EXPECTATIONS OF UNIVERSITY FRESHMAN WOMEN

Dissertation

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CHAPTER I

INTRODUCTION

A Origin and Purpose of Study

The purpose of this study is to explore the expectations of freshman women students upon their entrance into college and again four months later to determine:

(1) What are their anticipations of the experiences they are about to enter upon? What do they hope the events immediately ahead of them are going to be? How do they see these in relation to long range goals? What do they want a college education to do for them?

(2) Do these expectations change during the early part of the college experience? Are they modified by the impact of the campus? If so, what are the influences or the critical incidents that bring about such changes in expectations?

By "expectations" is meant the anticipation by the individual of future events which are assumed to have importance for her.

In recent years two college presidents, Dr. George D. Stoddard¹ of the University of Illinois and Dr. Lynn White² of Mills College have published books defining their concepts of what higher education should do for women. The

¹George D. Stoddard, On The Education of Women. New York: Macmillan Co., 1950.

²Lynn White, Jr., Educating Our Daughters. New York: Harper Bros., 1950.

American Association of University Women³ has surveyed 30,000 alumnae to find out how these women evaluate the education they received. There seems to be comparatively little information on the wants of women entering college. If we are to provide effectively for the women students who enter our colleges year by year we need more specific information about what they are seeking when they come. While it is appropriate for college administrators, curriculum builders, and personnel workers to give leadership in providing for women students effective and productive college experiences, both curricular and extra curricular, the attitudes of the students should not be overlooked.

Several years ago the President of The Ohio State University appointed a committee to consider the problems of higher education as they affect women. In the early stages of discussion it became increasingly evident that any attempt to consider the welfare of women students and to provide for their needs required three types of undergirding:

- (1) Some knowledge of what women students entering the University expect from their college experiences.
- (2) An appraisal by undergraduate women of experiences currently provided, in class and out.

³AAUW Members Look at College Education, Washington, D.C.: American Association of University Women, 1949.

- (3) An evaluation by alumnae of the strengths and weaknesses of their university education, viewed in perspective.

This project is an attempt to deal with the first of these topics.

B Hypotheses Underlying the Study:

1. Clusters of expectations will emerge which will differentiate one group of university women from another.

It was hypothesized that there would be considerable variety in the anticipations of entering freshman women and that these women might be differentiated into meaningful groupings according to their expectations. The sharper delineation of such clusterings would provide counselors and instructors with additional and pertinent information to be used in differential instruction and guidance.

2. There are certain critical incidents which make for changes in expectations during the first few months of the college experience.

If new women students arrive with preconceived ideas of "what college is like," are these attitudes modified during the early period on the campus by the academic and social pressures to which the women are subjected? If this is the case, what, specifically, are the incidents which bring about such modifications in their perceptions

of college life and their aspirations? Do early college experiences force a freshman to face many situations which cause her to revise markedly her concepts of what college is like? What amount of change takes place and what is the reason for it?

There are the questions with which this study will concern itself.

C Use of Findings by Campus Agencies

Knowledge of these expectations and of whether they are modified through the experiences of the early months in college should provide helpful information in a counseling program, both to those counseling with individuals and those working with groups.

Some of the places where such findings might be useful were conceived to be as follows:

1. In the individual counseling of freshman women in the Office of the Dean of Women, the residence halls, the Occupational Opportunities Service,⁴ and the college offices.
2. In the group guidance program of the Dean of Women held for six weeks in the opening of the quarter.
3. In pre-college counseling done by the Occupational Opportunities Service, the Entrance Board, and other campus

⁴A Campus Counseling Agency.

agencies.

D Use of the Study As a Research Experiment

Two processes have been used in this study which seem to be new applications of a research instrument to student personnel research. These are the Q sort and the Thomas adaptation of the Tryon Cluster Analysis technique.

The Q sort, a special case of Q technique, is a process in which a subject is asked to sort a pack of cards on which appear items that relate to attitudes within a special frame of reference. Such items, for instance, might tap perceptions of self, attitudes towards counseling, feelings about graduate study, or, as in this study, expectations about university experiences. The number of cards used may vary, but should be sufficient to sample widely attitudes of the population for whom the content area is relevant. In this study, 100 items were used, a number easily adaptable to IBM computation.

In Q sort procedure, the subject is asked to sort cards into piles (for instance 8 to 10 groupings) according to where he thinks they fall on a defined continuum. Typically, he places at one end those items which are most characteristic of the trait being measured; at the other, those least characteristic. He is asked to place fewest items at the extremes and most in the middle piles. These piles, when completed, indicate where on the continuum the subject has

placed each item. It is a forced-choice technique, and since all subjects must place the same number of cards in each pile, it is possible to compare the sort of one subject with the sorts of others.

The technique was selected because it seemed to offer a method of studying a student's perceptions of the experiences which he is about to enter. It was hypothesized that a pattern of expectations might emerge and that this pattern might be compared with those of other students. One might thus study a student's concern or involvement with various aspects of college. Additional sorts might reveal changes of emphasis among these areas of concern as the year progresses and expectations are tempered by actual experiences in college.

The preparation for the sort will be described in Chapter III and the instructions given the subjects appear in Appendix A. However, it should be noted here that so far as the investigator is aware, the study by Friedenberg and Roth⁵ and this one are among the first efforts to use the Q sort as an instrument for large-scale student personnel research. The study was made possible by newly developed IBM procedures for computing the inter-correlations of

⁵Edgar Z. Friedenberg, and Julius A. Roth, "Differences in Pattern of Perception of the Experience of University Education Between Successful and Unsuccessful Graduate Students." Unpublished manuscript, University of Chicago, 1953.

individuals. This latter process is described in detail by Paul D. Hood⁶ and the reader is referred to his manuscript for a full description of the procedures involved in the IBM operations.

The method of cluster analysis used here has been described by Thomas⁷ who adapted the Tryon technique to a method suitable for a large number of variables. He plotted separate curves for the inter-correlations of items drawn from an analysis of office operations. These were then superimposed one on another over a viewing board and examined for points of congruence. The correlations of items to tentative clusters were then computed.

In the present study, an attempt was made to employ the same method in identifying clusters of expectations. The procedures used and their results will be discussed in Chapters III and IV.

⁶Paul D. Hood, "Q Methodology: A Technique for Measuring Frames of Reference." Unpublished doctoral dissertation, Ohio State University, 1953.

⁷Leon L. Thomas, "A Cluster Analysis of Office Operations." Journal of Applied Psychology, 36, 1952, 238-242.

CHAPTER II

EARLIER STUDIES PERTINENT IN THIS EXPLORATION:

A REVIEW OF THE LITERATURE

A Studies on Higher Education for Women

Although a great deal has been written on the various aspects of higher education for women, very few studies exist in this field. For the most part, these are of the survey type. Some of the more pertinent are reviewed below:

In 1921, as a preliminary to building a functional curriculum, W.W. Charters¹ made a comprehensive analysis of the activities of women. Over 300 subjects, drawn from thirth-seven states, were asked to keep diaries of their days' activities. Half the women were married, half unmarried, and they were of various age levels. From 7500 diary items Charters derived 24 classes of activity which were then grouped into seven areas. There were later expanded to ten, and formed the basis for the Stephens curricula built on the following areas:

- (1) Communications: Expression and assimilation of ideas
- (2) Social Problems: Citizenship
 - (a) Civic relations - social, economic, political
- (3) Physical Health

¹Werrett Wallace Charters, Stephens College Bulletin, December 1933, 14, Educational Service Series, no. 1.

- (4) Mental Health
- (5) Appreciation of the Beautiful
- (6) Consumer Problems
- (7) Philosophy of Living
- (8) Knowledge of Science
- (9) Home and Family
- (10) Occupational Planning

Foster and Wilson² studied types of problems of college women and the contribution of college experience to their solution. This project was the outgrowth of an advisory service for college women established at Merrill-Palmer in 1932. One hundred women clients were studied in detail, case histories were obtained, and problem areas isolated. In general, these subjects felt that their college experiences had been of little or no assistance in solving their difficulties. Problems were classified in these areas: attitude towards self, status, attitudes towards situations, attitudes towards possessions, attitudes towards husband, relationship with husband, relationship with children, relationship with parents and relatives, relationship with inlaws, relationships with associates, sex relations, health of self, health of family, religion, education, vocation, finances, housekeeping, community participation, recreation, and crises.

Over 30,000 members of the American Association of University Women³ replied to a questionnaire circularized

²Robert G. Foster and Pauline P. Wilson, Women After College. New York: Columbia University Press, 1942.

³American Association of University Women. Op.cit. p.11.

throughout the membership in 1948. Two questions were asked:

- a. As you think over your college education, in what ways do you feel it is of value in your life today?
- b. In light of your later experiences, what kinds of improvements or changes would you now suggest?

The survey returns showed two emphases: (1) that a college education should be broad enough to cover every aspect of a woman's life; (2) that it should give more specific skills, more practice in doing things. There was a desire for flexibility, for education for family and community living and for leisure time pursuits. An appreciation of the arts was held highly desirable but no ambition for creativity in these lines was expressed. There was an inclination for participation in government at the community level, but only for "understanding" at a national and international level. A table of the AAUW Survey,⁴ reproduced, provided a few items for the present study.. The table appears on the next page.

⁴Ibid. p. 11.

Table 1

WAYS IN WHICH AAUW MEMBERS SAY THEIR COLLEGE EDUCATION
IS OF VALUE

College education is of value:	PerCent who mention
In Social relationships and attitudes	47 *
In developing social skills	11
In developing understanding and tolerance towards others	11
In providing lasting friendships	7
In providing eligibility for friendships with the college-educated	10
In improving social standing	2
In preparation for community participation, both in organizations and government	13
In developing an interest in world affairs	5
In other ways socially	5
In a general cultural way	36
In widening, broadening, enriching life	20
In developing appreciation of the arts -- music, art, literature, drama, etc.	10
In developing resources for leisure-time activity	3
In other ways	7
Intellectually	32
In providing a background of information	14
In teaching desirable habits of thought	8
In providing a stimulus for further study	7
In teaching methods of study	4
In other ways	5
Professionally	27
In developing poise, self-confidence, self-assurance	10
In developing a sense of values, a philosophy of life	4
In contributing to personal development in other ways	10
In marriage and homemaking	20

In enabling one to be a better mother	13
In contributing to a successful marriage	8
In enabling one to be a better home-maker	4
In other ways	3

Economically

16

* These figures represent the proportion of all the members answering the questionnaire who mentioned each item.

These figures add to more than 47 percent because many mentioned several ways in which their college educations were of value in helping them develop social relationships and attitudes. All of the figures in the sub-groups are based on a tabulation of responses in 1,000 questionnaires rather than the total sample.

Although not concerned with women's education only, one other study has significance here. As a part of the General College studies at Minnesota, Pace⁵ published the results of a survey of 951 former University students. He found that their college experiences had left little impression on them. They had passive leisure time interests and self centered goals concerned mainly with family and job. There was lack of common recreation for men and women, little concern about economic development. In the main the subjects surveyed were apathetic and complacent. There was a low interest in art -- mostly contemporary. Reading was confined in the main to popular magazines. Political activity was limited to voting, though most kept informed on politics. There was an interest in national events but a lack of participation and interest in local politics.

Personal happiness was valued highly: marriage and economic security were prized goals; there was little inclination to help others. Although men sought jobs with opportunity for advancement women were best satisfied with employment that was pleasant and held high prestige rating.

⁵Robert E. Pace, They Went To College. Minneapolis: University of Minnesota Press, 1941.

Marksberry and Louttit⁶ surveyed by questionnaire 223 freshman women, 172 seniors, 136 alumnae who had been out of college 5 to 10 years and 126 alumnae who had been graduated 20 to 25 years earlier to obtain four types of information: values regarding women's roles, opinions that inferred attitudes towards these roles and certain educational issues, attitudes towards various curricula and women enrolled therein, and attitudes towards community participation. They found that the four groups studies agreed on the ranking of women's life roles except for two reversals. The order was as follows: (1) marriage and career with husband, (2) marriage and homemaking, (3) marriage and part time career, (4) marriage and full time career, (6) successful career without marriage, (7) community leadership without marriage, (8) homemaking without marriage and (9) social life without marriage.

The community activities of alumnae showed a wide variation but a relatively small number indicated participation. As to type of participation it was found that the area of "helping others" (this included church activities) was first among older alumnae and was tied with

⁶Mary Lee Marksberry and C.M. Louttit, University Women's Opinions On Their Education: Summary of a Study Made Under the Auspices of The University of Illinois Committee on Education for Women. Urbana: University of Illinois, (mimeo.) 1951.

cultural activities among the younger ones. The amount of passive participation (membership) was much greater than active participation (some leadership responsibility).

Among the undergraduates, homemaking with or without marriage was ranked higher by freshman women than by seniors, while marriage and a full time job was given a higher value by seniors than by freshmen.

The reasons rated highest for choice of a state university were: (1) opportunity to be away from home, (2) cost within means of average family, (3) preparation for a job, (4) high scholastic prestige, (5) excellent pre-professional preparation, (6) large enrollment, (7) fun, (8) general education, (9) homemaking preparation, (10) a place to meet the right people, and (11) a place to meet eligible men.

Shosteck⁷ has recently surveyed the social and economic status of 5000 women liberal arts graduates of 1946 to '49. He found that 38 percent of the women included in the survey went to college to "train for a future occupation." Forty-four percent sought a "general cultural education", while 18 percent went to college mainly for the social life, to please their families, or to get the prestige of a college degree. Daughters of men in the occupations near the lower

⁷Robert Shosteck, "Five Thousand Women Liberal Arts Graduates Report." To be published by B'nai Brith Vocational Service Bureau, Washington, D.C., 1953.

end of the occupational ladder were more vocation minded than were girls from professional or managerial families.

Summary: The studies on higher education of women reported here reflect the dualistic concepts of the times regarding women's role in society as career woman and homemaker. In the Marksberry-Louttit study "marriage and a career with husband" heads the list of preferred women's roles. About four out of ten women studied by Shosteck listed vocational training as their main reason for going to college; the others indicated either general education, social life or other non vocational reason. These two studies together with the AAUW Survey reveal a concern on the part of women for training in general education. Preparation for full and rich personal living is valued.

The Pace, AAUW, and Marksberry-Louttit studies all reveal a lack of willingness on the part of college women to take responsibility in government. Community participation is valued but is often of a passive type and found more in areas of philanthropic or cultural organizations than in those concerned with government.

B Studies Concerned with the School-College Transition and General Adjustment of College Freshmen.

