It is not particularly important whether a man is a Christian, Jew, Moslem, Hindu, etc.
- (3) I believe in a Supreme Being or First Cause, but I cannot believe in a personal God.
- (4) The nature of God is not (or cannot be) known by man.
- (5) There is no God.

19. What do you believe about the Bible?

- (1) It is the inspired Word of God, unquestionable authority in religious faith and practice.
- (2) It contains God's message to men, but not all of it can be regarded as completely reliable.
- (3) It is an inspired religious book similar to other religious writings which direct men's thoughts toward God.
- (4) It is a great literary effort by a primitive people which gives much insight to their history and beliefs.
- (5) It is a fraud which deludes men.

20. To what extent is man responsible for his deeds?

- (1) All men must face Divine judgment which will determine whether they spend eternity in Heaven or Hell.
- (2) Men are responsible to God and will be held accountable for their conduct, but I cannot believe anyone will spend eternity in Hell.
- (3) There are natural laws which determine ethical conduct, and men must observe these laws or suffer the consequences.
- (4) Man is a member of society, and his only moral responsibility is to observe the standards established by society.
- (5) Man is a product of heredity and environment; he cannot be held responsible for his conduct.



# APPENDIX D

## SURVEY OF PROTEST ISSUES



# SURVEY OF ORGANIZED STUDENT PROTEST

SIDE ONE

**DIRECTIONS:** For each issue listed below, EITHER  
 Blacken the box under A. No Organized Protest  
 OR  
 Blacken one box under each of:  
 B. Frequency/Persistence of Protest  
 C. Approximate Proportion of Total Student Body Involved  
 D. Extent of Active Faculty Involvement

Thus for each issue there should be either one blackened box (A) OR three blackened boxes (B, C, D). Make judgments on both on- and off-campus protest activities during the period June 1, 1964 to June 1, 1965 involving undergraduates and graduates (and faculty) at your institution. Please use pencil only.

		A. No Organized Protest	B. Frequency/Persistence of Protest	C. Student Body Involved	D. Active Faculty Involvement
		No Organized Protest	One or two incidents	Repetitive and prolonged protest	Considerable
				5% or less	None
				5% to 10%	None
				10% to 25%	None
				25% or more	None
Instruction	1. Undergraduate classes typically too large, instruction too impersonal . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Senior faculty not sufficiently involved in undergraduate instruction. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Poor quality of instruction - in general or specific instances. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Generally prevailing system(s) of testing and/or grading. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Curriculum inflexibility. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Other . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. Approximate proportion of student body involved in any and all organized protests concerning matters related to instruction and curriculum. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	8. Academic freedom for faculty -- in principle . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9. Faculty tenure policies, e.g., "publish or perish" . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. Controversy surrounding a particular faculty member. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. Other . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom of expression	12. Approximate proportion of student body involved in any and all organized protests concerning issues related to faculty circumstances. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. "Censorship" of certain publications, e.g., student newspaper. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14. Campus rules regarding speeches, appearances by "controversial" persons. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15. Actual appearance by a particular person of leftist persuasion . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16. Actual appearance by a particular person of rightist persuasion. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student-administration	17. Other . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	18. Approximate proportion of student body involved in any and all organized protests concerning free expression of ideas and beliefs . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	19. Dormitory and other living-group regulations, e.g., women's hours. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	20. Food service . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	21. Dress regulations . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	22. Policies, regulations regarding student drinking . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	23. Tuition or fee increases . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	24. Disciplinary action against particular student(s). . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	25. Alleged racial discrimination: in admissions, nonaction on frat. discrimination, etc. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	26. Student-administration communication; students unable to voice grievances . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-campus issues	27. Inefficient student participation in establishing campus policies . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	28. Other . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	29. Approximate proportion of student body involved in any and all organized protests about student-administration relations, rules regarding personal conduct, etc. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	30. Civil rights: local area (off-campus)--protest and/or work . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	31. Civil rights: in the South during the summer of 1964--protest and/or work . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	32. Other civil rights protest or work . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	33. Disarmament, "ban-the-bomb," peace, etc. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	34. U. S. policies regarding Vietnam . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	35. U. S. policies regarding The Dominican Republic. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	36. Other off-campus issue. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	37. Approximate proportion of student body involved in any and all organized protests concerning off-campus issues. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	F. Approximate percent of student body living on-campus		<input type="checkbox"/> None <input type="checkbox"/> Less than 5% <input type="checkbox"/> More than 5%		

**PLEASE FILL IN ONE BOX FOR EACH QUESTION BELOW**

A. Type of institution  
☐ Pub. Lib. Arts Coll.  
☐ Public University  
☐ Indep. Lib. Arts Coll.  
☐ Independent Univ.  
☐ Catholic Institution  
☐ Protestant Institution  
☐ Teachers College  
☐ Technical Institution

B. Total enrollment  
☐ Less than 1000  
☐ 1000 to 5000  
☐ More than 5000

C. Approx. percent of faculty with doctorates  
☐ Less than 33%  
☐ 33% to 66%  
☐ More than 66%

D. Regional accrediting association  
☐ New England  
☐ Middle States  
☐ Southern  
☐ North Central  
☐ Western or Northwest