The Syracuse University Reaction Study of 1926⁸ used questionnaires to sample attitudes of the student body in a number of areas, among them reasons for attending college. Seventy-two per cent of 3,510 checked as their reason "In order to prepare for a certain vocation." Sixty-five per cent included "For general improvement in culture and ideals." The third factor, checked by 48 per cent, was the statement "Because a person with a college degree can obtain a better position and earn more money." "Because a person with a college education has more prestige and a higher social position," was checked by 32 per cent as was the statement "Because of my interest in specific studies and my desire to pursue them further." In summary, two main kinds of motivation show up in the Syracuse study: utilitarian and scholarly, or cultural, with the first predominating.

Hale⁹ and others studied 1200 men from representative schools and colleges in the northeastern states. Questionnaires were administered during the senior year in high

⁸Daniel Katz and Floyd Henry Allport, Students' Attitudes, Syracuse: Craftsman Press, Inc., 1931, pp. 10-12.

⁹Lincoln B. Hale, et al., From School to College, Hartshorne ed., New Haven: Yale University Press, 1939, p. 106.

school and three times during the freshman year in college. These data were supplemented by test scores, academic records, and interviews.

During the sophomore year, the subjects in the study were asked to give their reactions to the purpose of college by answering two questions as to their "real" purpose in coming and other factors that influenced them. A random selection of one reply from each of the thirty-six institutions gave the following list of other than purely academic motives:

	Times Mentioned
Making of contacts	5
Making of friends	8
Fraternal relations	1
General activities	2
Extracurricular activities	1
Athletics	8
Influence or presence of friends	4
Influence or desires of parents	8
Learning to live with people	8
Social benefits	1
Learning to appreciate true friendships	1
Attaining "standing"	1
Learning about politics, philosophy, etc.	1
Making self intellectually fit	1
Gaining a mature way of thinking	1
General broader education	1
General cultural benefits	4
Becoming a more well-rounded individual	1
Gaining a more comprehensive background	1
Fit self to do something in the world	1
Get good business training	1
Prepare self for better job	4
Find a vocation	2
Prepare for a vocation	2
Prepare self to meet responsibilities	1
Prepare self to meet life	1
Make contacts for a job	1
Escape work for a time	1
Use time while having no work	1
Spend time until more mature	1

Extend period of freedom	1
Escape family surveillance	1
Continue education and all that goes with it	1
Fulfil purpose of higher education	3
Complete education, socially and scholastically	1
Go to school because enjoy it	1
College for the sake of college	1
Fulfil traditional family expectation	1

Hale claimed that success is the transition period is commensurate with four types of power or skill:

1. Habits of purpose, decision, sensitivity, skill in meeting new situations.
2. Social skills; ability to meet and work with people.
3. Health -- physical and mental.
4. Integration of experience in terms of goals and standards.

Mitchell,¹⁰ studied reasons for freshman men's drop-outs at Michigan State College through interviews and correspondence. He found that 38 per cent of 1389 freshman men left school. Of these, 40 per cent left because of scholarship, and 20 per cent due to lack of money. Seventeen per cent were not interested; 8 per cent transferred; and 11 per cent left because of illness.

Mooney¹¹ surveyed the problems of 170 freshman women students living in residence halls at Ohio State University. The subjects were selected by graduate residents who attempted

¹⁰Fred T. Mitchell, "Why Freshmen Leave College." J. Higher Education, 13, 1942, 95-100.

¹¹Ross L. Mooney, "Personal Problems of Freshman Girls." Journal Higher Education, 14, 1943, 84-90.

to get a distribution in which approximately one-third would be well adjusted, one-third poorly adjusted and one-third in the middle ground. The average number of problems marked in each of the eleven areas on the Mooney Problem Check List was as follows:

	Av. Items.
Adjustment to College work	5.4
Personal psychological relations	4.2
Social and recreational activities	3.3
Health and physical development	3.1
The future: vocational & educational	2.8
Curriculum & teaching procedures	2.8
Social-Psychological relations	2.1
Courtship, sex, and marriage	1.9
Finances, living conditions & employment	1.5
Morals and religion	1.5
Home and family	1.3

Summary: The Syracuse study shows the highest motivation for attending college to be vocational training and general education ("improvement in culture and ideals".) The Mitchell and Mooney studies reveal the significance of scholarship problems in the general college adjustment. Hale and Mooney also reinforce the concept of the importance of personal adequacy and maturity in these early college relationships.

C Studies in Attitudes of College Freshmen

Bain¹² studied changed beliefs of college students, comparing discarded beliefs of a group of 1928 freshmen with a similar sampling in 1934. In 1928 freshman women discarded beliefs predominantly in these areas: superstitions, religion, sex, factual ignorance, education, and family life. In 1934, discards in order of percent, were in these fields: superstitions, sex, education, philosophy of life, and religion.

Pressey¹³ studied the changed in attitudes of public school and university students from 1923 to 1943. He reports two gradual trends: an escape from taboos, inhibitions and fears, and an increased socialization. He found that during four years of college, women students lost fifteen items disapproved and gained in interest and freedom of viewpoint. Girls showed ten percent more total change than boys and almost all of it during the four years of college.

A number of studies have been made of liberalism-conservatism trends among college students. Using the Pressey X-O Test, (Form B), Buck¹⁴ studied changes of attitudes and

¹²R. Bain, "Changed Beliefs of College Students." J. Abnormal and Social Psych., 31, 1936, 1-11.

¹³Sydney L. Pressey, "Changes from 1923 to 1943 in the Attitudes of Public School and University Students." Journal of Psychology, 21, 1946, 173-188.

¹⁴Walter Buck, "A Measurement of Changes in Attitudes and Interests of University Students Over a Ten Year Period." J. Abnormal & Social Psych., 31, 1936, 12-19.

interests over a ten year period. He found slight changes in total "anxieties" or things worried about, but a 20 per-cent decrease in things disapproved of.

Jones¹⁵ followed 77 students through four years of college, using Thurstone Attitude Scales. He reports a small but reliable change between the freshman and senior year on all topics but Negroes, and there no change. He found a low positive correlation between intelligence and liberalism. He also found only a low degree of correlation between the degree of liberalism in one field and that in another.

Bugelski and Lester¹⁶ discovered a change toward greater liberality when they studied a class of college students for four years and the same group three years after graduation. They found that intelligence was not an important factor in relation to initial conservatism or liberalism or to the amount of change in attitudes. There were no sex differences in attitudinal changes and no change between the senior year and the third year after graduation.

Breemes, Reemers, and Morgan¹⁷ found significant ad-

¹⁵Vernon Jones, "Attitudes of College Students and the Changes in Such Attitudes during Four Years in College." J. Ed. Psych., 29, 1938, 14-15 and 114-134.

¹⁶Richard Bugelski and Olive P. Lester, "Changes in Attitudes of College Students During College and After Graduation." J. Social Psychology, 12, 1940, 319-332.

¹⁷E.L. Breemes, H.H. Reemers, and C.L. Morgan, "Changes in Liberalism-Conservatism of College Students Since the Depression." J. Social Psych., 14, 1941, 99-107.

vances in liberalism among college students between 1931 and 1939. They found no sex differential on liberalism but a significant correlation between liberalism and scores on the American Council on Education Psychological Examination and the Otis I.Q.

Newcomb¹⁸ studied the changes in attitude in college women at Bennington and attempted to discover factors associated with different degrees and rates of change by individuals during the four years of college. He found that the students in general became less conservative in political and economic thinking. Non-conservative values were held in strongest degree by those who were both capable and desirous of cordial relations with community members (as measured by campus prestige ratings). The non-conservatives were found to be a more cohesive group than the conservatives. Habits of indifference were linked to strong dependence on family, engrossment with limited circle of friends, or absorption in academic work.

Finger¹⁹ compared the social attitudes of one hundred freshman women selected at random from an Illinois teachers college with those of teachers from 43 states. Highest

¹⁸Theodore M. Newcomb, Personality and Social Change. New York: Dryden Press, 1943.

¹⁹Marie Finger, "Social Attitudes of Freshmen Women," Improving Guidance and Personnel Services Through Research. Hamrin and Endicott ed., Northwestern University, 1946, pp. 79-88.

agreement came in matters concerning purpose of education, present day capitalism, distribution of income, war, and class struggle. Disagreement was in areas of agriculture, taxes, housing, strikes, and controversial social issues. Finger saw the implications of her study as revealing not only insufficient awareness of social, economic and political issues, but also confusion and inadequate knowledge.

E.C. Hunter²⁰ studied attitudes of freshman women in a southern liberal arts college over a period of sixteen years. His instrument was his own 94-item scale on liberalism-conservatism. He found no considerable variation or noticeable trend towards liberalism.

Powell²¹ used the Bell Adjustment Inventory with all freshman women at Sam Houston State Teachers College. She found a low correlation between health adjustment and scores in areas of home, social, and emotional adjustment. However the intercorrelations of home, social, and emotional adjustment were all above .70.

An indication of the attitudes of adolescents is cited in Mandel Sherman's²² contribution to "Education in a De-

²⁰E.C. Hunter, "Attitudes of College Freshmen 1934-1949." J. Psychology, 31, 1951, 281-296.

²¹Margaret Powell, "Relationships Existent Between Adjustment Traits of College Freshman Women: As Measured by the Bell Adjustment Inventory." J. Social Psych., 31, 1950, 145-149.

²²Mandel Sherman, "Education and the Process of Individual Adjustment." Education in a Democracy. Newton Edwards ed. Chicago: University of Chicago Press, 1941, p. 76.

mocracy," although details of his study are not given. He lists in rank order the values expressed through a survey of teen-age students as follows:

To have a great deal of money and to be able to spend it without being dictated to by parents or teachers.

To be able to lead an independent life, especially as related to going out nights, to wear the clothes they want, and to keep whatever company they desire.

To have a large number of dates.

To have athletic skill and superiority. (To be able to exhibit the athletic skill before crowds.)

To have scholastic ability. (In many cases the students rationalized their inability to obtain high grades, or, if they did achieve them, apologized for their success because others made fun of them.)

To train themselves to become proficient in some vocation or profession which they chose, mainly because of identification with parents.

Summary: In general, the studies of attitudes of college students seem to show that some liberalizing goes on during the college years.

The technique used in the studies of attitudes discussed thus far has been mainly the questionnaire sometimes supplemented by biographical data.

Charters used biographical data from diaries. The American Association of University Women, Katz and Allport, Hale, Marksberry and Louttit, and Shosteck used questionnaires. Newcomb used a questionnaire and supplemented the data with reports from college offices and individual inter-

views. Mitchell used correspondence and interviews. Pace used a questionnaire and followed up with interviews. Bain enlisted sociology students who solicited other students to write down the first ten "discarded beliefs" that came to mind.

Pressey and Buck used the Pressey X-0 test, a form of check list. Jones used 5 of the Thurstone scales; Breemes Remmers et al. used the Harper Social Study (71 statements to be marked agree-disagree). Bugelski et al. used 25 statements relating to social and economic topics.

Possible criticisms of the studies employing questionnaires and check lists as research instruments might be:

- (a) Either the data are in such form that they are difficult to quantify
- (b) Or they could be quantified but have not been
- (c) The data and the interpretations of the data are based on an assumption that common traits exist, are normally distributed, and can be measured.
- (d) The instruments used are either so limiting in the opportunities that they give the respondent that rigid stereotyped answers are forced; or, they are so loosely constructed that what they are measuring is highly ambiguous and cannot be quantified.

It seemed, therefore, that an exploration of the Q sort as a possible instrument for use in research in the student personnel area might be profitable. An attempt

has been made in this study to discover whether it might have the potentiality for exploring the organization of experiences by individual students and provide a means of comparing one student with another in terms of a specified sampling of traits.

D Discussions of the Research Instruments Employed Herein,
namely Q sort and Cluster Analysis.

The three preceding sections in Chapter II have summarized the contents of studies in the areas of women's higher education, the transition from school to college, and student attitudes. This section will review some of the current literature on the instruments used herein, principally the Q sort and Cluster analysis, and will mention some of the other studies in which these techniques have been used.

Stephenson²³ set forth what he conceived to be the advantages of Q technique, of which Q sort is a special case. He writes:

"The central idea is a simple one; it consists of defining universes of traits or simple observable characteristics which can be sampled. The sample is then used to describe, as a statistical distribution, certain aspects of personality..."

And again:

"Similarly for the study of personality types, our interest could be primarily in the specification and depicting of, say, the schizophrenic type in terms of the relative significance of a host of parts or component characteristics within the personality itself ... Relativity of parts is involved and not a butcher-like preoccupation with over all sizes as such. It is this matter of internal relationships that Q technique represents in a systematic manner. It does so by defining trait universes of observable characteristics (such as traits of a high degree of particularity),

²³William Stephenson, "A Statistical Approach to Typology: The Study of Trait Universes." J. Clinical Psych., 6, 1950, 26.

the significance of whose parts, relative to one another, makes it possible to describe personality...²⁴

"But having assessed any one person (or he may, of course, assess himself) for a given sample of traits, he may be correlated with other persons who have been similarly assessed for the same sample of traits. It is the correlation between such assessments, usually for several independent variables at a time that constitutes the descriptive statistics of Q-technique."²⁵

The advantages, then, of Q technique as Stephenson states them are:

1. It is centered on particulars instead of highly generalized traits.
2. It is possible to study relationships and weightings of these particulars within one personality at various times and thus measure changes in perceptions.
3. It is possible to compare one person with another quantitatively in terms of a specified sample from a defined universe of traits. In fact, it is possible to correlate a sample drawn from a defined population in terms of a specified trait sample as this study attempts to do.
4. Content adapted from the projective techniques can be used to build Q sort items and thus make a therapist's theory explicit in a Q sample. Stephenson proposes that clinical patients may thus describe how

²⁴Ibid. p. 27.

²⁵Ibid. p. 31.

they seem to themselves and how they look to others in terms of content drawn from Thematic Apperception Test pictures.²⁶

Fiedler²⁷ describes the use of the Q sort to study counter-transference attitudes on the part of a counselor. The therapist describes his own concept of himself in one sort and himself as he would ideally like to be in another. He also sorts to predict the patient's own self-description sort. The patient sorts for self description and the results are compared to the therapist's prediction for this sort and to the therapist's own self sorts both real and ideal. Fiedler hypothesized that if the therapist sees the patient as a person who resembles himself he will have an empathic attitude; if he assumes the patient to be more like his own ideal than the patient's self sort indicates, he may perceive the patient as being better adjusted than is actually the case; conversely, if he sees the patient as very different from his (the therapist's) ideal he may perceive him either as one needing a great deal of support or one completely worthless. Fiedler thus sees in the Q technique a relatively easily administered method for quantifying therapist attitudes.

²⁶Wm. Stephenson, "Q Methodology and the Projective Techniques." Journal of Clinical Psychology, 8, 1952, 219.

²⁷Fred E. Fiedler, "A Method for Objective Quantification of Certain Counter Transference Attitudes." J. Clinical Psych., 7 no. 2, 1951, 101-107.

Fiedler²⁸ also used the Q sort to discover whether therapists of different schools of thought would agree on the ideal therapeutic relationship.

He undertook two similar investigations on this subject. The first utilized the ratings of six psychiatrists. Four of these therapists were of the psychoanalytic school, two were non-directive and two were eclectic. The group sorted 119 statements from literature describing patient-therapist relationships. A correlation matrix was constructed and factor analyzed. The correlations ranged from .48 to .78 with a median of .64. The bi-factor analysis yielded only one general factor.

In the second investigation, three dimensions of the counseling relationship (communication, emotional distance, and therapist-patient status) were agreed upon by a number of therapists and 25 statements were constructed for each dimension. Fiedler administered these 75 statements in a Q sort to subjects representing different philosophies of therapy as well as to several lay persons. He claims that the better trained therapists of different schools agreed more highly with each other than with less trained therapists of their respective schools and that non-therapists described the ideal relationship in the same way as thera-

²⁸Fred E. Fiedler, "The Concept of an Ideal Therapeutic Relationship." Journal Consulting Psychology, 14, 1950, 239-249.

pists. Again he found one general factor. It was also found that non-therapists described the ideal therapeutic relationship in the same manner as the therapists. Fiedler suggested that "the therapeutic relationship may therefore be but a variation of good interpersonal relationships in general."

But not only is the Q sort useful in the analysis and improving of techniques used by the therapist but it is proving to be a valuable instrument when used with the client during therapy. Rogers says:

One could now study separately the perception of self characteristics, of self-in-relation-to-others, of values around which the self is organized, and of goals and ideals. These could not only be studied intensively through inter-correlational studies but through relating them to ratings and judgments made by others -- preferably using the same Q sorting method.²⁹

A detailed exposition of such use of the instrument is to be found in "The Case of Mrs. Oak - a Research Analysis."

³⁰ Here a correlation matrix was prepared which charted three sorts (on self, ordinary person, and self ideal, or wanted self) on each of the following occasions: before therapy, following seventh interview, following twenty-fifth interview, after therapy, two follow-ups at six month

²⁹Carl R. Rogers, Client Centered Therapy. New York: Houghton Mifflin Co., 1951, p. 141.

³⁰Carl R. Rogers, "Studies in Client-Centered Therapy." Gordon, Thomas, Trummon, Donald L., Rogers, Carl R., and Seeman, Julius. The Psychological Service Center Journal, 3, 1951. Washington, D.C., p. 47.

intervals, a remembered self as of pre-therapy and a counselor's prediction of client sort.³¹

Rogers claimed that the research shows that "subtle and fluctuating aspects of the client's phenomenological field can be operationally defined and dealt with on a rigorous scientific basis."³²

Again in describing the case of Zar,³³ Rogers charts the correlations between self and self-ideal Q sorts before, during, and after therapy. Not only is it possible to measure the degree of change in perception at these stages but it is also possible to examine these in a qualitative fashion by noting the specific items in which changes occur.

Friedenberg and Roth³⁴ studied 49 graduate students at the University of Chicago with the purpose of identifying difference between successful and unsuccessful graduate students in pattern of perception of university education. They used a Q sort of 120 items which applied to University situations and graduate study but which also related to the dimensions of personality discussed by Murray in his Explorations in Personality. They used the Tryon Cluster analysis to isolate clusters. They also interviewed their subjects to find out why they sorted as they

³¹Ibid,--Table III, p.72.

³²Ibid. p.160.

³³Carl R. Rogers, Perception: An Approach to Personality. Blake and Ramsey ed. New York: The Ronald Press Co., 1951, pp. 318-320.

³⁴Edgar Z. Friedenberg and Julius A. Roth. op.cit.

did.

They were able to isolate two clusters, both made up of "happier students," which seemed to be quite distinct. Their other clusters were vague and had considerable overlap.

Hood and Vening³⁵ have used the Q sort and a factor analysis to measure frames of reference within a university counseling agency. Their subjects were members of the administrative, counseling, clerical, and research staffs of the agency. The aim of the study was to determine how members of the staff considered client problems in terms of appropriateness for the agency. Four factors were identified as follows: "general agreement," "clinical orientation," "agency point of view," and "sympathy".

Although some see great possibilities in the Q technique, it has critics. Foremost among these is Cattell. He points out that whereas the end result with R techniques is a definition of factors in terms of tests, in Q technique one ends "pointing to a group of persons as the carriers of a particular factor and perhaps to some one person as supremely exhibiting it."³⁶

³⁵Paul D. Hood and George Vening, A Technique for Measuring Frames of Reference Within An Organization. Manuscript read at Midwestern Psychological Association, 1953.

³⁶R.B. Cattell, "On the Use and Misuse of P, Q, Qs and O Techniques in Clinical Psychology." J. Clinical Psych. 7, 1951, 204.

Inherent dangers in this, as Cattell sees them, are (1) a false high correlation if the items tap too much of the same quality and (2) too much dependence on introspection in private worlds. However, he does admit its usefulness in "detecting and defining species types in a definitely non-homogeneous population."³⁷

One other discussion has contributed to the methodology of this study. L. L. Thomas³⁸ describes a cluster analysis of office operations in which a new approach is used to identify groups of clusters of similar elemental operations in a sample of office jobs and a modification of the Tryon Cluster Analysis technique for use with a large number of variables was explored. The steps outlined in his description (Document 3627, American Documentation Institute, Library of Congress) have in large measure been followed here.

Summary: A controversial instrument, the Q sort has been used in recent years, particularly at the University of Chicago Counseling Center, in exploring client perceptions and client-therapist relationships. At least one study, that of Friedenberg and Roth, is an exploration of its use in student personnel research. The proponents of the tech-

³⁷R.B. Cattell, "The Three Basic Factor-Analytic Research Designs -- Their Inter relations and Derivatives," Psych. Bulletin, 49, no. 5, 1952, 518.

³⁸L. L. Thomas, op. cit. 238-242.

nique see in it an instrument which permits a study of relationships and weightings of a sampling from a defined universe of traits as they occur within an individual and likewise permit the quantitative comparison of one individual with another in terms of this specified trait sample.

The second exploratory technique, the Thomas modification of Tryon's Cluster Analysis method, has previously been employed in isolating clusters of office operations.

CHAPTER III

SURVEY OF PROCEDURES

Preliminaries

The instrument is selected

The reasons for the selection of the Q sort as the research instrument have been partially suggested in Chapter II, section D. In so far as this investigator was aware, the Q sort had never been administered to a sizeable population simultaneously. It seemed to hold the promise of yielding profiles of expectancies for individual women students that could be compared. In other words, it seemed to be a quantitative measure that would make it possible to compare one woman student with another in terms of a particular pattern of responses.

Furthermore, the Q sort is adaptable to group administration, to I.B.M. processing, and to repetitive use in checking changing attitudes.

The number of items in the sample was set at 100. This number seemed to afford a sampling large enough to give a well rounded picture, and the sorting process could be completed in about a half hour. The sorter was required to place each item in one of ten piles. He was directed to place 1 card in pile 1, 4 cards in pile 2, 9 cards in pile 3, 16 cards in pile 4, 20 cards in pile 5, 20 cards in pile 6, 16 cards in pile 7, 9 cards in pile 8, 4 cards in pile 9, and 1 card in pile 10. This distribution gives a slightly

flattened frequency surface.

Item material is gathered and refined

During the summer of 1952, 1110 pre-college freshmen, most of whom were June high school graduates, were brought to the campus of the Ohio State University for a two day period of orientation. They had been admitted to the University and expected to enter in the Fall Quarter. Of this number, 411 were women. During the time that these women students were on the campus, it was possible to hold group discussions as to what they expected from the total college experience...in class and out. On several occasions these discussions took place in the hour regularly scheduled for conferences with the Dean of Women, but for the most part they were very informal sessions held at 10:30 p.m. in the lounge of the dormitory in which the out-of-town pre-college women (203 during the entire period) were temporarily lodged.

In these meetings the climate was relaxed and permissive. There was free exchange of ideas. Throughout the summer, careful records were kept of answers given to the question: "What do you expect to get out of going to college?"

By the end of the summer, several hundred statements of expectations had been recorded. Many of these had been given over and over again by the groups, week by week, with some slight variation in form.

Each item was typed on a card and taken to Freshman

Camp, held just prior to Orientation Week in the fall. There, six freshmen were asked to react verbally to the items, throwing out those they felt not satisfactory representations of freshman expectations. These students discarded a number of the items as repetitious or invalid, ending with about 90 items which they considered valid.

At this point, findings of other studies on women's education were again consulted and about fifteen items covering topics not suggested by the pre-college freshmen but listed as important by alumnae in other studies (especially the American Association of University Women Survey) were added. The supplementary items were entirely in these areas: cultural growth, citizenship participation, and consumer education, for in these there had been a paucity of contributions from the pre-college group and these areas had been considered of exceptional importance by alumnae surveyed by Charters and by American Association of University Women.¹ The items were added on the premise that, if they were present as choice alternatives, either their selection or rejection by a freshman population would be significant. A final pruning brought the number of items down to 100, the number selected in advance as desirable for computation purposes and adaptability to I.B.M. scoring.

¹See Chapter II for review of these studies.

The sort was then administered to three freshmen to ascertain that it would function smoothly in the mass administration. The 100 items used were as follows:

- 00 To get so that I can talk more easily with girls my own age.
- 01 To make my future home a pleasanter place to live in because I have a college education.
- 02 To join a sorority because sorority girls are so friendly and have such nice social graces and customs.
- 03 To get acquainted with more people of other religions and races.
- 04 To enjoy being where no one knows me and I can make my own way without my family.
- 05 To develop a philosophy of living that will make life interesting and worthwhile.
- 06 To belong to student organizations as I will later to community ones; for example, PTA and mother singers.
- 07 To step into adulthood.
- 08 To gain a broader view and not just think of people around me.
- 09 To get along better in my community (when I'm out of school and working) because I went to college.
- 10 To prepare for a job that will enable me to earn a high income.
- 11 To get a better job than I could with a high school diploma.
- 12 To get into more activities.
- 13 To get better acquainted with more girls.
- 14 To make life-long friends.
- 15 To develop poise.
- 16 To be "pinned" early in my college course.
- 17 To learn to talk to all kinds of people.
- 18 To get a well rounded education.
- 19 To deepen the religious part of my life.
- 20 To learn to adjust to any social situation.
- 21 To learn how to take getting knocked around; college makes the big step into the world a little smaller.
- 22 To date a number of different men.
- 23 To join at least 3 activities.
- 24 To prepare to get a job that isn't monotonous.
- 25 To overcome being backward.
- 26 To develop a more tolerant and understanding attitude towards people different from me.
- 27 To learn to hold my own in conversation so that I will never feel inferior.
- 28 To develop an interest in world affairs.

- 29 To know people from many towns.
- 30 To have a roommate I can discuss things with.
- 31 To make something of myself so I'll have the feeling of having accomplished something.
- 32 To learn how to buy and shop for things intelligently and without wasting money.
- 33 To learn to think for myself.
- 34 To make lasting friendships.
- 35 To associate with many people so I'll know how to get along with them.
- 36 To prepare for both marriage and a job.
- 37 To develop more appreciation for the arts: music, art, literature, drama, etc.
- 38 To make high grades.
- 39 To meet the kind of man who will have a good job and I will be on his level.
- 40 To show more initiative in going after what I want.
- 41 To meet a more intelligent group of people.
- 42 To join a sorority because a sorority is so closely knit it's a bond you shouldn't miss.
- 43 To maintain high moral standards.
- 44 To learn what the world has to offer.
- 45 To develop good study habits.
- 46 To gain a finer sense of values and a philosophy of life.
- 47 To learn how to face the problems of life better.
- 48 To learn how to be a better wife and mother.
- 49 To learn to grow up.
- 50 To have a higher social standing by reason of having gone to college.
- 51 To learn how to earn a living in order to have something to fall back on in an emergency.
- 52 To enjoy being where I don't depend on the reputation of my brothers and sisters.
- 53 To learn to take responsibility by getting away from home.
- 54 To have the first real feeling of being an individual.
- 55 To learn how to hold an office in my community government.
- 56 To enjoy learning more about many things because having knowledge gives me much satisfaction.
- 57 To be independent and not depend on anybody.
- 58 To learn skills in personal relationships that will enable me to get along better with my future husband.
- 59 To better understand myself and my capacities.
- 60 To learn how to do other people more good.
- 61 To gain the assurance that I can do more things better than other people can.
- 62 To learn how to be more effective as a citizen in

- my community.
- 63 To find more choice of men than in a small town.
 - 64 To have alumni contacts after college.
 - 65 To show up better in the competition for good jobs because I'll have a college education.
 - 66 To be self reliant.
 - 67 To learn how to use my leisure time and to enjoy it fully.
 - 68 To make decisions by myself without my family.
 - 69 To work towards election to an academic honor society such as Phi Beta Kappa.
 - 70 To make friends through a sorority.
 - 71 To gain self confidence so that I can meet new situations without feeling embarrassment.
 - 72 To learn to be the kind of woman who helps improve the town she lives in.
 - 73 To have an extended social life where people are more broad minded.
 - 74 To learn more about appreciating beautiful things.
 - 75 To help a little bit with the progress of the world.
 - 76 To learn how to get up in front of people and act natural.
 - 77 To have more social opportunities.
 - 78 To meet the kind of men I could be proud of later.
 - 79 To learn to manage my own money and time.
 - 80 To get further ahead and be able to put more money in the bank because I'll be college educated.
 - 81 To get more education for a vocation.
 - 82 To get more help in choosing my vocation.
 - 83 To be able to give my children more guidance as they grow up because I'll have a college education.
 - 84 To develop more self assurance.
 - 85 To have more influence on other people's lives because I'll be well educated.
 - 86 To meet men who have the same interests I have.
 - 87 To learn how to function effectively in organizations so that I can be a better citizen in my community.
 - 88 To learn to live within my allowance.
 - 89 To learn to give and take.
 - 90 To prepare to move socially in the circles of college-educated people.
 - 91 To prepare for a better job with a higher status so I can go anyplace and be sure of a job.
 - 92 To prepare to run for political office after I graduate.
 - 93 To learn to write and speak so that people will know just what I'm talking about.
 - 94 To get a better cultural background.
 - 95 To develop a more pleasing personality.
 - 96 To join activities I'm interested in.
 - 97 To learn how to think clearly and analyze situations. Then to be able to meet them better.

- 98 To get an education so that I can go back home
and help the folks that aren't very well off.
99 To learn more effective methods of study.

Four experimental corridors, comprising 67 freshmen,
are set up.