E. Approximate percent of student body living on-campus  
☐ Less than 33%  
☐ 33% to 66%  
☐ More than 66%  
☐ All live on-campus

F. Approximate percent of student body living on-campus last spring to organizations comprising the so-called "new student left" (e.g., SDS, DDG, etc.), various socialist groups.  
☐ None  
☐ Less than 5%  
☐ More than 5%



## BIBLIOGRAPHY

- Bales, Robert F., and Fred L. Strodtbeck. "Factors in Group Problem Solving." The Journal of Abnormal and Social Psychology, XLVI, 1951, pp. 481-495.
- Black, M. (ed.). The Social Literatures of Elliott Parsons. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.
- Bookover, Wilbur B. The College Student. New York: The Center of Applied Research in Education, Inc., 1963.
- Brown, Donald K. "Student Stress and the Institutional Environment," Journal of Social Issues, Vol. 23, 1967, pp. 32-75.
- BIBLIOGRAPHY
- Carr, Alden. "Student Participation in College Policy Determination and Administration," American Association of Colleges for Teacher Education, Washington, D.C., 1959, p. 14.
- Clark, Burton R., and Martin Trow. "Determinants of College Student Subcultures," Center for the Study of Higher Education, University of California, Berkeley, 1960, p. 3.
- Cox, Archibald (chmn.). Crisis at Columbia. Report of the fact-finding commission appointed to investigate disturbances at Columbia University in April and May, 1968. New York: Random House, 1968.
- Crane, Robert M. "Unrest on Campus—Revolution or Evolution," College and University, 42, 1967, pp. 207-217.
- Evans, Medford S. Revolt on the Campus. Chicago: Rand McNally Company, 1961.



## BIBLIOGRAPHY

- Bales, Robert F., and Fred L. Strodbeck. "Phases in Group Problem Solving," The Journal of Abnormal and Social Psychology, XLVI, 1951, pp. 485-495.
- Black, M. (ed.). The Social Theories of Talcott Parsons. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.
- Bookover, Wilbur B. The College Student. New York: The Center of Applied Research in Education, Inc., 1965.
- Brown, Donald R. "Student Stress and the Institutional Environment," Journal of Social Issues, Vol. 23, 1967, pp. 52-75.
- Carr, Alden. "Student Participation in College Policy Determination and Administration," American Association of College for Teacher Education, Washington, D.C., 1959, p. 14.
- Clark, Burton R., and Martin Trow. "Determinants of College Student Subcultures," Center for the Study of Higher Education, University of California, Berkeley, 1960, p. 3.
- Cox, Archibald (chmn.). Crisis at Columbia. Report of the fact-finding commission appointed to investigate disturbances at Columbia University in April and May, 1968. New York: Random House, 1968.
- Crane, Robert M. "Unrest on Campus—Revolution or Evolution," College and University, 42, 1967, pp. 207-217.
- Evans, Medford S. Revolt on the Campus. Chicago: Henery Regnery Company, 1961.



- Flacks, Richard E. "The Liberated Generation: An Exploration of the Roots of Student Discontent," Journal of Social Issues, Vol. 23, 1967, pp. 92-107.
- Feur, Lewis S. The Conflict of Generations: The Character and Significance of Student Movements. New York: Basic Books, 1969.
- Gamson, William A. Power and Discontent. Homewood, Illinois: The Dorsey Press, 1968.
- Gorbovsky, Aleksandr. "Towards a New Kind of Involvement," UNESCO Courier (April, 1969), pp. 28-29.
- Hascall, Edward O. "Campus Unrest: Worldwide Challenge for Student Affairs," Personnel and Guidance Journal, Vol. 48, No. 8 (April, 1970), p. 619.
- Jacob, Paul E. Changing Values in College: An Exploratory Study of the Impact of College Teaching. New York: Harper, 1957.
- Jansen, David G., and Bob B. Winborn. "Perceptions of a University Environment by Social-Political Action Leaders," Personnel and Guidance Journal, Vol. 47, No. 3 (November, 1968), pp. 218-222.
- Katz, Joseph, and Nevitt Sanford. "Causes of the Student Revolution," Saturday Review, 48, 1965, pp. 64-66.
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc., 1966.
- Kenniston, Kenneth. Young Radicals, "Appendix B, The Sources of Student Discontent." New York: Harcourt, Brace and World, 1968.
- Kerner, Otto (chmm.). Report of the National Advisory Commission on Civil Disorders. New York: Dutton, 1968.
- Klopf, G. (ed.). College Student Personnel Work in the Years Ahead. Washington, D.C.: APGA, 1966.



Knorr, O. A., and W. J. Minter (eds.). Order and Freedom on the Campus. Boulder, Colorado: WICHE, 1965.

LaPiere, Richard T. A Theory of Social Control. New York: McGraw-Hill Book Company, 1954.

Lipset, Seymore M., and Philip G. Altbach. "Student Politics and Higher Education in the United States," Comparative Educational Review, Vol. 10, 1966, pp. 320-349.