During the summer of 1952, as room assignments were being made in women's residences, four experimental corridors were set up in Baker Hall. Through the cooperation of the head resident, these freshman corridors were set up to give approximately a normal distribution of women, according to date of birth, socio-economic status, choice of college, and religion. All but three students had been graduated from Ohio high schools in the spring of 1952. The three exceptions had been graduated in 1951 and had worked for a year before coming to college. Ohio State Psychological Examination scores were not available at the time the corridors were set up, so that academic promise could not be used as a criterion for corridor assignment. However, the average point-hour ratio of the corridors for fall quarter (2.65; 2.40; 2.33; and 2.77 respectively)² gives a rough indication of about average scholarship within the group. The average point hour ratio of the total experimental group for the fall quarter was 2.53, (compared with average for all of Baker Hall for same period, of

²Point hour ratio refers to the cumulative grade-point average where the letter grade A is assigned a weight of four; B, three; C, two; and D, 1.

2.49, and the all-university women's average of approximately 2.4.)

In order to build as strong an esprit de corps as possible in the experimental groups, two experienced and highly competent student assistants were assigned to each corridor as undergraduate counselors. Before beginning operations, these eight undergraduate counselors, the four assistant head residents (one on each of the floors represented), the head resident of the hall, a graduate resident, a research assistant from the Occupational Opportunities Service, and the author held a meeting at which the topic for research was discussed and the proposed procedures explained. The advantage of this step became increasingly apparent as time went on, for the group became, in a sense, a research team. Especially important was the inclusion of the upper class counselors, for after their interest was won, they enlisted the cooperation of the freshmen to the extent that only three of the original 67 subjects were lost from the study and of these, one who left school to be married, came to do the last Q sort before withdrawing, and another, who was forced by illness to withdraw, offered to do the final Q sort as soon as able.

The purpose of the study and its implications was explained to the corridor members. They knew from the beginning of the year that they were an experimental group, although they were not given the criteria for their

selection.

Q Sort Decks are Prepared

The 100 items finally selected for the Q sort were dittoed on I.B.M. cards. (A sample card is given in Appendix B). Twenty such packs were prepared, making it possible to administer the Q sort to that number of subjects simultaneously. Colored guide cards were also prepared for the ten piles, indicating the number of cards to be placed in each pile. Ten such cards were placed with each pack.

Procedures for Cluster Analysis

The first Q-Sort is administered

The first Q-sort was administered in four divisions the first week of the fall quarter. The subjects were asked to come to Baker Hall Dining room in corridor groups. The instructions were read each time. A copy of these appears in Appendix A.

After each session, the I.B.M. operator ran the packs through the punch machine to record the current sorts before the packs were reassembled for use with the next group.

Intercorrelations are computed and a matrix is constructed

Intercorrelations for the 67 freshmen were computed by a research assistant at Occupational Opportunities Service, using I.B.M. equipment. The correlation formula

employed, working with raw scores, was:

$$\frac{N \sum x y - \sum x \sum y}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}}$$

A matrix of the coefficients of correlation for all 67 subjects was then constructed.

A viewing board is constructed

For the purpose of identifying clusters of similar profiles a viewing board was constructed having a translucent glass front set in a wood frame. A strong light was placed behind the glass. Profiles of correlation coefficients, constructed on tracing paper, can be placed upon the board in groups of three or four and examined for congruity.

Individual profiles of subjects are prepared

For each subject a strip from a duplicate correlation matrix, providing the correlation coefficients of that subject with all the others, was glued to the top of a piece of tracing paper approximately 18" by 26". A ruler was prepared which would transform the values along the ordinate according to the Fisher Z score conversion formula.³ With the use of this ruler, a profile was constructed for each of the subjects: a graphic representation of her

³See Quinn, McNemar, Psychological Statistics. New York: John Wiley and Sons, 1949, p. 123; p. 348, Table B.

correlation with that of every other subject in the study. The value of the highest correlation of the subject with any other subject was used as the estimate for the correlation of the subject with herself when that point appeared in the charting.

Reproductions of two of the profiles (Subjects 78 and 17) are included in Appendix D. Subject 78 correlates above .50 with no other subjects. Subject 17, on the other hand, correlates above .50 with 29 other subjects.

Clusters are tentatively isolated.

After profiles had been constructed for each of the subjects, the work of trying to find clusters which had similar patterns began. The description given by Thomas⁴ implies that the process was clear cut, with definite clusters emerging. In the case of the data being discussed here, clusters were less clearly definable. The consequence of this will be discussed later.

The first set of operations involved efforts at grouping congruent profiles. This proved less fruitful than had been hoped, and it was difficult to isolate profiles strikingly different from the group. As a second step, therefore, the correlation matrix was re-examined, and in turn each subject's scores were checked to draw out groups

⁴Thomas, op.cit., pp. 239-240.

of individuals who correlated .50 or higher in their sorts. This figure was selected arbitrarily after considering the highest obtained correlation coefficient which was .71. Then the remaining correlations of all the subjects who appeared thus congruent were examined to see whether the remaining inter-individual correlations were as high. If they were, these subjects were retained for the cluster. Where the remaining correlations fell below .50, the subjects were discarded from the cluster. In some cases this meant the examination of a large number of correlations to trace through the relationships of one set of congruities. For example, as already mentioned, Subject 17 correlates above .50 with 29 other subjects. The process of examining the intercorrelations of those 29 involved scrutinizing 435 scores. A much less involved analysis, for Subject 02, will illustrate the procedure:

Table 2

AN ILLUSTRATION OF THE PROCEDURE FOR OBTAINING
PERSONS IN CLUSTERS

<u>02</u>	with	50	=	.53
	"	46	=	.53
	"	44	=	.55
	"	42	=	.51
	"	31	=	.53
	"	27	=	.57
	"	21	=	.59
	"	18	=	.53
<u>50</u>	with	46	=	.51
	"	44	=	.68
	"	42	=	.54
	"	31	=	.71
	"	27	=	.63
	"	21	=	.62
	"	18	=	.56
46	with	44	=	.48
	"	42	=	.46
	"	31	=	.49
	"	27	=	.51
	"	21	=	.42
	"	18	=	.45
44	with	42	=	.59
	"	31	=	.62
	"	27	=	.50
	"	21	=	.68
	"	18	=	.61
42	with	31	=	.61
	"	27	=	.50
	"	21	=	.53
	"	18	=	.50
31	with	27	=	.59
	"	21	=	.55
	"	18	=	.59
27	with	21	=	.59
	"	18	=	.59
21	with	18	=	.56

All of the subjects listed above except 46 were re-

tained in Cluster I since their pattern of intercorrelation was consistently high.

Correlations of subjects with their clusters are checked

A sampling of subjects was made and their correlations to their respective clusters computed by means of the Baker formula:⁵

$$r_{iI} = \frac{\sum r_{iIj}}{\sqrt{n_I + 2\sum r_{iIj}}}$$

In this formula, r_{iI} = the correlation of Subject I with Cluster I; $\sum r_{iIj}$ = the sum of the correlations of subject with the subjects composing Cluster I; $\sum r_{Iij}$ = the sum of the intercorrelations of all the subjects composing Cluster I; N = number of subjects composing Cluster I.

A sample of operations using Subject "03" of Cluster I follows:

(1) The correlations of each cluster member with all other members of the cluster are listed and summed:

Note that each intercorrelation appears twice, accounting for the 2 in the formula.

03	with	07	=	.61
	"	08	=	.56
	"	17	=	.59

⁵See Thomas op.cit., pp. 240-241.

	with	20	=	.51
	"	60	=	.50
				<u>2.77</u>
07	with	03	=	.61
	"	08	=	.50
	"	17	=	.49
	"	20	=	.45
	"	60	=	.57
				<u>2.62</u>
08	with	03	=	.56
	"	07	=	.50
	"	17	=	.69
	"	20	=	.58
	"	60	=	.64
				<u>2.97</u>
17	with	03	=	.59
	"	07	=	.49
	"	08	=	.69
	"	20	=	.62
	"	60	=	.62
				<u>3.01</u>
20	with	03	=	.51
	"	07	=	.45
	"	08	=	.58
	"	17	=	.62
	"	60	=	.65
				<u>2.81</u>
60	with	03	=	.50
	"	07	=	.57
	"	08	=	.64
	"	17	=	.62
	"	20	=	.65
				<u>2.98</u>

(2) The sums of the correlations for each cluster member are totalled:

2.77
 2.62
 2.97
 3.01
 2.98
 2.81
17.61

(3) The number of subjects in the cluster is added to the total and the square root of the sum is extracted, providing the denominator:

$$\sqrt{6 + 17.16} = \sqrt{23.16} = 4.812$$

(4) The sum of the correlations of Subject "03" with other numbers of the cluster (numerator term) is divided by the amount in the denominator:

$$\frac{277}{4.812} = .58$$

(5) Subject "03" correlates with Cluster II. at .58.

Correlation of cluster with cluster is computed

Intercorrelation of Clusters was computed by use of the Baker formula:

$$r_{I,II} = \frac{\sum r_{iIIIj}}{\sigma_I \sigma_{II}}$$

$r_{I, II}$ = the correlation between Cluster I and Cluster II;

r_{iIIIj} = the sum of the intercorrelations of the items composing Cluster I with those composing Cluster II;

$$\sigma_I = \sqrt{n_I + 2\sum r_{iIj}}$$

$$\sigma_{II} = \sqrt{n_{II} + 2\sum r_{iIIj}}$$

Table 3
CORRELATION OF CLUSTER I WITH CLUSTER II

Cluster II						
	03	07	08	17	20	60
27	42	56	45	41	59	54
21	59	49	45	55	49	39
31	41	49	52	60	59	56
44	58	50	61	70	58	51
02	38	43	42	44	48	47
18	55	54	46	50	55	50
42	43	39	64	50	52	49
50	49	54	62	63	61	58
Totals	385	394	417	433	441	404

= 2474

$$6.3 \frac{24.74}{.4.8} = \frac{24.74}{30.24} = .82$$

Cluster Prototypes are selected

Anticipating the addition of content to the clusters, cluster prototypes were selected. These were chosen on the basis of the highest intercorrelation of subject to clusters. The correlation of the highest intercorrelating prototype to the group (no. 34 of cluster III) to the other prototypes (Prototype Cluster) was .58.

Table of Subjects' Choices is prepared

By I.B.M. operations, a 100 by 67 table was constructed which gives the weighted scores of items for each subject's sort, using a ten-point scale in which 0 = low and 9 = high. With this, it is possible to compare specific content of clusters by listing high and low responses of subjects and examining for trends of response pattern.

A Master Profile is constructed and examined for points of disparateness

The profiles of the prototypes of Clusters II, III, IV and V were superimposed upon the profile of Cluster I. This was a further attempt to sharpen up points of disparateness by noting the points at which the profiles of the five clusters differed and then examining the sorts of those subjects for content.

For example, Subject 36 correlates highest with Cluster I, is medium high with II, average with III, low with V, and very low with IV. Subject 58 is high with III, next with I and V, and low with IV and II.

The findings reached through these procedures will be discussed in Chapter IV.

Search for critical incidents which may change expectancies during the early months of the freshman year.

Second Q Sort is administered

In the first week of February the Q sort was administered a second time to all but three of the original subjects. One of these three had done her second sort earlier before withdrawing from school to be married; the other two had withdrawn from the University.

Individual first sort scores are correlated with second sort

Again by use of IBM equipment, the correlations for each subject's first and second sorts were computed. The same gross score formula was used as outlined earlier for the correlations on the first sort. The average correlation of the subjects' first and second sorts was .61.

Interviews are held with subjects showing high and low correlations on sorts

Interviews were set up with 26 subjects having the highest and lowest correlations. In preparation for these interviews the author made a list of items on which each subject showed significant change. Furthermore, a list of "critical items" was prepared and the sort of each of those interviewed was checked against it to see whether or not

there had been a significant change on these. These items were selected because they seemed to tap some of the areas in which changes might be assumed to have special significance, either as indicating changes in altruism, in vocational or cultural awareness, in academic anxiety, or in social standards. The author referred to these two lists during the interviews. A list of the items selected as "critical" follows:

- 02 To join a sorority because sorority girls are so friendly and have such nice social graces and customs.
- 03 To get acquainted with more people of other religions and races.
- 35 To associate with many people so I'll know how to get along with them.
- 37 To develop more appreciation for the arts: music, art, literature, drama, etc.
- 38 To make high grades.
- 43 To maintain high moral standards.
- 55 To learn how to hold an office in my community government.
- 65 To show up better in the competition for good jobs because I'll have a college education.
- 87 To learn how to function effectively in organizations so that I can be a better citizen in my community.
- 98 To get an education so that I can go back home and help the folks that aren't very well off.
- 99 To learn more effective methods of study.

In the next four chapters, the findings resulting from these procedures will be discussed.

CHAPTER IV

THE CLUSTERS AND THEIR CONTENT

The last chapter contained a description of procedures followed for the analysis of clusters of expectations of freshman women. It will be recalled that one of the hypotheses to be tested by this study was that certain clusters of expectations would emerge which would be revealing of personality types.

The first attempt to isolate these clusters, as has already been described, was by matching of profiles. This method proved practically fruitless for this set of data. The profiles are not dissimilar enough to make the groups stand out in bold relief. The profiles may be congruent at one point but not at another. It was not possible to arrive at satisfactory conclusions by this method.

By the process of examining correlation coefficients, as described earlier, five clusters were tentatively identified. When the content of the sorts of members of these clusters is examined, only the first two clusters show any discernable trends and even in these two there is considerable overlap.

The tentative clusters are as follows:

Cluster I (eight subjects) 21, 02, 27, 18, 31, 42,
44, 50

Cluster II (six subjects) 03, 07, 08, 17, 20, 60

Cluster III (five subjects) 06, 33, 34, 40, 75

Cluster IV (four subjects) 29, 38, 43, 74

Cluster V (three subjects) 46, 48, 56

(Clusters IV and V contain some inter-correlations below .50.)

Other observations on the intercorrelations:

(a) 26 subjects out of 71 fall in the five groups (only about 1/3).

(b) 10 subjects have no correlations at all above .50.

(c) Some subjects could fall in several clusters e.g.:

44 and 21 are bridges between II and I.

50 bridges I and III.

34 bridges I, II, III.

74 bridges IV, V, VI.

(d) 38 subjects correlate above .50 either with several other "mavericks" or with as many as eleven subjects already variously involved in the five clusters, but their correlation with the other subjects in these clusters is low.

(e) 2 subjects have all negative correlations, all scores falling below the zero line.

A table which provides a very rough measure of the grouping of each subject is included in Appendix C, Table 16.

Analysis of Cluster Content

Cluster I = Home, Job, and "The Good Life."

Of the 19 items ranked highest by members of this

group, eleven are in the top quartile of items as rated by the total population. In other words, this group represents rather adequately the majority trend of the population studied.

The items ranked highest are those dealing with homemaking, personal development, and marriage with a job.

Items favored by this group include:

- 01 To make my home a pleasanter place to live because I have a college education.
- 05 To develop a philosophy of living that will make life interesting and worthwhile.
- 11 To get a better job than I could with a high school diploma.
- 18 To get a well rounded education.
- 19 To deepen the religious part of my life.
- 31 To make something of myself so I'll have the feeling of having accomplished something.
- 34 To make lasting friendships.
- 36 To prepare for both marriage and a job.
- 51 To learn how to earn a living in order to have something to fall back on in an emergency.
- 53 To learn to take responsibility by getting away from home.
- 58 To learn skills in personal relationships that will enable me to get along better with my future husband.
- 60 To learn how to do other people more good.
- 62 To learn how to be effective as a citizen in my community.
- 65 To show up better in the competition for good jobs because I'll have a college education.
- 75 To help a little bit with the progress of the world.
- 81 To get more education for a vocation.
- 83 To be able to give my children more guidance as they grow up because I'll have a college education.
- 91 To prepare for a better job with a higher status so I can go anyplace and be sure of a job.
- 97 To learn how to think clearly and analyze situations. Then to be able to meet them better.

The cluster members reject social mobility items, status items, and those having to do with office holding.

Low ranking choices for the group are as follows:

- 02 To join a sorority because sorority girls are so friendly and have such nice social graces and customs.
- 04 To enjoy being where no one knows me and I can make my own way without my family.
- 12 To get into more activities.
- 16 To be "pinned" early.
- 25 To overcome being backward.
- 39 To meet the kind of man who will have a good job and I will be on his level.
- 42 To join a sorority because a sorority is so closely knit it's a bond you shouldn't miss.
- 55 To learn how to hold an office in my community government.
- 64 To have alumni contacts after college.
- 70 To make friends through a sorority.
- 77 To have more social opportunities.
- 78 To meet the kind of men I could be proud of later.
- 86 To meet men who have the same interests I have.
- 92 To prepare to run for a political office after I graduate.

In general, members of Cluster I "expect" marriage and a job. A pleasant home life is highly valued as are those qualities which contribute to adequacy in personal relationships. Vocational training is to some degree an emergency resource rather than a stepping stone to a career. There is some limited altruism and civic consciousness. They are willing to "do good to people," but they reject any dynamic participation in government. They approve the general items on altruism but do not select the specifics that refer to such action.

The group disapproves of overaggressiveness of an unconventional eagerness in acquiring the goals it approves. It is mildly disapproved to seek a husband, much disapproved

to run for office, to appear eager to join a sorority, in fact to "make contacts" of any kind, male or female. The general maturity items are accepted but the independence from family items are rejected.

Interviews with members of the cluster provide some of the reasoning behind the choices. Excerpts follow:

"Of course marriage is my goal that's further away. Right now getting ready for a job is my immediate goal. But after all, you can get ready for several things at once, can't you?"

"It isn't that I don't like sororities. I'm pledged to one and the spirit in it is even more than I expected. But I didn't come to college just to get in one so I didn't put those cards high."

"The reason I didn't put the cards about being independent from my family in the high piles is that my family never did try to boss me. I was independent at home; I didn't have to come here for it."

"My roommate has had a lot of trouble with her family. They call each other up and quarrel a lot. It's made me realize how important good family life is because she has so much trouble."

"Down here I've come out of my shell, you might say. There were very few boys and girls of my religious faith in our high school. I never felt quite right with the others. Down here, I have so many friends and I date a lot of fellows of my own faith. I didn't make a sorority but it doesn't matter now because I have a good time anyway. For the first time in my life I feel I belong."

"No one can tell you what college is like because it isn't the same for any two people. You're more on your own about things than anyone can tell you. Home and a happy life are the most important things to me but a girl has to have security these days so you need to know how to earn a living. I'm not in a sorority so I don't know what it's like. I doubt if I'd like it though because I don't like to party. Before I came here I worked in my church group and I'm active in it here too. No, I didn't choose any of those cards about helping people because they sounded as if you thought you were better than they were."

"I put the cards about holding office low because I never heard of a woman holding office. In our town all the offices are held by men. It would never occur to me I could do it. I might work in the P.T.A. or something, but I'd never think about holding a political office."

"I don't care for all those cards about coming to college to meet men and join clubs and make friends. I had friends at home; I didn't have to come here to get some. About the men--it would be nice to meet the right one here but I didn't come to college just for that."

A consideration of the sorts and interview data reveals the seemingly limited background of experience with which these girls come to the University. Their responses are largely in terms of stereotypes. They pay homage to all the middle class values with which they are firmly indoctrinated. There is almost no independent thinking; as a group, they are highly conventional. It is interesting to compare their responses to those of the freshman women at the University of Illinois studied by Marksberry and Louttit.

"Marriage and a career with husband" was the role chosen first by this group, with community leadership in fourth place if combined with marriage and in seventh place without marriage.¹

Cluster II: Reflective and Introspective

Whereas the members of Cluster I are distinguishable by the content areas they select (family - job - marriage, etc.), those in Group II seem to find their common ground in a

¹Marksberry and Louttit, op. cit., p. 7.

characteristic approach to all subjects. Their preference in sorting lies in the items associated with self reliance and self determinism. This colors their feelings on a number of situations. Vocational items are chosen before those on courtship and marriage. Personal adequacy appears more sought than family closeness. Communications skills seem valued. No special emphasis on culture, religion, or high academic standing is evident. Close relationship items are rejected; close knit sorority, close roommate, meet men, early pinning, many activities or know more girls.

Items ranked high by the group are as follows:

- 05 To develop a philosophy of living that will make life interesting and worthwhile.
- 08 To gain a broader view and not just think of people around me.
- 11 To get a better job than I could with a high school diploma.
- 18 To get a well rounded education.
- 21 To learn how to take getting knocked around.
- 31 To make something of myself so I'll have the feeling of having accomplished something.
- 46 To gain a finer sense of values and a philosophy of life.
- 47 To learn how to face the problems of life better.
- 59 To better understand myself and my capacities.
- 66 To be self reliant.
- 81 To get more education for a vocation.
- 91 To prepare for a better job with a higher status so I can go anyplace and be sure of a job.
- 93 To learn to write and speak so that people will know just what I'm talking about.
- 97 To learn how to think clearly and analyze situations. Then to be able to meet them better.

Items generally ranked low by members of cluster II are:

- 01 To join a sorority because sorority girls are so friendly, etc.

- 13 To get better acquainted with more girls.
- 16 To be pinned early.
- 22 To date a number of different men.
- 30 To have a roommate I can discuss things with.

Interviews with members of the group would indicate that they have varying reasons for sorting as they do. Those interviewed had vocational concerns in different forms. Statements from three members of the cluster were:

"I worked a year before I came to school and I know how important it is to have a job where you'll feel some security. There'd be no use going to school if you're just going to get married."

"The thing I want most is to make a good vocational choice. You don't have anything to aim at until you know. You just sit tight. I wasn't so much interested in the cards about social life and personal development and meeting men. I'd had all that at home. But I do wish I could find some kind of vocation that I'd be interested in."

"Mother never dictated to me until I said I wanted to go into Occupational Therapy. She said she wished I wouldn't. Since she so seldom asks me to do anything, I agreed. Then I tried Physical Education. It seemed too narrow. Now I'm thinking about teaching or recreation work, or maybe remedial education."

The reasons for rejecting the close relationship items vary also.

"I only meant I didn't come to college to get those things because I already had them."

"I guess I was thinking about the fact that I'm being clannish for the first time in my life. In my home town there were only about twelve or fourteen other girls of my faith. Down here if you join a sorority you're pretty much with girls of your own faith. Of course if you work in activities like Student Senate you meet all kinds of people. That was what I didn't like about Physical Education. It seemed to me to be clannish too. I'm interested in knowing people of other religions and races."

It becomes increasingly evident that the world of

meanings that each girl brings to the sortings out of her past and present environment causes her to read the items with her own private interpretations. The result is that similarities in the sortings may come about from quite different reasons in the thinking of the subjects.

In interviewing these girls one has the feeling that they are struggling harder than those in Cluster I. Life for them is less facile; it is more tenuous, has more problem areas. They verbalize easily, give the impression of earnestness. It is interesting to note in passing that the prototype of Cluster II, although she rejected a number of the close relationship items, was one of the ten highest subjects on the Group Participation Scale,² a sociometric test administered on the experimental corridors.

Introductory Comment on Clusters III, IV, V.

The members of these groups show some tendencies to cluster into groups as indicated on the correlation matrix but it is impossible through examination of content to assign appropriate titles. The clusters might be called eclectic, or emergent, since they contain a wide spread of

² The instrument referred to here is discussed by H. B. Pepinsky, L. Siegel, and Ellis L. Vanatta in "The Criterion in Counseling: A Group Participation Scale," Journal of Abnormal and Social Psychology, 47, 1952, 415-419.

content and have no noticeable pattern of response.

Cluster III

Cluster III resembles Cluster I in the choice of items on marriage, family, and children. It resembles Cluster II in the selection of life value items. The members of Cluster III differ from Cluster I in that they select more of the altruistic and evaluative items. They differ from Cluster II in that they do not select vocational items except for "marriage and a job." They resemble Cluster II in rejecting many "social contact" and independence items. Accepted by Cluster III:

- 05 To develop a philosophy of living that will make life interesting and worthwhile.
- 08 To gain a broader view and not just think of people around me.
- 18 To get a well-rounded education.
- 33 To learn to think for myself.
- 36 To prepare for both marriage and a job.
- 46 To gain a finer sense of values and a philosophy of life.
- 47 To learn how to face the problems of life better.
- 56 To enjoy learning more about many things because having knowledge gives me much satisfaction.
- 59 To better understand myself and my capacities.
- 62 To learn how to be more effective as a citizen in my community.
- 72 To learn to be the kind of woman who helps improve the town she lives in.
- 83 To be able to give my children more guidance as they grow up because I'll have a college education.
- 97 To learn how to think clearly and analyze situations. Then to be able to meet them better.

Rejected by Cluster III:

- 02 To join a sorority because sorority girls are so friendly and have such nice social graces and customs.
- 04 To enjoy being where no one knows me and I can make my own way without my family.
- 22 To date a number of different men.
- 29 To know people from many towns.
- 50 To have a higher social rating by reason of having gone to college.
- 71 To gain self-confidence.
- 85 To have more influence on others' lives because I'll be well educated.
- 90 To prepare to move socially in the circles of college educated people.
- 92 To run for political office.

Interviews with members of Cluster III reveal some rather vigorous and energetic personalities. They give the impression of being quite perceptive and analytical. Even though as a group they rated the independence items low, they seem to value independence. They explain this by saying they already had it so didn't need to make it a goal.

The prototype of the group was one of the ten lowest on the Group Participation Scale. In the interview she emphasized the great importance of thinking problems through and spoke about being disturbed by all the snap decisions and loose talk she heard on the corridors and in the sorority house.

Another member of Cluster III has an extensive list of high school activities, graduated with both academic and citizenship honors, and received offers of five college

scholarships. Her point hour ratio is 3.76 and she made the highest score of any of the subjects on the group participation scale. She was, she said, relieved to be in an environment where she was not expected to excel at all times and could explore on her own.

A third, a member of a conservative religious group, spoke out with severity regarding the church foundation she attended here as being much too rigid in attitudes towards other denominations and said she was enjoying the opportunity to date men of other faiths.

The members of Cluster III who were interviewed appeared to be exploring alternatives and to be attacking their various problems with some energy. But as to a pattern of expectations there is no discernable or distinct trend.

Cluster IV

This group has varied aims, seems to be diffuse in goals. Like Cluster III, the spread of items rated high covers almost all the areas of content. It may be that their aspirations are not sharpened to the point where any stand out in sharp contrast. In any case, the method used here did not reveal any general pattern of response, unless it is what seems to be a tendency to reject a number of items that would imply aggression in personal contacts or community activity and to be somewhat withdrawing in these relationships.

Cluster IV accepts:

- 18 To get a well-rounded education.
- 31 To make something of myself.
- 32 To learn how to buy and shop for things intelligently.
- 33 To think for myself.
- 34 To make lasting friendships.
- 36 To prepare for both marriage and a job.
- 38 To make high grades.
- 46 To gain a finer sense of values and a philosophy of life.
- 47 To face the problems of life better.
- 71 To gain self confidence.
- 81 To get more education for a vocation.
- 84 To develop more self-assurance.
- 95 To develop a more pleasing personality.
- 97 To learn how to think clearly and analyze situations.

Cluster IV rejects:

- 02 To join a sorority because sorority girls are so friendly and have such nice social graces.
- 16 To be "pinned" early in my college course.
- 42 To join a sorority because a sorority is so closely knit.
- 52 To enjoy being where I don't depend on the reputation of my brothers and sisters.
- 55 To learn how to hold an office in my community government.
- 60 To learn how to do other people more good.
- 64 To have alumni contacts after college.
- 72 To learn to be the kind of woman who helps improve the town she lives in.
- 78 To meet the kind of men I could be proud of later.
- 85 To have more influence on other people's lives because I'll be well educated.
- 88 To learn to live within my allowance.
- 92 To prepare to run for political office.
- 98 To get an education so that I can go back home and help the folks that aren't very well off.

Interviews with some of the cluster members reinforce the impression of a mild, relatively unmotivated, easy going personality without very strong opinions. The prototype of Cluster IV is among the lowest ten on the group partici-

pation score.

Yet this picture is not a consistent one. Another member of Cluster IV has a long list of high school activities and honors, won an Ohio State Fair contest, placed in the State Scholarship Examination in History, and won a University scholarship. At present she is a member of the freshman class council and pledge president of her sorority. She has a point hour ratio of 3.63.

In an interview she was asked why she had given low ratings to some of the "social outreach" items. She replied that her parents were very active in the community back home and that she expected to be too. But she had been bothered by the wording of some of these items (for example 98 "To go back home and help the folks who aren't very well off") because they sounded smug to her, so she had given them low rating. She said, "I think I'd really place those ideas high or at least in the middle."

Cluster V

This small group of three probably should not be considered a separate cluster. It stands by itself as far as the matrix of intercorrelations is concerned, but it is difficult to set it apart in examining content. Home, marriage, vocational and personal development items are selected. Social status items are rejected. There is mild rejection of the outreach items.

An interview with the cluster prototype, Subject 56, is revealing. She has an OSPE of .96; a point hour of 3.66; the correlation between her first and second sorts were: .44, one of the lowest in the population studied. In high school she participated widely in activities, and was elected to the National Honor Society. In college she has participated not at all.

Discussing the Q sort items, she said:

"There were so many I was interested in and so many of the same type. I'd like them all at the top. Of course I want a good marriage and a good husband and a good job. But I don't mean to exclude the social. I like parties. I like to talk to people with different ideas. There are a lot of things I want and I don't know what I want the most. I never had to think about it before. Then I got here and you asked us to take this test and the people over in the college began to talk about what were we aiming for, and it was the first time I'd thought about it. Now we talk about it quite a bit on our corridor."