Lundsford, Terry F. The "Free Speech" Crisis at Berkeley, 1964-5: Some Issues for Social and Legal Research. Center for Research and Development in Higher Education and Center of Law and Society, Berkeley, California, 1956.

Martin, Warren B. "The Development of Innovation Making Reality Change," NASPA Journal, January, 1969, pp. 116-127.

\_\_\_\_\_. "The Revision of Institutional Character," The Research Reporter, CRDHE, University of California, Berkeley, Vol. 3, April, 1968.

Medsker, Leland L. (dir.). Progress Report 1965-69. The Center for Research and Development in Higher Education, University of California, Berkeley, August 1, 1969, p. 34.

Paltridge, James G. Conflict and Coordination in Higher Education: The Wisconsin Experience. Center for Research and Development in Higher Education, University of California, Berkeley, 1968.

Palola, Ernest G. Changing Centers of Power in Higher Education: A Challenge to Institutional Leadership. Center for Research and Development in Higher Education, University of California, Berkeley, 1966.

Parsons, Talcott. Economy and Society. Glencoe, Illinois: Free Press, 1957.



- Parsons, Talcott, and Edward A. Shils (eds.). Toward A General Theory of Action. New York: Harper and Row Publishers, 1962.
- Peterson, Richard E. "The Scope of Organized Student Protest in 1967-68," Education Testing Service, 1968, pp. 1-60.
- Roscoe, John T. "Report of the First Research with the Polyphasic Value Inventory," Journal of Research Services, Colorado State College, Greeley (December, 1965), pp. 3-12.
- \_\_\_\_\_. "Test-retest Reliability Study of the Polyphasic Value Inventory." Colorado State College: Bureau of Research, 1967. (Mimeographed.)
- Roscoe, John T., et al. "American College Student Values-Preliminary Report of a Nationwide Survey," Journal of Educational Research (September, 1968), pp. 3-26.
- Sasajimam, Masu, Junius A. Davis, and Richard E. Peterson. "Organized Student Protest and Institutional Climate," American Educational Research Journal (May, 1968), pp. 291-304.
- Seigel, Sidney. Non-Parametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Company, 1956.
- Shaffer, Robert H. "Issues and Problems in the Organization, Administration and Development of College Student Personnel Progress in the Years Ahead." In College Student Personnel Work in the Years Ahead, ed. G. Klopff. Washington, D.C.: APGA, 1966.
- Shoben, Edward J. "The New Student: Implications for Personnel Work," CAPS Capsule, Vol. 2 (1), 1968, pp. 1-7.
- Teglovic, Steve. "American College Student Values: A Normative Study." Unpublished Doctor's dissertation, Colorado State College, Greeley, 1968.



Touraine, Alain. "The New Industrial State on Trial,"  
Saturday Review (August 17, 1968), pp. 42-44.

Wald, George A. "A Generation in Search of a Future."  
Address presented at a conference at Massachusetts  
Institute of Technology, Boston, 1969.

Wilson, Robert C., and Jerry G. Gaff. "Student Voice-  
Faculty Response," The Research Reporter, CRDHE,  
University of California, Berkeley, Vol. 4, 1969,  
pp. 1-4.

Yardley, William (chmn.). Special: Statement on Student  
Power. NASPA ad hoc committee on student power,  
51st Annual Conference, New Orleans, Louisiana,  
April 13-16, 1969.

Professional  
Experience:

McKenna Junior High School, 1964-67  
Massapequa, New York  
General Science Teacher

Housing Department, 1969  
The University of New Mexico  
Albuquerque, New Mexico  
Head Resident

West Mesa High School, 1969-70  
Albuquerque, New Mexico  
General Science and Biology Teacher

Honors:

Honorable Mention All-American Soccer Team  
1st Team All-South Soccer Team  
Pan-American Soccer Team Alternate, 1963

Professional  
Organizations:

National Association of School Personnel  
Administrators  
American Personnel and Guidance Association  
National Soccer Coaches Association of  
America  
National Association of Lacrosse Coaches



CURRICULUM VITAE  
for  
HAROLD PETER MENNINGER

Born: Queens, New York  
August 20, 1940

Education: B.S., Agronomy, 1963  
University of Maryland  
College Park, Maryland

M.S., Biology, 1967  
C. W. Post College  
Brookville, New York

Ed.D., Education Administration  
The University of New Mexico  
Albuquerque, New Mexico

Professional Experience: McKenna Junior High School, 1964-67  
Massapequa, New York  
General Science Teacher

Housing Department, 1969  
The University of New Mexico  
Albuquerque, New Mexico  
Head Resident

West Mesa High School, 1969-70  
Albuquerque, New Mexico  
General Science and Biology Teacher

Honors: Honorable Mention All-American Soccer Team  
1st Team All-South Soccer Team  
Pan-American Soccer Team Alternate, 1963

Professional Organizations: National Association of School Personnel  
Administrators  
American Personnel and Guidance Association  
National Soccer Coaches Association of  
America  
National Association of Lacrosse Coaches



THIS DISSERTATION

was typed by

ELAINE W. BLAIR  
6917 Bellrose, N.E.  
Albuquerque, New Mexico