It is increasingly evident that the distinctions between the clusters are very tenuous and that the seeming consistencies within them are sometimes accidental depending upon the particular slant given to an item in the girl's thinking at the time she sorts.

CHAPTER V

ANALYSIS OF ITEM CHOICES OF TOTAL POPULATION: ITEMS GENERALLY ACCEPTED AND REJECTED BY TOTAL POPULATION, WITH SOME INTERPRETATIONS

A. Weights were assigned from 0 - 9 according to the pile in which the card was placed, and the scores received by each item were totalled. The weighted item choices were then arranged in descending order. The most heavily weighted item was number 18, "To get a well rounded education," weight 496. The item with the lowest weight was, "To prepare to run for political office," item 92, weight 104. There was a range of 392 points between the most and the least heavily weighted items.

Table 4

Analysis of Content by Weighted Scores of Items

Weight	Rank Order	Item No.	
496	1	18	To get a well rounded education.
477	2	36	To prepare for both marriage and a job.
467	3	05	To develop a philosophy of living that will make life interesting.
447	4	97	To learn how to think clearly and analyze situations. Then to be able to meet them better.
440	5	51	To learn how to earn a living in order to have something to fall back on in an emergency.

Weight	Rank Order	Item No.	
433	6.5	46	To gain a finer sense of values and a philosophy of life.
433	6.5	83	To be able to give my children more guidance as they grow up because I'll have a college education.
429	8	33	To learn to think for myself.
423	9	47	To learn how to face the problems of life better.
421	10	31	To make something of myself so I'll have the feeling of having accomplished something.
417	11	01	To make my future home a pleasanter place to live in because I have a college education.
412	12.5	59	To better understand myself and my capacities.
412	12.5	48	To learn to grow up.
411	14	08	To gain a broader view and not just think of people around me.
404	15	66	To be self-reliant.
403	16	81	To get more education for a vocation.
394	17	95	To develop a more pleasing personality.
387	18	84	To develop more self assurance.
381	19	26	To develop a more tolerant and understanding attitude towards people different from me.
380	20.5	62	To learn how to be more effective as a citizen in my community.
380	20.5	11	To get a better job than I could with a high school diploma.
377	22	07	To step into adulthood.
375	23	56	To enjoy learning more about many things because having knowledge gives me much satisfaction.

Weight	Rank Order	Item No.	
371	24.5	94	To get a better cultural background.
371	24.5	43	To maintain high moral standards.
369	26	35	To associate with many people so I'll know how to get along with them.
368	27	15	To develop poise.
367	28	17	To learn to talk to all kinds of people.
365	29	60	To learn how to do other people more good.
363	30.5	89	To learn to give and take.
363	30.5	34	To make lasting friendships.
362	32	20	To learn to adjust to any social situation.
360	33.5	87	To learn how to function effectively in organizations so that I can be a better citizen in my community.
360	33.5	03	To get acquainted with more people of other religions and races.
359	35	14	To make life-long friends.
358	36	72	To learn to be the kind of woman who helps improve the town she lives in.
357	37	58	To learn skills in personal relationships that will enable me to get along better with my future husband.
353	38.5	53	To learn to take responsibility by getting away from home.
353	38.5	71	To gain self confidence so that I can meet new situations without feeling embarrassment.
351	40	91	To prepare for a better job with a higher status so I can go anyplace and be sure of a job.
348	41.5	37	To develop more appreciation for the arts: music, art, literature, drama, etc.

Weight	Rank Order	Item No.	
348	41.5	09	To get along better in my community (when I'm out of school and working) because I went to college.
343	43	49	To learn to grow up.
338	44	75	To help a little bit with the progress of the world.
337	45.5	45	To develop good study habits.
337	45.5	68	To make decisions by myself without my family.
336	47	40	To show more initiative in going after what I want.
332	48.5	79	To learn to manage my own money and time.
332	48.5	38	To make high grades.
328	50	93	To learn to write and speak so that people will know just what I'm talking about.
327	51	44	To learn what the world has to offer.
323	52	96	To join activities I'm interested in.
322	53	99	To learn more effective methods of study.
320	55	65	To show up better in the competition for good jobs because I'll have a college education.
320	55	41	To meet a more intelligent group of people.
320	55	06	To belong to student organizations as I will later to community ones; for example, PTA and mother singers.
318	58	57	To be independent and not depend on anybody.
318	58	28	To develop an interest in world affairs.
318	58	19	To deepen the religious part of my life.
317	60	27	To learn to hold my own in conversation so that I will never feel inferior.
316	61	24	To prepare to get a job that isn't

Weight	Rank Order	Item No.	
			monotonous.
312	62	67	To learn how to use my leisure time and to enjoy it fully.
311	63	13	To get better acquainted with more girls.
305	64	10	To prepare for a job that will enable me to earn a high income.
304	65.5	86	To meet men who have the same interests I have.
304	65.5	21	To learn how to take getting knocked around; college makes the big step into the world a little smaller.
303	67.5	76	To learn how to get up in front of people and act natural.
303	67.5	74	To learn more about appreciating beautiful things.
301	69.5	82	To get more help in choosing my vocation.
301	69.5	77	To have more social opportunities.
298	71	54	To have the first real feeling of being an individual.
294	72	78	To meet the kind of men I could be proud of later.
290	73	69	To work towards election to an academic honor society such as Phi Beta Kappa.
280	74	73	To have an extended social life where people are more broad minded.
279	75	39	To meet the kind of man who will have a good job and I will be on his level.
273	76	32	To learn how to buy and shop for things intelligently and without wasting money.
271	77	80	To get further ahead and be able to put more money in the bank because

Weight	Rank Order	Item No.	
			I'll be college educated.
270	78	29	To know people from many towns.
266	79	00	To get so that I can talk more easily with girls my own age.
264	80	90	To prepare to move socially in the circles of college educated people.
262	81	12	To get into more activities.
259	82	22	To date a number of different men.
258	83	88	To learn to live within my allowance.
256	84	23	To join at least three activities.
247	85.5	50	To have a higher social standing by reason of having gone to college.
247	85.5	98	To get an education so that I can go back home and help the folks that aren't very well off.
244	87	85	To have more influence on other people's lives because I'll be well educated.
240	88	30	To have a roommate I can discuss things with.
222	89	55	To learn how to hold an office in my community government.
220	90	61	To gain assurance I can do somethings better than other people.
206	91	70	To make friends through a sorority.
199	92	04	To enjoy being where no one knows me and I can make my own way without my family.
198	93	64	To have alumni contacts after college.
197	94	25	To overcome being backward.
186	95	02	To join a sorority because sorority

<u>Weight</u>	<u>Rank Order</u>	<u>Item No.</u>	
			girls are so friendly and have such nice social graces and customs.
183	96	52	To enjoy being where I don't depend on the reputation of my brothers and sisters.
182	97	63	To find more choice of men than in a small town.
177	98	42	To join a sorority because a sorority is so closely knit it's a bond you shouldn't miss.
132	99	16	To be "pinned" early in my college course.
104	100	92	To prepare to run for political office after I graduate.

Tentative Interpretations

One of the first problems that the reader meets in attempting to analyze trends either when examining the table of items by weighted scores of the entire group reproduced above, or when studying the sort of an individual girl, is the fact that items which have some resemblance to each other may be given quite different ranks. There may be several reasons for this:

(1) Some subjects said during interviews that there were so many areas they wanted to get into the top brackets of the sort that after selecting a few items for top places they relegated similar ones to lower spots in order to save space near the top for other favored items.

(2) As will be shown by the analyses in Chapter VI, not all aspects of an area looked upon with favor generally may receive uniformly high approval. For instance "to prepare for marriage" ranks 2, but "to get 'pinned' early" ranks 99.

In these analyses then, as with the clusters, it will be necessary to look at certain general response-patterns and trends.

First it will be noted that the highest chosen item is a summary statement of what the proponents of general education have long been claiming to be the ideal of higher education. It is interesting that freshman women in a state university, a type of school in which the vocational emphases are supposed to be very strong, chose that item above all others as the one best describing what they want from college. Interest in vocational preparation comes in as second high item, but only when combined with preparation for marriage. It appears again in item 51 (rank 5), but this time coupled with the concept of resource in emergency. The first "untempered" vocational item appears in item 81, rank 16.

An examination of the top ten items is revealing. Two contain references to preparing for homemaking and two refer to preparing to earn a living. These roles played by women, often set in opposition to each other as marriage versus a career, are here joined. The first item mentioning either

links them together (item 36, rank 2) and the first mention of vocational training is as "something to fall back on" (item 51, rank 5), implying that a career is not the first choice of role.

A second phenomenon to be noted in the top ten items is the particular kind of personal development statement selected. It is not appreciation of the arts (item 38, rank 41.5), not "poise" (item 15, rank 27), nor academic skills (item 38, rank 48.5). It is not learning for the sake of learning (item 56, rank 23). The subjects seem to seek rather the development of a philosophic approach and a habit of thinking that will provide them with resources for facing the future. (Note items 18, 05, 97, 46, 33, 47, all among the top 10.) In two others in the top 10 (83, rank 6.5; and 31, rank 10) there is also implied an attack on futility, through personal accomplishment and assistance to the next generation.

Are those trends also a part of the times in which uncertainty tempers so many expectations of college-age students? Are they perhaps a further indication of the search for personal adequacies and resources that keep books bearing such titles as "Peace of Mind" at the top of best seller lists?

Another aspect of the total population choices that seems worthy of comment is the fact that the top quartile contains a preponderance of items having to do with personal

adequacies but the majority of these do not concern social relationships or responsibilities. Approximately 6 out of the top 25 items have to do with broadened perceptions and social skills as they would affect other people; the others are predominantly ego-centric. This preoccupation with self understanding and self improvement may mean only that in the maturing process those are the phases that an individual works on first. But the recollection of the small amount of community participation revealed in such studies of college-trained women as those of Pace and Marksberry and Louttit may give us cause for apprehension. We may well ask: What growth in concern for others will these students develop in their stay in college?

Finally, it is interesting to examine the kinds of items which in the total population fall in the lowest quartile. They appear to be, in the main, the kinds of things which a social group with middle class values may disapprove in girls:¹ too much aggression in meeting men, too much aggression in making social contacts and any admission of "using" college as a means of social mobility. The complete rejection of items 16 and 92 (ranks 99 and 100 and separated from item ranking 98 by 45 points in weighting)

¹See Allison Davis, "Socialization and Adolescent Personality." Chapter XI, 43rd Yearbook, Part I, Adolescence. National Society for the Study of Education, 1944, pp. 198-214.

is noteworthy. It may be hypothesized that one is rejected because it is a threatening admission, the other because it seems to these students completely out of the range of possibility.

A consideration of items ranked high and low by this sampling of freshman women leads to further conjectures:

To what extent are these the opinions which young women who have just been graduated from high school and who are entering the university believe to be those they ought to have? If these ratings do represent opinions expressed for public consumption, what are the reasons why these students felt compelled to answer as they did? Were they taught in their home communities that these are the values appropriate for them to have? What are their private opinions? What kind of public influences them in what they are willing to express?

Havighurst and Taba² list the principal values of the adolescent peer culture as social participation, group loyalty, individual achievement and responsibility. (This is in "Prairie City" where the official value system and moral ideology is that of the middle class.) The values of the upper middle class are given as self reliance, initi-

²Robert S. Havighurst and Hilda Taba, Adolescent Character and Personality. New York: John Wiley and Sons, 1949, p. 35.

ative, loyalty, good manners, and responsibility to the community.³ The lower-middle and upper-lower classes stress respectability, thrift, loyalty, responsibility to family and church, and fidelity in marriage.⁴ The effect of such values may be seen in some aspects of Table II. Examples: strong approval for successful marriage (items 83 and 01 in top eleven); self reliance and initiative (items 97, 51, 33, 47, and 31, in top 10). But any drive for community service seems not to have left very much mark on these students.

³Ibid. p. 32.

⁴Ibid. p. 32.

CHAPTER VI

ANALYSIS OF ACCEPTANCE AND REJECTION OF ITEMS WITHIN TOPICAL AREAS BY TOTAL POPULATION

In Chapter V the total population trends were discussed. In this chapter the contents of items looked upon with favor and those regarded with disfavor will be discussed. Obviously some of the items relate to several different topics and it is difficult to know how to classify them. The discussions that follow are only an attempt to see what types of statement seem in general to be acceptable within these content areas and which ones are rejected.

In the following tables items are grouped into *a priori* categories of content: vocational, academic, independency - maturity, cultural, finance, prestige - social mobility, courtship - marriage - family, values - personal philosophy - ethics, personal development - social skills, social outreach - civic consciousness - service, and gregariousness.

Such a grouping reveals the aspects of each content area generally preferred by this population and those aspects which seem to have less appeal. In Column 1 of each table is the rank assigned each item by the total population; in Column 2, the item number. A brief comment on the general trend follows each table.

Table 5

Analysis of Acceptance and Rejection of
Vocational Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
5	51	Earn living in an emergency
16	81	More education for a vocation
20	11	Better job than possible with high school diploma
40	91	Better job with higher status; be sure of job anywhere
54	65	Show up better in job competition
61	24	Prepare for job not monotonous
69	82	Get help with vocational choice

The security aspect of vocational training is of general serious concern as evidenced by the ranking of item 51 in fifth place by the total population. Status considerations have less appeal (items 91, 65). Assistance with vocational choice taken alone (item 82) seems to be not strong as a motivating force for coming to college.

Table 6

Analysis of Acceptance and Rejection
of Academic Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
1	18	To get a well-rounded education
23	56	To enjoy learning; knowledge for its own sake
45	45	To develop good study habits
48	38	To make high grades.
53	99	To learn more effective methods of study
73	69	To be elected to an academic honor society

The two items placing in the first quartile are the general education statement which is the top ranking item for the entire population and item 56 which concerns the pleasure of having knowledge for its own sake, rank order 23. Since "a well rounded education" ranks 1, but

"knowledge for its own sake" ranks 23, it may be conjectured that the first item seems to be more purposeful than the second. It is interesting to note that in the academic area as in others, the status symbol, election to an academic honor society (item 69), is rejected.

Table 7

Analysis of Acceptance and Rejection
of Independence - Maturity Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
8	33	To learn to think for self
22	07	To step into adulthood
38	53	To take responsibility away from home
43	49	To learn to grow up
47	40	To show more initiative in going after what I want
65	21	To learn how to take getting knocked around
92	04	To enjoy being where no one knows me and I can make my own way without my family
96	52	Not depending on reputation of brothers and sisters

The affirmative maturity concepts are looked upon with favor. It is good to grow up and think for oneself and be adult. But it is disapproved to imply that one's family kept one from doing these things or that it is desirable to get away from family domination to do them.

Table 8

Analysis of Acceptance and Rejection
of Cultural Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
24	94	To get a better cultural background
41	37	To develop more appreciation for the arts
67	74	To learn how to use leisure time and enjoy it fully

None of these items seems to have strong appeal although one is in the top quartile. It may be that they seem less urgent to an eighteen year old woman than some of the other matters. This is also indicated by the fact that so few items for this group came out of the summer interviews.

Table 9
Analysis of Acceptance and Rejection
of Financial Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
64	10	To prepare for a job that will enable me to earn a high income
76	32	To buy and shop intelligently
77	80	To get ahead and put money in the bank
83	88	To learn to live within my allowance

To earn more money in and of itself seems not to be a high motivating force for a college education. The vocational items having to do with a job as assurance of security are selected, not the "job to get rich" item. The other three items, having to do with wise use of money, are relegated to the lowest quartile.

Table 10
Analysis of Acceptance and Rejection
of Prestige and Social Mobility Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
10	31	To make something of myself; have feeling of accomplishment
40	91	Prepare for better job with higher status
54	41	Meet more intelligent people
69	77	More social opportunities
72	78	Meet kind of men to be proud of
75	39	Meet man with good job and I will be on his level
80	90	Move socially with college educated people
85	50	Higher social standing

The satisfaction of accomplishment when it relates to self respect ranks tenth. The items which are more obviously self aggrandizement are rejected (77 - 78 - 39 - 90 - 50).

Table 11

Analysis of Acceptance and Rejection
of Courtship-Marriage-Family Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
2	36	To prepare for both marriage and job
6	83	Give children more guidance
11	01	Make pleasanter home
12	48	Better wife and mother
37	58	Get along better with husband
65	86	Meet men with same interests
72	78	Meet men one can be proud of
75	39	Meet men with good jobs
82	22	Date different men
97	63	More choice of men
99	16	"Pinned" early

This content area has some of the highest ranking and lowest ranking items. It is much approved to prepare for marriage and a job and the personal relationships in home-making are important. It is mildly disapproved to seek to meet a man with one's own interests or one to be proud of, but either motivation is preferable to hunting one who will have a good job. It is strongly disapproved to come to college to date different men or to come in order to secure a mate early in the college experience.

Table 12

Analysis of Acceptance and Rejection
of Values-Personal Philosophy-Ethics Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
3	05	Develop philosophy of living
6	46	Gain finer sense of values
9	57	Learn how to face life's problems
24	43	Maintain high moral standards
57	19	Deepen religious life

Four out of five items in this group placed in the top quartile of total population choices. Those having to do with a philosophic approach to living have much stronger appeal than the item which is specifically "religious." It is interesting to note the strong inclination to search for meaning and significance for living through the college experience.

Table 13

Analysis of Acceptance and Rejection
of Personal Development-Social Skills Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
1	18	Well rounded education
4	97	Think clearly and analyze situations
12	59	Understand self and capacities
17	95	Develop pleasing personality
18	84	Develop self assurance
26	35	Associate with many people
27	15	Develop poise
28	17	Learn to talk to all people
32	20	Adjust to any social situation
50	93	Write and speak well
60	27	Hold my own in conversation
62	67	Learn to use leisure
67	76	Get up in front of people
79	00	Talk with girls my age
94	25	Overcome being backward

The generalized personal development items are highly prized. Five of these appear in the top quartile. The specifics are less acceptable; some are strongly rejected.

Table 14

Analysis of Acceptance and Rejection
of Social Outreach-Civic Consciousness-Service Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
14	08	Gain a broader view
19	26	Tolerant and understanding toward people who are different

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
20	62	Effective citizen
29	60	Learn how to do others good
33	03	Get acquainted other religions and races
33	87	Effective in organizations of community
36	72	Improve town
41	09	Get along better in community
44	75	Help with progress of world
57	28	Develop interest in world affairs
85	98	Go back home to help folks
87	85	Influence lives of others
89	55	Learn to hold community office
100	92	Run for office

The items dealing with a wider perspective and greater understanding are approved as a philosophic concept. Holding office is strongly rejected.

Table 15

Analysis of Acceptance and Rejection
of Gregariousness Items

<u>Rank</u>	<u>Item</u>	<u>Summary of Content</u>
30	34	Make lasting friendships
35	14	Life long friends
51	44	Learn what world offers
52	96	Join activities I'm interested in
54	06	Belong to student organizations
63	13	Get acquainted with more girls
74	73	Extended social life
78	29	To know people from many towns
81	12	Get into more activities
84	23	Join at least three activities
88	30	Close roommate
91	70	Make friends through sorority
93	64	Alumni contacts
98	42	Close knit sorority

None of these items appears in the top quartile and in general they appear low on the scale. It would seem that making social contacts is not a strong motivating force in going to college.

A question which becomes increasingly pertinent as one reads the choices outlined in Tables 5 - 15 is: To what extent are these the "public" attitudes of the population studied? Would the subjects have responded in the same way had they sorted anonymously? Do they respond as they do because of the associations they make with the authority-title of the researcher?

Note that item 50 "higher social standing," ranks 85; "to have more choice of men" ranks 97; and "get pinned early" ranks 99. Yet one of the subjects, lingering after others had left the room, said: "What do you need to make a study for? Everybody knows a girl comes to college either to work or to have a social life." Yet the "social life" items are consistently rejected in the sortings. What pressures exist to make these freshman women respond as they think others expect them to?

CHAPTER VII
CHANGING ATTITUDES IN THE FIRST FOUR AND ONE HALF
MONTHS OF COLLEGE

It will be recalled that one of the hypotheses of this study was concerned with the critical incidents which in early months of the university experience might modify expectations. It was hypothesized that the events freshman women go through during this period might make marked changes in their attitudes. Among these experiences might be sorority acceptance or disappointment, academic success or the lack of it, weaning from home and family ties, changes in standards of social behavior and in religious concepts.

In order to test this hypothesis, the subjects were asked to sort the cards again in early February, 1953, approximately four and a half months after the administration of the first Q sort.

Correlations were run between the first sort and second sort for each subject. In this process the gross score formula used to obtain the first correlations was again employed:

$$\frac{N \sum xy - \sum x \sum y}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}}$$

The highest correlation was .86, the lowest -.58. There were four negative correlations and all these subjects were

interviewed. In each case the subject felt that the negative correlation was due to reverse sorting.

If the four subjects with negative correlations are omitted from the average or if their scores are included and considered positive, the average correlation between first and second sorts is .61. If the four are included as negative scores the average is .54.

(During the Spring Quarter ten first quarter freshman women were asked to do the Q sort twice with just one week intervening between the two sorts. The average correlation was .67. The range was .39 to .86.)

As has been described in Chapter III, 25 subjects were interviewed. For the interviews those with highest and those with lowest correlations between sorts one and two were selected, plus representatives of each of the tentative clusters.

In only one instance did the interviews uncover any reason for noticeable change in the second sort. This was in the case of a subject with a .44 correlation between first and second sortings. The difference lay mainly in the ranking of the "independence" items all of which moved up to higher positions in the second sort. The subject ascribed this to the fact that her family disapproved of the man she had been dating at the University but she was continuing to see him and was eager to break from their domination.

It was extremely difficult throughout the interviewing to isolate any great difference in college experiences between those with low correlations and those with high. At the same time it is interesting to note that in the group of nine subjects with correlations above .70, eight are members of clusters and three of the eight thus identified are cluster prototypes. In other words, it might be that those subjects who entered college with expectations clearly enough defined to be members of a cluster were somewhat more stable in their expectations than the rest of the population.

In the interviews with 25 subjects the following attitudes were most frequently displayed:

Academic Success

For the most part, the subjects came to realize that university course work is much harder than that in high school. For many, lower grades than they had expected were the most threatening experience of the fall quarter. But two subjects stated that they had been forewarned that college work was going to be exceedingly difficult and had thereupon made a great effort to succeed academically in the fall quarter. Having received high grades as a result, they not intended to relax their efforts slightly since "college isn't so hard after all."

Sorority Membership

The interviews failed to uncover any strong feeling

about rejection existing among unaffiliated women. This could be due to the fact that after the first blow is over, unpledged women may become secretive about the disappointments, and do not wish to verbalize on the topic. Subjects who signed for rushing and were not pledged expressed a rather stoical attitude in the interviews. Some had found substitute interests; others stated they had come to view sororities in a more realistic light and no longer desired what had once seemed a glamorized existence. One nonaffiliated subject mentioned the fact that she envied sorority girls their opportunities for social contacts with the fraternities. But the general attitude expressed by unaffiliated subjects was one of indifference. Some, of course, had never enrolled for rushing and had experienced no disappointment.

Without exception the affiliated women interviewed saw their sorority membership as an asset, though they varied widely in the degree of enthusiasm expressed about the experience. Some were surprised to find sorority women "less glamorous and less snobbish" than they had been led to believe. Some were disillusioned by the fact that the values encompassed in the chapter ritual were not put into practice by part of the membership. Others spoke of the supportive nature of the membership as something highly prized.

Social Standards

The degree to which the subjects felt they had changed in social standards such as attitudes towards social drinking varied greatly, as might be expected, with the home background of the subjects. Some, who came from homes where the use of alcohol was unknown, had difficulty in adjusting to what they viewed as a complete reversal in values. They had been, as they saw it, thrust into a situation where strong group approval was given to social drinking. Adjustment to this attitude together with more liberal attitudes relating to sex practice had been for them the most difficult part of coming to college.

On the other hand, subjects who came from homes where social drinking was accepted or who had attended sophisticated urban high schools found the transition a relatively easy one.

Attitudes on Religious Affiliation

One of the most noticeable trends, observable throughout the interviewing, was the surprise, sometimes pleasurable but more often otherwise, met by members of minority religious groups.

First, consider the Catholic student. A few had for the first time met rejection because of their religious affiliations. These came from communities where their family status had been so secure that membership in a

minority religious congregation had never been threatening. Now they found themselves stereotyped with a label, not so much rejected by other women students as regarded with apprehension by eligible male students who "didn't want to get involved with a Catholic." Furthermore, they were forced, as never before, to defend and explain their faith in long bull sessions on the corridors and had for the first time in their lives begun to realize its controversial aspects.

On the other hand, some Catholic students interviewed indicated that they came from neighborhoods heavily populated with a strong nationality group, completely Catholic, and that for the first time they were enjoying the opportunity to date men of other faiths. Furthermore, they were becoming increasingly inquiring about certain aspects of their faith which they had accepted unquestioningly while at home. Other Catholic students felt their faith had been strengthened due to the exigencies they had faced and mentioned the fact that they had organized themselves into a group for daily devotions.

The reaction of Jewish students was again not a uniform one. Some, who came from small Ohio communities where the majority group had completely absorbed the minority group, were for the first time meeting some aspects of withdrawal. They found themselves rushed by Jewish sororities, and once pledged, living largely in a Jewish community, associating

with Jewish girls and dating mainly Jewish men. For some, this was a traumatic experience. For others, this was a moment of liberation. They had enough Jewish associates, for the first time, that they could choose their friends, male and female, among this group. They rejoiced in a new sense of belongingness in a community where the Jewish group was so strong, and in many cases, held such prestige in activities, that they were proud to identify with them.

Even though the reaction is not uniform, a change in attitude among members of minority religious faiths was frequent throughout the interviews.

Miscellaneous: Various Pressures Felt by Freshman Women

The pressure to become independent.

A number of subjects interviewed mentioned the constant necessity of making decisions. Earlier, the family had been telephoned to assist, but the need for decision making was so constant that a degree of independence became a necessity.

The pressure to choose a vocation

On a campus so segmented by college and curricula, some students expressed mounting frustration at the fact that they either had no vocational choice or were dissatisfied with one selected on what now seemed illogical grounds. They sought reassurance that it was "all right" not to have a vocational choice, or sought assistance in further exploration and evaluation of a choice they had

declared.

The pressure to participate in activities

The source of this pressure is two-fold. First are college curricula such as elementary education, where such participation is held before the students as good, and they are admonished to become active members of the University community. The other source is the pressure of the sorority, or in a few instances a residence hall corridor, to participate and start working toward membership in a campus leadership society. This is a pressure that for some increases as time passes and activities leading to the coveted honors become highly competitive. It must be noted, however, that some freshman women who have been extremely active in high school declare they are tired of activities and seek either none at all or those which are in no way competitive. Here again there is no single answer.

Summary:

Very little evidence was found to support the hypothesis that certain critical incidents occur during the early months of college which cause marked changes in attitudes among freshman women. An average correlation of .61 was found between sorts one and two. However, when the lower correlation scores were checked through interviews the subjects involved were unable to cite any particular reasons for the changes. The most noticeable differ-

ence lay in a move toward greater concern over grades which were usually lower than the subjects anticipated. Members of minority religious faiths had almost consistently found the necessity for readjustments, not in philosophic concepts but in their relationships with members both of their own group and others.

Comment:

The question recurs as one examines these findings: to what extent are these attitudes privately held and to what extent are they those which the subjects perceive as being safe to present to a public? In other words, do freshman women really believe these things or have they been so firmly indoctrinated with the idea that this is what they ought to say that they respond as they have here? If the latter is the case, what pressures are exerted upon them either in their home communities or within the University which cause them to perceive these answers as the acceptable ones to give?

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary and Conclusions

This study is an attempt to explore the expectations of freshman women regarding their college experiences. It seeks to determine what their attitudes are at the beginning of their course and what happens to these attitudes during their early months on the campus. It is based upon two hypotheses, as follows:

1. College freshman women have certain expectations regarding the experiences they are about to enter upon and these expectations fall into clusters which will differentiate one group of such students from another.
2. There are critical incidents, part of the common experiences of freshman women, which cause changes in these expectations in the early months of college.

The instrument employed was the Q sort, developed by Stephenson at the University of Chicago. 100 items were selected from statements about expectancies gathered during interviews with pre-college freshman women in the summer of 1952. In the opening week of the fall quarter, 67 freshman women were asked to sort these items into ten piles according to the degree of their preference.

A matrix of intercorrelations was obtained by I.B.M. operations. A profile was constructed for each subject, charting her correlations with every other subject and

these profiles were examined for congruence. The method employed was the Thomas modification of the Tryon Cluster Analysis. When this method of finding similar profiles appeared fruitless, it was abandoned and tentative clusters were isolated by means of selecting from the matrix those groups of subjects who correlated with each other above .50.

The clusters tentatively isolated may be described as follows:

1. Home, job, and the good life

The members select items dealing with homemaking, personal development, and marriage combined with a job. They represent a majority trend as revealed in total population scores.

2. Self reliance and self determinism

The group chooses items on vocational and personal adequacy.

3.

The cluster overlaps I and II. The members select home and family items as do subjects in cluster I, but they select more altruistic items than I. They select reflective items as do group II, but vocational items are not placed as high as by II.

4.

There is wide spread in choices. No general trend is discernable in acceptances, but some general tendency is evident to reject items of social outreach.

5.

A small group of three subjects whose choices have no discernable trend.

In general all the subjects studied approved items dealing with homemaking, personal development and vocational

training as an emergency resource. They varied only in the degree to which they placed these in top rank. Likewise all rejected items having to do with running for office, coming to college to meet men, or seeking social life through a sorority. Admission of such motivation seems not approved.

It appears that the freshman women in this study responded in terms of rather conventional concepts of what a woman's life ought to be: Marriage and a family are good; job preparation is expedient; personal development is admired. There is evident very little adventuresomeness or exploration, or concern for world affairs. There are few indications of seeking new experiences such as holding office, and items that suggest an aggressive attitude in community life or personal relationships ("pinned early" ranks 99, and "run for office" ranks 100) were rejected.

The lack of clear cut clusters may be due to the fact that the items were drawn from a population of incoming freshman women, largely from Ohio communities. The subjects studied came from the same general background. The population is perhaps homegeneous enough that sharp differentiations do not show up. The items tap so many areas that the spread of content to choose from is wide and not conducive to clear out distinctions.

For instance, it may be that had the population studied been made up of male and female students and all the items

concerned with vocational choice, much more definite clusters of expectations might have appeared. In contrast, these subjects are young women all to some degree indoctrinated with the values of the middle class and the items were drawn from the same background. In such instance the process becomes that of distinguishing between a number of shades of the same hue rather than identifying primary colors.

Some value patterns seem to be diffused generally through the population of freshman women and the techniques employed in this study did not reveal sharply defined or mutually exclusive clusters of expectancies that would set off one group from another.

It may be appropriate to summarize here, however, what seems to be the general value structure of this sampling of freshmen.

It is perhaps significant that the most chosen item in the list of 100 is one which embraces the philosophy of the proponents of general education: "to get a well-rounded education." It is likewise significant that the second highest chosen item deals with a basic choice in the thinking of women: homemaking or a vocation. The freshman girl decides to get ready for both.

A critical examination of the top ten items suggests that the main motivation for getting a college education is that of developing resources for dealing adequately with

life situations that lie ahead. Item 66 "To be self reliant" ranks 15 in total population choices. But the ten top items in a sense spell out the content of this generalized item which is placed at lower rank. To develop a philosophy of life - to analyze situations and meet them better - to have economic recourse in emergencies - to rear a family wisely - to become an adult with personal resources shored up against unexplored and unpredicable exigencies of the future: these seem to be the chief reasons given for coming to college. (See items 18, 36, 05, 97, 51, 46, 83, 33, 47, 31 which constitute top 10.) The implications of these findings will be discussed in the final section.

The second hypothesis was that critical incidents which modify expectations occur during the early months of college. Although some changes occurred, these were less dramatic than had been anticipated.

It is a popular belief of the men in the street that the experience of going away to college has revolutionary and traumatic aspects which in some students assume almost catastrophic proportions. Novels, motion pictures, and even church sermons are drawn from this theme: "Take Care of My Little Girl," or "Goodbye God; I'm Off to College."

The interviews did not turn up evidence to support these popular concepts. Some evidence was found to the

effect that many students are sobered by a growing realization that college work is going to be harder than they anticipated; and that college life is not, on the whole, as glamorous as they expected. Members of some religious faiths mentioned a need of adjustment to unfamiliar attitudes on the part of others regarding their religious groups. It would seem that the rather firm indoctrination in the pattern of values discussed earlier may undergo some slight modifications, but on the whole is still in effect after four and one half months in the new environment.

Some Implications for Future Use of the Instruments Employed in This Study

It would be inappropriate for the author to attempt to evaluate either the Q sort or the Thomas adaptation of the Tryon Cluster Analysis procedure on the basis of this single study. But a brief summary of some of the problems involved may be of assistance to others who contemplate the use of these techniques in a similar project.

The Q sort.

The advantages of this technique were that it permitted an examination of the way in which subjects organized their experiences, the degrees of significance which they attach to various aspects of a college experience. It also permitted a comparison of one subject with another on the

basis of a sampling of items from a particular frame of reference: ideas about college. The author, however, would raise two questions which perhaps might be answered in the future by others who experiment with this device:

Is the Q sort most effective in differentiating among persons when (a) items are drawn from the same general population as are the subjects who sort? (b) when the content area has very wide spread?

Secondly, can a researcher control such influences on response as (1) rejection of some items favored because similar ones had already been placed in high rank and the sorter wants to make room at the top for other favored items; (2) influence of an emotional episode in the immediate present which weights the sorting of a subject; (3) rejection of some items not because they are looked upon with disfavor but because they are already possessed and therefore not sought; (4) weighting of responses according to what is perceived as the safe and expected reply?

These are some of the problems which others using the instrument may attempt to answer.

The Thomas modification of the Tryon Cluster Analysis method.

The use of the profiles of subjects' correlations to determine clusters was not productive in this study using Q sort data. Whatever differences appear did not lend themselves to isolation of similar and dissimilar profiles.

They may be congruent at some points but not at others.

Implications for the Education of Women and for Future Studies

Perhaps the larger issue suggested by this study may be: where do the attitudes of freshman women come from and what can or should we do about them? How do students perceive what we want them to say?

In outlining the kinds of research needed on attitudes, Hovland¹ poses a question as to the factors which affect the extent to which membership in groups serves to maintain attitudes in the face of competing pressures to change. He refers to proposed research in which the relevance of the individual's relationship to the group in forming attitudes is tested by comparing attitudes expressed in groups of high and low cohesiveness under two sets of conditions: one where the attitude is registered in private and anonymously, the other where the attitude is indicated in public before the group. A "symbol sequence," he suggests, may bring forth a certain type of stereotyped response.

Are the public attitudes which a freshman woman feels it appropriate to express different from those she holds

¹Carl J. Hovland, "Changes in Attitude Through Communication." Journal Abnormal and Social Psychology, 46, 1951, 424-437.

privately? Are there conflicts in the values held (or expressed) on a college campus? What should or could the workers in a student personnel program do about it?

Taking responses at face value, the study would seem to indicate that:

Freshman women seek to develop resources that will make for fuller personal living.

They want to prepare both for marriage and a vocation.

They are relatively untouched by any concept of active civic responsibility.

The implications of these findings will be discussed briefly.

The search for personal adequacy.

As one reviews the items placed in the top ten places by these students, one is reminded that Lynn White,² in his book Educating Our Daughters includes a chapter called "Education for Catastrophe" in which he develops the thesis that modern education should provide for all contingencies, and for living with adversity as well as with success. Some such philosophy seems to be sought by these freshmen. Where may a University personnel program help to provide it?

²White, op. cit., pp. 125-139.

Perhaps the following are obvious:

Awareness of the students' need for philosophic integration by counselors working with freshmen.

More opportunities for discussions of such topics in group guidance sessions and residence halls.

Further education of freshmen in the opportunities for participation in clubs and interest groups that touch these areas.

The second expectancy was preparation for both roles of a woman's life: homemaker and wage earner.

Here, it would seem that curriculum-wise there should be opportunity for all women students who desire them to have access to practical courses in homemaking, child care, and family life without the hurdle of professional requirements in a Home Economics curriculum or prerequisites in Sociology.

The choice of a vocation is one of the areas in which the counseling services may play a very important part in assisting students to make a careful analysis of their own interests and potentials and in following through with them as they explore various alternatives. Since freshman women seem to be interested in a vocation chiefly as an emergency resource and combined with marriage, there is the implication that somewhere along the way we should be helping them find out how to keep up the knowledge and skills of their vocation so that it is marketable in case they wish

to return to it.

Finally, what can be done to give women students some concept of the responsibility of educated people in a community?

It seems evident that they arrive at the University with little thought of preparing to assume active civic responsibilities. At least one university, Ohio Wesleyan, has approached the problem by creating an Institute of Practical Politics in which students actually work with political parties. College chapters of The League of Women Voters give impetus to these concerns on other campuses. But we shall need to devise some method, much more dynamic than any now in force, if we make any imprint on the problem before us.

The implications of this study suggest for further research:

1. A continuing study of these 67 subjects to ascertain the changes in expectations during their college years.

The Q sorts, administered four and a half months apart at the beginning of the freshman year, revealed little decisive change in expectations. The question which immediately arises is: will changes occur as these students progress in their college course? For instance, will there be changes by the end of the freshman year? The senior year? Newcomb and others found a tendency to more liberal social and political beliefs as the students whom they

studied advanced in their college courses. What changes will take place in the expectations of the group studied in this project? Specifically, one might ask: what will happen to the attitude rejecting holding a political office? (It will be recalled that item 92, "to prepare to run for political office after I graduate" has the lowest rank.) Will four years in college make any difference in the willingness of these students to take active responsibility in government?

2. An exploration of the relationship of expectancies to such factors as socio-economic status and parents' and siblings' educational background.

These factors were not touched in this study although these data for the 67 subjects have been collected. It may be hypothesized that the economic, cultural, and social milieu out of which the subjects came has had a powerful effect upon their expectations about college, their hopes and aspirations for the total experience. If they have heard parents and older brothers and sisters discuss their college experiences they have probably been influenced in the formulation of their own expectations. It may be conjectured that students' attitudes about vocational choice, sorority membership, grades, and participation in activities have been strongly influenced by attitudes in the home and community.

3. A study of the relationship of academic ability and achievement to expectations.

Does a student with a high percentile rank on the Ohio State Psychological Examination have expectations about her college experience that are different from those of a girl with a low rank on the examination?

The grades of the 67 subjects are being recorded for possible use in a future study on the relationship of expectations to academic achievement.

4. An exploration of the ways in which college students perceive what we want them to say.

Would students respond in the same way if they were responding anonymously? Are these public attitudes? If so, how do they differ from private attitudes? What pressures do students feel to reply according to some of the patterns revealed in this study?

5. Is there a relationship between expectations and the kinds of involvement a freshman establishes with University groups?

(A pilot study using the Group Participation Scale with members of the experimental corridors has already been attempted.) What, for instance, might be the relationship between a girl's expectations of college and the way in which she is regarded by her peers and by staff members?

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APPENDIX A

INSTRUCTIONS USED IN ADMINISTERING FIRST

Q. SORT

Tonight you are going to help with a study of what the expectations of freshman women are when they enter college. By expectations we mean what you really hope college is going to do for you -- what you really want it to be like. In other words, if you could choose just the way you'd have it, what would you choose? There is no right or wrong reply. Answer the way you really feel about it.

We will give you a pack of 100 cards, each of which has a statement of an expectation about college. We would like to have you sort these cards into ten piles, placing an indicated number in each. To make sorting easier, we will give you 10 pink guide cards. These are numbered from 1 to 10, and they also indicate how many cards should go in that pile. Number one will receive the item you least desire or expect; number ten will receive the item you most expect. On the piles in between you will arrange an indicated number of cards according to how much you expect or do not expect these items. Some people find it easier to sort into four piles first, roughly like this:

much unliked, somewhat unliked, somewhat liked, much liked

Then they apportion the correct number of cards to each of the ten piles.

After you have sorted, make sure that you have the correct number in each pile and that they are arranged according to the degree of your preferences.

Please write your name on the blue paper in front of you and leave it on the table with your cards when you have finished. There is no time limit.

APPENDIX B

SAMPLE CARD USED IN Q SORT

Item 01

To make my future home a
pleasanter place to live
in because I have a col-
lege education

APPENDIX C

Table 16

The Relationship of Subjects to Clusters

Legend: The chart below gives a rough indication of what happens to each of the subjects as to clusters.

X	=	cluster member
arabic numeral	=	correlates above .50 with indicated number of members of cluster
Cl.	=	cluster
N.C.	=	no correlation above .50.
M	=	maverick. Correlates above .50 with number of subjects indicated but these do not correlate significantly with each other.

Subject	Cl. I	Cl. II	Cl. III	Cl. IV	Cl. V	N.C.	M
1	4						
2	X						
3		X					
4	2						1
5							5
6			X				
7		X					
8		X					
9							2
10	2		2				4

Table 16
(Cont.)

Subject	Cl. I	Cl. II	Cl. III	Cl. IV	Cl.V	N.C.	M
11							1
12	3				1		2
13				1			1
14	2						1
15	4	3	3		1		4
16				2			1
17		X					
18	X						
19		1					
20		X					
21	X						
22	3	3	1				1
23		1					
24						X	
25						X	
26						X	
27	X						
28	2	3	3				4
29				X			
30						X	
31	X						2
32	2		2				
33			X				

Table 16
(Cont.)

Subject	Cl. I	Cl. II	Cl. III	Cl. IV	Cl. V	N.C.	M
34			X				
35						X	
36	2	1	2				
37	2		1				
38				X			
39	1						3
40			X				
41	1		3				
42	X						
43				X			
44	X						
45						X	
46					X		
47	1				1		
48					1		
49	4		1	2	1		4
50	X						
51	2		3		1		4
52						X	
53		1	2				2
54							3
55							2
56					X		

Table 16
(Cont.)

Subject	Cl. I	Cl. II	Cl. III	Cl. IV	Cl. V	N.C.	M.
57	3		2	1			2
58			2				
59	1	1					
60		X					
62						X	
68						X	1
70							1
71	4	3	2				2
74				X			
75			X				
77	1			1			3
78						X	

Note: There are 67 freshman subjects. Numbers were assigned to refer to columns used in IBM recordings and not all spaces were used consecutively. This accounts for omissions of numbers in chart above.

AUTOBIOGRAPHY

I, Kathryn Louise Hopwood, was born in Lenox, Ohio, August 25, 1908. I received my secondary education at Jefferson High School, Jefferson, Ohio. From Oberlin College I received the degrees of Bachelor of Arts in 1930 and Master of Arts in 1940. My major area was English literature. I also studied in the Department of English in the Graduate School of the University of Chicago during the summer of 1933.

From 1930 - '38 I taught English and worked with student activities in the high school at Shelby, Ohio. In 1938 I went to the high school at Elyria, Ohio, to teach English. I became girls' counselor there in 1939 and continued in this position until 1943.

In the summer of 1941 I began my graduate study in guidance and counseling at the University of Wisconsin and continued at The Ohio State University during the summers of 1942 and 1943.

In September, 1943, I became Assistant Dean of Women at The Ohio State University. In 1949 I became Associate Dean of Women.

20 23 29 20 27 30 31 29 25 12 1 22 25 24 28 24 28 33 18 23 29 29 19 14 -11 10 34 11 24 11 30 40 21 23 30 27

Profile of Correlations for Subject 78

Chart II

Expectations of University Freshman Women

45 60 42 50 34 70 38 33 33 36 37 63 47 34 41 35 39 32 46 32 45 62 5 65 39 11 54 54 35 63 43 36 28 33